

**INSTITUTE OF ADVANCED STUDIES IN EDUCATION
(DEEMED TO BE UNIVERSITY)**

of

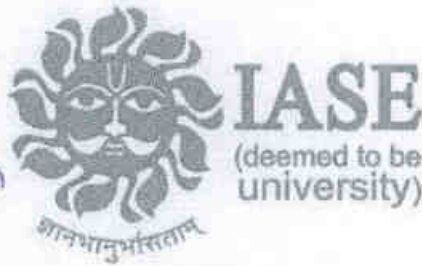
**GANDHI VIDYA MANDIR, SARDARSHAHR
(CHURU) RAJASTHAN – 331403**

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06.06.2020.*

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GVM, Sardarshahar*



SYLLABUS

SCHEME OF EXAMINATION AND COURSE OF STUDY

Integrated Programme of B.A. B.Ed.

(FOUR YEAR COURSE)

B.A. B.Ed. Examination

Session – 2020-24



(CODE: BABED-110)
GENERAL ENGLISH

Maximum Marks: 100

External: 70

Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcomes:

- Students develop proficiency in English which equips them to:
- Understand the demands of audience, course, situation and purpose and the Use of language for effective communication.
- Analyse language in context to gain an understanding of grammar, vocabulary, spelling, punctuation and speech. Examine authentic literary and non-literary texts and develop insight and appreciation.
- Gain an understanding of writing abilities and skills.
- To making students read English poetry & prose with a view to enhancing their comprehension of the language and encouraging them to develop reading habits.
- Developing basic skills in grammar, enriching their vocabulary and enabling them to write simple and correct English.

COURSE CONTENT

Unit I : Grammar

- Tenses
- English sound & phonetic symbols
- Determiner
- Preposition
- Modals

Unit II- Reading & Comprehension

- Reading Comprehension and types of text
- Questions based on a passage from the prescribed text to test the candidate's comprehension and vocabulary
- Questions based on an unseen passage to test the candidate's comprehension and vocabulary

UNIT III- Poetry & Prose

- John Milton- on his blindness
- William Blake- to the evening star
- Alfred Lord Tennyson- break, break, break
- Charles Lamb- A bachelor's complaint against the behaviour of married people
- J.B Priestly-on getting off to sleep

UNIT IV-Written Composition

- Summary writing
- Précis writing
- Letter/Application writing
- Report Writing

UNIT V- Enhancing writing abilities

- Advertisement
- Notice
- Invitation
- E. mail

Practicum/Field Work (any two of the following)

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शिक्षा संकाय
आई. ए. एस. ई. (भाषित) दिश्वविद्यालय
गोंदी विद्या मंदिर, सरदारखान

- Process and outcome of learning.
- Domains of learning, cognitive, Affective and psychomotor.
- Learning skills, E-Learning & use of ICT in self-learning.
- Motivation: Meaning and Role in the process of learning, Achievement Motivation.

Practicum/Field Work

- The pupil teacher will prepare at least two lessons based on computer assisted instruction and study its effectiveness.
- Observe two learners, in natural setting to study and write a report on their domain of learning, the report present class in the presence of teacher education.
- To study children of diverse economic and societal & cultural context for understanding learners' thinking and learning and prepare a report.

UNIT – IV Personality and Hygiene

- Mental Health & Hygiene: Meaning, Concept and Factors affecting mental Health & Hygiene.
- Development of Good mental Health, characteristics of mentally healthy teacher, to improve mental health of teachers.
- Personal and environmental hygiene, Family and school health/prevention of accident, Health information, disease prevention.
- Personality: Meaning, Theories and assessment, adjustment and its mechanism, maladjustment.
- The Psychological Disorders During Quarantine and Isolation.

Practicum/Field Work

- Examine the personal, domestic and physical hygiene of school of student.
- Conduct an awareness program in school by the pupil teacher on physical and mental health after getting training on prayer, yoga and meditation.
- Conduct a Study in your Society selecting any two Psychological variables (Stress, Mental Health, Tension, Conflict, Anxiety, Depression, Self Steem etc.).

UNIT – V Development and implications in education of

- Self concept, attitudes, interest, habits, aptitude and social skills.
- Intelligence and creativity – meaning, theories and measurement, role in learning, emotional, maladjustment.
- Childhood and child Development implication in teaching and learning
- Physical & Mental Hygiene implication for teachers
- Adolescent Development implication for teachers, teaching and learning
- Learning implication for teachers

Practicum/Field Work

Apply any two psychological tests on two students and on the basis of the conclusion, make a comprehensive profile, (at least ten students for each test).

References:

- Berk, L. (2010). *Development through the lifespan*. New Delhi: Pearson Education India.
- Gesell, A., Amatruda, C. S., Knobloch, H., & Pasamanick, B. (1947). *Developmental diagnosis: normal and abnormal child development, clinical methods and pediatric applications*. New York: Hoeber.
- Mangal, S.K. (2005). *Child Development*. New Delhi: Arya Book Depot.
- Mathur, S.S. (2007). *Development of learner and Teaching learning process*. Agra: Agrawal Publication.

Yoga for Holistic Health
(CODE: BABED-153)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning Outcomes:

- Understanding about the concept, scope & need of Holistic Health.
- Apply their Knowledge about yoga and fundamentals of holistic health in daily life.
- To compare the Education of holistic health between Indian & Western Context.
- Conceptualize Metaphysical Bases of Yoga.
- Integrate yoga & meditation in their daily life.
- Examine Different Yoga Systems and Characteristics of Yoga Practitioner.
- Able to perfectly select instrument of yoga and their effective uses.

UNIT – I Fundamentals of holistic health

- Concept of Holistic Health.
- Need & scope of education for Holistic Health.
- The Indian context and Western context of Education for Holistic Health.
- Dimensions of development of Holistic Health.

Practicum/Field Work

- Make a seven-day programme for holistic development of student through discussion the concept of holistic health with student.
- Organize five days shivir on Holistic Health.
- Comparative study of the concept of holistic health in Indian context & Western context.
- Institutional programme for development of Holistic Health through yoga.

UNIT – II Metaphysical Bases of Yoga

- Concept of Purush and Prakriti as Basic Component of Cosmic Reality.
- Concept of Antahkaran Man, Budhdhi, Chitt, Ahankar.
- The metaphysics of Sankhya, theory of causation.

Practicum/Field Work

- Workshop on Metaphysical Bases of Yoga.
- Awareness programme on Manviya Prakriti in school.

UNIT – III Philosophy of Yoga Education

- The meaning and definition of yoga.
- Needs, importance and scope of yoga education.
- Yoga as a way of healthy and integrated living.
- Yoga as a way of socio-moral upliftment of man.
- Yoga as a way of spiritual Enlightenment, Atmanubhuti, Pratyakshanubhuti.

Practicum/Field Work

- Practice any five yogasana in school with involvement of parents for socio-moral and physical health upliftment of student.
- Orientation programme of school level students for integration of yoga in their daily life.

UNIT – IV Different Yoga Systems and Characteristics of Yoga Practitioner

- Ashtang yoga of Pantajali Pranayama-Pratyahar-Dharna-Dhyana, Samadhi.
- Gyan-Bhakti-Karma yoga of Bhagvadgita.
- Integral yoga of Aurbindo and modern school of yoga.
- Characteristics of a yoga practitioner.

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Chetna Vikas Mulya Shiksha
(CODE: BABED-154)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning outcomes: After completion of the course, student-teachers will be able to:-

To develop the understanding about:

- Life and values pertaining to Individual, Family and Society.
- Harmony in Environment, Nature and Existence.
- Humanity, Human Mindset, Humane Conduct and Universal Order in Nature & Existence.
- Evaluating and understanding the difference between Animal and Human consciousness.
- To ensure sustainable happiness and prosperity, which are the core aspirations of all human beings.
- To facilitate the development of a holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living.

UNIT-I Understanding of Human Being and Human Values and Humane Conduct

- Understanding the harmony in Self and Body
- Understanding Human being and Human Goal
- Humane Character and Morality
- Relationships and Justice (Nyaya) within Family & Society
- Relationship of Human being with Nature (Environment)
- Human Behavior, Humane instincts and Personality

UNIT-II Significance of Value Education

- Problems faced by the Humanity related to human value
- Social and Family disintegration
- Stress and conflict in individuals
- Significance of Value Educations for solving the human problems

UNIT-III Understanding the Values

- Eternal Values: Trust, Respect, Affection, Care, Guidance, Reverence, Glory, Gratitude, Love
- Behavioral Values: Complementariness, Compliance, Ease, Commitment, Unanimity, Self-restraint, Obedience, Spontaneity, Generosity
- Human Values
- Self (Jeevan) Values : Happiness, Peace, Satisfaction, Continuous happiness Material Values

UNIT-IV Understanding Existence & Co-existence and the Interrelationships in Nature

- Understanding the Existence & Co-existence / Nature
- Understanding the order, co-existence and interrelationships, Mutual Fulfillment and Cyclicality (Avartansheelata) in nature
- Problems faced by the Humanity
- Ecological and Environmental imbalances

UNIT – V Harmony and Values in Family

- Family and Relationships: meaning, need, importance and purpose.
- Human relation: types and purpose.

B.A.B.ED. - I (Hindi) PAPER – II
द्वितीय प्रश्न पत्र – कथा साहित्य
(CODE: BABED-155 a II)

Maximum Marks: 75

External: 60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

अधिगम सम्प्राप्तियों

- विद्यार्थी हिन्दी साहित्य की गद्य विधाओं से परिचित हो सकेंगे।
- हिन्दी उपन्यास के स्वरूप, उद्भव एवं विकास की जानकारी प्राप्त हो सकेगी।
- हिन्दी कहानी के अर्थ स्वरूप एवं विकास का ज्ञान प्राप्त होगा।
- हिन्दी कहानी की विकास यात्रा से परिचित हो सकेंगे।
- हिन्दी गद्य साहित्य के प्रति सकारात्मक अभिवृत्ति का विकास हो सकेगा।
- हिन्दी कहानी तथा उपन्यास लेखन की शैलियों की जानकारी प्राप्त कर सकेंगे।

इकाई-1

उपन्यास – धूल पीधो पर – गोविन्द मिश्र, वाघ देवी प्रकाशन बीकानेर

इकाई-2 कहानियाँ

- परीक्षा – प्रेमचन्द
- विसाती – जयशंकर प्रसाद
- चोर – जैनेन्द्र
- संवदिया – रेणु
- पराया शहर – कमलेश्वर
- छिपकली – अमरकान्त

इकाई-3

- नशा – मन्नू भण्डारी
- जिन्दगी और गुलाब – उषा प्रियम्वदा
- दूसरा चमत्कार – मृदुला गर्ग
- पॉंचवा बेटा – नासिरा शर्मा
- अंशदान – सुदेश बत्रा
- कुरजां – मनीषा कुलश्रेष्ठ

इकाई-4

- अजीबदास – यादवेन्द्र शर्मा 'चन्द्र'
- मोहल्लेवाले – हरदर्शन सहगल
- किराए की कोख – आलमशाह खान
- मेरा गाँव कहीं ले – हेतु भारद्वाज
- लालबत्ती – मालचन्द तिवारी
- स्मृतियों में पिता – रघुनन्दन त्रिवेदी

इकाई-5

- उपन्यास – अर्थ, स्वरूप, तत्त्व एवं उद्भव और विकास।
- हिन्दी उपन्यास : विकास के सोपान
- कहानी – अर्थ, स्वरूप, तत्त्व एवं उद्भव और विकास।
- हिन्दी कहानी की विकास यात्रा।

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अधिष्ठाता
शिक्षण संकाय

आई.ए.ए.ई. (मानित विश्वविद्यालय)
गाँधी विद्या भवन, सरदारशाहर

HISTORY OF INDIA FROM EARLIEST TIMES TO 1206 A.D.

B.A.B.ED.- History - I
(CODE: BABED-155 b I)

Maximum Marks: 75

External: 60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcomes: - Students will be able to

- Explain the Impact of Geography on Indian History and Culture.
- To understand the Rise of Magadha upto the Nandas.
- To study the India in the post-Gupta period.
- To know the significance of India in the post-Gupta period.
- To study Age of Satavahanas and Foreign Powers.

UNIT - I

Impact of Geography on Indian History and Culture, Main sources of Ancient Indian History, Features of Indus civilization, The Aryan Problem, Vedic Polity and Economic life, the rise of Janpadas and republics.

UNIT - II

Rise of Magadha upto the Nandas; Magadha Imperialism and role of Chandragupta Maurya; Chakravarti Ashoka – his policy and Dhamma; Mauryan Administration, Factors leading to disintegration of the Mauryan Empire.

UNIT - III

Age of Satavahanas and Foreign Powers: contribution and Achievements of (i) Pushyamitra Sunga (ii) Gautamiputra Shatkarni, (iii) Rudradaman-I, (iv) Kanishka-I, Economic progress in the Pre-Gupta period with special reference to trade and commerce.

UNIT - IV

Early History of the Gupta dynasty up to Chandra Gupta-I, Samudra Gupta, Chandra Gupta-II, Skanda Gupta; Features of Gupta administration, emergence of scientific view of the world.

UNIT - V

India in the post-Gupta period: Formation and expansion of Vardhan Empire – Harsha, Features of Chola-Chaulukya administration. Achievements of (i) vishnunaraja chahamanas; (ii) Kumarapala Chaulukya and (iii) Bhoja Paramara – Factors leading to disintegration of Rajput States.

Book Recommended:

- Mookerji, R. K. (1952). *Candra gupt Maurya and his times*. Delhi: Raj Kamal Prakashan.
- Mookerji, R. K. (1972). *Ashoka*. Delhi: Raj Kamal Prakashan.
- Majumdar, R. C. (2001). *The History and Culture of the Indian*. Bombay : Bhartiya Vidya Bhawan.
- Puri, B. N. (1965). *India under the Kushanas*. Delhi: Munsi Ram Manohar Lal Publishar.
- थापर, रोमिला (2018). *भारत का इतिहास*. नई दिल्ली: राजकमल प्रकाशन.
- शुक्ला, एस. पी. (1976). *सिन्धु सभ्यता*. लखनऊ: उत्तर प्रदेश हिन्दी संस्थान.
- पाठक, विशुध्यानन्द (1990). *उत्तर भारत का इतिहास*. लखनऊ: उत्तर प्रदेश हिन्दी संस्थान.
- प्रकाश, ओम (2001). *प्राचीन भारत का इतिहास*. दिल्ली: वैज्ञानिक तथा तकनीकी शब्दावली आयोग, हिन्दी माध्यम, कार्यान्वयन निदेशालय, दिल्ली: दिल्ली विश्वविद्यालय.
- झा, द्विजेन्द्र एवं श्रीमाली के. एम. (1991). *प्राचीन भारत का इतिहास*. दिल्ली: हिन्दी माध्यम, कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय.
- थपलियाल, किरण कुमार (2002). *सिन्धु सभ्यता*. लखनऊ: उत्तर प्रदेश हिन्दी ग्रंथ अकादमी.

OUTLINE HISTORY OF MODERN WORLD (1453 A.D. – 1950 A.D.)

**B.A.B.ED- I (History) PAPER – II
(CODE: BABED-155 b II)**

Maximum Marks: 75

External: 60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcomes

- Explain to you the different ways in which the Renaissance created the condition for the making of a new world
- To understand the origin of the revolutionary thinking in modern Europe
- To study the causes and nature of Revolution in French Revolution
- To analyse the causes and impact of Second War in Europe.
- To inculcate the spirit of Universal brotherhood
- To know the significance of League of Nations
- To study the impact of Great Depression in Europe.

UNIT - I

Renaissance: meaning, causes and development of Art and Literature.

Mercantilism and commercial Revolution, Reformation: Causes, role of Martin Luther, Counter Reformation

American War of Independence: Causes and Results

UNIT - II

Industrial Revolution – Causes, Changes in agriculture and industry and results.

French Revolution of 1789: Causes and its impact, Napoleon Bonaparte. Conquests and Reforms.

UNIT – III

French Revolution of 1848 and its impact, Unification of Italy and Germany, Eastern Question with special reference to Crimean war and Berlin settlement.

UNIT – IV

Imperialism in Asia and Africa- Causes and Results, First World War Causes and Results, Causes and Results of Bolshevik Revolution, Versailles settlement, Causes of the rise of Fascism and Nazism.

UNIT – V

League of Nations : aims, achievements and causes of failure, Second World War – Causes and Results. U.N.O. – Birth, organisation and achievements, Emergence of China, Japan and Turkey as Modern Nation.

Book Recommended

- Gershoy, Lee (1960). *The French Revolution and Napoleon*. Allahabad: Central Book Depot.
- Parks, H. B. (1976). *The United State of America-A History*. Calcutta: Reprint Publishers.
- Thompson, Devid (1966). *Europ since Nepolion*. Penguin.
- Dicksons, A. G. (1972). *The Age of Humanizmand Reformation*. New Jersey.
- वर्मा, ठाकुर भगवान सिंह (1789–1815). *यूरोप का इतिहास*. भोपाल: मध्यप्रदेश हिन्दी ग्रंथ अकादमी.
- चौहान, देवेन्द्र (1815–1919). *यूरोप का इतिहास*, भोपाल: मध्यप्रदेश, हिन्दी ग्रंथ अकादमी.
- देवी, सितमंरी (2016). *विश्व का इतिहास*. पटना: बिहार हिन्दी ग्रंथ अकादमी.
- जैन एवं माथुर (2016). *विश्व इतिहास*. जयपुर: जैन प्रकाशन मंदिर.
- सक्सेना, बनारसी प्रसाद (1972). *अमेरिका का इतिहास*. पटना: नेशनल पब्लिकेशन.
- चौहान, देवेन्द्र सिंह (1995). *यूरोप का इतिहास*, भोपाल: मध्यप्रदेश, हिन्दी ग्रंथ अकादमी.

Physical Geography
(CODE: BABED-155 c I)
(Geography) PAPER – I

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which two tests of 5-5 marks each are included)

Learning Outcomes:

- Understand concept & cope and need of physical geography.
- Apply Their Knowledge in daily life.
- To compare various type of land forms.
- Conceptualize Cycle of Erosion, soil formation and Volcanicity.
- Examine Different type of reefs.

UNIT – I

- Origin of the Earth : Nebular hypothesis, Tidal hypothesis, Big Bang Theory.
- Physical and Chemical State of the interior of the Earth, Structure and Zones.
- Alfred Wegener's theory of continental drift.
- Plate tectonics.
- Isostasy
- Theories of mountains building – Joly, Kober and Holmes.

UNIT – II

- Rocks – Their types and characteristics.
- Weathering and soil formation.
- Earth movements- Diastrophism – faults and folds.
- Earthquake
- Volcanicity – causes and land forms.

UNIT – III

- Cycle of Erosion – Davis and Penck.
- Fluvial land forms.
- Karst land forms
- Glacial land forms
- Aeolian land forms
- Coastal land forms

UNIT – IV

- Composition and Layers of atmosphere.
- Insolation and heat budget.
- Temperature.
- pressure and winds.
- Jet stream.
- air masses and fronts.
- Cyclones – Tropical and temperate.
- Climatic types, W. koeppen's climatic Classification.

UNIT - V

- Relief features of ocean floor
- Distribution of temperature and salinity in oceanic water.
- Ocean current & Tides.
- Marine deposits.
- Coral reefs and Atolls: Types and their origin according to Darwin, Murry and Daly.

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सत्यमेव जयते
श्रीगणेशाय नमः
आई.ए.एस.ई. (मानित विश्वविद्यालय)
गोंदी विद्या भंडार, सारदारसा.

B.A.B.ED- I (Geography) PAPER – II
Resource and Environment
(CODE: BABED-155 c II)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which two tests of 5-5 marks each are included)

Learning Outcomes: After completion of the course, student-teachers will be able to: -

- Evolve a deeper understanding of its purpose and its relationship with society and Humanity.
- Contextualize Environmental management.
- Understand and components of resources and environment.
- Appreciate diverse perspectives of storing rainwater for direct use.
- Equips the prospective teacher with proactive perspective and sense of agency.
- Engage with concepts which are drawn from a environmental education problems and its planning.
- Learn about Major soil types and their distribution.

UNIT – I

Meaning, nature and components of resources and environment. Resources and environment interface. Classification of resources, renewable and non-renewable: biotic (forests, wild-life, live-stock, fisheries, agriculture crops) and abiotic (land, water, water minerals).

UNIT – II

Distribution and utilization of mineral and energy resources, their economic and environmental significance. Types and distribution of forests, flora, fauna and fisheries – their economic and environmental significance.

UNIT – III

Major soil types and their distribution. Problem of soil erosion and soil conservation. Distribution and utilization of water, water harvesting, need, forms of water, Ground water utility, storing rainwater for direct use. Economic and environmental significance.

UNIT – IV

Classification of Environmental natural and Human man-environmental interrelations with respect to population, size, type of economy and technology. Environmental pollutions water, air, noise and radioactive, impact and measures.

UNIT – V

Environmental management forest, soil & wild life & its awareness, Environmental education problems and its planning: deforestation Global warming.

Books Recommended:

- Castree, N., Demeritt, D., Liverman, D., & Rhoads, B. (Eds.). (2016). *A companion to environmental geography*. John Wiley & Sons.
- Earthscan, (2000). *Global Environment*. London: Outlook.
- Janaki, V.A. (1985). *Economic Geography*. New Delhi: Concept Publishing Co.
- Leong, G.C. and Morgen, G.C. (1984). *Human & Economic Geography*, London: Oxford University Press.
- Robert, W. (1996). *Geosystems: an introduction to physical geography*. Prentice Hall, Inc., Upper Saddle River, NJ.
- Saxena, H. M. (2004). *Environmental geography*. Rawat publication
- Singh, S. (1991). *Environmental geography*. Prayag Pustak Bhawan.
- Singh, S. (2006). *Physical Geography of India*. Pravalika Publications.
- Singh, S. (2009). *Physical Geography*, Allahabad: Prayag Pustak Bhawan.
- Strahler, A., & Strahler, A. (2007). *Physical geography*. John Wiley & Sons.
- श्रीवास्तव, वी.के. (2000). *पर्यावरणीय भूगोल एवं पारिस्थितिकी विकास*. गौरखपुर: वसुधरा प्रकाशन.

POLITICAL SCIENCE - I
PAPER I- FOUNDATIONS OF POLITICAL THEORY
(CODE: BABED-155 d I)

Maximum Marks: 75

External:

60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcome

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

- Understand the nature and scope of Political Theory.
- Distinguish between the traditional and modern perspectives of Political Theory.
- Understand some basic concepts of Political Theory.
- Analyse state, its Component, Various theories of its origin and their bearing upon the nature of State
- Understand and analyses various systems of governance.
- Acquaint themselves with various aspects and agents involved in the political process.
- To understand and analyse the basic aspects of major Political ideologies.

UNIT I Political Theory

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

UNIT II Concepts

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

UNIT III State

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

UNIT IV Forms of Governments

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

UNIT V Major Political Ideologies

Idealism, Liberalism, Marxism, Feminism, Sarvodaya.

Transactional Modalities

- Lecture/Contact periods
- Communicative/Interactive and Constructivist approaches imparting knowledge by means of creating situations.

Tutorials/Practicum

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

Assessment Modalities

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

Handwritten:
अधिष्ठाता
श्रीवा संकाय
आई.ए.एच. (विहित) शिक्षणविभाग
गांधी विद्या मंदिर, नारयणवाडी

B.A.B.E.D- I
संस्कृत प्रथम प्रश्न पत्र
CODE: BABED-155 e I)

Maximum Marks: 75

External: 60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

अधिगम सम्प्राप्तियों :

1. छात्र विभिन्न गद्य शैलियों से परिचित हो पायेंगे व छात्रों की लेखन-शैली का उत्तरोत्तर परिष्कार एवं विकास हो पायेगा।
2. कवि की मधुमयी भूमिका में स्थित होकर काव्योचित अभिव्यञ्जनापूर्ण शैली में, भावबोधपूर्वक, आस्वादनयोग्य सस्वरपाठ करने में समर्थ बनाना।
3. उपादेय स्तुतियों, सूक्तियों, सुभाषितों तथा श्लोकों का कण्ठस्थीकरण कराते हुए, उनके व्यावहारिक ज्ञान का विकास करना अर्थात् मौखिक तथा लिखित भाषा में उनका सुप्रयोग कर भाषा-सौष्ठव का विकास कर पाने में समर्थ बनाना।
4. सुभाषितों एवं नीति-श्लोकों में निहित उपदेशों को जीवन में अपनाते हुए व्यक्तित्व या चरित्र के विकास में योगदान करना।
5. प्रभावोत्पादक तथा अभिव्यक्तिपूर्ण शैली में सस्वर-पाठ करने में दक्ष बनाना।

पाठ्यक्रम

इकाई 1

नाटक- (भासकृत) स्वप्नवासवदत्तम्

इकाई 2

वाल्मीकि रामायण-बालकाण्ड (प्रथम सर्ग)

इकाई 3

स्मृति - मनुस्मृति-द्वितीय अध्याय

इकाई 4

कथा साहित्य- हितोपदेश-मित्रलाभ (वृद्धवणिक व लीलावती कथा को छोड़कर)

इकाई 5

अलंकार- काव्यदीपिका (अष्टमशिखा) से निम्नलिखित अलंकार निर्धारित हैं-
1. अनुप्रास, 2. यमक, 3. श्लेष, 4. उपमा, 5. उत्प्रेक्षा, 6. रूपक, 7. अपहृति, 8. समासोक्ति, 9. निदर्शना, 10. अतिशयोक्ति, 11. दृष्टान्त, 12. दीपक, 13. व्यतिरेक, 14. विभावना, 15. विशेषोक्ति, 16. अर्थान्तरन्यास, 17. भ्रान्तिमान्, 18. काव्य लिङ्ग.

पाठ्यपुस्तकें एवं सहायक पुस्तकें

1. चतुर्वेदी, वासुदेवकृष्ण (2005-6). स्वप्नवासवदत्तम् (भास). जयपुर: अभिषेक प्रकाशन.
2. पाण्डेय, जगदन्ारायण (2004). स्वप्नवासवदत्तम् (भास). जयपुर : जगदीश संस्कृत पुस्तकालय.
3. शर्मा, उषा (2007). बालकाण्ड. जयपुर : जगदीश संस्कृत पुस्तकालय.
4. शर्मा, कमलनयन (2005). मनुस्मृति (द्वितीय अध्याय). जयपुर: जगदीश संस्कृत पुस्तकालय.
5. शास्त्री, जनार्दन (1984). मनुस्मृति (द्वितीय अध्याय). दिल्ली: मोतीलाल बनारसीदास.
6. शर्मा, आचार्य भवनाथकर (2004). हितोपदेश (मित्रलाभ). जयपुर: जगदीश संस्कृत पुस्तकालय.
7. त्रिपाठी, रूपनारायण (2007). काव्यदीपिका. जयपुर: हंसा प्रकाशन.
8. मिश्र, जयमन्त (2007). अलंकारप्रकाश. दिल्ली: मोतीलाल बनारसीदास.


आई.ए.एस.के. विभागाध्यक्ष, जयपुर
संस्कृत विभाग, जयपुर

B.A.B.ED- I
संस्कृत द्वितीय प्रश्न पत्र
CODE: BABED-155 e II)

Maximum Marks: 75

External: 60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

अधिगम सम्प्राप्तियाँ :

1. शुद्धोच्चारण पूर्वक पढ़ने की क्षमता का विकास करना।
2. उपयोगी शब्द रूपों तथा धातुरूपों का अभ्यास करना।
3. पद्य साहित्य, अनुवाद एवं व्याकरण आदि का ज्ञान कराते हुए शुद्ध वाक्यों के निर्माण की क्षमता का विकास करना।
4. शुद्ध संस्कृत- माध्यम से लिखित रूप में अपने भावों को व्यक्त करने में समर्थ बनाना।
5. शुद्ध संस्कृत के माध्यम से अपने भावों को मौखिक रूप से व्यक्त करने में समर्थ बनाना।

इकाई-1

- भारतीय संस्कृति के तत्त्व (वैदिक काल से सातवीं शताब्दी तक)
- भारतीय संस्कृति – पृष्ठभूमि एवं विशेषताएँ
- धार्मिक, सामाजिक, आर्थिक एवं राजनीतिक स्थिति
- वर्ण, आश्रम एवं संस्कार (विवाहों के प्रकार सहित)
- त्रिविधऋण एवं पंच महायज्ञ
- शिक्षा
- भारतीय संस्कृति का मानव कल्याण में योगदान

इकाई-2

पद्य साहित्य – रघुवंश (कालिदास) द्वितीय सर्ग 20 अंक

इकाई-3

अनुवाद-

- हिन्दी से संस्कृत में अनुवाद 10 अंक
- अपठित गद्यखण्ड का अर्थावबोध 10 अंक

इकाई-4

व्याकरण लघुसिद्धान्त कौमुदी (संज्ञा प्रकरण, अच्, 20 अंक हल् एवं विसर्गसन्धि प्रकरण)

इकाई-5

- शब्दरूप – राम, सर्व, हरि, सखि, पति, गुरु, पितृ, दातृ, गो, रमा, मति, नदी, स्त्री, डेनु, वधू, मातृ, ज्ञान, वारि, जगत्, नामन्, आत्मन्, युवन्, राजन्, विद्मस्, चाच्, दिश्, तद्, एतद्, किम्, अस्मद्, युष्मद्, इदम्, अदस् एक से शतम् तक संख्यावाची शब्द। अजन्त 5 अंक+ हलन्त 5 अंक
- धातुरूप – (भू एवं एध् के दस लकारों में रूपज्ञान 5 अंक (पठ्, पच्, गम्, दृश्, सेच्, अच्, दुह्, हन्, हु, दा, दिव्, सु, तुद्, रुध्, तन्, क्री, ज्ञा, चूर् (लट्, लोट्, लङ्, विधिलिङ्ग एवं लृट्) इन लकारों में रूप पूछे जाएंगे।

पाठ्यपुस्तकें एवं सहायक पुस्तकें-

1. पाण्डेय, जगन्नाारायण (2002). रघुवंश (द्वितीय सर्ग). जयपुर: जगदीश संस्कृत-पुस्तकालय.
2. त्रिपाठी, बाबूराम (2016). रघुवंश (द्वितीय सर्ग). आगरा: महालक्ष्मी प्रकाशन.
3. श्रीवास्तव, उर्मिला, (2012). लघुसिद्धान्त कौमुदी. वाराणसी: विजय प्रकाशन मन्दिर.
4. शास्त्री, भीमसेन (2009). लघुसिद्धान्त कौमुदी. दिल्ली: भैमी प्रकाशन.
5. चौधरी, अर्कनाथ (2010). लघुसिद्धान्त कौमुदी. जयपुर: जगदीश संस्कृत पुस्तकालय.
6. द्विवेदी, कपिलदेव (2011). रचनानुवादकौमुदी. वाराणसी: विश्वविद्यालय प्रकाशन.
7. Keith, A. B. (1993). A history of Sanskrit literature. Motilal Banarsidass Publishers.

B.A.BED - I (SOCIOLOGY) PAPER – II
INDIAN SOCIETY
CODE: BABED-155 f II)

Max. Marks: 75

External : 60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcomes: -

After the completion of the course, students will be able to:

- Develop a broad understanding of Indian society and intercultural diversity through cultural immersion.
- Deepen the knowledge about the basic concepts of Indian social structure foundation.
- Identify the uniqueness of Indian society and their functional role.
- Develop a working knowledge of structure and composition of rural-urban dichotomy structure of Indian society.
- Recognize the roots of the Indian culture and societal change throughout several social processes.

Note : The question Paper shall contain 10 questions in all, i.e. two questions from each unit. Each question is divided into two parts– Part A and Part B having 6 and 2 marks respectively. Candidate has to answer, part A in about 5 pages and part B in about one page.

Unit I

Cultural and Ethnic Diversity Language, Caste, Religion -concept, religious beliefs and practices and Cultural patterns. Unity in Diversity -structural unity of Indian society.

Unit II

Concepts of Varna, Ashram, Karma and Purshartha.

Unit III

Basic Institutions of Indian society: Caste, Kinship, Family, Marriage. Caste and Class: meaning, features and changing dimensions.

Unit IV

The structure and composition of Indian Society: Villages, Towns, Cities, Rural-Urban linkages, Tribes, Weaker Sections, Dalits, Women and Minorities, Population profile and related issues.

Unit V

Processes of Social Change, Sanskritisation, Westernization, Modernization and Urbanization. Planned Change & transformation in India.

References

- Bayly, C. A. (1986). The Origins of Swadeshi (Home Industry): Cloth and Indian Society. *The social life of things: Commodities in cultural perspective*, 285-321.
- Bayly, C. A. (1988). *Rulers, townsmen and bazaars: North Indian society in the age of British expansion, 1770-1870* (No. 28). CUP Archive.
- Bayly, C. A., & Bayly, C. A. (1987). *Indian society and the making of the British Empire* (Vol. 1). Cambridge University Press.
- Bayly, S. (2004). *Saints, goddesses and kings: Muslims and Christians in South Indian society, 1700-1900* (Vol. 43). Cambridge University Press.
- Beteille, A. (1992). Caste and Family: In representations of Indian society. *Anthropology Today*, 8(1), 13-18.
- Bose, N.K. (1967). *Culture and Society in India*. Bombay: Asia Publishing House.
- Carman, J. B. & Marglin, F. A. (Eds.). (1985). *Purity and auspiciousness in Indian society* (Vol. 1).

MATH
आधुनिक शिक्षा संकाय
आई.ए.ए.ए. (संस्कृत विद्यापीठ),
शांती विद्यापीठ, जयपुर

B.A.B.Ed.- I
ENGLISH LITERATURE
Poetry and Drama PAPER -I
(BABED-155 g I)

Max Marks: - 75

External -60

INTERNAL-15 (In which two tests of 7.5-7.5 Marks each are Included)

Learning outcomes: - Upon completion of this course. The Student will be able to:

- Recognize poetry from a variety of cultures, language & historical periods.
- develop their critical thinking skill and enhance their writing potential
- String tensing skill of note making, summarizing & their writing
- understanding tests with specific Sefence to genres, forms and literary teams.
- Interpreting and appreciating the selected texts from the genres of poetry and drama
- Recognizing the rhythms, metrics and other music aspects of poetry

Unit –I

- William Shakespeare -
 - My mistress 'eyes are nothing like
 - Shall I Compare there
- John Donne
 - Go and catch a falling star
 - The sunne rising

Unit –II

- James Thomson- Autumn
- George. G Byron
 - There is pleasure in the pathless wood
 - She walks in Beauty

Unit –III

- John Milton
 - On his blindness
 - On his 23th birthday
- John Keats
 - Bright star
 - On First looking into chapmen's homer

Unit –IV

- William Shakespeare- The Merchant of Venice

Unit –V

- Literary History - Renaissance, Reformation, Restoration, Neo classical age.
- Literary teams - Sonnet, lyric, simile, metaphor, Personification, Alliteration, Hyperbole pun, Comedy, Tragedy, Rhyme. Etc.

Reference –

- Abrams, M. H. (2005). *A glossary of literary terms*. New Delhi: Macmilan.
- Abrams, M. H., & Harpham, G. G. (2018). *A glossary of literary terms* (Eleventh ed.). New Delhi: Cengage Learning India Pvt. Ltd.
- Baldick, C. (2015). *The oxford dictionary of literary Terms*. United Kingdom: Oxford University Press.
- Bate, & Jonathan. (2010). *English Literary:-A very short introduction*. New Delhi: Oxford University Press.
- Daiches, D. (2010). *A critical history of English Literary* (Vols. 1-2). New Delhi: Supernova Publisher.

B.A.B.ED.- I English Literature
Prose and fiction Paper-II
(BABED-155 g I)

Max Marks 75 Marks

External -60Marks

Internal-15 (In which two tests of 7.5-7.5 Marks each are Included)

Learning outcomes: - Upon completion of this course. The Student will be able to :

- Recognize poetry from a variety of cultures, language & historical periods.
- Broaden their vocabularies and literary thinking and critical skills
- Interpreting and appreciating the selected texts from the genres of poetry and drama
- Write Focused analytical essays in clean grammatical prose
- Strengthening the aesthetic sense & Develop global competencies for successful life.

Unit-I

Fancis bacon	- of studies
Richard Steele	- The spectator chub.
J. Addison	- Meditation in west minster abbey

Unit-II

C. Lamb	- Dream children
R.I. Stevenson	- The Ideal house
B. Russell	- Machines and Emotions
Virginia Woolf	- Profession for Women

Unit-III

Osear Wilde	- The model millionaire
K. Mansfield	- A cup of tea
R. Tagor	- Living or Dead
H. Munro (Saki)	- The open window

Unit-IV

Charles Dickens	- Oliver twist
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Unit-V

Literary History - Elizabethan Prose, History of English Novel, 18th Century Prose

Literary Terms – Myth, Fable, Plot, Climax, Catastrophe metre, Soliloquy.

Reference –

- Abrams, M. H. (2005). *A glossary of literary terms*. New Delhi: Macmillan.
- Abrams, M. H. & Harpham, G. G. (2018). *A glossary of literary terms* (Eleventh ed.). New Delhi: cengage learning india pvt.ltd.
- Baldick, C. (2015). *The oxford dictionary of literary Terms*. United Kingdom: Oxford University Press.
- Bate, & Jonathan. (2010). *English Literary:-A very short introduction*. New Delhi: Oxford University Press.
- Daiches, D. (2010). *A critical history of English Literary* (Vols. 1-2). New Delhi: Supernova Publisher.
- Evans, I. (2011). *A short history of English Literary*. uk: New penguin, Oxford University Press.
- Hudson, W. H. (2012). *An introduction to the study of literature*. New Delhi: Maple press.
- Hudson, W. H. (2012). *An outline history of English Literature*. New Delhi: Maple Press.
- Long, W. J. (2015). *English Literature*. New Delhi: Rama Brothers India Educational Publishers.
- Naik, M. K. (1982). *A history of indian English Literature*. New Delhi: Rabindra Bhawan.
- Prasad, B. (1999). *A background to the study of English Literature*. New Delhi: Macmillan.
- Thakar, D. A. (2008). *A concise history of English Literature*. Patna: Bharti Bhawan.
- Trivedi, R. D. (2018). *A compendious history of English Literature*. U.P: Vikas Publishing House Pvt. Ltd.

B.A.B.ED- I (Music)
प्रश्न पत्र प्रथम
भारतीय संगीत (कंठ एवं वाद्य)
(CODE: BABED-155 h I)

MAX MARKS 50

EXTERNAL -40

INTERNAL-10 (In which two tests of 5-5 Marks each are Included)

अधिगम सम्प्राप्तियां

- विद्यार्थियों को संगीत का मानव जीवन में योगदान की समझ और संगीत का अध्यत्म से सम्बन्ध भी स्पष्ट होगा।
- संगीत में लय ताल और स्वर के सामंजस्य को स्पष्ट हो पायेगा।
- ताल पक्ष में विद्यार्थियों को विभिन्न तालों के ठेके याद करवाये जायेंगे जैसे- तीनताल, दादरा, रूपक, कहरवा, एकताल आदि।
- राग गैरव, अहिर गैरव, यमन में छोटा ख्याल (बन्दिशे) तैयार करवाई जायेगी जिससे विद्यार्थियों का लय पक्ष और सुर मजबूत होगा।
- रागों के समय को रागों के स्वरों के चलन के आधार पर परिवर्तित होता है जिसने विद्यार्थियों को सुरों के चलन के साथ सम्बन्ध स्पष्ट किया जायेगा।

इकाई 1

- निम्नलिखित रागों का शास्त्रीय विवरण एवं तुलनात्मक अध्ययन
(1) यमन (2) भूपाली (3) भैरव (4) खमाज (5) वृन्दावनी सारं (6) दुर्गा (7) हिण्डोल (8) छयानट (9) कामोद
- पाठ्यक्रम की बन्दिशों/गतों को स्वरलिपि सहित लिखना।

इकाई- 2

- निम्नलिखित तालों का ठेका, दुगुन, चौगुन सहित लिखना।
(1) त्रिताल (2) एक ताल (3) चौताल (4) दादरा (5) कहरवा
- निम्नलिखित की परिभाषाएं :-
गींड, घसीट, कृन्तन, कण, जमजमा, झाला, मुरकी, आलाप, तान

इकाई- 3

- नाद, श्रुति, स्वर, सप्तक, राग, थाट, जाति, लय, ताल, पूर्वांग, उत्तरांग,
- वादी, संवादी, अनुवादी, विवादी, वर्ण, अलंकार, आरोह, अवरोह, पकड़

इकाई- 4

- लोक संगीत की परिभाषा, विशेषताएं, वर्गीकरण (राजस्थानी लोक संगीत के विशेष संदर्भ में)
- निम्नलिखित गीत प्रकारों की जानकारी :- खयाल, ध्रुपद, धमार, गत (मसीतखानी एवं रजाखानी), तराना

इकाई- 5

- निम्नलिखित संगीतकारों जीवन परिचय एवं संगीत के क्षेत्र में योगदान :- अमीर खुसरो, रचामी हरिदास, पं० रविशंकर, पं० भीमसेन जोशी
- निम्नलिखित की प्रारंभिक जानकारी :-
- नाद, सांगीतिक और असांगीतिक ध्वनि, तारता, तीव्रता, प्रबलता या नाद का छोटा बड़पन, नाद की जाति या गुण, कम्पन्न गति, आवृत्ति अन्तराल,

संदर्भ ग्रन्थ

- आचार्य, बृहस्पति (1989). *संगीत-चिंतामणि*. उत्तरप्रदेश : संगीत कार्यालय हाथरस भारतीय ज्ञानपीठ.
- टाकुर, ओमकारनाथ (1988). *संगीताजलि*. भाग 1 से 4 तक. दिल्ली: हरिओम ऑफसेट प्रेस.
- देवधर, बी. आर. (1981). *राग बोध*. दिल्ली: भारतीय संगीत, देवधर विद्यालय.

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शिक्षा संचालक
आई एफ सी ई (मानित विश्वविद्यालय)
बाँधी विद्या भवन, सरदारसा

B.A.B.ED- I (Music) द्वितीय प्रश्न पत्र
भारतीय संगीत (कंठ एवं वाद्य)
(CODE: BABED-155 h II)

MAX MARKS 50

EXTERNAL -40

INTERNAL-10 (In which two tests of 5-5 Marks each are Included)

अधिगम सम्प्राप्तियां

- विभिन्न प्रकार की रागों को विद्यार्थियों द्वारा तैयार करने से विद्यार्थियों में स्वरताल और लय का विकास होगा।
- त्वर और श्रुतियों का अन्तर स्पष्ट होगा
- ताल और लय के बोध से विभिन्न प्रकार की तालों को पहचानने का ज्ञान विकसित होगा।
- रागों के बोध से स्वरों के चलन का ज्ञान होगा जिनसे विद्यार्थियों को स्वयं नई कम्पोजिशन बनाने का बोध होगा।
- ध्रुपद घमार आदि शैलियों का ज्ञान होगा।

इकाई-1

- संगीत के उद्भव की विभिन्न मान्यताओं का प्रारम्भिक अध्ययन।
- संगीत की हिन्दुस्तानी पद्धति के समय सिद्धान्त का अध्ययन।

इकाई- 2

- विष्णु दिगंबर पलुस्कर एवं विष्णु
- नारायण भातखंडे द्वारा निर्मित स्वरलिपि पद्धतियों का अध्ययन डायटोनिक स्केल, टोन, सेमी टोन, मेजर टोन, माइनर टोन

इकाई- 3

- हिन्दुस्तानी संगीत पद्धति के चालीस सिद्धान्त
- हारमनी और मेलोडी

इकाई- 4

- निम्नलिखित नृत्यों की जानकारी – कथक, भरत नाट्यम, मणिपुरी, ओडिसी
- निम्नलिखित वाद्यों की बनावट एवं उपयोगिता- सितार, तानपूरा, तबला, हारमोनियम

इकाई- 5

- जीवन में संगीत का महत्त्व
- संगीत की गुरुशिष्य परम्परा एवं संस्थागत शिक्षा प्रणाली
- संगीत एवं रोजगार
- फिल्म संगीत पर शास्त्रीय संगीत का प्रभाव

संदर्भ ग्रन्थ

- आचार्य, बृहस्पति (1989). *संगीत-चिंतामणि*. उत्तरप्रदेश : संगीत कार्यालय हाथरस भारतीय ज्ञानपीठ.
- गर्ग, लक्ष्मी नारायण (1984). *हमारे संगीत रत्न*. नई दिल्ली: भारतीय ज्ञानपीठ.
- चक्रवर्ती, इन्द्राणी (2000). *स्वर और रागों के विकास में वाद्य का योगदान*. वाराणसी: चौखंडा पब्लिशर्स.
- ठाकुर, ओमकारनाथ (1988). *संगीतांजलि*. भाग 1 से 4 तक. दिल्ली: हरिओम ऑफसेट प्रेस.
- देवधर, बी. आर. (1981). *राग बोध*. दिल्ली: भारतीय संगीत, देवधर विद्यालय.
- पटवर्धन, सुधा (1992). *राग-विज्ञान*. भाग 1 से 4 तक. लखनऊ: श्रीराम प्रकाशन.
- प्रज्ञानंद, स्वामी (1963). *भारतीय संगीत का इतिहास*. कोलकाता: रामकृष्ण वेदांता मठ.
- बसंत (2019). *संगीत विशारद*. लखनऊ: संगीत कार्यालय, हाथरस.
- भातखंडे, विष्णु नारायण (2001). *क्रमिक पुस्तक मालिका*. भाग 1 से 4 तक. दिल्ली: हरिओम ऑफसेट प्रेस.
- मिश्रा, लालमणी (1981). *तंत्रीनाद*. भाग-1. नई दिल्ली: लोकोदय ग्रंथमाला प्रकाशन.
- मिश्रा, लालमणी (2002). *तंत्रीनाद*. भाग 2. नई दिल्ली: लोकोदय ग्रंथमाला प्रकाशन.
- रांतजनकर, श्रीकृष्ण नारायण (2018). *संगीत परिभाषा*. मुंबई: आचार्य एसएन काउन्सिलर

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अधिष्ठाता -
शिक्षा संकाय
राज. ई. (मानित) विश्वविद्यालय
माँधी विद्या मंदिर, सरदारशाह

B.A.- I (Music)
प्रायोगिक प्रश्न पत्र
भारतीय संगीत (कंठ एवं वाद्य)

Hours- 100 Hours

MM – 50

- निम्नलिखित रागों का अध्ययन :-
(1) यमन (2) भूपाली (3) भैरव (4) खमाज (5) वृन्दावनी सारंग (6) दुर्गा
(7) हिण्डोल (8) छायानट (9) कामोद
(अ) पाठ्यक्रम के किसी एक राग में विलंबित एवं मध्यलय ख्याल/गत, तान/
तोड़ों सहित 05
(ब) सभी रागों में लक्षण गीत, सरगम गीत 05
 - निम्नलिखित तालों का अध्ययन :-
(1) त्रिताल (2) एक ताल (3) चौताल (4) दादरा (5) कहरवा 02
 - थाट विलावल, खमाज एवं कल्याण के स्वरों में 5-5 अलंकार श्याम पट्ट पर लिखी हुई कोई
स्वरलिपि गाने अथवा बजाने की क्षमता 01
 - निम्नलिखित रागों का अध्ययन : 10
(1) यमन (2) भूपाली (3) भैरव (4) खमाज (5) वृन्दावनी सारंग (6) दुर्गा
(7) हिण्डोल (8) छायानट (9) कामोद 10
(अ) उपरोक्त रागों में से दो विलंबित ख्याल/मसीतखानी गत तान/तोड़ों के सहित (ब) कोई तीन रागों
में मध्यलय ख्याल / रजाखानी गत तान एवं तोड़ों के सहित (बिन्दु संख्या अ के अतिरिक्त)
 - एक ध्रुपद अथवा धमार दुगुन एवं चौगुन की लय सहित / त्रिताल के अतिरिक्त किसी अन्य ताल में
मध्यलय की एक गत (वाद्य यंत्र के विद्यार्थियों के लिए) 05
 - तुमरी/तराना/भजन/गजल/लोकगीत/देशभक्तिगीत प्रार्थना/धुन
(वाद्य यंत्र के विद्यार्थियों के लिए)
 - पाठ्यक्रम की निम्न तालों को हाथ पर ताली एवं खाली उनकी दुगुन एवं चौगुन सहेज प्रस्तुत करने का
अभ्यास 10
(1) त्रिताल (2) एक ताल (3) चौताल (4) दादरा (5) कहरवा
- सन्दर्भ ग्रन्थ :**
- Sorrell, N., & Narayan, R. (1980). *Indian music in performance: a practical introduction*. Manchester University Press.
 - Sambamurthy, P. (1960). *History of Indian music* (No.).
 - Deva, B. C. (Ed.). (1992). *Introduction to Indian Music*. Publications Division Ministry of Information & Broadcasting.
 - Levine, V. L. (Ed.). (2002). *Writing American Indian music: historical transcriptions, notations, and arrangements* (Vol. 11). AR Editions, Inc.

Nash
शिक्षा संकाय
आई.ए.एस.ई. (मानित विश्वविद्यालय)
गांधी क्वीन मंदिर, सरदारवाड़ा

B.A.B.Ed.- II
(CODE: BABED-210)
GENERAL HINDI/सामान्य हिन्दी

Maximum Marks: 100

External: 70

Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

अधिगम सम्प्राप्तिया

- विद्यार्थी हिन्दी साहित्य के इतिहास एवं लेखण परम्परा की गद्य-पद्य शैली से परिचित हो सकेंगे।
- हिन्दी साहित्य के प्रमुख कवियों एवं रचनाकारों की विस्तृत जानकारी प्राप्त कर सकेंगे।
- विद्यार्थी हिन्दी साहित्य की भाषा के साथ भारत सम्यता एवं संस्कृति को जान सकेंगे।
- आदि काल की हिन्दी साहित्य की रचनाओं की समकालीन प्रमुख रचनाओं से तुलनात्मक अध्ययन प्राप्त करेंगे।
- हिन्दी साहित्य के गद्य पद्य शैली द्वारा विभिन्न विकाशात्मक प्रवृत्तियों की जानकारी प्राप्त कर सकेंगे।
- हिन्दी साहित्य के प्रमुख रचनाओं एवं उनके कालों की जानकारी प्राप्त कर सकेंगे।
- हिन्दी साहित्य के व्याकरण एवं भाषागत विकास को समझ सकेंगे।
- विद्यार्थी हिन्दी साहित्य के विभिन्न पारिभाषित शब्दों एवं प्रारूप से परिचित हो सकेंगे।
- हिन्दी भाषा एवं साहित्य के प्रति सकारात्मक अभिरुचि एवं वृत्तियों का विकास हो सकेगा।

इकाई- 1

साहित्य खण्ड -

(क) गद्य भाग :-

निर्धारित रचनाएँ :-

- | | |
|--------------------------------------|-----------------------------|
| • भारतवर्ष की उन्नति कैसे हो सकती है | - भारतेन्दु |
| • मेरा जीवन | - प्रेमचन्द |
| • मजदूरी और प्रेम | - पूर्ण सिंह |
| • भारतीय संस्कृति की देन | - हजारी प्रसाद द्विवेदी |
| • सोना | - महादेवी वर्मा (रेखाचित्र) |
| • राष्ट्रपिता महात्मा गांधी | - मुक्तिबोध |
| • सवालियों की नोक पर | - मोहन राकेश |
| • गर्दिश के दिन | - गुलशेर अहमद खान 'शानी' |
| • निन्दा रस | - हरिशंकर परसाई (व्यंग्य) |
| • नेता नहीं नागरिक चाहिए | - रामधारी सिंह दिनकर |
| • आज भी खरे हैं तालाब | - अनुपम मिश्र |

इकाई- 2

(ख) पद्य भाग :- निर्धारित रचनाएँ :-

- | | |
|--------------------------------|---|
| • अयोध्यासिंह उपाध्याय 'हरिऔध' | - कर्मवीर |
| • मैथिलीशरण गुप्त | - भूलोक का गौरव (भारत-भारती) |
| | (भूलोक का गौरव...आज भी कुछ खड़े हैं।) |
| | संदेश यहाँ मैं नहीं स्वर्ग का लाया (साकेत-आठवां सर्ग) |
| | (निज रक्षा का अधिकार.....उच्च फल जैसा।) |
| • सूर्यचान्त त्रिपाठी 'निराला' | - तोड़ती पत्थर |
| • जयशंकर प्रसाद | - अरुण यह मधुमय देश हमारा, |
| | (चन्द्रगुप्तसे) |
| | हमारा प्यारा भारतवर्ष |
| | (स्कन्दगुप्त से) |
| • सुमित्रा कुमारी चौहान | -झाँसी की रानी |

नाथ
आर्थिदाता

शिक्षा संकाय

आई.ए.ए.आई. (मानित विश्वविद्यालय)
नाथी विद्या मंदिर, सरदारशाहर

B.A. B.ED.-II
Knowledge and Curriculum
(CODE: BABED-251)

Maximum Marks: 100

External: 70

Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcome: After completion of the course, student-teachers will be able -

- To understand concept & the process of knowledge generation and their linkage with society.
- To critically analyse various/ curriculum textbook
- To identify various dimensions of the curriculum and their relationship.
- To identify relationship between the curriculum framework and syllabus.
- To understand the relationship between ideology and the curriculum.

Unit –I Knowledge Generation

- Meaning Concept & nature of knowledge
- Distinction between Data, knowledge, Information and skill Teaching and Training, Knowledge and information, reason and belief.
- Process of Knowledge generation: Local window, Sharing, practice & creation.
- Various structures of society and knowledge and their linkage and relationship.

Practicum/Field Work

- The mentor will help the students to make the critical analysis of a lesson prescribed in the text book.
- Conduct a play on journey of knowledge on any one issue/innovation/Discovery such as aeroplane or bio-computer.
- Make use of full presence of students and staff for impressive performance.
- Analysis of social myths in the light of scientific values and culture, life skills etc.

Unit –II Concept & Type of Curriculum

- Knowledge as the bases of curriculum
- Curriculum: Meaning, concept, nature component and its basis.
- Type of curriculum: Explicit, hidden, absent or null curriculum.
- Syllabus, curriculum & co-curriculum.

Practicum/Field Work

- Identified the transaction of curriculum in a prescribed text book.
- Organize child Centered activity for enhancement of children education and values. (Gandhian/ Ravindra thoughts.)

Unit- III Features of Curriculum Framework

- The salient features of National Curriculum Framework 2005 and NCFTE 2010 and analysis of these documents with respect to various aspects of foundations, concerns and the changes made with important considerations.

Practicum/Field Work

- Make a comparative Analysis of curriculum of school at any one level in the light of NCF 2005.
- Prepare Project on NCF 2005.
- Organize an orientation program for school teachers on NCF 2005 and NCFTE 2010.

B.A. B.ED.-II
Teaching & Learning
(CODE: BABED-252)

Maximum Marks: 100

External: 70

Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcome: After completion of the course, student-teachers will be able -

- To develop scientific attitude for the process of teaching & learning.
- To develop understanding about the relationship of cognitive, social and emotional development with learning process.
- To provide an overall view on teaching & learning style and ideas to enhance these activities.
- To make aware about teaching skills, components and parameters of effective teaching.
- To relate various Psychological domains of Teaching & Learning.
- To effect use of ICT in teaching & learning process.

Unit -1 Psychological domains of Teaching & Learning

- Cognitive psychology: - meaning, concept, important, domains and its relationship with learning & teaching.
- Social development – meaning, importance, social process and its effect on teaching & learning, theory of social construction.
- Emotional development: - meaning, process, need to study and its effect on teaching and learning process.
- Spiritual development: - meaning, concept, important, domains and its relationship with learning & teaching.

Practicum/Field Work

- Critical analysis of School situation in terms of its role in promoting learner's cognitive and non-cognitive learning outcome and report on entire activities.
- Preparation of learner's profile based on cognitive and non cognitive characteristics of two adopted students.

Unit-2 Effective Teaching

- Effective Teaching: Meaning, Component and Parameters of Effective Teaching, Identification of Teaching Skills, Principles of Teaching, Classroom instruction strategies, Teacher as a Learner, Responsibilities of Teacher.
- Teaching for culturally diverse students, theory of culturally relevant pedagogy.
- Values and personal relationship between Teachers and Learners, relationship among learners, self-esteem and freedom experienced by learner.
- Teaching Models & factor effecting teaching & learning.

Practicum/Field Work

- A Survey based report on an effective Teacher behaviours or class room Instruction Strategies of effective Teacher.
- Prepare academic schedule of student after analysis of school diary of student and used its implementation. Analysis of record or Teaching and Learning.

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अधिष्ठाता
शिक्षा संकाय
आई.ए.एस.ई. (मानित विश्वविद्यालय)
गोंधी विद्या मंदिर, सरदारशह

B.A. B.ED.-II
Health and Physical Education
(CODE: BABED-253)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning outcome: After completion of the course, student-teachers will be able -

- To develop positive attitude towards health as individual and be collectively responsible to achieve it.
- To know their health status, identify health problems and be informed for taking remedial measures.
- To generate awareness about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries.
- To learn and to form right habits about exercise, games and sports, sleep, rest and relaxation.
- To sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development.
- To understand various policies and programmes related to health, physical education and Yoga.
- To understand the process of assessment of health and physical fitness.

UNIT – I

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children.
- Physical Education- Meaning, concept and importance.
- Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.

Practicum/Field Work

- Analyse various text book in light of health education. Prepare report.
- Prepare an awareness program on healthy life style of children or adolescence.

UNIT – II

- The body system-skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their Functions/
- Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, preservation of food value during cooking, indigenous and modern ways to preserve food, shift in food practices-food and waterborne and deficiency diseases and prevention.

Practicum/Field Work

- Ask school student to prepare a first aid box and conduct a training program on first aid treatment of injury.
- Conduct an awareness program in community on preservation of food value during cooking.

UNIT – III

- Safety and security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment.
- Physical fitness, strength, endurance and flexibility, its components, sports skills,

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श्री. सुभाष चंद्र शर्मा
श्री. विद्या मंदिर, रायपुर

B.A. B.ED.-II
(CODE: BABED-254 a I)

हिन्दी साहित्य
प्रश्न पत्र : रीति कालीन काव्य

Maximum Marks: 75

External: 60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

अधिगम सम्प्राप्तियों:

- हिन्दी साहित्य के रीतिकाल के काव्य की विशेषताओं को समझ सकेंगे।
- रीतिकालीन कवियों का परिचय जान सकेंगे।
- रीतिबद्ध, रीतिसिद्ध, रीतिमुक्त काव्यों के परिचय के साथ विशेषताओं का अध्ययन कर सकेंगे।
- रीतिकालीन काव्यों का विस्तृत अध्ययन कर सकेंगे।
- श्रृंगार कला एवं अलंकार की गूढ़ता को जान सकेंगे।
- हिन्दी-साहित्य के इतिहास के बारे में दृष्टिकोण विकसित होगा।
- रीतिकाल के प्रसिद्ध कवियों के बारे में जागरूकता पैदा होगी।
- रीतिकाल के काव्यों के माध्यम से देश की तात्कालीन संस्कृति के बारे में जान सकेंगे।
- रीतिकाल के महत्वपूर्ण परिवर्तन और आन्दोलनों के बारे में जान सकेंगे।

इकाई- 1

1. **केशव** : रामचन्द्रिका-गणेश वन्दना, सरस्वती वन्दना, श्रीराम वन्दना, अवधपुरी शोभावर्णन, सीता-स्वयंवर, परशुराम संवाद, वन में राम, भरत-कैकेयी संवाद, लक्ष्मण-क्रोध, पंचवटी वर्णन, सिया हरण, अशोक वाटिका में रावण-सीता, सीता के विरह में राम दशा, रावण-हनुमान संवाद, लंका दहन, अंगद-रावण संवाद, सीता की अग्नि-परीक्षा, रामराज्य वर्णन।
2. **बिहारी** : दोहे- मेरी भव बाधा हरौ, सीस मुकुट कटि काछनी, मोर मुकुट की चन्द्रिकानुसोहत ओढ़े पीत पट, तजि तीरथ, अधर धरत हरि, कीने हूँ कोटिन, अजौं तरथोना, तो पर वारीं, बतरस-लालच, नेह न नैनजी, केसरि कै सरि, या अनुरागी चित्त, डीठि न परतु, अंग अंग नगं, लिखन बैठि जाकी, दृग उरझत, मानहु विधि तन, सधन कुंज छाया, भाल लाल बँदी, इत आवति चलि, रनित भूंग घंटावली, कहलाने एकत बसत, अरुन सरोरुह कर, ज्यौं वैंहाँ त्यों, करौ कुवत जगु, कब को टेरत, थोरैई गुन रीझते, स्वारथु सुकृत न, करि फलेल को, जिन दिन देखे, कौन भांति रहि, कहत नटत रीझत, नेह न नैननु, नहिं परागु, मंगल बिन्दु सुरंग, दीरघ साँस न लेहु, पत्रा ही तिथि, तो लग या, तन्त्री नाद कवित-रस, कनक कनक तै, नर की अरु, मरत प्यास पिंजरा, इही आस अटक्यौ रहत, लिखन बैठि जाकी, कंचन तन धन, आवत जात न जानिए, पावस निरी।
3. **देव** : छंद - सुनि के धुनि चातक-मोरनि की, सोवत तें सखी जाग्यो नहीं, सपने में गई देखन हौं सुनि, ता दिन तें अति व्याकुल है तिय, बाल लतान में बाल कौ बोल, मोर ही भौन में भावतो आवत, एक चुही वृषभानु सुता अरु, सराहें सुरासुर सिद्ध समाज, आपुस में रस में रहरीं, सुख सेज के मंदिर ते गुरमंदिर, श्रीविधि बानी जु वेद बखानी, जब ते कुँवर कान्ह रावरी कलानिधान, श्रीझि रिझि रहति रहसि हँसि हँसि उठै, आई बरसाने ते बोलाई वृषभानुसुता, राधिका कान्ह को ध्यान धरै, पावरनि ते पावड़े परे है पुर पीरि लग, सावन मास सखीन में सुन्दरि, मन्दिर तें निकसी बनि ज्यौं ससि, खोरि ली खेलन आवतियेन ती, धार में धाइ धँसी निधार वैं, रावरो रूप रह्यो भरि बैनन, प्रेम कहानिन सो पहिले, आँखिन आँखि लगाये रहैं, साँसन ही साँ समीय गयो, एकँ अभिलाष लाल-लाख भाँति लेखियत, कोऊ कहाँ कुलटा, बरुनी बंधवर से गूदरी पलक दोऊ, झहरि झहरि डीनी बूँदनि परित मानो।

इकाई- 2

4. **पदमाकर** : ऋतु वर्णन - कूलन में, केलिन, कछारन में; औरि भाँति कुजन में, चंचला चमाकै, आयी हौं खेलन फाग; सीज ब्रज चंद पै चली; झिलकउ झकोर रहे, आपहि आपपै रुसि रही; आज बरसाने की नवेली अलवेली बधू। रस निरूपण - ऐसी न देखी सुनी सजनी, ए हो नंदलाल ऐसी। फुटकर - तीर पर तरनि-तनूजा, गोकुल के कुल को, फहरे निसान दिसानि, सिर कटहिं, एकँ गहि भाले, किलकिलकत चंडी, कामद कला-निधान, सूरत के साह कहै, पुच्छन के स्वच्छ, पारावार-पार-लौं। भक्ति - देवनर

B.A. B.ED.-II
(CODE: BABED-254 a II)
द्वितीय प्रश्नपत्र : नाटक एवं एकांकी

Maximum Marks: 75

External: 60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

अधिगम सम्प्राप्तियों:-

- हिन्दी नाटक के तत्वों को जान सकेंगे।
- हिन्दी नाटक के उद्भव एवं विकास की परम्परा को जानकर समझने का प्रयास कर सकेंगे।
- हिन्दी एकांकी एवं नाटक के तत्वों में तुलना कर सकेंगे।
- हिन्दी एकांकी की विकास यात्रा को समझ सकेंगे।
- विद्यार्थी हिन्दी एकांकी के उद्भव एवं प्रकारों से परिचित हो सकेंगे।
- विद्यार्थी एकांकीकारों की भाषागत विशेषताओं को समझ सकेंगे।
- विद्यार्थी एकांकी की विशयगत प्रवृत्तियों का अध्ययन कर सकेंगे।
- नाटक एवं एकांकी के मध्य अन्तर को स्पष्ट कर सकेंगे।
- एकांकीकारों की की विशयगत एवं भाषागत योग्यता को पहचान सकेंगे।
- नाटक एवं एकांकी द्वारा विद्यार्थियों में रंगमचीय क्षमता का विकास करना।
- नाटक की विभिन्न शैलियों से परिचित कराना।
- नाटक एवं एकांकी को विद्यालय एवं समाज में अभिन्यात्मक रूप में प्रस्तुत कर सकेंगे।
- एकांकीकारों के भावों को अलग-अलग रूपों में पहचानना।

इकाई -1

नाटक— रक्तध्वज —डॉ.राजेन्द्र मोहन भटनागर, अलका प्रकाशन, लजमेर

इकाई -2

नाटक— मुक्तिपथ— रवि चतुर्वेदी, श्याम प्रकाशन, जयपुर

इकाई -3

एकांकी :-

- | | | |
|----------------------------|---|-------------------|
| • एक तोला अफीम की कीमत | — | रामकुमार वर्मा |
| • साहब को जुकाम है | — | उपेन्द्रनाथ 'अशक' |
| • परदे के पीछे | — | उदयशंकर भट्ट |
| • मक्खड़ी का जाला | — | जगदीशचन्द्र माथुर |
| • अदृश्य आदमी की आत्महत्या | — | विपिन अग्रवाल |
| • बहुत बड़ा सवाल | — | मोहन राकेश |

इकाई -4

- | | | |
|----------------------------------|---|--------------------|
| • ताँबे के कीड़े | — | भुवनेश्वर |
| • काल पुरुष और अर्जुता की नर्तकी | — | लक्ष्मीनारायण लाल |
| • हरी घास पर क्षण भर | — | सुरेन्द्र वर्मा |
| • समरथ को नहीं दोष गुसाईं | — | सफदर हाशमी |
| • यहाँ रोना मना है | — | ममता कालिया |
| • अमरजोत | — | लक्ष्मीनारायण रंगा |

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आधिष्ठाता
शिक्षा संकाय

आई.ए.ए.आई. (मानित विश्वविद्यालय),
गाँधी विद्या भवन, सरदारसह्य

B.A.B.ED.- II (History)- II
HISTORY OF MEDIEVAL INDIA (1206-1740 A.D.)
(CODE: BABED-254 b I)

Maximum Marks: 75

External: 50 Marks

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning Outcome: -

- Students will be able to recall & recognise the, medieval period of Indian History.
- Students will be able understand the causes of the rise and fall of, medieval period of history.
- To enable the students to understand the different emperor & establishment of different medieval dynasty.
- To enable the students to explain the social, political, economical & religious condition of medieval history.
- They will be able to make some chart models, pictures & maps on the medieval emperor & their administration.
- They will be able to take interest in; medieval history.
- They will be prepared, select & utilize different teaching aids.
- To enable the students to encourage to grasp concepts & to develop positive attitude towards Indian history.

UNIT – I

Sources of Medieval Indian History, Establishment of Turkish Rule in India. Qutubuddin Aibak, Iltutmish, Razia and Balban, Khalji imperialism. Expansion in Rajputana and Deccan, Administrative and economic regulations and their impact on the State and people.

UNIT – II

Innovations under Muhammed Tughlaq, Religious policy and public works of Firuz Tughlaq, Timur's Invasion, Sikandar Lodi, formation of vijaynagar Empire and Bahamani Kingdom and cause of their decline. Social and Economic condition during Sultanate period.

UNIT – III

Political condition of India on the eve of Babur's invasion, his role in the establishment of the Mughal Empire, Humayun's early difficulties and causes of his failure. Sher Shah – Expansion of his empire and administration, political unification, Expansion and consolidation of the Mughal Empire under Akbar.

UNIT – IV

Nurjahan's role in the Mughal court. Shahjhan – Golden Period Aurangzeb's policy towards Rajput and Deccan. Religious policy of the Mughal's. Shivaji and his conquests, Causes of downfall of the Mughal Empire.

UNIT – V

Nature of Mughal State, Agrarian system, Mansabdari system Foreign Trade and Commerce, Social condition of the people.

B.A.B.ED.- II (History) PAPER – II
Survey of Rajasthan History from the Earliest Times to 1956 A.D.
(CODE: BABED-254 b II)

Maximum Marks 75

External: 60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning Outcome :-

- students will be able to recall & recognise the main sources of history of Rajasthan.
- Students will be able understand the causes of the rise and decline of Rajput's.
- To enable the students to understand the different Rajputana's emperor & their administration.
- To enable the students to explain the social, political, economical & religious condition of the Rajputana's states
- They will be able to make some chart models, pictures & maps on the uprising movement 1857 in Rajasthan.
- They will be able to take interest in the Indian Rajput's States.
- To enable the students to differentiate the role & contribution of prajamandals in the freedom movement.
- To enable the students to encourage to grasp concepts & to develop positive attitude towards the early history of Rajasthan

UNIT – I

Main Sources of History of Rajasthan, An outline of Proto-Historic Rajasthan with special reference to Kalibanga, Ahar and Bairath, Outline of Matsya Janapad, Origin of Rajputs and Prithvi raj Chauhan-III.

UNIT – II

Features of Feudalism in Rajput States, changes in the position of the Rajput Nobility under British Paramourty, Maldeo, Rise of Marwar. Fort Architecture with special reference to Chittor, Ranthambore and Amber.

UNIT – III

The policy of Collaboration and Resistance of the Rajput States with special reference to Man Singh of Amer, Rai Singh of Bikaner, Jaswant Singh and Durgadas of Marwar. Maharana Sanga, Maharana Pratap and Swai Jai Singh-II.

UNIT – IV

Causes and results of Maratha penetration in Rajputana; Circumstances and consequences of the treaties of 1818 with special reference to Mewar, Marwar and Kota. Uprising of 1857 in Rajasthan – Causes and results, Cause of political awakening in Rajasthan.

UNIT – V

Peasant Movement in Bilolia and Tribal Movements under Govindgiri and Motilal Tejawat. Contribution of Prajamandals in the Freedom Movement with special reference to Bharatpur, Jaipur and Marwar. Formation of Rajasthan in 1948-1956.

Book Recommended:

- Sharma, Dashrath: Rajasthan Through the Ages. Vol.I, II & III, Rajasthan State. Archives, Bikaner.
- Hooja, R. (2006). *A history of Rajasthan*. Egully. com.
- Krishnan, M. S. (1952, September). Geological history of Rajasthan and its relation to present day conditions. In *Proc. Symp. Rajputana Desert. Bull. Natl Inst. Sci. India* (Vol. 1, pp. 19-31).
- Menon, V.P.: Integration of the Indian State.
- Naha, K., & Halyburton, R. V. (1974). Early Precambrian stratigraphy of central and southern Rajasthan, India. *Precambrian Research*, 1(1), 55-73.

B.A.B.ED- II (Geography)
PAPER – I
Human Geography
(CODE: BABED-254 c I)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which two tests of 5-5 marks each are included)

Note: The question paper will contain 10 questions in all, i.e., two questions from each unit. Each question is divided into two Parts -Part A Part B having 10 and 2 Marks respectively. Candidate has to answer Part A in about 5 pages and part B in about one page selecting one question from each section.

Learning Outcome :-

- To enable the students to acquire a knowledge of Branches of Human geography.
- To enable the understanding of human adaptation to the environment.
- To develop an understand at the division of manekind into racial groups human races.
- To introduce with distribution and growth of Population.
- Students will be enabled to acquire the dynamic evaluativ and development alienated.
- To acquire basic knowledge of Indis's population programme and policies.
- Students will be enabled to understand the over population problem of India and its solution.

UNIT – I

Definition, Nature Scope and Branches of Human Geography, Principles and Approaches of Human Geography, man Environment relationship: Determinism, Possibilism and Neo-Determinism, Dualism in Geography-Systematic/Regional, Physical/Human.

UNIT-II

Division of Mankind into racial Groups-Human Races-Their Characteristics and Distribution. Tribal Groups in the world and India Primary Economic Activities of Human-food collection, Hunt, Hearing, Fishries and Shifting Agriculture.

UNIT-III

Human Adaptation to the environment:

- Cold Region-Eskimo.
- Hot Region- Bushman, Beduin
- Plateau- Gonds, Masai.
- Mountain-Gujjars
- Plane Region- Bheel, Santhal its Social and Economic Activities.

UNIT-IV

Distribution and Growth of Population: world Distribution Pattern-Physical economic and Social factors influencing. Spacial distribution – Concept of over population under population and optimum population Internal and International migration of population.

UNIT-V

Population region of India: Dynamic, evaluative and development alienated, over population problem of India and its Solution, India's Population programe and policies.

Books Recommended:

Masth
अधिकाता -
शिक्षा संकाय
आई.ए.एस.ई. (मानित विश्वविद्यालय)
मंथी विद्या मंदिर, लखनऊ

B.A.B.Ed.- II (Geography)
PAPER – II
Geography of Rajasthan
(CODE: BABED-254 e II)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which two tests of 5-5 marks each are included)

Note: The question paper will contain 10 questions in all, i.e., two questions from each unit. Each question is divided into two Parts -Part A Part B having 10 and 2 Marks respectively. Candidate has to answer Part A in about 5 pages and part B in about one page selecting one question from each section.

Learning Outcome:-

- To understand the state building and administrative framework.
- To acquire a geological Structure Physiography of Rajasthan Physical division.
- To enable the understanding of agricultural and Economic Features of Rajasthan.
- Students will be enable to understand the food and Commercial Crops.
- To introduce with animal and dairy development
- To acquire basic knowledge of energy and power resources.
- Students will be enabled to understand the demographic structure.
- Students will be able to understand the physiographic region of Rajasthan.

UNIT – I

Introduction: State building and administrative framework, Geological Structure Physiography of Rajasthan-Physical Division, Structure, Relief, Climate, Drainage pattern (System) Soils Natural Vegetation,

UNIT-II

Agricultural and Economic features of Rajasthan, Food and Commercial Crops Sources of Irrigation. Animal and Dairy Development

UNIT-III

Energy and Power Resources- Hydro, Electric-Coal, Petroleum, Natural gas, Solar energy, Bio-gas Mineral's Resources and Industries.

UNIT-IV

Demographic Structure-Growth of Population, Distribution, Density, Rural-Urban Population Commercial Structure: Bheel and Garasiya Development of Trade and Transport Influencing Factor's in Rajasthan.

UNIT-V

Physiographic Region of Rajasthan Detailed Study of Marusthali, Aravali, Hadoti Plateau and Bangar Area.

Books Recommended:

- Bhalla, L. R. (2009). Geography of Rajasthan. *Astha Publication*.
- Chouan, T. S. (1987). Agricultural geography: a study of Rajasthan State. *Agricultural geography: a study of Rajasthan State*.
- Garg, K. (2017). Book Review: Sprout: A Social Geography of Rajasthan.
- Mehar, I. (1987). Geography of Rajasthan. *Granthagar, Jodhpur*.
- Misra, V. C. (1967). *Geography of Rajasthan*. National Book Trust, India.

Geography Practical Particulars

Hours- 4

M.M. - 50

Learning Outcome :-

- To develop ability to present geographical region through different types of diagram.
- To develop the skills at reading maps and globe.
- To develop drawing and measuring skills.
- To develop the skill of using and manipulating geographical instruments.
- To develop the interest in field visit.
- To develop an ability of preparing report of socio-economic survey of a village.
- To help the pupils to acquire efficiency to use of statistics in measurement at geographical areas.

Contents:

Cartographic Symbols Types and its use, Classification of distribution map dot map, choropleth map and Isopleth map.

Circle Diagrams, Traffic Flow Diagram.

Mean, Median, mode & Standard Deviation.

Plane table survey- Radiation and Inter-Section method, Resectioning-Two-point problems and three-point problems.

Village Report: Socio-economic Survey of One Village.

Distribution of Marks

Lab Work	: 20
Field Work	: 10
Practical File	: 10
Viva-voce	: 10
Total	: 50

Suggested Readings :

- Foley, M., & Janikoun, J. (1996). *The really practical guide to primary geography*. Nelson Thornes.
- Kneale, P. E. (2014). *Study Skills for Geography Students: A Practical Guide 2nd Edition*. Routledge.
- Matthews, J. A. *Quantitative and statistical approaches to geography: a practical manual*. Elsevier.
- Misra, R. P., & Ramesh, A. (1989). *Fundamentals of cartography*. Concept Publishing Company.
- Robinson, A. et al. (2009). *Elements of Cartography*. U.S.A. : John Wiley & Sons.
- Sarkar, A.K. (2013). *Practical Geography: A Systematic Approach*. Calcutta: Oriental Longman.
- शर्मा, जे. पी. (2009). *प्रायोगिक भूगोल*. मेरठ: रस्तोगी प्रकाशन.

Mastu
शिक्षा संकाय
आई.ए.एस.ई. (मानित विश्वविद्यालय)
गांधी विद्या मंदिर, सरदाशहर

B.A.B.ED- II (POLITICAL SCIENCE) I
PAPER I - COMPARATIVE GOVERNMENT AND POLITICS
CODE: BABED-254 d I)

Maximum Marks: 75

External: 60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning Outcomes :-

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

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

CONTENTS

UNIT I

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

UNIT II

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

UNIT III

Executive: Composition and Functions, British King and the Crown. British Prime Minister and Cabinet, the President of the USA, France and China, Plural Executive of Switzerland.

UNIT IV

Legislature: Composition and Powers of the British Parliament, USA's Congress, Swiss Federal Assembly, French Parliament and National people 's Congress of China.

UNIT V

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

Transactional Modalities

Lecture/Contact periods

Communicative/ Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

Tutorials/Practicum

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

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जाई एवम्...
सर्वोपयोगी...

B.A.B.ED.- II (POLITICAL SCIENCE) II
PAPER II - INDIAN POLITICAL SYSTEM
CODE: BABED-254 d II)

Maximum Marks:75

External: 60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning Outcome: -

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

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

CONTENT

UNIT I

National Movement – its strategy and evolution- Moderate, Extremist and Revolutionary streams, Gandhi 's contribution to national movement.

Major landmarks in the constitutional history of India with special reference to India Council Act 1909, Govt. of India Act 1919 with special reference to Diarchy, Govt. of India Act 1935- and provincial autonomy.

UNIT II

The Constituent Assembly-Genesis, Organization and Function, Salient features of the Constitution of India, Preamble, Fundamental rights and Fundamental Duties. Directive Principles of state policy.

Union Executive: The President, Prime Minister and Council of Ministers.

UNIT III

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

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आई.ए.एच. (विश्वविद्यालय)
बॉम्बे विश्वविद्यालय, सतना

B.A.B.ED.- II
संस्कृत प्रथम प्रश्न पत्र
(CODE: BABED-254 e I)

Maximum Marks: 75

External: 60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

अधिगम सम्प्राप्तियां:

- संस्कृत साहित्य के प्रति रुचि विकसित करना।
- साहित्य तथा सन्दर्भ ग्रन्थों के अध्ययन में रुचि विकसित करना।
- भारतीय मूल्य-संस्कार व सद्वृत्ति विकसित करना।
- विश्वबन्धुत्व एवं मानव परिवार की संकल्पना के प्रति स्वस्थ दृष्टिकोण विकसित करना।
- भाषा तत्त्वों, शैली, छंद अलंकारों को प्रयोग अपने व्यावहारिक जीवन में करना।
- भावानुकूल वाचन करना शुद्ध उच्चारण करना।
- शब्दों का संश्लेषण-विश्लेषण करने क्षमता।
- वाक्य रचना, शुद्ध लेखन की योग्यता विकसित करना।
- शब्दों-पदों, वाक्यों मुहावरों आदि का अर्थ ग्रहण करने की क्षमता विकसित करना।
- उचित गति-गति के साथ धारा प्रवाह वाचन क्षमता विकसित करना।

पाठ्यक्रम

- इकाई प्रथम – नाटक – अभिज्ञानशाकुन्तलम् – कालिदास (प्रथम अंक)
- इकाई द्वितीय – नाटक – अभिज्ञानशाकुन्तलम् – कालिदास (द्वितीय से सप्तम अंक)
- इकाई तृतीय – छन्द – शाकुन्तल में प्रयुक्त सभी छन्द
- इकाई चतुर्थ – व्याकरण
- कृत प्रत्यय प्रकरण से निर्धारित प्रत्यय – तव्यत्, अनीयर्, यत्, क्यप्, ण्यत्, तृच्, ण्वुत्, क्त, क्तवत्, क्त्वा, ल्युट्, शत्, शानच्, तुगुन्, ल्यप् (इन प्रत्ययों के विधायक सूत्रों का सोदाहरण अर्थज्ञान अपेक्षित है)।
- तद्धित-मत्पु, इन्, ठक्, त्व, तल्। (इन प्रत्ययों के विधायक सूत्रों का सोदाहरण अर्थज्ञान अपेक्षित है)।
- स्त्रीप्रत्यय – 1. अजाद्यतष्टाप्, 2. उगितश्च, 3. टिड्ढाणञ्, 4. वयसि प्रथमे, 5. पुंयोगाद्वाख्यायाम् 6. शाङ्गर्वाद्यजो डीन् 7. स्वाङ्गाच्चोपसर्जनाद्, 8. जातेरस्त्रीविषयादयोपधात् 9. ऊङुत्, 10. यूनस्ति:
- इकाई पंचम – संस्कृत साहित्य का इतिहास
(क) वीर काव्य
(ख) काव्य (ऐतिहासिक काव्यों सहित)
(ग) गीतिकाव्य
(घ) गद्यकाव्य
(ङ) नाटक साहित्य
(च) कथा साहित्य

पाठ्य एवं सहायक पुस्तकें

- कुमार, कृष्ण कुमार(2004). *अभिज्ञानशाकुन्तलम्*. जयपुर: अंलकार प्रकाशन.
- द्विवेदी, शिवप्रसाद (2006). *अभिज्ञानशाकुन्तलम्*. दिल्ली: भारतीय विद्या प्रकाशन.
- चतुर्वेदी, वासुदेवकृष्ण(1999). *अभिज्ञानशाकुन्तलम्*. आगरा: महालक्ष्मी प्रकाशन.
- शास्त्री, प्रभाकर एवं त्रिपाठी, प्रभाकर (2008). *अभिज्ञानशाकुन्तलम्*. जयपुर: पंचशील प्रकाशन.
- गैरोला, वाचस्पति (2010). *संस्कृत साहित्य का इतिहास*. दिल्ली: चौखम्बा विद्या भवन.
- द्विवेदी, कपिलदेव(2011). *प्रौढ रचनानुवाद कौमुदी*. वाराणसी: विश्वविद्यालय प्रकाशन.
- नौटियाल, चक्रधर हंस (2011). *वृहद् अनुवाद चन्द्रिका*. वाराणसी: मोतीलाल बनारसीदास.

Mo+U
अधिष्ठाता
शिक्षा संकाय
आई.ए.एस.ई. (मानित विश्वविद्यालय)
गोंधी विद्या मंदिर, सरदारशहर

B.A.B.E.D.- II
द्वितीय प्रश्नपत्र
वैदिक साहित्य, गद्य साहित्य एवं व्याकरण
(CODE: BABED-254 e II)

Maximum Marks: 75

External: 60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

अधिगम सम्प्राप्तियां:

- संस्कृत साहित्य के इतिहास को जानकर भारतीय संस्कृति और मूल्यों का संरक्षण करने की योग्यता विकसित करना।
- महापुरुषों कवि तथा समाज सुधारकों के जीवन चरित्र को अपने व्यवहार में उतारना।
- शब्द निर्माण, संश्लेषण – विश्लेषण करने की योग्यता उत्पन्न करना।
- वाक्य संरचना एवं साहित्य रचना की योग्यता विकसित करना।
- शब्द-पद मुहावरे-कहावते पक्तियां आदि को समझ कर व्यवहार में उतारना।
- यथोचित यति-गति के साथ पठन योग्यता विकसित करना।
- मौखिक एवं लिखित कार्य में शुद्धता एवं स्पष्टता लाना।
- पद्यों का केन्द्रिय भाव ग्रहण कर जीवन में उतारना।
- संस्कृत साहित्य के प्रति सकारात्मक दृष्टिकोण विकसित करना।
- विचार भाव चरित्र परम्पराओं के प्रति दृष्टिकोण विकसित करना।

पाठ्यक्रम

इकाई-1

ऋक्सूक्त – ऋग्वेद के निम्नलिखित सूक्त

1. अग्नि (1:1) 2. वरुण (1:25) 3. सूर्य (1:115) 4. विष्णु (1:154) 5. इन्द्र (2:12) 6. प्रजापति (10:121)
7. संज्ञान (10:191)

इकाई-2

ईशावास्योपनिषद् – यजुर्वेद का 40वां अध्याय

इकाई-3

गद्य साहित्य – शुकनासोपदेश (कादम्बरीतः)

इकाई-4

वाच्य – कर्तृवाच्य, कर्मवाच्य, भाववाच्य

इकाई-5

व्याकरण

(अ) समासज्ञान – निम्नलिखित सूत्रों के आधार पर –

सह सुपा, अव्ययं विभक्तिः, नदीभिश्च, द्वितीया श्रितातीतः, तृतीयातत्कृतार्थेन, चतुर्थी तदर्थार्थः, पञ्चमी भयेन, षष्ठी, तत्पुरुषः समानाधिकरण कर्मधारयः, संख्यापूर्वोद्दिगुः, विशेषणं विशेष्येण बहुलम्, उपमानानि सामान्यवचनैः, कुगतिप्रादयः, दिक्संख्येसंज्ञायाम्, संख्यापूर्वोद्दिगुः, अनेकमन्यपदार्थः, चार्थे द्वन्द्वः, पिता मात्रा।

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

1. प्रातिपदिकार्थ-लिङ्गपरिमाणवचन-
2. कर्तुरीप्सिततमं कर्म-
3. कर्मणि द्वितीया
4. अकथितं च
5. अधि-शीङ् रथाऽऽसां कर्म
6. उपान्वध्याङ्वसः
7. अभितः परितः समया-निकषा-हा- प्रतियोगेऽपि-
8. अन्तराऽन्तरेण युक्ते
9. साधकतमं करणम्
10. कर्तृकरणयोस्तृतीया

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विद्यापीठम्
आई.ए.ए.ए. (मैट्रिक विद्यार्थियों के लिए)
गौरी विद्यापीठ, सारदाचक्र

B.A.B.ED- II (SOCIOLOGY)
PAPER – I
SOCIAL RESEARCH AND STATISTICS
CODE: BABED-254 f I)

Max. Marks: 75

External : 60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcomes: -

After completion of the course, students will be able to:

- Differentiate between the objective and subjective social reality
- Compare the different social research methods and application of most appropriate methodology for doing social research
- Formulate the methods of data collection and their transcription for analysis of the current social veracity
- Discuss the principles and strategies of sample selection, data collection, analysis and to conclude through proper methodological indentation
- Use the statistics for analyzing the collected data to envisage the current social reality
- Be able to demonstrate quantitative literary seeding and understanding Research literature

Note : The question Paper shall contain 10 questions in all, i.e. two questions from each unit. Each question is divided into two parts– Part A and Part B having 6 and 2 marks respectively. Candidate has to answer. part A in about 5 pages and part B in about one page.

Unit – I

Social Research and Social Survey- Meaning, Nature, Stages and types.

Unit – II

Data, Forms and Sources. Hypothesis, Concept, type and Sources.

Unit – III

Techniques of Data Collection : Observation, Interview, Schedule & Questionnaire.
Questionnaire Construction

Unit – IV

Sampling - Concept, type , importance and limitations. Case Study Method.

Unit – V

Tabular presentation of Data, Graphical representation of data. Measurement of central tendency- Mean, Median, Mode, R, Rho Correlation (Rank).

References:

- Argyrous, G. (1997). *Statistics for social research*. Macmillan International Higher Education.
- Champion, D. J. (1970). *Basic statistics for social research*. Scranton: Chandler Publishing Company.
- Cramer, D. (1998). *Fundamental statistics for social research: step-by-step calculations and computer techniques using SPSS for Windows*. Psychology Press.
- Hanneman, R. A., Kposowa, A. J., & Riddle, M. D. (2012). *Basic statistics for social research* (Vol. 38). John Wiley & Sons.
- Healey, J. F. (2012). *The essentials of statistics: A tool for social research*. Nelson Education.
- Healey, J. F. (2014). *Statistics: A tool for social research*. Cengage Learning.
- Levin, J. (2006). *Elementary statistics in social research*. Pearson Education India.
- Wright, S. R. (1979). *Quantitative methods and statistics: A guide to social research* (Vol. 9). Sage.

B.A.B.ED- II (SOCIOLOGY) PAPER – II
SOCIAL PROBLEMS IN CONTEMPORARY INDIAN SOCIETY
CODE: BABED-254 f II)

Max. Marks: 75

External : 60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcomes:-

After the completion of the course, the students will be able to:

- Think critically and ingeniously about the society and social issues
- Develop the sociological knowledge and skills to identify the current social issues
- Demonstrate sociological understandings of social phenomena
- Apply sociological concepts and theories to the existent world and ultimately to their everyday lives

Note : The question Paper shall contain 10 questions in all, i.e. two questions from each unit. Each question is divided into two parts– Part A and Part B having 6 and 2 marks respectively. Candidate has to answer. part A in about 5 pages and part B in about one page.

Unit – I

Social Problem: meaning, concept and types. Crime and Delinquency: meaning, causes, types, theories and remedies.

Unit – II

Population Problem, Population Education and programmes of control. Population Control - measures, causes for success and failure.

Unit – III

Problem of Youth, Drug Abuse and AIDS, Problems of Women in India, Women Empowerment, Infanticides.

Unit – IV

Poverty, Unemployment and Illiteracy :causes forms and remedies. Human rights and Social Problems.

Unit – V

Social Problems of special groups in India-The Scheduled castes, Scheduled Tribes and Other Backward classes. Problems of Minorities and Communalism.

References:

- Ahuja, R. (1992). *Social problems in India*. Rawat publications.
- Bahl, V. (1997). Relevance (or irrelevance) of subaltern studies. *Economic and Political Weekly*, 1333-1344.
- Beteille, A. (1974). *Six essays in comparative sociology*. Delhi New York: Oxford University Press.
- Beteille, A. (1991). The reproduction of inequality: Occupation, caste and family. *Contributions to Indian sociology*, 25(1), 3-28.
- Beteille, A. (1992). *The backward classes in contemporary India*. Delhi: Oxford University Press.
- Guha, Ranjit (1991). *Subaltern Studies*, New York: Oxford University Press.
- Kothari, Rajni (Ed) (1973). *Caste in Indian Politics Madan. G.R.: Social Problems in India*, Madan, T.N. (1991). *Religion in India*. New Delhi: Oxford University Press
- Jain, P- (1979). *Stratification, Social: Caste and Other Inequalities-Essays in Inequality*. Delhi: Manohar

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शिक्षा संकाय
आई.ए.एस.ई. (मानव विज्ञान विभाग)
सर्वो विद्या मंदिर, सरदारवाड़ा

B.A.B.ED - II
ENGLISH LITERATURE-
Poetry and Drama PAPER -1
(BABED-254 g I)

Max Marks:- 75

External -60

Internal-15 (In which two tests of 7.5-7.5 Marks each are Included)

Learning outcomes: - Upon completion of this course. The Student will be able to :

- Recognize poetry from a variety of cultures, language & historical periods.
- develop their critical thinking skill and enhance their writing potential
- String tensing skill of note making, summarizing & their writing
- Understanding tests with specific Sefence to genres, forms and literary teams.
- Interpreting and appreciating the selected texts from the genres of poetry and drama
- Recognizing the rhythms, metrics and other music aspects of poetry

Unit-I

- Thomas quay - An Elegy written in a country churchyard
- William Collins - ode to evening

Unit-II

- William Blake - London
- William words worth - the world is too much with us -The solitary reaper

Unit-III

- P.B Shelly -Odeto the west wind – Englandin 1819
- John beat - Ode to autumn

Unit –IV

- William Shakespeare - Othello

Unit-V

Literary History -Victorian poetry, modem poetry, Pre pedantic period, Romantism
Literary Terms - Dramatic Monologue, Ballad, Ode, Free Verse, Blank verse, Irony,
Soliloquy, elegy, plot, catharsis etc

References –

- Abrams, M. H. (2005). *A glossary of literary terms*. New Delhi: Macmilan.
- Abrams, M. H., & Harpham, G. G. (2018). *A glossary of literary terms* (Eleventh Ed.). New Delhi: Cengage Learning India Pvt.Ltd.
- Baldick, C. (2015). *The oxford dictionary of Literary Terms*. United Kingdom: Oxford University Press.
- Bate, & Jonathian, (2010). *English Literary:-A very short introduction*. New Delhi: Oxford University Press.
- Daiches, D. (2010). *A Critical History of English Literary* (Vols. 1,2). New Delhi: Supernova Publisher.
- Evans, I. (2011). *A Short History of English Literary*. UK: New Penguin,Oxford University Press.
- Hudson, W. H. (2012). *An introduction to the study of literature*. New Delhi: Maple press.
- Long, W. J. (2015). *English Literature*. New Delhi: Rama Brothers India Educational Publishers.
- Naik, M. K. (1982). *A History of Indian English Literature*. New Delhi: Rabindra Bhawan.
- Prasad, B. (1999). *A background to the study of English Literature*. New Delhi: Macmillan.
- Thakar, D. A. (2008). *A concise history of English Literature*. Patna: Bharti Bhawan.
- Trivedi, R. D. (2018). *A compendious history of English Literature*. U.P: Vikas publishing house pvt.Ltd.
- Wolfreys, Julian (2012). *The English Literature companion*, New York, Palgrave MacMillan.

B.A.B.ED- II
English Literature – Prose and Fiction
Paper-II
(BABED-254 g II)

Max Marks:- 75 Marks

External -60

Internal-15 : (In which two tests of 7.5-7.5 Marks each are Included)

Learning outcomes:-: Upon completion of this course. The Student will be able to :

- Recognize poetry from a variety of cultures, language & historical periods.
- Broaden their vocabularies and literary thinking and critical skills
- Interpreting and appreciating the selected texts from the genres of poetry and drama
- Write Focused analytical essays in clean grammatical prose
- Strengthening the aesthetic sense & Develop global competencies for successful life.

Unit-I

- E.V. Lucas - Third thoughts
- G.K. Chesterton - On the pleasures of no longer being very young
- A.G Gardiner - On superstitions

Unit-II

- Huxley - Selected Snobberies
- Hilaire Belloc - In Praise of Ignorance
- O'Henry - The Gift of the magi

Unit-III

- Jonathan swift - On style
- Nathaniel Hawthorne - Dr. Heidegger's Ex-periment
- R. k Narayan - Under the banyan tree.

Unit-IV

- Charles Dickens - A Tale of two Cities.

Unit-V

- Literary History - Victorian novel, Victorian prose.
- Literary terms - Stream of consciousness Novel, Element of Story, Scientific fiction.

References:

- Abrams, M. H. (2005). *A glossary of literary terms*. New Delhi: Macmillan.
- Abrams, M. H., & Harpham, G. G. (2018). *A glossary of literary terms* (Eleventh Ed.). New Delhi: Cengage Learning India Pvt.Ltd.
- Baldick, C. (2015). *The oxford dictionary of Literary Terms*. United Kingdom: Oxford University Press.
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B.A.B.ED- II (Music)
प्रश्न पत्र प्रथम
भारतीय संगीत (कंठ एवं वाद्य)
(CODE: BABED-254 h I)

Max Marks 50

External =0 Marks

Internal-10 (In which two tests of 5-5 Marks each are Included)

अधिगम सम्पत्तियां

- विद्यार्थियों को विभिन्न संगीतकारों की जीवनियां एवं सहयोग का बोध कराया जायेगा।
- डायटोनिक स्केल, टोन, सेमी टोन, मेजर टोन आदि का बोध कराया जायेगा।
- लोक संगीत के महत्व को समझाया जायेगा।
- संगीत व रोजगार के प्रति जागरूकता लायी जायेगी।

ईकाई- 1

निम्नलिखित रागों का शास्त्रीय एवं तुलनात्मक अध्ययन -

(1) विहाग (2) देस (3) बागेश्वरी (4) रागेश्वरी (5) अहीर भैरव (6) जौनपुरी (7) हमीर (8) केदार (9) मालकौंस

- पाठ्यक्रम की बंदिशों/गतों को स्वरलिपि सहित लिखना।

ईकाई-2

निम्नलिखित तालों का ठेका, दुगुन एवं चौगुन सहित लिखना -

(1) आड़ा चौताल (2) पंजाबी त्रिताल (3) झपताल (4) रूपक (5) धमार

निम्नलिखित की परिभाषाएँ -

(1) मार्गी एवं देशी संगीत (2) गंधर्व एवं गीतिमान (3) आवर्तन एवं विभाग (4) सः शब्द एवं निः शब्द क्रिया

ईकाई- 3

- गायक, वादक एवं वाग्गेयकार की परिभाषा तथा गुण-दोष।
- ग्राम - मूर्च्छना की विस्तृत जानकारी।

ईकाई- 4

- रवीन्द्र संगीत की सामान्य जानकारी।
- कर्नाटक संगीत में प्रचलित गायनशैलियों की जानकारी वर्णम, कृति, जावलि, पदम, तिल्लान।

ईकाई- 5

- निम्नलिखित लोकनृत्यों की संक्षिप्त जानकारी - कालबेलिया, घूमर, भवाई, गरबा, डडिया, मंगड़ा, गिददा, लावणी, मिहू, बाऊल।
- पार्श्चात्य स्वरलिपि- पद्धति की विस्तृत जानकारी।

संदर्भ ग्रन्थ

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Masth
अधिष्ठाता
शिला संकाय
आई.ए.एस.ई. (मानित विश्वविद्यालय)
गौधी विद्या मंदिर, सरदारशहर

B.A.B.ED- II (Music)
प्रश्न पत्र द्वितीय
भारतीय संगीत (कंट एवं वाद्य)
(CODE: BABED-254 h II))

Max Marks 50

External -40 Marks

Internal-10 (In which two tests of 5-5 Marks each are Included)

अधिगम सम्प्राप्तियां

- विद्यार्थियों को फिल्मी संगीत पर शास्त्रीय संगीत का प्रभाव समझाया जायेगा।
- सितार, तानपुरा, तबला, हारमोनियम की बनावट एवं वादन करवाया जायेगा।
- हिन्दुस्तानी पद्धति के 40 सिद्धान्त समझाये जायेंगे।
- लय और स्वर के सम्बन्ध को सूक्ष्मता से समझाया जायेगा।
- लय पक्ष को मजबूत करने के तरीके समझाये जायेंगे।

इकाई-1

- निम्नलिखित ग्रन्थों एवं ग्रन्थकारों का परिचय एवं योगदान –
 - (1) भरत – नाट्यशास्त्र
 - (2) शारंगदेव – संगीत रत्नाकर
 - (3) मत्तंग – बृहदेशी
 - (4) पं. अहोबल – संगीत पारिजात

- वाद्यों का वर्गीकरण – तत्, सुषिर, घन, अवनद्ध।

इकाई- 2

- राग-लक्षण, स्वरस्थान- नियम, आविर्भाव-तिरोभाव, अल्पत्व-बहुत्व, रागालाप- रूपरालाप की सामान्य जानकारी।
- भारतीय ताल – पद्धति का वर्णन (दस प्राणों सहित)

इकाई- 3

- ललित कलाओं में संगीत का स्थान।
- निम्नलिखित संगीतकारों का जीवन परिचय – लालमणि मिश्र, पं. भातखण्डे, आचार्य बृहस्पति, अली-अकबर, अल्लारखा खाँ।

इकाई- 4

- स्वरलिपि – पद्धति का उद्गम एवं विकास (भारतीय संगीत के संदर्भ में)
- भारतीय संगीत में वृन्दगान एवं वाद्यवृन्द का विस्तृत अध्ययन।

इकाई- 5

- (1) भारतीय संगीत में मंच – प्रदर्शन।
- (2) शास्त्रीय संगीत पर लोक-संगीत का प्रभाव।
- (3) धर्म और संगीत।
- (4) राष्ट्रीय एकता में संगीत की भूमिका।

संदर्भ ग्रन्थ

- आचार्य, बृहस्पति (1989). *संगीत-चिंतामणि*. उत्तरप्रदेश : संगीत कार्यालय हाथरस भारतीय ज्ञानपीठ.
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- देवधर, बी. आर. (1981). *राग बोध*. दिल्ली: भारतीय संगीत, देवधर विद्यालय.
- पटवर्धन, सुधा (1992). *राग-विज्ञान*. भाग 1 से 4 तक. लखनऊ: श्रीराम प्रकाशन.

Handwritten Signature
आधिष्ठाता
शिक्षा संकाय
आई.ए.एस.ई. (मानित विश्वविद्यालय)
गौधी विद्या मंदिर, सरदारसाहब

B.A.- II (Music)
प्रायोगिक प्रश्न पत्र द्वितीय
भारतीय संगीत (कंठ एवं वाद्य)

Time- 55M.

MM- 50

1. निम्नलिखित रागों का अध्ययन :-
(1) विहाग (2) देस (3) बागेश्वरी (4) रागेश्वरी (5) भीमपलासी
(6) अहीर भैरव (7) जौनपुरी (8) हमीर (9) केदार (10) मालकौंस 10
2. (अ) परीक्षार्थी की इच्छानुसार किसी एक राग में वेलम्बित एवं मध्यलय
ख्याल/गत को पूर्ण गायकी एवं वादन क्षमता के अनुसार प्रस्तुत करना। 03
(ब) सभी रागों में लक्षण गीत, सरगम गीत 03
3. निम्नलिखित तालों का अध्ययन
(1) आड़ा चौताल (2) पंजाबी त्रिताल (3) रूपक (4) झपताल (5) धमार 03
4. थाट भैरव, मारवा एवं काफी के स्वरों में 5-5 अलंकार 03
5. श्याम पट्ट पर लिखी हुयी कोई स्वरलिपि माने अथवा बजाने का अभ्यास 03
6. निम्नलिखित रागों का अध्ययन - 10
(1) विहाग (2) देस (3) बागेश्वरी (4) रागेश्वरी (5) भीमपलासी
(6) अहीर भैरव (7) जौनपुरी (8) हमीर (9) केदार (10) मालकौंस
(अ) उपरोक्त रागों में से तीन विलंबित ख्याल/मसीतखानी गत तान अलाप सहित 5
(ब) कोई चार रागों में मध्यलय ख्याल/रजाखानीगत तान अलाप सहित (बिन्दु अ के अतिरिक्त) 5
7. एक ध्रुपद अथवा एक धमार दुगुन, तिगुन एवं चौगुन की लयकारी के साथ/तीनताल के अतिरिक्त किन्हीं
अन्य तालों में एक मध्य लयगत (वाद्य संगीत के लिए) 5
8. त्रिवट/तराना/भजन/गजल/लोकगीत/देश भक्ति गीत/कोई एक धुन (वाद्ययंत्र के विद्यार्थियों के
लिए) करने का अभ्यास 5
(1) आड़ा चौताल (2) पंजाबी त्रिताल (3) रूपक (4) झपताल (5) धमार

Mall
अभिष्कार

शिक्षा संकाय

आई.ए.एस.ई. (मानित विश्वविद्यालय)
गोंधी विद्या मंदिर, सरदारशहर

BA.B.Ed – III
ICT in Education
(CODE: BABED-350)

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcomes:

On the completion of the Course, the student teacher will be able to

- To acquaint the teacher educator with the knowledge of latest computer technology and its use in education.
- To acquaint the teacher educator with the various computer software packages available now a days.
- To develop the capabilities to analyse the educational data using computers and already developed software
- To train the teacher educators to computer science as a subject at Secondary level and Graduation/B.Ed. (Computing) level.
- To acquaint the students with Author ware package.
- To develop the skills of writing programs to analyse and process the statistical data.
- Recognise, understand and appreciate ICT as an effective learning tool for learners and as an enormous functional support to teachers.

Course Outline:

Unit - I

Computer Fundamentals: - Introduction to Information Technology, Generation of Computers, Types of computers: Micro, Mini, Mainframe, Super, Architecture of Computer System: CPU, ALU Primary Memory: RAM, ROM, Cache memory, Secondary Memories, Input/Output device, Pointing device. Number System (binary, octal, decimal and hexadecimal) and their conversions, Logic gates, Languages: machine, assembly and high-level languages including 3GL, 4GL.

Unit – II


Word Processing packages: Standard features like toolbar, word wrap, text formatting, paragraph formatting, effect to text, mail merge.
Spreadsheet Packages: Type of entries, Simple arithmetic calculations, formula and statistical functions, Different types of charts, Sorting, searching, formatting, printing.
Power point: - Slide creation, slide show, adding graphics, formatting, customizing and printing.

Unit – III

Multimedia technology Introducing framework for multimedia devices, image compression standards, JPEG, MPEG, MIDI formats.
Database Management System: Data, files and records, information database, creation of a database file, inserting, deletion and updating of records, modifying structure, editing and browsing of records, searching, sorting and indexing of records.

Unit – IV

Concept of Operating System, need and types of operating systems: batch, single user, multiprocessing, and time sharing, introduction to Unix/Linux, Windows and its simple commands.
Type of networks, LAN, MAN and WAN, concept of topology, bridges, routers, gateways, modems, ISDN leased lines, teleconferencing and videoconferencing.


शिक्षण संकाय
आई.ए.एच.ई. (मानित विश्वविद्यालय),
गोंधी विद्या मंदिर, नरवाराशहर

BA. B.Ed.- III
Gender, School and Society
(CODE: BABED-351)

Maximum Marks: 100

External: 70

Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcome: After completion of the course, student-teachers will be able -

- Develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.
- Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period.
- Learn about gender issues in school, curriculum and textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region.
- Understand how gender, power and sexuality are related to education (in terms of access, curriculum and pedagogy).
- Develop an understanding of the paradigm shift from women studies to gender studies, based on the historical backdrop.
- Student to construct critically the impact of policies, programmes and scheme for promotion of gender equality and empowerment.
- Apply the conceptual tools learnt regarding gender and sexuality to understand issues related to Sexual Harassment at the workplace and Child Sexual Abuse.
- Develop an understanding of different theories on gender and education and relate it to power relations. The institutions involved in socialisation processes would be analysed to see how socialisation practices impact power relations and identity formation.
- Understand how gender relates to education and schooling. The students will be able to understand on how school as an institution addresses gender concerns in curriculum, textual materials and pedagogy. It will enable the student to draw linkages between life skills and sexuality.

Unit – I Gender Issues: Key Concepts

- Gender, Social construction of Gender
- Gender socialization and Gender Roles
- Gender discrimination at different levels of institutions (institutions related to social, cultural, religious, economic, political and educational settings).

Practicum/Field Work

- Organize debates on equity and equality cutting across gender, class, caste, religion, ethnicity, disability, and region etc.
- Collect material related to Women Role Models in various fields with Emphasis on Women in Unconventional Roles and prepare a brief report.
- Collect thoughts of Eminent Men and Women of India on Girls Education and Women's Empowerment.

UNIT – II Gender Identities and Socialisation Practices in:

- Family
- Schools
- Other formal and informal organization.
- Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion).

B.A.B.ED– III
Creating an Inclusive School
(CODE: BABED-352)

Maximum Marks: 100

External: 70

Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcome: After completion of the course, student-teachers will be able -

- Understand concept, meaning and significance of inclusive education
- Bring about an understanding of the culture, policies and practices that need to be addressed in order to create an inclusive school.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education; understand the nature of difficulties encountered by children.
- Prepare teachers for inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Identify and utilize existing resources for promoting inclusive practice.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners.
- Prepare a conducive teaching learning environment in varied school settings.
- Develop the ability to conduct and supervise action research activities.

Unit - I Introduction, Issues & perspectives of Inclusive Education

- Definitions, concept and importance of inclusion and disability Difference between special education, integrated education and Inclusive education.
- Advantages of inclusive education for education for all children in the context of right to education.
- Meaning, Concept and need for inclusive school.

Practicum/Field Work

- Observe inclusive teaching strategies in an inclusive classroom and discuss with teacher for further planning.
- To investigate the opinion of teachers on the integration of students with disability in normal schools.

Unit - II Concept & Policy Perspective

- Recommendations of the Indian Education Commission (1964-66), National Curriculum Framework, 2005 NCERT, The Convention on the Rights of the Child (specific articles related to inclusive education).
- The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990) Promoting Inclusion Preventing Exclusion, UNESCO Conventions, declaration and recommendations related to Rights of persons with Disabilities.

Practicum/Field Work

- To study the conceptions of teachers about the need of inclusive education in primary schools, then method: collect views of teachers and heads of school.
- Analyse and interpret results in the light of inclusive education and write a report.
- Explain the main constitutional provisions on inclusive education.

UNIT - III Diversity in the classroom

B.A.B.ED- III
Educational Aspect of Geeta
(CODE: BABED-353)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning outcomes: After completion of the course, student-teachers will be able to:-

- Develop understanding about the Meaning & Nature of The Geeta Philosophy.
- Understand impact of the Geeta on Education.
- Understand Concept related to the Geeta Philosophy.
- Implement Social theories with special reference to the Geeta in education.
- Understand Contribution of the Geeta in the various fields of Education.

UNIT – I :- Introduction of The Geeta

- General assumption and Ideas.
- Need, Importance and concept of The Geeta Education.
- Different aspects of The Geeta Education.
- Educational aims and place of The Geeta.
- Life philosophy in The Geeta.
- Educational elements – Teacher, Student, Teaching Method, Curriculum.

UNIT – II :- Philosophical Aspects

- God, Human being, Nature, Universe.
- Human life and duties.
- Soul, Knowledge and Science.
- Religion, Morality and Nishkam karma (Service of Selflessness)

UNIT – III :- Social Aspect

- Man and its social nature.
- Social duty, understanding and coordination.
- Concept and Significance of Lok Sangrah (Public Collection)
- Importance of The Geeta in present social scenario.
- Social life skill and management

UNIT – IV :- Psychological Aspect

- Nature of Man- satvik, Rajashi & Tamasi.
- Nature, Types and forms of intelligence in The Geeta.
- Concept of mind in The Geeta.
- Guidance and motivation in The Geeta.

UNIT – V :- Multi-dimensional aspects and current significance of The Geeta.

- Yoga and spiritualism.
- Religion, Religious – Secularism, Peace and Ahimsa.
- Universal values and decision-making system (Conviction)
- Cosmic order and symbolism in The Geeta, expansion of all religions fellow feeling.
- Environmental Conservation.

Practicum/Field Work (any two of the following)

- Practise surynamaskar with school students and explain them importance of the yoga.
- Plant at least one plant in school and motivate students to plant and care it throughout the year.

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अभिषेक
शिक्षा संकाय
आई.ए.एच.ई. (मानित विश्वविद्यालय)
गौंधी विद्या मंदिर, सरदारशहर

Pedagogy of school Subject-I

B.A.B.E.D. – III

हिन्दी भाषा का शिक्षण

(CODE: BABED-354 I)

Maximum Marks: 50

35

External:

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

अधिगम सम्प्राप्तियां :-

- विद्यार्थी हिन्दी भाषा के इतिहास एवं विविध रूपों को जान सकेंगे।
- भाषा के माध्यम से अनुवाद कला और सौन्दर्यात्मक सृजनात्मकता का अध्ययन कर सकेंगे।
- विद्यार्थी साहित्यिक अभिव्यक्ति के विविध रूपों को समझ सकेंगे।
- विद्यार्थी गद्य साहित्य एवं हिन्दी भाषा की विविध विधाओं की व्याख्या कर सकेंगे।
- भाषा साहित्य की विधाओं से प्राप्त ज्ञान का प्रयोग भावी जीवन में उपयोग कर सकेंगे।
- भाषा शिक्षण में विभिन्न पाठ्यक्रम सम्बन्धी विषयवस्तुओं एवं प्रकरणों पर चार्ट, पोस्टर, चित्र, एवं मॉडल बना सकेंगे।
- विद्यार्थी भाषा शिक्षण के विकास में विभिन्न सहयोगी सामग्रियों से रुचि ले सकेंगे।
- पाठ्यप्रकरण के अन्तर्गत आयी किसी कहानी एवं नाटक का रूपान्तरण करवाने में रुचि ले सकेंगे।
- विद्यार्थी भाषा शिक्षण के इतिहास के बारे में दृष्टिकोण विकसित कर पायेंगे।

इकाई- 1 भाषा साहित्य और सौंदर्य

- भाषा का विकास, हिन्दी व संस्कृत में सम्बद्ध सृजनात्मक भाषा के विविध रूप – साहित्य के विविध रूपों को जानना, स्कूली पाठ्यक्रम में साहित्य को पढ़ना-पढ़ाना, अनुवाद कला और सौंदर्य में भाषा स्कूली पाठ्यचर्या में मीडिया की भूमिका, उद्देश्य व प्रासंगिकता, अनुवाद का महत्व और जरूरतें सृजनात्मक अभिव्यक्ति के रूप में हिन्दी अनुवाद (अंग्रेजी और अन्य भारतीय भाषाओं के संदर्भ में) चुने हुए उदाहरण के आधार पर बताया जाएगा।

परियोजना कार्य:-

- साहित्य के विभिन्न रूपों में से दो-दो पसंदीदा रचनाओं का संकलन व उनको आलोचनात्मक मूल्यांकन तथा फाईल, निर्माण।
- "विद्यालयी पाठ्यचर्या में मीडिया की भूमिका" विषय पर वाद-विवाद/गोष्ठी।
- वर्ग पहेली के रूप में अन्य भारतीय भाषाओं का हिन्दी अनुवाद (संकेत अंग्रेजी में) अन्य भाषा में तथा वर्गपहेली में उसे हिन्दी रूप में भरना।
- वर्तनी शुद्धता, हिन्दी भाषा के अन्य भाषाओं में पर्यायवाची शब्द, विलोम शब्द, विलिप्त शब्द, समानार्थी शब्द व अनेकार्थक शब्द आदि को अभिक्रमिit अनुदेशन विधि से पढ़ाना।

इकाई- 2 भाषा साहित्य और सौंदर्य

- साहित्यिक अभिव्यक्ति के विविध रूप – कविता को पढ़ना-पढ़ाना, गद्य की विविध विधाओं को पढ़ना-पढ़ाना, नाटक को पढ़ना-पढ़ाना, समकालीन साहित्य की पढ़ाई (बाल साहित्य, दलित साहित्य, स्त्री साहित्य) हिन्दी की विविध विधाओं के आधार पर गतिविधियों का निर्माण, कविता, कहानी, नाटक, निबंध, उपन्यास की पाठ विधि तैयार करना।

परियोजना कार्य:-

- स्वरचित कविता पाठ व कहानी प्रतियोगिता का आयोजन।
- बाल साहित्य, दलित साहित्य व स्त्री साहित्य में से नाटक/ एकांकियों का मंचन करवाना जैसे जगदीश माथुर द्वारा रचित रीढ़ की हड्डी एकांकी का मंचन

B.A.B.ED- III
भाषाया शास्त्रम् (संस्कृतम्)
(CODE: BABED-354 II)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

अध्ययनस्य परिणामः

- भाषायाः विभिन्नानां भूमिकानां अवबोधनम् भविष्यति।
- भाषाप्रणाल्याः प्रकृतेः च बोधः विकसितः भविष्यति।
- संस्कृतस्य सांस्कृतिकपृष्ठभूमेः भूमिका महत्त्वं ज्ञास्यन्ति।
- शिक्षार्थिषु रचनात्मकतायाः विकासं कर्तुम् योग्याः भविष्यन्ति।
- पाठ्यक्रमे संस्कृतस्य स्थानं ज्ञास्यन्ति।
- संस्कृते प्रामाणिक साहित्यान्य साहित्यिकग्रन्थानां मूल्यांकनं कर्तुं सक्षमा भविष्यन्ति।
- भाषायाः उपयोगस्य बोधः (शब्दावली- व्याकरणयोः सन्दर्भे) विकसितः भविष्यति।
- शिक्षार्थिभ्यः गतिविधयः कार्याणि च निर्मातुं योग्याः भविष्यन्ति।

इकाई- 1 भाषायाः भूमिका

- भाषा समाजः च भाषा लिंगं च भाषा अभिज्ञानं च भाषा शक्तिश्च। संस्कृतशिक्षणस्य विभिन्नस्तरेषु लक्ष्यं उद्देश्यानि (प्राथमिक माध्यमिक उच्च माध्यमिक स्तरः) च। संस्कृत शिक्षणस्य गुणवत्ता (पूर्व कक्षायाः कक्षायाः एवं च कक्षायान्तरम्) संस्कृत भाषायाः इतिहासः
- विद्यालये भाषागृह भाषा एवं च विद्यालये भाषा, अधिगमे भाषायाः केन्द्रियता, पाठ्यक्रमस्य अन्तर्गते भाषाविद्यालय शिक्षणस्य भाषातथा च अधिगम संचारयोः भाषायाः मध्ये भेदः बहुभाषी-कक्षाः
- भारते भाषाणां स्थितिः संवैधानिक प्रावधानं एवं च भाषा शिक्षायाः नीतयः (अनु. 343,351,350ए) कोठारी आयोगः (1965-66) एन.पी.ई. 1986, पी.ओ.ए. -1992राष्ट्रीय पाठ्यचर्यायाः रूपरेखा 2005 (भाषा शिक्षा) संस्कृत स्थितिःराजस्थान संस्कृताकादमी।

व्यवहारिकम्/क्षेत्रकार्यम्

- भारतीयसंविधाने मान्यता प्राप्त भाषासु एकप्रतिवेदनलेखनम्। कोठारी आयोगः एनपीई 1986 एवं च पीओए 1992 मध्ये उल्लेखित प्रावधानानां उपयोगं कृत्वा।
- विद्यालय/चतुष्पथस्थानकम्/ समाजस्य कृते संस्कृत भाषायां नाटकानि कथाश्च 13 संस्कृत भाषायाः ज्ञानस्य अवबोधनं निमित्तं सर्वेक्षणं (न्यूनातिन्यूनम् एकस्मिन् ग्राम खण्डे)

इकाई- 2

संस्कृतभाषायाः महत्त्वम्

संस्कृतभाषा साहित्यं च

संस्कृतभाषा एवं च अन्याः भारतीयभाषाः

संस्कृतभाषायाः सामाजिक-सांस्कृतिकमहत्त्वम्।

आधुनिकभारतीयभाषारूपेण संस्कृतम्

भारतसंस्कृतशिक्षणस्य महत्त्वम्

विद्यालयस्तरे संस्कृतशिक्षणात् संबन्धिताः समस्याः

व्यवहारिकम्/ क्षेत्र कार्यम्

1. संस्कृतपाठ्यपुस्तकेषु अधोलिखितविषयाणामुपरि गतिविधिनां आवलीकरणम् 1. भाषा लिंगं च 2. भाषा शक्तिश्च एतेषां पाठ्यपुस्तकानां उपरि प्रभावस्य प्रतिवेदनं लेखनम्।
2. समीपस्थ पञ्च विद्यालयानां सर्वेक्षणं कृत्वा अधोलिखित तत्वानां आधारेण प्रतिवेदनं लेखनम्।
3. संस्कृतशिक्षणे शिक्षकशिक्षार्थिनाम् समक्षे आगतानां समस्यानां उल्लेखः
 1. संस्कृतस्य प्रारम्भिक स्तरः
 2. कक्षायाम् प्रयुक्त पाठ्यपुस्तकम्।विविध स्तरेषु गुणवत्तायुक्त शिक्षणस्य कृते विमर्षयोजनं वा विद्यालये स्तरे संस्कृत शिक्षणस्य स्थितिः।
त्रिभाषासूत्रं संस्कृतं च

B.A.B.ED- III
Pedagogy of Language (English)
(CODE: BAEED-354 III)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning outcome: After completion of the course, student-teachers will be able to:-

Understand the different roles of language;

- Understand the relation between literature and language;
- Understand and appreciate different registers of language;
- Develop creativity among learners;
- Understand the role and importance of translation;
- Examine authentic literary and non-literary texts and develop insight and appreciation;
- Understand the use of language in context, such as grammar and vocabulary;
- Develop activities and tasks for learners;
- Understand the importance of home language and school language and the role of mother tongue in education;
- Use multilingualism as a strategy in the classroom situation;

UNIT – I: Role of language

- **Language and Society:** Language and Gender; Language and Identity; Language and Power; language and class (Society), development of English language.
- **Language in School:** Home language and School language; Medium of understanding (child's own language); Centrality of language in learning; language across the curriculum; language and construction of knowledge; difference between language as a school- subject and language as a means of learning and communication; critical review of medium of instruction; different school subjects as registers; multilingual classrooms; multicultural awareness and language teaching.
- **Constitutional provisions and Policies of Language Education:** Position of languages in India; Articles 343-351, 350A; Kothari Commission (1994-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education).

Practicum/Field Work

- Take a few passages from Science, Social Science and Maths textbooks of Classes VI to VII and analyse:
- How have the different registers of language been introduced?
- Does the language clearly convey the meaning of the topic being discussed?
- Is the language learner-friendly?
- Is the language too technical?
- Does it help in language learning?
- Prepare a report on the status of languages given in the Constitution of India and language policies given in the Kothari Commission, NPE- 1986, and POA-1992
- Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the English subject classroom.
- On the basis of the English Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks.

B.A.B.ED. – III
Pedagogy of Social Studies
(CODE: BABED-354 IV)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning outcomes: - After completion of the course, student-teachers will be able to:-

- Develop an understanding of the nature of social sciences, both of individual disciplines comprising of social sciences, and also of social sciences as an integrated/ interdisciplinary area of study.
- Encourage to see interconnections between the different Social Sciences, i.e. See Social Sciences as an integrated area of study.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of Social Studies and explain its relative position in the Syllabus.
- Understand the aims and objectives of teaching Social Studies.
- Prepare UNIT plans and Lesson plans for different classes.
- Critically evaluate the existing school syllabus of Social Studies.
- Review the Text-book of Social Studies (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.

Unit 1: Nature and Scope of Social Science

- Nature, Scope, Meaning, Concept, Needs, aims, objective and Importance of Social Science Teaching.
- Correlation of Social Science with other School Subjects
- Multiple perspectives/ plurality of approaches for constructing explanations and arguments.

Practicum/Field Work

- Write a report on Social and economic issues and concerns of the present-day Indian society, after analysis of News from News Papers, TV, Radio etc.
- Observation, recording and interpretation of physical and social features and phenomena of your area / district / city).
- Identify and interpretate news related to positive social changes or initiation.

Unit 2: Teaching-learning of social science

- Questioning; Collaborative strategies; games, simulations, dramatization, role plays; Values clarification; problem-solving, Discussion, story-telling, project and decision-making, use of media and technology, concept mapping.
- Methods: Interactive verbal learning; experiential learning through activities, experiments; Investigative field visits.
- Planning, organizing and conducting of small community survey.

Practicum/Field Work

- To study social environmental degradation in the local area through interview of local community and talk about suggestions for preservational methods.
- Prepare and present a lesson through power point presentation on any topic of your choice.
- Make a Case study on any current issue of society e.g. female foeticide, child abuse etc.

Unit 3: ICT & Materials in Teaching-learning of social science

- Use of ICT: Video clips, Power points presentations, films etc.

B.A.B.ED. – III
Pedagogy of Civics
(CODE: BABED-354 V)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning outcomes: - After completion of the course, student-teachers will be able to:-

- Understand matters of both content and pedagogy in the teaching of Social Sciences.
- Define and differentiate the concept of Social Studies and explain its relative position in the Syllabus.
- Understand the aims and objectives of teaching Social Studies.
- Prepare unit plans and Lesson plans for different classes.
- Critically evaluate the existing school syllabus of Social Studies.
- To enable the pupil teacher to review the Text-book of Social Studies (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels. Prepare, select and utilize different teaching aids.

Unit I: Nature and Scope of Civics

- Meaning, concept and scope of civics in schools.
- Aim and objective of civics teaching in school
- Uniqueness of disciplines and interdisciplinary.
- Political issues and concerns of the present Indian society.
- Multiple perspectives of approaches for contraction, explanations and arguments.

Practicum/Field Work

- Survey the views of people concerning current political issues elections, state or central policies, any change, in education etc.
- The issues related with political science can be introduced by referring to the relevant items from daily newspapers (e.g. instances of violation and protection of human rights).

Unit II Teaching-learning resources in civics

- People as resource: the significance of oral data.
- Types of primary and secondary sources: data from field, textual materials. Journals, magazine newspaper etc.
- Using the library for secondary sources and reference material such as dictionaries and encyclopedia.

Practicum/Field Work

- Make charts on fundamental rights and duties.
- Learning to analyse critically and to argue; Observing how arguments have been made in the standard secondary sources and how these muster facts and evidences.

Unit III – ICT & Materials in Teaching-learning of Civics

- Use of ICT: Video clips, Power points presentations, films etc. Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large-scale maps; using pictures, photographs, satellite

B.A.B.ED.- III
Pedagogy of History
(CODE: BABED-354 VI)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning Outcome: - After completion of the course, student-teachers will be able to:-

- Develop an understanding of the nature of history, both of individual disciplines comprising of social sciences, and also of history as an integrated/ interdisciplinary area of study.
- Introduce student teachers to matters of both content and pedagogy in the teaching of history.
- Define and differentiate the concept of history and explain its relative position in the Syllabus.
- Understand the aims and objectives of teaching history.
- Prepare unit plans and Lesson plans for different classes.
- Critically evaluate the existing school syllabus of history.
- To enable the pupil teacher to review the Text-book of history (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare, select and utilize different teaching aids.
- Encourage to grasp concepts and to develop thinking skills.
- Introduce student teachers with matters of both content and pedagogy in the teaching of history.

Unit I Nature and Scope of History

- Meaning, Concept, nature and importance of history teaching.
- Uniqueness of disciplines and interdisciplinary.
- Historical importance of school level history study.
- Historical approaches, constructing explanations and arguments.

Practicum/Field Work

- Visit a local historical place and prepare a report on its importance at school level.
- Conduct a program among students for linking child's natural curiosity with natural and historical places.

Unit II teaching-learning resources in history

- People as resource; the significance of oral data
- Types of primary and secondary sources; data from historical, places, teaching material, journals, magazines, newspapers.
- Using the library for secondary sources and reference material such as dictionaries and encyclopaedia.

Practicum/Field Work

- Conduct a training program for school student on use of library especially dictionaries and encyclopedias.
- Identify 10 primary and 10 secondary data to a same topic.

Unit III – ICT & Materials in Teaching-learning of History

- Use of ICT: Video clips, Power points presentations, films etc. Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large-scale maps; using pictures, photographs, satellite

B.A.B.ED- III
Pedagogy of Geography
(CODE: BABED-354 VII)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning outcomes: - After completion of the course, student-teachers will be able to:-

- To develop an understanding of the nature of geography, both of individual disciplines comprising of social sciences, and also of social sciences as an integrated/ interdisciplinary area of study.
- To acquire a conceptual understanding of the processes of teaching and learning geography.
- To enable student teachers, examine the prevailing pedagogical practices in classrooms critically and to reflect the desired changes.
- To acquire basic knowledge and skills to analyze and transact the social sciences curriculum effectively following wide-ranging teaching-learning strategies in order to make it enjoyable and relevant for life.
- To sensitize and equip student teachers to handle social issues and concerns in a responsible manner, e.g., preservation of the environment, disaster management, promoting inclusive education, preventing social exclusion of children coming from socially and economically deprived backgrounds, and saving fast depleting natural resources (water, minerals, fossil fuels etc.)
- Prepare maps & charts to illustrate the contents of different classes and use them effectively.

Unit 1: Nature and Scope of Geography

- Meaning, nature and scope of geography.
- Uniqueness of disciplines and interdisciplinary.
- Social and geographic issues and concerns of the present-day Indian society.
- Multiple perspectives/ plurality of approaches for constructing explanations and arguments.

Practicum/Field Work

- Conduct a program among students for linking child's natural curiosity with natural phenomenon like weather, flora and fauna; contexts.
- Conduct a survey-based study on economic condition of people belonging to different geographical areas. (i.e. cities, village etc)

Unit 2: Teaching-learning Resources in Geography

- People as resource: the significance of oral data.
- Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.
- Resource material and use of local resources in teaching Geography.
- Co-curricular activities.

Practicum/Field Work

- Conduct a training program for school student on use of library especially dictionaries and encyclopedias.
- Plan & organize a Co-curriculum activity in school.

Unit 3: ICT & Materials in Teaching-learning of Geography

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, preparation and presentation of Instructional Material.

Mastu
अध्यक्षता
शिक्षा संकाय
आई.ए.एस.ई. (मानित विश्वविद्यालय)
गाँधी विद्या मंदिर, सरदारवाड़ा

B.A.B.ED- III
Pedagogy of Music
(CODE: BABED-354 IX)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

अधिगम सम्प्राप्तियाँ –

- संगीत के विविध रूपों और अभिव्यक्तियों को जानना।
- भावों और विचारों को स्वतन्त्र रूप से मंच प्रदर्शन करना
- संगीत की सूक्ष्मताओं (बारीकियों) के प्रति संवेदनशील होना।
- स्वर के महत्व और भूमिका को जानना
- छात्रों के सांगीतिक विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए महाविद्यालय में तरह-तरह के गीतों को जुटाना।
- संगीत के मूल्यांकन को जानना
- संगीत के मूल्यांकन की प्रक्रिया को जानना
- संगीत सीखने सिखाने के सृजनात्मक दृष्टिकोण को समझना

Unit-1

संगीत की प्रकृति एवं कार्य क्षेत्र

- संगीत शिक्षण का अर्थ, परिभाषा, अवधारणा प्रकृति एवं कार्य
- संगीत शिक्षण के विविध प्रकार एवं महत्व
- विद्यालय स्तर पर संगीत शिक्षण का ऐतिहासिक महत्व
- संगीत का अन्य विद्यालय विषयों से सहसंबंध
- परिचर्चा, समूह कार्य, प्रदत्त कार्य।

Unit-2

संगीत में शिक्षण अधिगम

- संगीत शिक्षण के प्रमुख लक्ष्य एवं उद्देश्य
- संगीत शिक्षण के विभिन्न उपागम एवं विधियाँ
- समस्या समाधान विधि, स्वरलिपि विधि, प्रदर्शनात्मक विधि, प्रयोगात्मक विधि, प्रदर्शनमय व्याख्यान विधि प्रश्नोत्तर तकनीक, पाठ्यपुस्तक, नाटकीयकरण

Unit-3

संगीत शिक्षण में आईसीटी का उपयोग

- संगीत में दैनिक इकाई एवं वार्षिक पाठ्यक्रम का अर्थ अवधारणा आवश्यकता एवं निर्माण
- शिक्षण सामग्री:- संगीत में शिक्षण सामग्रियों का अर्थ महत्व एवं प्रकार. संगीत कक्षा (वाद्य यंत्रों का महत्व आवश्यकता एवं उपकरण)
- संगीत शिक्षण अधिगम में आईसीटी का अधिप्रयोग

Unit-4

संगीत शिक्षण के सिद्धांत एवं संवेगात्मक समग्रता तथा स्रोत

- संगीत शिक्षण के प्रमुख सिद्धांत एवं शैलियाँ
- संगीत शिक्षण के माध्यम से संवेगात्मक समग्रता
- संगीत शिक्षण के द्वारा जीवन में विभिन्न बदलाव एवं अनुभव

Handwritten:
अधिष्ठाता
शिक्षा संकाय
आई.ए.एस.आई. (मानित विश्वविद्यालय)
गौरी विद्या मंदिर, राहदारासो

B.A.B.ED- III
Pedagogy of Computer Science
(CODE: BABED-354 IX)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning outcomes: After completion of the course, student-teachers will be able to:-

- Make an effective use of technology in Education.
- Acquaint with the challenges and opportunities emerging in integrating new technology in Educational process.
- Familiar with new trends, techniques in education along with learning.
- Kncw about the basic elements of computers and their uses.
- Kncw about the hardware and software and their applications.
- Kncw about on historical evolution of computer and its hardware, software components.
- Kncw about aims and objectives of teaching computer science in secondary and Sr. Secondary schools and help them to plan learning activities according to those objectives.
- Acquire skills relating to planning lessons and presenting them effectively.
- Acquire the Basic Commands in DOS & Windows.
- Work with various MS Office Applications like Word, Excel and Power:Point
- Understand and apply the M.S Office applications in School Management.
- Prepare Technology Integrated Lessons.
- Familiarize with the various methods that can be employed for the teaching of Computer science.

Unit-I Nature and Scope of Computer Science

- Concept, nature & scope of computer science.
- History and Generations of Computers and their characteristics.
- Classification and Part of computers
- Input Output Devices, Block Diagram

Practicum/ Field Work

- Make a power point presentation on history/generation of demcnstration of computer parts and input/output devices of school students.

Unit -II Hardware

- Hardware for Output: Monitors, Speakers and Headphones, Printers, CD and DVD writers, Pen Drives, Flash drives, External hard drives.
- Hardware for Processing: Processor, Mother board, Memory, RAM, ROM, Cache, HDD.
- Other Hardware: UPS, Power supply requirements, Modem and Router.

Practicum/ Field Work

- Training program on hardware for output: monitors, speakers, head phone etc, in school workshop on use and function of modem and Souter.

Unit III Software

- Type of Software,
- Operating system: Function of an Operating System as a resource manager; Windows Operating system
- Application Software: Application suites: MS Office suit

Content Subjects:

B.A.B.ED. – III हिन्दी साहित्य
प्रथम प्रश्न पत्र – आधुनिक काव्य
(CODE: BABED-355 a I)

Maximum Marks: 75

External: 60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

अष्टिगम सम्प्राप्तियों:

- विद्यार्थी आधुनिक गद्य काव्य की परम्परा से अवगत हो सकेंगे।
- आधुनिक गद्य काव्य की प्रमुख विधाओं के बारे में जानना।
- विद्यार्थी हिन्दी काव्यों की काव्यधाराओं का परिचय प्राप्त कर सकेंगे।
- विद्यार्थी रस के अर्थ स्वरूप, अवयव, निरूपण एवं साधारणीकरण की विवेचना कर सकेंगे।
- विद्यार्थी रस के अलग-अलग भेदों के बारे में बता सकेंगे।
- विद्यार्थी छायावादी कवियों की काव्यगत विशेषताओं के बारे में जानकारी प्राप्त कर सकेंगे।
- विद्यार्थी प्रगतिवादी कवियों की विषयगत प्रवृत्तियों को जान सकेंगे।
- विद्यार्थी आधुनिक काव्य की धारा प्रयोगवाद में कवियों की बदलती मानसिकता को जान सकेंगे।
- आधुनिक कविता के इतिहास की जानकारी प्राप्त करना।
- विद्यार्थी बिम्ब एवं प्रतीक में उत्पन्न अन्तर को जान सकेंगे।

इकाई – 1

संशय की एक रात – नरेश मेहता

इकाई – 2

- हरिऔध – एक बूँद, फूल और काँटा, ब्रज पर इन्द्र का कोप।
- मैथिलीशरण गुप्त – दोनों ओर प्रेम पलता है, सखी ये मुझसे कहकर जाते।
- जयशंकर प्रसाद – अशोक की चिन्ता, शेरसिंह का शस्त्र समर्पण।
- सुनिम्बानन्दन पंत – नौका विहार, सुख-दुःख, भारत माता ग्रामवासिनी।
- निराला – बादल राग, स्नेह निर्झर।
- महादेवी वर्मा – रूपसी तेरे घन केश पास, पंथ रहने दो अपरिचित, जाग तुझको दूर जाना।

इकाई- 3

- हरिकृष्णशाय बच्चन – बुद्ध और नाचघर।
- रामधारी सिंह दिनकर – राष्ट्रदेवता का विसर्जन।
- नानार्जुन – उनको प्रणाम, तुम किशोर तुम तरुण, मेरी भी आभा है इसमें।
- अज्ञेय – असाध्य वीणा।
- मुक्तिबोध – बबूल, एक भूतपूर्व विद्रोही का आत्मकथन।
- भवानोप्रसाद मिश्र – सतपुड़ा के घने जंगल, बुनी हुई रस्सी।

इकाई- 4

- रघुवीर सहाय – बार-बार, शोक समा।
- धूनील – मोचीराम।
- दुष्यन्त कुमार – इस नदी की धार में, कहीं तो तय था चिरागों, गाँधीजी के जन्मदिन पर।
- हरीश भादानी – पेट और पीठ, खुरदरी हथेलियाँ।
- नन्दकिशोर आचार्य – अब नहीं होगा कुछ, नदी है तो बहेगी, जब तक, फुर्सत में नहीं हूँ अभी।

इकाई- 5

(अ) आधुनिक कविता का इतिहास

(ब) काव्य रूप, बिम्ब एवं प्रतीक, रस का अर्थ, स्वरूप, अवयव, निरूपण एवं साधारणीकरण (संक्षिप्त परिचय), रस के भेद।

Handwritten:
आवृत्ता
शिक्षा संकाय
आई.ए.एच.ई. (मानित विश्वविद्यालय)
गाँधी विद्या मंदिर, सरदारसाहब

B.A.B.ED- III (हिन्दी साहित्य)
द्वितीय प्रश्न पत्र : निबन्ध एवं भाषा
(CODE: BABED-355 a II)

Maximum Marks: 75

External: 60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

अधिगम सम्प्रप्तियों:

- विद्यार्थियों को निबन्ध के स्वरूप व भाषा से परिचित करवाना।
- विद्यार्थियों को निबन्ध लेखन की शैली से परिचित करवाना।
- विद्यार्थियों को निबन्ध लेखन में रुचि उत्पन्न करना।
- विद्यार्थियों को हिन्दी भाषा की महत्ता का ज्ञान करवाना।
- विद्यार्थियों को हिन्दी भाषा के उद्भव व विकास की प्रक्रिया से परिचित कराना।
- विद्यार्थियों को हिन्दी आलोचना व निबंध के मध्य तात्त्विक अंतर समझाना।
- विद्यार्थियों को हिन्दी निबंध एवं आलोचना की ऐतिहासिक पृष्ठभूमि से परिचित कराना।
- विद्यार्थियों को हिन्दी निबन्ध लेखन हेतु प्रेरित कराना।
- विद्यार्थियों को देवनागरी लिपि की वैज्ञानिकता से परिचित करवाना।
- विद्यार्थियों में हिन्दी भाषा व उसकी विविध विधाओं के प्रति अभिरुचि व अभिवृत्ति विकसित करना।

इकाई-1

- मन की दृढ़ता - बलकृष्ण भट्ट
- साहित्य का मूल्य - बबू गुलाब राय
- आचरण की सम्यता - अध्यापक पूर्ण सिंह
- उत्साह - आचार्य रामचन्द्र शुक्ल

इकाई-2

- नाखून क्यों बढ़ते हैं? - आचार्य हजारीप्रसाद द्विवेदी
- प्रसाद और निराला - आचार्य नन्द दुलारे वाजपेयी
- भूमि को देवत्व प्रदान (पृथ्वी पुत्र से) - बासुदेव शरण अग्रवाल
- जीने की कला - महादेवी वर्मा

इकाई-3

- प्रेमचन्द और भाषा समस्या - डॉ. रामविलास शर्मा
- तमन के झरोखे से - विद्यानिवास मिश्र
- आधुनिकता : नयी और पुरानी - कुबेर नाथ राय
- परम्परा बोध और समकालीन साहित्य - नन्दकिशोर आचार्य

इकाई-4

भाषा का वैज्ञानिक परिचय, आधुनिक भारतीय आर्य भाषाएँ। हिन्दी भाषा सामान्य परिचय। देवनागरी लिपि का सामान्य परिचय।

हिन्दी आलोचना एवं निबन्ध का तात्त्विक विवेचन और ऐतिहासिक विकास (परिचयात्मक इतिहास)।

इकाई-5

साहित्यिक निबन्ध

सहायक पुस्तकें :-

1. पाण्डेय, पृथ्वीनाथ, (2007), *निबन्ध सागर*, नई दिल्ली: प्रभात पेपरबैक्स.
2. चट्टोपदी, रामस्वरूप, (2010), *हिन्दी साहित्य और संवेदना का विकास*, इलाहबाद: लोकभारती प्रकाशन.
3. दुबे, सुषमा, राजकुमार, (2002), *कहानी व निबन्ध संकलन*, नई दिल्ली: वाणी प्रकाशन.
4. प्रसाद, विश्वनाथ, (2000), *निबन्ध निकेत*, नई दिल्ली: वाणी प्रकाशन.
5. तिवारी, रामचन्द्र, (2003), *श्रेष्ठ निबन्ध*, नई दिल्ली: राजकमल प्रकाशन.
6. द्विवेदी, मुकुन्द, (1996), *तुने हुए निबन्ध* (हजारी प्रसाद द्विवेदी), नई दिल्ली: किताबघर प्रकाशन.

B.A. BED- III PAPER – I
MODERN INDIAN HISTORY (1740-1956 A.D.)
(CODE: BABED-355 b I)

Maximum Marks: 50

External: 60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Note: The question paper will contain 10 questions in all, i.e., two questions from each unit. Each question is divided into two Parts -Part A Part B having 12 and 4 Marks respectively. Candidate has to answer Part A in about 5 pages and part B in about one page selecting one question from each section.

Learning outcomes: -

- To explain to you the different ways in which the Renaissance created the condition for the making of a new world
- To understand the origin of the revolutionary thinking in modern Europe
- To study the causes and nature of Revolution in French Revolution
- To analyse the causes and impact of Second War in Europe.
- To inculcate the spirit of Universal brotherhood
- To know the significance of League of Nations
- To study the impact of Great Depression in Europe.

UNIT - I

Political and Economic condition of India at the advent of Europeans-British Expansion in Bengal-Battle of Plassey and Buxer. Administrative changes during (1772-1773). Emergence of Regional powers- Mysore, Punjab and Awadh, their struggle with British and annexation in the British Empire.

UNIT – II

Establishment of British rule in Bengal and its consequences. Third Battle of Panipat and its consequences. Marathas under Mahadji Sindhia and Nana Phadnavis, Maratha struggle with the British. Causes of the failure of the Marathas.

UNIT – III

Uprising of 1857 - causes, nature and consequences.

Growth of British paramountcy in the Princely States (1858-1947). Main features of permanent settlement, Royyatwari and Mahalwairi land revenue settlements and their impact on peasantry.

UNIT – IV

Drain of wealth and its consequences. Economic Impact of British Rule. Causes of the emergence of Indian Nationalism. Role of Moderates and Extremists. Salient features of Government of India Act of 1919 and 1935 A.D.

UNIT - V

Struggle for Freedom Movement from 1920 to 1947. o. Growth of Communal politics.

Factors leading to Independence and Partition of India. o. Main features of the Indian Constitution of 1950. o. Problems and Process of the integration of Princely States into Indian Dominion (1947-1949 A.D.) and their Reorganization in 1956 A.D.

Books Recommended:

- Majumdar, R.C. (1965). *British Paramountcy and Indian Renaissance*. Bombay: Bhartiya Vidya Bhavan.
- Sarkar, Sumit (1995). *Modern India 1885-1947*. Delhi: Raj kamal prakashan.
- Desai, A. R. (1998). *Peasant Struggles in India*. New Delhi: oxford university press.
- मिश्र, जगन्नाथ प्रसाद (2003). *आधुनिक भारत का इतिहास*. लखनऊ: उत्तर प्रदेश हिन्दी संस्थान.
- जैन, एस. एस. (1993). *आधुनिक भारत का इतिहास*. नई दिल्ली: न्यू एज इंटरनेशनल प्रा. लिमिटेड.
- चंद्र, बिपिन (1998). *भारत का स्वतंत्रता संग्राम*. नई दिल्ली: न्यू एज इंटरनेशनल प्रा. लिमिटेड.

B.A.B.ED- - III PAPER – II
FOUNDATIONS OF INDIAN CULTURE
(CODE: BABED-355 b II)

Maximum Marks:75

External: 60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Note: The question paper will contain 10 questions in all, i.e., two questions from each unit. Each question is divided into two Parts -Part A Part B having 12 and 4 Marks respectively. Candidate has to answer Part A in about 5 pages and part B in about one page selecting one question from each section.

Learning Outcome :-

- To enable the students to recognise the various features of culture & civilization.
- To understand the origin of sanskars & educational system of ancient India.
- To study the causes & nature of ancient Indian education
- To analyse the causes and impact of Bhakti movement with western culture.
- To enable the students to differentiate among western, brahma and arya cultures.
- To know the significance of pre and post vedic or varma system
- To study the impact of science, art and architecture on Indian culture.
- To develop the appropriate attitude towards Indian ethics & culture.

UNIT - I

Main features of Indian culture, Indus religion, Vedic religion, Jainism and Buddhism, main features of Puranic religion.

UNIT – II

Varna System; Ashrama System; Upanayana and Vivaha Sanskars; Purusarthas, Main centres of Ancient Indian education.

UNIT – III

Ramayana; Mahabharata, Cultural importance of the Puranas. Development of Science during the Gupta period, Kalidas and Tulsidas.

UNIT – IV

Salient features of the Indus and mauryan Art. Mathura Art, Gupta Temple. Mughal architecture, School of Kishangarh painting.

UNIT – V

Bhakti movement and Sufism and their impact on Indian culture. Impact of western culture, socio-religious contribution of Brahma Samaj and Arya Samaj, Social and culture significance of the ideas Ravindranath Tagore.

Book Recommended:

- पाण्डे, गोविन्द चन्द्र (1994). भारतीय समाज-तात्विक और ऐतिहासिक विवेचन. दिल्ली: राजकमल प्रकाशन प्राइवेट लिमिटेड.
- मिश्र, जयशंकर (1999). प्राचीन भारत का सामाजिक इतिहास. पटना: नेशनल पब्लिकेशन.
- अग्रवाल, पृथ्वी कुमार (2002). प्राचीन भारतीय कला एवं वास्तु. वाराणसी: विश्वविद्यालय प्रकाशन.
- देवराज, एन. के. (1963). भारतीय दर्शन. लखनऊ: उत्तर प्रदेश हिन्दी संस्थान.
- गुप्ता, मोहनलाल (2019). भारतीय सभ्यता एवं संस्कृति का इतिहास. जयपुर: लिटरेचर सर्किल.

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आधिपति
शिक्षा संकाय
आई.एस.ई. (मानित) विश्वविद्यालय
गांधी विद्या मंदिर, सरदारशहर

B.A.B.ED.- III PAPER – I
Regional Geography
(CODE: BABED-355 c I)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which two tests of 5-5 marks each are included)

Note: The question paper will contain 10 questions in all, i.e., two questions from each unit. Each question is divided into two Parts -Part A Part B having 10 and 2 Marks respectively. Candidate has to answer Part A in about 5 pages and part B in about one page selecting one question from each section.

Learning Outcome: -

- To develop understanding at basic concept and classification of geographical and economic region.
- To develop the skills of reading maps and globes.
- To develop drawing and measuring skills and to develop the skill of using and manipulate geographical instruments.
- To develop interest to more reading about natural regions of the world.
- To help the pupils to acquire efficiency of understanding geographical relationship between Bangladesh and Nepal.
- To understand the Human life in an accordance with geographical circumstances.
- To acquire a conceptual understanding at different geographical economic.

UNIT – I

- Concept of region, classification of regions – Geographical and economic.
- Natural Regions of the world with special emphasis on monsoon, Mediterranean, hot desert and prairie.

UNIT – II

- Regional study of United States of America.

UNIT – III

- Regional study of China.

UNIT – IV

- Regional study of South Africa and Argentina.

UNIT – V

- Regional study of Bangladesh, Nepal, Sri Lanka.

Note :- Regional studies of the above Countries under the following heads –

- Relief, Drainage, Climate, Chief Crops and Man Minerals, Power Resources and Industries like cotton, Iron and Steel, Paper and pulps and industrial Regions.

Books Recommended:

- Tregear, T. R. (2017). *A Geography of China. [Illustr.]*. Transaction Publishers.
- Xiaojian, L. (2006). A theoretical review of financial geography and study of financial geography in China. *Economic geography*, 26(5), 721-725.
- Scheyvens, R. (Ed.). (2014). *Development fieldwork: A practical guide*. Sage.
- Shaw, F.B. (2001). *Anglo America- A Regional Geography*. New York: John Willey and Co.
- Day, T., & Spronken-Smith, R. (2016). *Geography education: Fieldwork and contemporary pedagogy. International Encyclopedia of Geography: People, the Earth, Environment and Technology*, 1-12.
- Mishra, R.N. and Sharma, P.K. (2019). *Prayogik Bhoogol – Practical Geography*. Jaipur: Rawat Publication.

B.A.B.ED- III (Geography) PAPER – II
Geography of India
(CODE: BABED-355 c II)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which two tests of 5-5 marks each are included)

Note: The question paper will contain 10 questions in all, i.e., two questions from each unit. Each question is divided into two Parts -Part A Part B having 10 and 2 Marks respectively. Candidate has to answer Part A in about 5 pages and part B in about one page selecting one question from each section.

Learning Outcome: -

- To enable the students to acquire Riginal and seasonal variations in climate.
- Students will be enabled to understand the types of soil.
- To introduce with agriculture.
- To aquire knowledge of resources.
- Students will be enabled to understand the changing nature of India economic.

UNIT – I

India in the context of the Southeast Asia; India: a land of diversities; unity within diversity. Major terrain elements of India and their role in shaping physical landscape of India. Drainage systems and their functional significance.

UNIT – II

Regional and seasonal variations in climate – the monsoon, western disturbance, norwesters climatic regions of India.

Soil types – their distribution and characteristics vegetations types and their distributions. Forest the status of its use and need for conservation.

UNIT – III

Agriculture, irrigation and multi purpose projects. Geographical conditions, distribution and production of wheat. Rice, Sugarcane, cotton, coffee, tea. Fruits and vegetables etc.

UNIT – IV

Resources: Minerals – iron- ore, mica manganese and power- coal, petrol, hydro power, atomic energy, industries –iron and steel, textile, cement, chemical fertilizer, paper and pulp, transportat on – railways, road, air and water.

UNIT – V

Changing nature of Indian economic – Agricultural growth during the plan period: green revolution vis – a – vis traditional framing, regionalisation of Indian agriculture. Agricultural regions and relevance in Agricultural development planning. Spatial distribution of population and density socio – economic implication of population explosion: urbanization

Books Recommended:

- Cunningham A. (1871). *The ancient geography of India*. Philadelphia: Delcassian Publishing Company.
- Jackson, R. H. & Hudman, L. E. (1990). *World regional geography: issues for today*. Wiley.
- Kapur, A. (2004). Geography in India: A languishing social science. *Economic and Political Weekly*, 4187-4195.
- Mamoria, C. B. (1975). *Geography of India (Agricultural geography. Geography of India (Agricultural geography)*.
- Nag, P., & Sengupta, S. (1992). *Geography of India*. Concept Publishing Company.
- Singh, R. L. (1971). *India; a regional geography*. Spate.

Geography Practical Particulars

Hours- 4

M.M.- 50

Learning outcome: -

- To develop ability to drawing of map projection by different methods.
- To develop a skill and interest in the study and interpretation of weather's map.
- To understand difference among different type of projections.
- To develop understanding about general principles and classification of map projections.
- To develop the interest in the project work
- To help the pupils to acquire efficiency the use of project method.
- To enable pupils to understand environmental Problems.

Course Contents:

Map projections: general principles, classification. Drawing of the following map projections by graphical method-polar Zenithal projections: Gnomonic, Stereographic and Orthographic. Conical Projection — One and Two standard parallels; Bonne's projection and Polyconic projection.

Simple Cylindrical projection and Cylindrical equal area projection.

Climograph, Hythe graph, Wind rose Diagram,

Study and Interpretation of Weather Map's of January and July Month's

Basic principles of the Plane table Surveying. Plane table surveying (intersection and radiation methods).

Plane table surveying - Resection (Two point and Three-point problem).

Project Report Based on field Survey of local Area's Pertaining to Problem's of Environmental Geography.

Distribution of Marks

Lab Work	: 20
Field Work	: 10
Practical File	: 10
Viva-voce	: 10
Total	: 50

Suggested Readings :

1. Eck, D. L. (2012). *India: A sacred geography*. Harmony.
2. Geoforum (1970). *Journal of Physical, Human and Regional Geography*, Pergamon Press Ltd. Oxford. A quarterly journal beginning with Vol. I,
3. Rao, M. S., & Manoj, S. (1993). *Teaching of Geography*. Anmol Publications Pvt. Ltd.
4. Singh, R. L. & Dutta, P.K. (1979). *Elements of Pratical Geography*. New Delhi: Kalyani Publication.
5. Singh, R.L. (1966). *Applied Geography*. Proc. Summer School.
6. Stimson, R., & Haynes, K. E. (Eds.). (2012). *Studies in Applied Geography and Spatial Analysis: Addressing Real World Issues*. Edward Elgar Publishing.
7. Stride, M. (1966). *Applied Geography in the World*. Proc Prague Meeting.

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आई.ए.एस. (महिला विभाग),
गोवा विद्यापीठ, वास्कोडिगामा, गोवा

B.A.B.ED.- III
POLITICAL SCIENCE- (PAPER- I)
REPRESENTATIVE WESTERN POLITICAL THINKERS
(CODE: BABED- 355 d I)

Maximum Marks: 75

External: 60

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning Outcome

- Understand the fundamental contours of classical western political thoughts.
- Understand the basic features of medieval political thought, impact of reminiscence shift from medieval to modern era.
- Understand the social contract theory and appreciate its implications on the perception of state in terms of its purpose and role.
- Understand the fundamental terms of different schools of liberal and realistic streams of western political thoughts.
- Understand the Marxian philosophy to operate and analyses also some trends of western political theory in the post Marxian era.

CONTENT:

UNIT I

Plato: Ideal State, Justice, Rule of Philosophy, Education, Communism. Aristotle: State, Constitution, Citizenship, Property, Slavery, Revolution.

UNIT II

St. Augustine: Theory of Two Cities
Thomas Aquinas: State, Law, Christianization of Aristotle
Machiavelli: Nation State, State Craft, Religion and Morality.

UNIT III

Thomas Hobbes: Contractual theory and Sovereignty
John Locke: Contractual theory and Private Property
J.J. Rousseau: Contractual theory and General Will

UNIT IV

Jeremy Bentham: Utilitarianism, Law & Reforms
J.S. Mill: Revision of Bentham's Utilitarianism, Liberty and Representative Government.
T. E. Green: Theory and functions of state, Liberty

UNIT V

G. W. Hegel: Dialectical idealism, Theory of State
Karl Marx: Dialectical & Historical materialism, Surplus value, Class Struggle, Revolution
John Rawls: Theory of Justice

Transactional Modalities

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

Tutorials/Practicum

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

Assessment Modalities

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अधिकारिता
शिक्षा संकाय
आई.ए.एन.ई. (मानित विश्वविद्यालय)
गांधी विद्या मंदिर, सरदारशाह

B.A.B.ED – III
Political Science (PAPER II)
INTERNATIONAL RELATIONS SINCE 1945
CODE: BABED-355 d II)

Maximum Marks: 75

External: 60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning Outcome

- Acquaint themselves with various approaches to the study of international politics.
- Understand important concepts which provide the framework for understanding international politics.
- Understand and take stock of the events and trends in International politics after the World War II.
- Understand the quest of developing countries for their identity and self determination in the era of cold War.
- Understand and critically appreciate the salient features of foreign policies of some major powers.
- Understand and appreciate the determinants and features of India 's foreign policy and India 's relations with her neighboring countries.
- Understand and acquaint themselves with recent developments and emerging trends in International politics.
- Understand and critically evaluate the role and functioning and impact of various Organizations for regional cooperation.

CONTENTS:

UNIT I

Meaning, Nature and Scope of International Relations: Approaches to the study of International Relations, Idealist and Realist approaches, Morgenthau 's Realist Theory, Morton Kaplan's System Theory, Game Theory, Decision Making Theory.

UNIT II

National Power: meaning and elements, Balance of power, Collective Security, Instruments of National Interest – Diplomacy and Propaganda.

UNIT III

Cold War: meaning, causes, events and impact, Detente, new Cold War, end of Cold War, International relations in unipolar world, Non-Alignment Movement (India and NAM).

UNIT IV

Foreign Policy: meaning, elements and determinate, the salient features of the foreign policies of USA, China and India. India's relations with USA, Russia and her neighbors.

UNIT V

Major Contemporary, Trends and Issues in International Politics, Role and Impact of UN in changing the World, Environmentalism, Human Rights and Global Terrorism, International Political Economy, Disarmament, SAARC, ASEAN, European Union.

Transactional Modalities

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations

Tutorials/Practicum

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आविष्कारिता
शिक्षा संकाय
आई.ए.एस.ई. (मानविक विश्वविद्यालय)
श्री श्री शिक्षा मंदिर, सरदारपोखरा

BA.B.ED- III संस्कृत साहित्य
पाठ्यक्रम एवं परीक्षा योजना
(CODE: BABED-355 e I)

Maximum Marks: 75

External:60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

अधिगम सम्प्राप्तियां :-

- संस्कृत साहित्य के इतिहास से परिचित करवाना।
- संस्कृत साहित्य की विभिन्न विधाओं से अवगत करवाना।
- कुमार संभवम् महाकाल के आलंकारिक एवं रचनात्मक सौन्दर्य की अनुभूति करवाना।
- संस्कृत भाषा में निबन्ध लेखन करवाना।
- समसामयिक विषयों पर संक्षिप्त टिप्पणी।
- लेखन में निपूण करना।
- स्मृति ग्रन्थों से परिचित करवाना।

पाठ्यक्रम

इकाई-1 कुमारसंभवम् (कालिदास) सर्ग-1

इकाई-2 किरातार्जुनीयम् (भारवि) सर्ग-1

इकाई-3 दशकुमारचरितम् (दण्डी) – अष्टम उच्छ्वास

इकाई-4 राजवत्कथस्मृति (व्यवहाराध्याये दायविभाग प्रकरण मात्र)

इकाई-5 संस्कृत निबन्ध रचना (समकालिक विषयों सहित)

पाठ्य एवं सहायक पुस्तकें

1. श्रीवास्तव, उर्मिला (2012). किरातार्जुनीयम् चाराणसी: विजय प्रकाशन मन्दिर.
2. शर्मा, कमलनयन (2001). राजवत्कथस्मृति (व्यवहाराध्याय). जयपुर: जगदीश संस्कृत पुस्तकालय.
3. पाण्डेय, जगन्नारायण (1999). किरातार्जुनीयम्. जयपुर: जगदीश संस्कृत पुस्तकालय.
4. जागिड, कृष्णगोपाल (2010). संस्कृत निबन्ध पीठपत्रम्. जयपुर: हंसा प्रकाशन.
5. श्रीवास्तव, उर्मिला (2012). लघुसिद्धान्त कौमुदी. वाराणसी: विजय प्रकाशन मन्दिर.
6. शास्त्री, भीमसेन (2009). लघुसिद्धान्त कौमुदी. दिल्ली: भैमी प्रकाशन.
7. चौधरी, अर्कनाथ (2010). लघुसिद्धान्त कौमुदी. जयपुर: जगदीश संस्कृत पुस्तकालय.
8. द्विवेदी, कपिलदेव (2011). रचनानुयादकौमुदी. वाराणसी: विश्वविद्यालय प्रकाशन.
9. शर्मा, कमलनयन (2006). मनुस्मृति. जयपुर: जगदीश संस्कृत पुस्तकालय.
10. शास्त्री, हरगोविंद (2003). मनुस्मृति कुल्लूक भट्ट टीकासहित. दिल्ली: चौखंबा संस्कृत प्रतिष्ठान.

अधिष्ठाता
श्रीवा संकाय
आई.ए.ए.ई. (मानित विश्वविद्यालय)
मॉडर्न शिक्षा संस्कार, सरदारशाहर

B.A.B.ED.- III
द्वितीय प्रश्न पत्र
भारतीय दर्शन, नीति एवं व्याकरण
(CODE: BABED-355 e II)

Maximum Marks: 75

External: 60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

अधिगम सम्प्राप्तियां:

- भारतीय साहित्यिक परंपरा से परिचित करवाना।
- शब्द दर्शन का संक्षिप्त परिचित देना।
- आस्तिक व नास्तिक दर्शन का संप्रत्यय स्पष्ट करना।
- बालकों का नैतिक व आध्यात्मिक विकास करना।
- श्रीमद्भगवद् गीता के दूसरे और तीसरे अध्याय की जानकारी देना।
- व्याकरण की सामान्य जानकारी देना।
- लघुसिद्धान्त कौमुदी में तिङन्त प्रकरण से परिचित करवाना।

पाठ्यक्रम :-

इकाई-1

तर्क संग्रह (दीपिका सहित) – अन्नम्भट्ट

इकाई-2

भारतीय दर्शन के सिद्धान्त – निम्नलिखित बिन्दु पाठ्य हैं।

- (क) भारतीय दर्शन की विशेषताएँ (ख) सांख्य दर्शन का सत्कार्यवाद
(ग) योग दर्शन का अष्टाङ्गयोग (घ) अद्वैत-वेदान्त का मायावाद
(ङ) न्याय दर्शन की प्रमाण मीमांसा (च) वैशेषिक दर्शन के सप्त पदार्थों का सामान्य ज्ञान
(छ) चार्वाक की तत्त्वमीमांसा (ज) बौद्ध-दर्शन का क्षणिकवाद
(झ) जैन-दर्शन का अनेकान्तवाद

इकाई-3

भर्तृहरि नीतिशतकम् (निर्णयसागर)

इकाई-4

श्रीमद्भगवद्गीता (2 से 3 अध्याय)

इकाई-5

लघुसिद्धान्तकौमुदी (तिङन्त प्रकरण)

पाठ्य एवं सहायक पुस्तकें:-

1. शर्मा, नरेन्द्र (2006). *तर्कसंग्रह*. जयपुर: हंसा प्रकाशन.
2. चौधरी, अर्कनाथ (2006). *तर्कसंग्रह*. जयपुर: जगदीश संस्कृत पुस्तकालय.
3. श्रीवारतव, उर्मिला (2012). *नीतिशतकम्*. वाराणसी: विजय प्रकाशन मन्दिर.
4. वेदालंकार, सुभाष (2002). *लघुसिद्धान्तकौमुदी*. जयपुर: अंलकार प्रकाशन.
5. सिन्हा, हरेन्द्र प्रसाद(1963). *भारतीय दर्शन की रूपरेखा*. वाराणसी: मोतीलाल बनारसीदास
6. शर्मा, चन्द्रधर (2004). *भारतीय दर्शन*. दिल्ली: मोतीलाल बनारसीदास.
7. ऋषि शर्मा उमाशंकर(1964). *सर्वदर्शनसंग्रह*. माधवाचार्य, व्याख्या कार, वाराणसी: चौखंबा विद्या भवन.
8. पांडे कातिचंद्र, (1964). *शैवदर्शन बिंदु*. वाराणसी: संपूर्णानंद संस्कृत विश्वविद्यालय.
9. शर्मा, चंद्रधर (2004). *भारतीय दर्शन आलोचना एवं अनुशीलन*. दिल्ली: मोतीलाल बनारसीदास.
10. तातेड़, सोहनराज, सिंह विद्यासागर (2011). *प्राच्य एवं पाश्चात्य दर्शनों की मौलिक अवधारणाएँ*. जयपुर: लिट्रेरी सर्किल.


श्री. ए. ए. ए. विद्यापीठ, जयपुर
मौलिक विद्या संस्थान, जयपुर

B.A.B.ED- III (SOCIOLOGY) PAPER – I
SOCIAL THINKERS
(CODE: BABED-355 f I)

Maximum Marks: 75

External: 60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning Outcomes: -

After completion of the course, students will be able to:

- Explain the systematic explanations of social phenomena through the lens of diverse thinkers' reflection which will power their abstract explanations to predict the social events better
- Provide a framework to analyze the diverse selection of social phenomena of the humans throughout the world in a testable and probabilistic manner
- Develop their competencies in social theory analysis at micro, meso and macro level
- Analyze and evaluate how the theories are impacted by social and historical conditions through cross-cultural variations

Unit I

August Comte: Law of three stages, Positivism, Hierarchy of sciences

Hebert Spencer: Organic theory of society, social evolution, types of society.

Unit II

Durkheim: Social Fact, Division of Labor, Suicide

Max Weber: Bureaucracy, Religion and Capitalism.

Unit III

Karl Marx: Class-struggle, Dialectical Materialism, Historical Materialism.

Parsons: Structuralism, social action, institutionalization.

Unit IV

M. N. Srinivas: Sanskritization, westernization, dominion caste.

Radha Kamal Mukherjee: Social Values, Social Ecology, Theory of Social Science.

Unit V

G.S. Ghurye: Caste, Class and Occupation, Social Tension.

References:

- Aron, R. (2018). *Main Currents in Sociological Thought: Volume 1: Durkheim, Pareto, Weber*. Routledge.
- Aron, R. (2018). *Main Currents in Sociological Thought: Volume 2: Durkheim, Pareto, Weber*. Routledge.
- Berlin, I. (2013). *Russian thinkers*. Penguin UK.
- Devine, E., Held, M., Vinson, J., & Walsby, G. (Eds.). (1983). *Thinkers of the Twentieth Century: A Biographical, Bibliographical and Critical Dictionary*. Macmillan.
- Ghurye, G. S. (1961). *Caste, class, and occupation*. Popular Book Depot.
- Ghurye, G. S. (1969). *Caste and race in India*. Popular Prakashan.
- Hearnshaw, F. J. C. (1923). *Social and Political Ideas of Some Great Medieval Thinkers* (p. 216). London.
- Ishikawa, N., & Soda, R. (Eds.). (2019). *Anthropogenic Tropical Forests: Human-Nature Interfaces on the Plantation Frontier*. Springer Nature.
- Mukherjee, R. (1979). *Sociology of Indian sociology*. Allied.
- Starrock, J. (1998). *The Word from Paris: Essays on Modern French Thinkers and Writers*. Verso.

Handwritten:
नाम
जाय ज्ञान -
शिव संकाय
आई.ए.एच.ई. (मानित विश्वविद्यालय)
संजीव विद्या मंदिर, सरदारशाह

B.A.B.ED-III (SOCIOLOGY) PAPER – II
SOCIAL ANTHROPOLOGY
(CODE: BABED-355 f II)

Maximum Marks: 75

External:60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning Outcomes:-

After the completion of the course, students will be able to:

- Employ the anthropological thinking to describe how the individuals' life experiences are widely shaped by social structures
- Describe how evolutionary and historical processes have shaped primates that leads to the behavioral and cultural diversity exist in the present society
- Depict how the cultural systems construct social reality in a different way for an assortment of human groups
- Discuss human diversity from the point of cultural diversity and respect
- Identify the social problems of the tribal communities in India and the legitimate social, economic and political rationales behind it

Unit I

Social Anthropology: Meaning, Definition, Nature and Scope.

Unit II

Social Structure: Marriage, Family & Kinship.

Unit III

Culture: Concept, theories of Cultural-growth, Magic and Religion.

Unit IV

Primitive Political System, Primitive Economic System.

Unit V

Problems of Tribes in India, Tribes in Rajasthan: Bhils, Meenas and Garasiyas.

References:

- Ardener, E. (2013). *Social anthropology and language*. Routledge.
- Bloch, M. (2013). *Marxist analyses and social anthropology* (Vol. 2). Routledge.
- Cheater, A. P. (2003). *Social anthropology: an alternative introduction*. Routledge.
- Eggan, F. (1954). Social anthropology and the method of controlled comparison. *American Anthropologist*, 56(5), 743-763.
- Evans-Pritchard, E. E. (2013). *Social anthropology*. Routledge.
- Fox, R. 1967. Kinship and marriage. *Harmondsworth, Eng.: Penguin*.
- Fox, R., & Robin, F. (1983). *Kinship and marriage: An anthropological perspective* (No. 50). Cambridge University Press.
- Hendry, J. (1999). *An introduction to social anthropology: Other people's worlds*. Macmillan International Higher Education.
- Nadel, S. F. (2013). *The foundations of social anthropology*. Routledge.
- Pfaffenberger, B. (1992). Social anthropology of technology. *Annual review of Anthropology*, 21(1), 491-516.
- Pocock, D. (1975). *Understanding Social Anthropology: Revised Edition*. A&C Black.
- Stocking, G. W. (1995). *After Tylor: british social anthropology, 1888-1951* (Vol. 150). Madison: University of Wisconsin Press.

Handwritten:
नाम
विश्वविद्यालय
जाई एम एम एल (विश्वविद्यालय)
गौरी विद्यापीठ, अहमदाबाद

B.A.B.ED- III PAPER -I
ENGLISH LITERATURE -Poetry and Drama
(BABED-355 g I)

Maximum Marks: 75

External: 60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcomes: -

- Upon completion of this course. The Student will be able to :
- Recognize poetry from a variety of cultures, language & historical periods.
- develop their critical thinking skill and enhance their writing potential
- String tensing skill of note making, summarizing & their writing
- understanding texts with specific Sefence to genres, forms and literary teams.
- Interpreting and appreciating the selected texts from the genres of poetry and drama
- Recognizing the rhythms, metries and other music aspects of poetry

	Unit- I
• A. Tennyson	- Ulysses
• Robert Browning	- My last Duches
• Matthew Arnold	- Dover Beach
	Unit-II
• G.M. Hopkins	- The Sea and the sky land
• Robert frost	- Birches
• T.S Eliot - Preludes	
	Unit-III
• Dylan Thomas	- Fern Hill
• Nissim Ezekiel	- Night of the Scorpion
• A.K. Ramanujan	- Ecology
• Toru Dutt	- Our Casuarinas tree
	Unit-IV
• Jane Austen	-Pride &Prejudice
• William Shakespeare	- Macbeth
	Unit-V
Literary History	Renaissance in Indian, Anglo Indian & Indo Anglican writing, the preset age etc
Literary Terms	Dramatic monologue, paradox, Antithesis symbolism, onomatopoeia, allegory, short story, Essay, Navel, Satire, etc.

Suggested Reading:

- Ackerman, J. (2016). *Dylan Thomas: his life and work*. Springer.
- Arnold, M. (1994). *Dover beach and other poems*. Courier Corporation.
- Arnold, M., & Creeley, R. (2004). *Dover beach*. ProQuest LLC.
- Browning, R. (1993). *My last duchess and other poems*. Courier Corporation.
- Browning, R., & Dharker, I. (2004). *My last duchess*. ProQuest LLC.
- Dutt, T. (1972). *Ancient ballads and legends of Hindustan*. Taylor & Francis.
- Eliot, T. S., & Eliot, T. S. (1971). *Complete poems and plays*. Houghton Mifflin Harcourt.
- Ezekiel, N. (1976). *Night of the Scorpion*. R. Parthasarthy.

B.A.B.Ed- III (Music)
प्रश्न पत्र द्वितीय:
भारतीय संगीत (कंठ एवं वाद्य)
(CODE- BABED-355 h II)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which two tests of 5-5 marks each are included)

अधिगम सम्प्राप्तियां

- विद्यार्थियों को मंच प्रदर्शन के आयाम को समझाया जायेगा।
- विद्यार्थियों को दर्शकों की भावनाओं का सम्मान करते हुए मंच प्रदर्शन सिखाया जायेगा।
- स्वर को साधने तथा ताल को पहचानने के लिए तरीके बताए जायेंगे।
- घुपद धमार, टप्पा दुमरी आदि तैयार करवाई जायेगी।
- थाट, चलन, पकड़ एवं वादी संवादी को पहचानने के लिए तरीका बताया जायेगा।

इकाई-1

- आधुनिक काल में संगीत का विकास (स्वतंत्रता प्राप्ति पश्चात्)
- धरानों का उद्भव, विकास एवं वर्तमान संदर्भ में उसकी उपयोगिता।

इकाई-2

1. राग- वर्गीकरण

- ग्रामराग-देशीराग-वर्गीकरण (2) राग-रागिनी-वर्गीकरण (3) मेल अथवा थाट वर्गीकरण (4) रागांग राग वर्गीकरण
- व्यंकटमुखी के 72 मेल एवं भातखंडे के 32 थाट का सिद्धान्त।

इकाई-3

1. ग्रंथ एवं ग्रंथकारों का परिचय।

- कुभा- संगीतराज (2) रामामात्य - स्वरमेलकलानिधि (3) व्यंकटमुखी- चतुर्दण्डी प्रकाशिका (4) जयदेव-गीतगोविन्द
- हिन्दुस्तानी एवं कर्नाटक संगीत पद्धतियों के शुद्ध एवं विकृत स्वरों का अध्ययन।

इकाई-4

1. निम्नलिखित संगीतकारों की जीवनियों एवं संगीत क्षेत्र में योगदान -

- किशन महाराज (2) वी.डी पलुस्कर (3) किशोरी -अमोनकर (4) बड़े-गुलाम अली ख़ां (5) अमजद अली ख़ां (6) एस. एन. रातजंकर
- इवेली-संगीत परंपरा।

इकाई-5

- संगीत में महिला कलाकारों का योगदान।
- समाज में संगीत का महत्व।
- चिकित्सा और संगीत।
- दूरस्थ शिक्षा एवं संगीत शिक्षण

संदर्भ ग्रन्थ

- आचार्य, बृहस्पति (1989). *संगीत-वितानमणि*. उत्तरप्रदेश : संगीत कार्यालय हाथरस भारतीय ज्ञानपीठ.
- गर्ग, लक्ष्मी नारायण (1984). *हमारे संगीत रत्न*. नई दिल्ली: भारतीय ज्ञानपीठ.
- चक्रवर्ती, इंद्राणी (2000). *स्वर और रागों के विकास में वाद्य का योगदान*. वाराणसी: चौखंब पब्लिशर्स.
- ठाकुर, ओमकारनाथ (1988). *संगीतांजलि*. भाग 1 से 4 तक. दिल्ली: हरिओम ऑफसेट प्रेस
- देवधर, बी. आर. (1981). *राग बोध*: दिल्ली: भारतीय संगीत, देवधर विद्यालय.
- पटवर्धन, सुधा (1992). *राग-विज्ञान*. भाग 1 से 4 तक. लखनऊ: श्रीराम प्रकाशन.
- प्रज्ञानंद, स्वामी (1963). *भारतीय संगीत का इतिहास*. कोलकाता: रामकृष्ण वेदांता मठ.
- वसंत (2019). *संगीत विशारद*. लखनऊ: संगीत कार्यालय, हाथरस.
- भातखंडे, विष्णु नारायण (2001). *क्रान्तिक पुस्तक मालिका*. भाग 1 से 4 तक. दिल्ली: हरिओम ऑफसेट प्रेस.

B.A.B.ED – IV
Environmental Studies (EVS)
(CODE: BABED-450)

Maximum Marks: 100

External: 70

Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcome: After completion of the course, student-teachers will be able -

- To understand background of EVS as a composite area of study that draws upon the science, social science and environmental education.
- To develop understanding about various ecosystems and biodiversity.
- Helping student to develop the ability to plan comprehensive units for environmental management and conservation.
- Understanding about the issues of conservation and environmental regeneration have been infused at appropriate places in all the textbooks.
- To analyze and understand environment concerns through the process of inquiry.
- To develop a sense of awareness about the environment hazards and its causes and remedies.

Unit – I Introduction to Environmental Studies

- Environmental studies: Historical background, concept, Nature and scope of EVS
- Natural and social environment: concept, its components, and relationship, man & Environment, man on environment,
- Disciplinary and Multidisciplinary approach of EVS

Practicum/Field Work

- Visit a natural or man-made site (park/forest/zoo/KVK/forest department etc) then discuss with student about their perception on natural environmental and its relation with social environmental.
- Conduct a play in school on man and environmental relationship for awareness about environmental protection among students, teachers and local people.
- Conduct awareness campaigning for plantation of *Tulsi*, *Neem*, and *Khepri* etc.

UNIT – II Eco-systems-

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Producers, Consumers and decomposers.
- Energy flow in ecosystem.
- Ecological Succession.
- Food Chain, Food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the following ecosystem-
- Forest ecosystem.
- Grassland ecosystem.

Practicum/Field Work

- Celebrate important relevant days related to environmental conservation (such as earth day, world environmental days etc) in school or out of school with the help of students and make a systematic report on entire activities or work
- Make a bulletin board material on “role of individual in prevention of pollution” and analyse its impact on students and teachers of schools.
- Draft a report after analyse the scientific basis of Environment related to Indian traditional days present this report in class. (Basant Panchmi, Hariyali Anavasya etc.)

BA.B.ED –IV
Assessment for Learning
(CODES: BABED-451)

Maximum Marks: 100

External: 70

Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcome: After completion of the course, student-teachers will be able -

- To understand assessing children's progress, both in terms of their psychological development and the criteria provided by the curriculum.
- To provide broad outlook to go beyond the limited context of syllabus-based achievement testing, achievement scores in a subject linked with the child's overall development.
- Introduce student teachers to the history of evaluation and current practices.
- Understand the different dimensions of learning and related Evaluation procedures, tools and techniques. Analyse, Manage and interpret assessment data.
- Understanding the policy perspectives on examination and evaluation and their implementation practices. Assessment for culturally responsive in diverse classroom.
- Develop critical understanding of issues in evaluation and explore, realistic, comprehensive and dynamic assessment process which are culturally responsive for use in the classroom.
- Develop enabling processes which lead to better learning and more confident and creative learners.

Unit - I Concept of Evaluation

- Meaning & concept of assessment, Measurement & Evaluation and their Interrelationship, Purpose of Evaluation (Prognostic, Monitoring of Learning, Providing Feedback, Promotion, Diagnosing, Principles of Assessment, and Perspectives.)

Practicum/Field Work

- Observe the teaching learning process in class room and prepare a report and feedback on it.
- Prepare a diagnostic test of any subject and apply it on students there give suggestions for improvement.

Unit – II Type of Evaluation

- Classification of assessment: Base on purpose (Prognostic, Formative, Diagnostic and Summative), Scope (Teacher made, Standardized) Attribute measured (Achievement, Aptitude, Attitude, etc), Nature of information gathered (Qualitative, Quantitative) Mode of response (Oral and written, Nature of interpretation (norm referenced, criteria referenced).
- Evaluation of cognitive learning: Types and levels of Cognitive learning, understanding and application, thinking skills – convergent, divergent, critical, problem solving and decision making, items and procedures for their assessment.

Practicum/Field Work

- Assess thinking skills of students and suggest plan for improvement to their parents and teachers.
- Conduct a competition amongst students, giving them any topic and asking-them to make a response oral or written. On the basis of response evaluate their personality or skills, ask them to take remedial measure, too measures.
- Presentation of papers on examination and evaluation policies.

Unit- III Continuous and Comprehensive Evaluation

- Meaning, concept need and process and characteristics of CCE.

Nash
आमिच्छता
शिक्षण समिती
आई.ए.ए.ए. (विशेष शिक्षणशास्त्र),
मॉडेल शिक्षण संस्था, अहमदाबाद.

B.A.B.Ed- IV
Agriculture (Specialization)
(CODES: BABED-452)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning outcomes: -

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

- Understand the meaning and scope of agriculture.
- Understand all about seeds, imported weed, manures etc.
- Acquire skills to practices of seed sowing, planting materials etc.
- Understand practices of different ornamental and horticulture crops.
- Recognise different field practices like earthing, hoeing, weeding watering etc.
- Inculcate healthy values related to work culture.

Unit I

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

Unit II

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

Unit III

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

Unit IV

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

Unit V

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

Practicum/Field Work (any two of the following)

Identification of an agronomy of following crops: Wheat, Bajra, Maize, Rice etc.

Agricultural Processes: Irrigation, Training and Pruning, Hoeing and Weeding, Seed Bed

Suggested Readings:

- Bleasdale, J. K. A. (1973). *Plant physiology in relation to horticulture*. Macmillan International Higher Education.
- Ducey, D. K. (2008). *Fruit Production in India*. Meerut: Rama Publishing House.
- Edmond, J. B., Senn, T. L., Andrews, F. S., & Halfacre, R. G. (1975). *Fundamentals of horticulture* (No. 4th ed.). McGraw-Hill, Inc.
- Panda, S. C. (2005). *Agronomy*. Agrobios. Varanasi: Kushal Publications and Distributors.
- Sing, Jaiveer (2002). *Plant Propagation & Nursery Husbandry*. Meerut: Rama Publishing House.
- Singh, J. (2014). *Basic Horticulture*. New Delhi: Kalyani publishers.

Masth
आधिपता
शिक्षा संकाय
आई.ए.एस.ई. (मानव विश्वविद्यालय)
श्रीधर विद्या मंदिर, सरदारगढ़

Core/Content Subjects:

B.A.B.Ed.- IV
Hindi Literature
Paper code: BABED-455 a I
भाषा साहित्य एवं शिक्षा

Max Marks:- 75

External-60

Internal-15 (In which two tests of 7.5-7.5 Marks each are Included)

अधिगम सम्प्राप्तियों:-

1. विद्यार्थी भाषा अक्षरारण्य एवं संरचना से अवगत हो सकेंगे।
2. विद्यार्थी भाषा की प्रकृति एवं उसकी शिक्षा में भूमिका को जान सकेंगे।
3. विद्यार्थी भाषा के परिप्रेक्ष्य के सन्दर्भ में विभिन्न आयोगों की संस्तुतियों एवं नीतियों को समझ सकेंगे।
4. विद्यार्थी भाषा की आधारभूत भाषायी दक्षताओं और कौशलों का विकास कर अपनी भाषा कौशल को समुन्नत बना सकेंगे।
5. विद्यार्थी भाषागत सम्प्रेषण एवं सूचना तकनीकी में वर्तमान परिस्थितियों में नवाचारों का प्रयोग कर पारंगत हो सकेंगे।

इकाई 1 : भाषा एवं पाठ्यक्रम

- भाषा के पार पाठ्यक्रम
- बहुभाषा एक संपदा के रूप में
- भाषा एवं संचार भाषा एवं सीखना
- भाषा एवं पहचान

इकाई 2 : भाषा साहित्य एवं सौंदर्यशास्त्र

- भाषा, साहित्य एवं सौंदर्यशास्त्र
- भाषा एवं संस्कृति
- भाषा एवं लिंग
- भाषा एवं सत्ता
- भाषागत अधिकार एवं अल्पसंख्यक भाषाएँ

इकाई 3 : अध्ययन का पाठ्यक्रम, पाठ्यविवरण, पाठ्यपुस्तक और सम्प्रेषण तकनीकी

- अध्ययन का पाठ्यक्रम एवं पाठ्यविवरण का विकास
- माध्यमिक स्तर के वर्तमान पाठ्यविवरण का समीक्षात्मक अध्ययन
- भाषा की पाठ्यपुस्तक की विशेषताएँ, अतिरिक्त पाठ्यपुस्तक, टीचर हैंडबुक (शिक्षक सहायिका), वर्क बुक, पाठ्यपुस्तक विवेचना।
- भाषा एवं सम्प्रेषण, प्रभावी सम्प्रेषण कि मुख्य तत्व,

इकाई 4 : विभिन्न नीतियों एवं कमीशनों में भाषा

- विभिन्न कमीशनों, कमीटियों, नीतियों एवं स्वतंत्रता उपरान्त राष्ट्रीय पाठ्यचर्चा दस्तावेज (एन.सी.एफ.) में भाषा की चर्चा एवं महत्त्व, मुदलियार कमीशन, कोडारी कमीशन (पाठ्यशास्त्र एवं राष्ट्रीय विकास) 1964-66, एन.सी.एफ. - 1975, 1988; राष्ट्रीय पाठ्यक्रम अध्ययन पाठशाला शिक्षा 2000, एन.सी.एफ. - 2005, शिक्षा पर राष्ट्रीय नीति 1986; नई शिक्षा नीति 2020 में भाषा के प्रावधान तीन भाषायी फार्मूला (त्रिभाषा सूत्र); अल्पसंख्यक भाषाओं का प्रावधान।

इकाई 5 : क्रियात्मक हिंदी

- नोट्स लेना : नोट्स बनाना; निबंध लेखन; सारांश लेखन; रिपोर्ट-लेखन; रेडियो और टेलीविजन के लिए पटकथा लिखना, विज्ञापन लिखना, नोटिस लिखना; पत्र लेखन, साक्षात्कार गुण, संवाद (डायलॉग) लेखन, सामूहिक चर्चा (ग्रुप डिस्कशन), प्रस्तुतिकरण गुण; परिचय (बायोडाटा) लेखन


आर्य समाज, दिल्ली
भाषा साहित्य एवं शिक्षा

B.A.B.Ed.- IV
History
HISTORY OF INDIAN ECOLOGY AND ENVIRONMENT
(Paper code: BABED-455 b I)

Maximum Marks: 75

External: 60

Internal: 15 Marks (Internal marks in which two tests of 7.5-7.5 marks each are included)

Learning outcomes: - Students will be able to

- To understand ecology and environment of ancient India.
- To know the role of environment in rise of Magadha empire.
- To study the Ecology and Environment during the medieval India
- To know the Geographical zones of ancient Rajasthan.
- To study the promotion of eco-tourism in Rajasthan

UNIT - I

Understanding ecology and environment- meaning, context and significance. Expansion of Agriculture. Harappa cities- ecosystem and environmental factors. Indus and Sarswati rivers.

UNIT - II

Rise of Magadha empire – role of environment. Ecological and environmental awareness during Mauryan, Post-Mauryan and Gupta periods.

UNIT - III

Issues of Ecology and Environment during the period of Delhi Sultanate and in Mughal age. Promotion of eco-tourism like developing hill stations, wild life sanctuaries etc. Chipko movement.

UNIT - IV

Eco-system of Kalibanga, Ahar and Ganeswar culture. Geographical zones of ancient Rajasthan (forests, mountains, desert). Flow of Vedic Sarswati river in Rajasthan and its disappearance.

UNIT - V

Role of folk deities and cults of Rajasthan in environment preservation. Environmental Management in Rajasthan. Promotion of eco-tourism in Rajasthan: wild life sanctuaries- Ranthambore, Sariska, Ghana Bird Sanctuary.

Books Recommended:

1. Gopal, Iltanji & Srivastava, V.C. (2014). *History of agriculture in India*. Munshiram Manoharlal Pub. Pvt. Ltd.
2. Randhava, M. S. (1980). *A history of agriculture in India*. New Delhi: India Council of Agriculture Research.
3. Law, B. C. (1976). *Historical geography of ancient India*. Delhi: Ess Ess publication.
4. Butzer, K. W. (1966). *Environment and Archaeology*. Chicago: University of Chicago Press Book.
5. Chang, K. C. (1968). *Settlement archaeology*. Palo Alto Calif: National Press Books.

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आई.एस.ए. (विश्व विद्यापीठ)
गुणवत् शिक्षण

B.A.B.Ed.- IV
Geography
Fundamental of Remote Sensing & GIS
Paper code: BABED-455 c I

Maximum Marks: 75

External: 40
Practical :25

Internal: 10 Marks (in which two tests of 5-5 marks each are included)

Learning Outcomes:

- The Students will be able to demonstrate knowledge of the foundations and theorems of geographic information system (GIS) and use the tools and methods of (GIS)
- Students will be familiar with modern techniques in geography.
- Students will be prepared to apply their skill in professional careers.
- Students will demonstrate their competence to work individually and as a team to develop and present a client-driven GIS solution.
- Students will demonstrate their knowledge of Physical geography and the methods and techniques for observing, Measuring, recording and reporting on geographic phenomena.

Unit-I Aerial Photography

Introduction to Aerial Photographs: their advantages and types.

Elements of aerial Photo interpretation.

Unit-II Remote Sensing

Introduction to Remote Sensing: Electromagnetic spectrum,

Stages in remote sensing, type of satellites.

Unit-III Imageries and Mapping

Types of Imageries and their application in various fields such as agriculture, Environment and resource mapping.

Unit-IV GIS (Geographical Information System)

Introduction to Geographical Information System: Definition, purpose, advantages and software and hardware requirements.

Unit-IV Application of GIS

Application of GIS in various fields of geography: agriculture, Settlements, Roads, Waterbodies.

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आई.ए.एस.ई. (मानव विश्वविद्यालय)
गोंधी विद्या मंदिर, सरदारवाड़ा

B.A.B.Ed.-IV
Political Science
HUMAN RIGHTS: THEORY AND PRACTICE
Paper code: BABED-455 d I

Maximum Marks: 75

External: 60

Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcomes: The students will be able to:

- Acquire the capacity of distinguished human rights prospective in different ideological framework.
- Acquaint themselves with socio-political history of Human rights.
- Understand the Human Rights dimension of certain concepts, such as Liberty, Justice etc.
- Understand the world-wide concern of Human rights as evinced through Universal proclamation of Human rights.
- Appreciate and evaluate the institutional legal arrangement for the protection of human rights in India.
- Appreciate and analyses the social economic environment for human rights in India as also the relevant social issues associated with Human rights.
- Understand and appreciate specific context of women, children as regards the Human rights.
- Appreciate the role of civil society institutions for the protection of Human rights.

CONTENT

UNIT I

Human Rights: Meaning and Nature, characteristics of Human Rights, relationship of Human Rights with social and Human Values.

UNIT II

Socio-Political History of Human Rights: State, Civil Society, Liberty, Equality and Justice with special relationship to human rights.

UNIT III

International Conventional and Human Rights: With special reference to Universal Declaration 1948. United Nations and Human rights.

UNIT IV

Human Rights and Indian Constitution Preamble, Fundamental Rights, Direction Principles and Fundamental duties, NHRC: Composition and Working Process.

UNIT V

Human Rights in Reference to Changing Human Society Changing social customs with special reference to dowry and female fortitude. Increasing women rights. Child labour, Rights of the aged, Education as a tool of mind.

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अभिज्ञान
आर्य समाज (विद्यार्थी विभाग),
आर्य समाज, दिल्ली

B.A.B.Ed.- IV

संस्कृत

Paper code: BABED-455 e I

प्रश्न पत्र— भाषा दक्षता संवर्धन

Max Marks:- 75

External-60

Internal-15 (In which two tests of 7.5-7.5 Marks each are Included)

अधिगम सम्प्राप्तियाँ :

- संस्कृत भाषायां दक्षता प्राप्तुम्।
- संस्कृत भाषा माध्यमेन छात्रेषु भाषा भाव नैपुण्यम्।
- भाषा, भावानुभूति, भावगांभीर्यं च समायातीति।
- भाषा व्याकरण, साहित्याध्ययने रुचि वर्धनाय।
- संस्कृत संभाषणे संस्कृत लेखने समर्था भविष्यति।
- भाषाया उत्पत्ति, महत्त्वं च ज्ञारयन्ति।
- रचनात्मक, कार्यम् कुर्वन्।

इकाई-1

संस्कृत साहित्य परिचय,

- भाषायाः उत्पत्ति, महत्त्व, उपयोगिता च।
- संस्कृत साहित्यस्य परिचयात्मक इतिहासः।
- वैदिक लौकिकश्च।

इकाई-2

अनुप्रयुक्त व्याकरणम्

- वर्णोच्चारण स्थानानि प्रयत्नानि च।
- कारक प्रकरणम् उपपद विभक्तिश्च।
- अच् हल, विसर्ग सन्धि।
- समास ज्ञानम्, प्रत्यय ज्ञानम्, अव्यय पदानि

इकाई-3

रचनात्मक कार्यम्

- संकेताधारित अनौपचारिक पत्रम्
- संकेताधारितं संवाद लेखनम्, अनुच्छेद लेखनम्
- चित्राधारितं वर्णनम् अथवा लघु कथा लेखनम्

इकाई-4

भाषाई कौशल

- भाषाई कौशल (श्रवण, वाचन, पठन लेखनश्च)
- जनसंचारस्य परंपरागत माध्यमम्
- प्रयोजनामूलक लेखनम्
- रिपोर्टार्ज, यात्रावृत्त, डायरी लेखनश्च।

इकाई-5 शब्द धातु रूपश्च।

- अकारान्त पुल्लिङ्ग, स्त्रीलिङ्ग, नपुसंकलिगश्च।
- सर्वनाम शब्द, (पुल्लिङ्ग, स्त्रीलिङ्ग, नपुसंक लिगश्च)।

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B.A.B.Ed.- IV
Sociology
Gender and Society
(Paper code: BABED-455 f I)

Maximum Marks: 75

External: 60

Internal: 15 Marks: (in which two tests of 7.5-7.5 marks each are included)

Learning Outcomes:

After completion of the course, the students will be able to:

- Define gender from sociological perspective
- Differentiate between sex, gender and sexuality
- Identify gender as a social construct
- Explain the gender of politics in micro and macro social settings

Unit I

Gender in Sociological Analysis: Approaches to the Study of Gender; Gender Studies as a Critique of Ethnography and Theory

Unit II

Gender and Relevant Theories; Wave of Feminism; Post-Feminism and Current Debates

Unit III

Reproduction, Sexuality and Ideology: Biology and Culture; Concepts of Male and Female; Life Cycle.

Unit IV

Family, Work and Property: Production and Reproduction; Work and Property; Family and Household

Unit V

The Politics of Gender: Complementarity, Inequality, Dependence, Subordination; Feminist Politics

References:

- Ardener, E. 1975. "Belief and the Problem of Women" and "The Problem Revisited", in S. Ardener (ed.). *Perceiving Women*, London: Malaby Press.
- Barrett, M. 1980. *Women's Oppression Today*, London: Verso. (Chapters 1 to 4, and 6).
- Boserup, E. 1974. *Women's Role in Economic Development*, New York: St. Martin's Press. (Part I).
- De Beauvoir, S. 1983. *The Second Sex*, Harmondsworth: Penguin. (Book Two).
- Douglas, M. 1970. *Purity and Danger*, Harmondsworth: Penguin. (Chapter 9).
- Engels, F. 1972. *The Origin of the Family, Private Property and the State*, London: Lawrence and Wishart.
- Hershman, P. 1977. "Virgin and Mother" in I.M. Lewis (ed.). *Symbols and Sentiments: Cross-Culture Studies in Symbolism*, London: Academic Press.
- Hirschon, R. 1984. "Introduction: Property, Power and Gender Relations" in R. Hirschon (ed.). *Women and Property. Women as Property*, Beckenham: Croom Helm.
- Jaggard, A. 1983. *Feminist Politics and Human Nature*, Brighton: The Harvester Press.
- Leacock, E. 1978. "Women's Status in Egalitarian Societies: Implications for Social Evolution", *Current Anthropology*, 19(2), pp. 247-75.
- MacCormack, C. and M. Strathern (ed.). 1980 *Nature, Culture and Gender*, Cambridge: Cambridge University Press. (Chapter 1).

B.A.B.Ed.- IV
Music
भारतीय संगीत (कंठ एवं वाद्य)
Paper code: BABED-455 h I

Maximum Marks:50
External :40
Practical: 25

Internal 10 Marks (in which two test of 5&5 marks each are included)

अधिमम संप्राप्तियां:-

- विद्यार्थियों को किसी भी एक राग में विलंबित लय में बड़ा ख्याल एवं तराना करवाया जाएगा।
- संगीत एक संस्कार कैसे है यह सिखाया जाएगा।
- संगीत के उपज प्राकृतिक और अप्राकृतिक रूप से कैसे हो सकती है समझाया जाएगा।
- लयकारी का जीवन में क्या महत्व है समझाया जाएगा।
- मानव द्वारा निर्मित संसाधन से कैसे संगीत उत्पन्न किया जा सकता है सिखाया जाएगा।

(इकाई-1)

1. निम्नलिखित रागों का शास्त्रीय एवं तुलनात्मक अध्ययन

- (1) भैरवी
- (2) गुजरी तोड़ी
- (3) पूरिया धनाश्री
- (4) कौशिक ध्वनी
- (5) श्री
- (6) जोग
- (7) बागेश्वरी
- (8) अभोगी कान्हड़ा

2. पाठ्यक्रम की बंदिशों को लयबद्ध लिखना

(इकाई-2)

1. रागश्री में रचित कोई एक छोटा ख्याल जो 10 मात्रा में हो
2. राग यमन में बड़ा ख्याल जो 48 मात्रा में निबंध हो।

(इकाई-3)

1. भारतीय संगीत का मानव जीवन में प्रभाव और
2. एक सफल कलाकार के गुण तथा अवगुण, पहचान और अवगुण निराकरण।

(इकाई 4)

1. पंडित भातखंडे द्वारा संगीत व्यवस्था
2. राग रस एवं ताल रस

(इकाई-5)

भारतीय संगीत और योग

संगीत के अंतर्गत कल्पना वंशानुक्रम

संदर्भ ग्रंथ -

- आचार्य, बृहस्पति (1989). *संगीत-चिंतामणि*. उत्तरप्रदेश : संगीत कार्यालय हाथरस भारतीय ज्ञानपीठ.
- ठाकुर, ओमकारनाथ (1988). *संगीतांजलि*. भाग 1 से 4 तक. दिल्ली: हरिओम ऑफसेट प्रेस.
- देवधर, बी. आर. (1981). *राग बोध*. दिल्ली: भारतीय संगीत, देवधर विद्यालय.

Pedagogy of school Subject-II

B.A.B.Ed.- IV

हिन्दी भाषा का शिक्षण

(CODES: BABED-453 I)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

अधिगम सम्प्राप्तियां :-

- विद्यार्थी हिन्दी भाषा के इतिहास एवं विविध रूपों को जान सकेंगे।
- भाषा के माध्यम से अनुवाद कला और सौन्दर्यात्मक सृजनात्मकता का अध्ययन कर सकेंगे।
- विद्यार्थी साहित्यिक अभिव्यक्ति के विविध रूपों को समझ सकेंगे।
- विद्यार्थी गद्य साहित्य एवं हिन्दी भाषा की विविध विधाओं की व्याख्या कर सकेंगे।
- भाषा साहित्य की विधाओं से प्राप्त ज्ञान का प्रयोग भावी जीवन में उपयोग कर सकेंगे।
- भाषा शिक्षण में विभिन्न पाठ्यक्रम सम्बन्धी विषयवस्तुओं एवं प्रकरणों पर चार्ट, पोस्टर, चित्र, एवं मॉडल बना सकेंगे।
- विद्यार्थी भाषा शिक्षण के विकास में विभिन्न सहयोगी सामग्रियों से रुचि ले सकेंगे।
- पाठ्यप्रकरण के अन्तर्गत आयी किसी कहानी एवं नाटक का रूपान्तरण करवाने में रुचि ले सकेंगे।
- विद्यार्थी भाषा शिक्षण के इतिहास के बारे में दृष्टिकोण विकसित कर पायेंगे।

इकाई- 1 भाषा साहित्य और सौंदर्य

- भाषा का विकास, हिन्दी व संस्कृत में सम्बद्ध सृजनात्मक भाषा के विविध रूप - साहित्य के विविध रूपों को जानना, स्कूली पाठ्यक्रम में साहित्य को पढ़ना-पढ़ाना, अनुवाद कला और सौंदर्य में भाषा स्कूली पाठ्यचर्या में मीडिया की भूमिका, उद्देश्य व प्रारंभिकता, अनुवाद का महत्व और जरूरतें सृजनात्मक अभिव्यक्ति के रूप में हिंदी अनुवाद (अंग्रेजी और अन्य भारतीय भाषाओं के संदर्भ में) चुने हुए उदाहरण के आधार पर बताया जाएगा।

परियोजना कार्य:-


- साहित्य के विभिन्न रूपों में से दो-दो पसंदीदा रचनाओं का संकलन व उनको आलोचनात्मक मूल्यांकन तथा फाईल, निर्माण।
- "विद्यालयी पाठ्यचर्या में मीडिया की भूमिका" विषय पर वाद-विवाद/गोष्ठी।
- वर्ग पहेली के रूप में अन्य भारतीय भाषाओं का हिन्दी अनुवाद (संकेत अंग्रेजी में/अन्य भाषा में तथा वर्गपहेली में उसे हिन्दी रूप में भरना।
- वर्तनी शुद्धता, हिन्दी भाषा के अन्य भाषाओं में पर्यायवाची शब्द, विलोम शब्द, क्लिष्ट शब्द, समानार्थी शब्द व अनेकार्थक शब्द आदि को अभिक्रमिit अनुदेशन विधि से पढ़ाना।

इकाई- 2 भाषा साहित्य और सौंदर्य

- साहित्यिक अभिव्यक्ति के विविध रूप - कविता को पढ़ना-पढ़ाना: गद्य की विविध विधाओं को पढ़ना-पढ़ाना नाटक को पढ़ना-पढ़ाना समकालीन साहित्य की पढ़ाई (बाल साहित्य, दलित साहित्य, स्त्री साहित्य) हिंदी की विविध विधाओं के आधार पर गतिविधियों का निर्माण, कविता, कहानी, नाटक, निबंध, उपन्यास की पाठ विधि तैयार करना

परियोजना कार्य:-

- स्वरचित कविता पाठ व कहानी प्रतियोगिता का आयोजन।
- बाल साहित्य, दलित साहित्य व स्त्री साहित्य में से नाटकों/ एकांकियों का मंचन करवाना जैसे जगदीश माथुर द्वारा रचित रीढ़ की हड्डी एकांकी का मंचन


आई.ए.एच.ई. (विश्वविद्यालय),
गौरी कला भवन, उत्तराखण्ड

B.A.B.ED- IV
भाषाया शास्त्रम् (संस्कृतम्)
(CODE: BABED-453 II)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

अध्ययनस्य परेणामः

- भाषायाः विभिन्नानां भूमिकानां अवबोधनम् भविष्यति ।
- भाषाप्रणाल्याः प्रकृतेः च बोधः विकसितः भविष्यति ।
- संस्कृतस्य सांस्कृतिकपृष्ठभूमेः भूमिका महत्त्वं ज्ञास्यन्ति ।
- शिक्षार्थिषु रचनात्मकतायाः विकासं कर्तुम् योग्याः भविष्यन्ति ।
- पाठ्यक्रमे संस्कृतस्य स्थानं ज्ञास्यन्ति ।
- संस्कृते प्रामाणिक साहित्यान्य साहित्यिकग्रन्थानां मूल्यांकनं कर्तुं सक्षमा भविष्यन्ति ।
- भाषायाः उपयोगस्य बोधः (शब्दावली- व्याकरणयोः सन्दर्भे) विकसितः भविष्यति ।
- शिक्षार्थेभ्यः गतिविधयः कार्याणि च निर्मातुं योग्याः भविष्यन्ति ।

इकाई- 1 भाषायः भूमिका

- भाषा समाजः च भाषा लिंगं च भाषा अभिज्ञानं च भाषा शक्तिश्च । संस्कृतशिक्षणस्य विभिन्नस्तरेषु लक्ष्यं उद्देश्यानि (प्राथमिक माध्यमिक उच्च माध्यमिक स्तरः) च । संस्कृत शिक्षणस्य गुणवत्ता (पूर्व कक्षायाः कक्षायाः एवं च कक्षायान्तरम्) संस्कृत भाषायाः इतिहासः
- विद्यालये भाषागृह भाषा एवं च विद्यालये भाषा, अधिगमे भाषायाः केन्द्रियता, पाठ्यक्रमस्य अन्तर्गते भाषाविद्यालय शिक्षणस्य भाषातथा च अधिगम संचारयोः भाषायाः मध्ये भेदः बहुभाषी-कक्षाः
- भारते भाषाणां स्थितिः संवैधानिक प्रावधानं एवं च भाषा शिक्षायाः नीतयः (अनु. 343,351,350ए) कोठारी आयोगः (1965-66) एन.पी.ई. 1986, पी.ओ.ए. -1992राष्ट्रीय पाठ्यचर्यायाः रूपरेखा 2005 (भाषा शिक्षा) संस्कृत स्थितिःराजस्थान संस्कृताकादमी ।

व्यवहारिकम्/क्षेत्रकार्यम्

- भारतीयसंविधाने मान्यता प्राप्त भाषासु एकप्रतिवेदनलेखनम् । कोठारी आयोगः एनपीई -986 एवं च पीओए 1992 मध्ये उल्लेखित प्रावधानानां उपयोगं कृत्वा ।
- विद्यालय/चतुष्टयस्थानकम्/ समाजस्य कृते संस्कृत भाषायां नाटकानि कथाश्च 13 संस्कृत भाषायाः ज्ञानस्य अवबोधन निमित्तं सर्वेक्षणं (न्यूनातिन्यूनम् एकस्मिन् ग्राम खण्ड)

इकाई- 2

संस्कृतभाषायाः महत्त्वम्
संस्कृतभाषा साहित्यं च
संस्कृतभाषा एवं च अन्याः भारतीयभाषाः
संस्कृतभाषायाः सामाजिक-सांस्कृतिकमहत्त्वम् ।
आधुनिकभारतीयभाषारूपेण संस्कृतम्
भारतेसंस्कृतशिक्षणस्य महत्त्वम्
विद्यालयस्तरे संस्कृतशिक्षणात् संबन्धिताः समस्याः
व्यवहारिकम्/ क्षेत्र कार्यम्

4. संस्कृतपाठ्यपुस्तकेषु अधोलिखितविषयाणामुपरि गतिविधिनां आदलीकरणम् 1. भाषा लिंगम् च 2. भाषा शक्तिश्च एतेषां पाठ्यपुस्तकानां उपरि प्रभावस्य प्रतिवेदनं लेखनम् ।
5. समीपस्थ पञ्च विद्यालयानां सर्वेक्षणं कृत्वा अधोलिखित तत्त्वानां आधारेण प्रतिवेदनं लेखनम् ।
6. संस्कृतशिक्षणे शिक्षकशिक्षार्थीनाम् समक्षे आगतानां समस्यानां उल्लेखः
3. संस्कृतस्य प्रारम्भिक स्तरः
4. कक्षायाम् प्रयुक्त पाठ्यपुस्तकम् ।
विविध स्तरेषु गुणवतायुक्त शिक्षणस्य कृते विमर्षयोजनं वा विद्यालये स्तरे संस्कृत शिक्षणस्य स्थितिः ।
त्रिभाषासूत्रं संस्कृतं च

इकाई- 3


अधिष्ठाता
शिक्षा संकायः
आई.ए.एस.ई. (मानित विश्वविद्यालय)
शांघी विद्या मंदिर, सरदारसागर

B.A.B.ED- IV
Pedagogy of Language (English)
(CODE: BABED-453 III)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning outcome: After completion of the course, student-teachers will be able to:-

Understand the different roles of language;

- Understand the relation between literature and language;
- Understand and appreciate different registers of language;
- Develop creativity among learners;
- Understand the role and importance of translation;
- Examine authentic literary and non-literary texts and develop insight and appreciation;
- Understand the use of language in context, such as grammar and vocabulary;
- Develop activities and tasks for learners;
- Understand the importance of home language and school language and the role of mother tongue in education;
- Use multilingualism as a strategy in the classroom situation;

UNIT – I: Role of language

- **Language and Society:** Language and Gender; Language and Identity; Language and Power; language and class (Society), development of English language.
- **Language in School:** Home language and School language; Medium of understanding (child's own language); Centrality of language in learning; language across the curriculum; language and construction of knowledge; difference between language as a school- subject and language as a means of learning and communication; critical review of medium of instruction; different school subjects as registers; multilingual classrooms; multicultural awareness and language teaching.
- **Constitutional provisions and Policies of Language Education:** Position of languages in India; Articles 343-351,350A; Kothari Commission (1994-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education).

Practicum/Field Work

- Take a few passages from Science, Social Science and Maths textbooks of Classes VI to VII and analyse:
- How have the different registers of language been introduced?
- Does the language clearly convey the meaning of the topic being discussed?
- Is the language learner-friendly?
- Is the language too technical?
- Does it help in language learning?
- Prepare a report on the status of languages given in the Constitution of India and language policies given in the Kothari Commission, NPE- 1986, and POA-1992
- Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the English subject classroom.
- On the basis of the English Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks.

B.A.B.ED. – III
Pedagogy of Social Studies
(CODE: BABED-453 IV)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning outcomes: - After completion of the course, student-teachers will be able to:-

- Develop an understanding of the nature of social sciences, both of individual disciplines comprising of social sciences, and also of social sciences as an integrated/ interdisciplinary area of study.
- Encourage to see interconnections between the different Social Sciences, i.e. See Social Sciences as an integrated area of study.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of Social Studies and explain its relative position in the Syllabus.
- Understand the aims and objectives of teaching Social Studies.
- Prepare UNIT plans and Lesson plans for different classes.
- Critically evaluate the existing school syllabus of Social Studies.
- Review the Text-book of Social Studies (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.

Unit 1: Nature and Scope of Social Science

- Nature, Scope, Meaning, Concept, Needs, aims, objective and Importance of Social Science Teaching.
- Correlation of Social Science with other School Subjects
- Multiple perspectives/ plurality of approaches for constructing explanations and arguments.

Practicum/Field Work

- Write a report on Social and economic issues and concerns of the present-day Indian society, after analysis of News from News Papers, TV, Radio etc.
- Observation, recording and interpretation of physical and social features and phenomena of your area / district / city).
- Identify and interpretate news related to positive social changes or initiation.

Unit 2: Teaching-learning of social science

- Questioning; Collaborative strategies; games, simulations, dramatization, role plays; Values clarification; problem-solving, Discussion, story-telling, project and decision-making, use of media and technology, concept mapping.
- Methods: Interactive verbal learning; experiential learning through activities, experiments; Investigative field visits.
- Planning, organizing and conducting of small community survey.

Practicum/Field Work

- To study social environmental degradation in the local area through interview of local community and talk about suggestions for preservational methods.
- Prepare and present a lesson through power point presentation on any topic of your choice.
- Make a Case study on any current issue of society e.g. female foeticide, child abuse etc.

Unit 3: ICT & Materials in Teaching-learning of social science

- Use of ICT: Video clips, Power points presentations, films etc.

Mastu
अधिष्ठाता
शिक्षा संकाय
आई.ए.एस.ई. (मानित विश्वविद्यालय)
गौधी विद्या मंदिर, सरदारशा

B.A.B.ED- IV
Pedagogy of History
(CODE: BABED-453 VI)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning Outcome: - After completion of the course, student-teachers will be able to:-

- Develop an understanding of the nature of history, both of individual disciplines comprising of social sciences, and also of history as an integrated/interdisciplinary area of study.
- Introduce student teachers to matters of both content and pedagogy in the teaching of history.
- Define and differentiate the concept of history and explain its relative position in the Syllabus.
- Understand the aims and objectives of teaching history.
- Prepare unit plans and Lesson plans for different classes.
- Critically evaluate the existing school syllabus of history.
- To enable the pupil teacher to review the Text-book of history (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare, select and utilize different teaching aids.
- Encourage to grasp concepts and to develop thinking skills.
- Introduce student teachers with matters of both content and pedagogy in the teaching of history.

Unit I Nature and Scope of History

- Meaning, Concept, nature and importance of history teaching.
- Uniqueness of disciplines and interdisciplinary.
- Historical importance of school level history study.
- Historical approaches, constructing explanations and arguments.

Practicum/Field Work

- Visit a local historical place and prepare a report on its importance at school level.
- Conduct a program among students for linking child's natural curiosity with natural and historical places.

Unit II teaching-learning resources in history

- People as resource; the significance of oral data
- Types of primary and secondary sources; data from historical, places, teaching material, journals, magazines, newspapers.
- Using the library for secondary sources and reference material such as dictionaries and encyclopaedia.

Practicum/Field Work

Conduct a training program for school student on use of library especially dictionaries and encyclopedias.

Identify 10 primary and 10 secondary data to a same topic.

Unit III – ICT & Materials in Teaching-learning of History

- Use of ICT: Video clips, Power points presentations, films etc. Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large-scale maps; using pictures, photographs,

B.A.B.ED- IV
Pedagogy of Music
(CODE: BABED-453 IX)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

अधिगम सम्प्राप्तियां –

- संगीत के विविध रूपों और अभिव्यक्तियों को जानना।
- भावों और विचारों को स्वतन्त्र रूप से मंच प्रदर्शन करना
- संगीत की सूक्ष्मताओं (बारीकियों) के प्रति संवेदनशील होना।
- स्वर के महत्त्व और भूमिका को जानना
- छात्रों के सांगीतिक विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए महाविद्यालय में तरह-तरह के मौके जुटाना।
- संगीत के मूल्यांकन को जानना
- संगीत के मूल्यांकन की प्रक्रिया को जानना
- संगीत सीखने सिखाने के सृजनात्मक दृष्टिकोण को समझना

Unit-1

संगीत की प्रकृति एवं कार्य क्षेत्र

- संगीत शिक्षण का अर्थ, परिभाषा, अवधारणा प्रकृति एवं कार्य
- संगीत शिक्षण के विविध प्रकार एवं महत्त्व
- विद्यालय स्तर पर संगीत शिक्षण का ऐतिहासिक महत्त्व
- संगीत का अन्य विद्यालय विषयों से सहसंबंध
- परिचर्चा, समूह कार्य, प्रदत्त कार्य।

Unit-2

संगीत में शिक्षण अधिगम

- संगीत शिक्षण के प्रमुख लक्ष्य एवं उद्देश्य
- संगीत शिक्षण के विभिन्न उपागम एवं विधियां
- समस्या समाधान विधि, स्वरलिपि विधि, प्रदर्शनात्मक विधि, प्रयोगात्मक विधि, प्रदर्शनमय व्याख्यान विधि प्रश्नोत्तर तकनीक, पाठ्यपुस्तक, नाटकीयकरण।

Unit-3

संगीत शिक्षण में आईसीटी का उपयोग

- संगीत में दैनिक इकाई एवं वार्षिक पाठ्यक्रम का अर्थ अवधारणा आवश्यकता एवं निर्माण
- शिक्षण सामग्री:- संगीत में शिक्षण सामग्रियों का अर्थ महत्त्व एवं प्रकार, संगीत कक्ष (वाद्य यंत्रों का महत्त्व आवश्यकता एवं उपकरण)
- संगीत शिक्षण अधिगम में आईसीटी का अभिप्रयोग

Unit-4

संगीत शिक्षण के सिद्धांत एवं संवेगात्मक समग्रता तथा स्रोत

- संगीत शिक्षण के प्रमुख सिद्धांत एवं शैलियां
- संगीत शिक्षण के माध्यम से संवेगात्मक समग्रता
- संगीत शिक्षण के द्वारा जीवन में विभिन्न बदलाव एवं अनुभव
- प्राथमिक एवं द्वितीयक स्रोत, क्षेत्र प्रदत्त, पाठ्य सामग्रियां, जर्नल पत्र पत्रिकाएं एवं अखबार

Mohd
आई.ए.एच.ई.टी.
गोवा विद्यापीठ

B.A.B.ED- IV
Pedagogy of Computer Science
(CODE: BABED-453 IX)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning outcomes: After completion of the course, student-teachers will be able to:-

- Make an effective use of technology in Education.
- Acquaint with the challenges and opportunities emerging in integrating new technology in Educational process.
- Familiar with new trends, techniques in education along with learning.
- Know about the basic elements of computers and their uses.
- Know about the hardware and software and their applications.
- Know about on historical evolution of computer and its hardware, software components.
- Know about aims and objectives of teaching computer science in secondary and Sr. Secondary schools and help them to plan learning activities according to those objectives.
- Acquire skills relating to planning lessons and presenting them effectively.
- Acquire the Basic Commands in DOS & Windows.
- Work with various MS Office Applications like Word, Excel and PowerPoint
- Understand and apply the M.S Office applications in School Management.
- Prepare Technology Integrated Lessons.
- Familiarize with the various methods that can be employed for the teaching of Computer science.

Unit-I Nature and Scope of Computer Science

- Concept, nature & scope of computer science.
- History and Generations of Computers and their characteristics.
- Classification and Part of computers
- Input Output Devices, Block Diagram

Practicum/ Field Work

- Make a power point presentation on history/generation of demonstration of computer parts and input/output devices of school students.

Unit-II Hardware

- Hardware for Output: Monitors, Speakers and Headphones, Printers, CD and DVD writers, Pen Drives, Flash drives, External hard drives.
- Hardware for Processing: Processor, Mother board, Memory, RAM, ROM, Cache, HDD.
- Other Hardware: UPS, Power supply requirements, Modem and Router.

Practicum/ Field Work

- Training program on hardware for output: monitors, speakers, head phone etc, in school workshop on use and function of modem and Souter.

Unit III Software

- Type of Software.
- Operating system: Function of an Operating System as a resource manager; Windows Operating system
- Application Software: Application suites: MS Office suit

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*Page 01-95 of this
Syllabus has been approved
in A.C. meeting 06.06.2020.*

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SYLLABUS

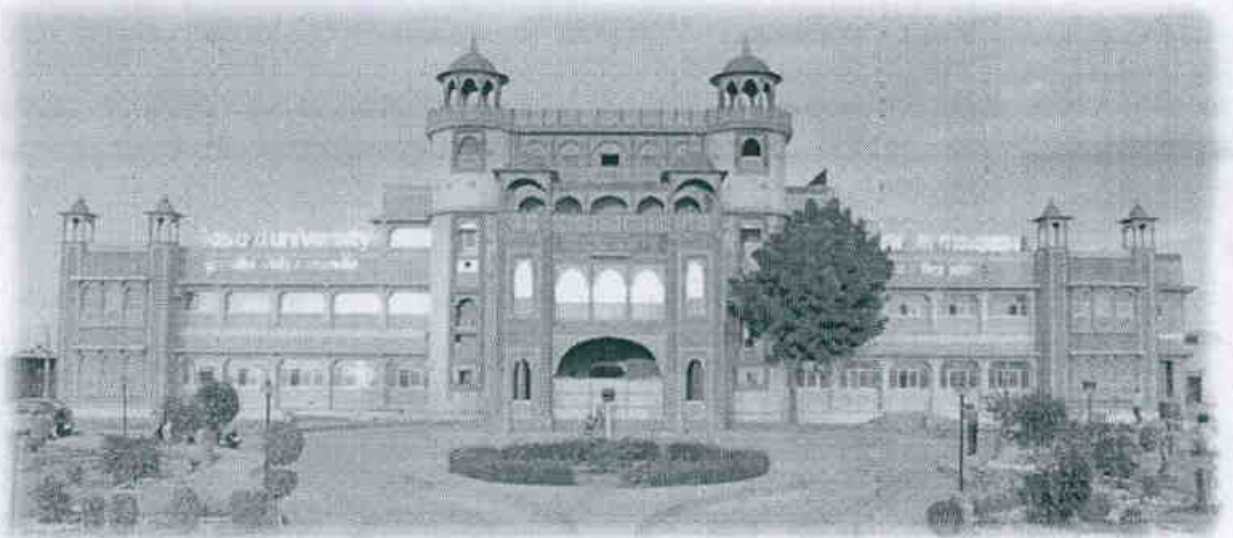
SCHEME OF EXAMINATION AND COURSE OF STUDY

FACULTY OF EDUCATION

B.Ed. (TWO YEAR COURSE)

Bachelor of Education Examination

Session – 2020-22



Course - 1
Childhood, Growing up Learning
(CODE: BED-110)

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

Learning Outcomes: After completion of the course, student-teachers will be able to-

- Understand children of different ages by interacting & observing them in diverse social, economic and cultural context rather than through an exclusive focus on child development.
- Study of childhood, child development and adolescence.
- Understand learning as divergent process.
- Make aware about the importance of healthy living and preventing diseases.
- Introduce psychological traits of learners.
- Become health aware & sensitize children about mental and physical health.
- Understand the role of the family and the school in the child's development.

UNIT – I Childhood and child Development

- Childhood: Meaning, concept and characteristics.
- Social and emotional development of child as an individual-concept development.
- Physical & intellectual development of child.
- Development of concept formation, logical reasoning, problem-solving and creative thinking & language development.
- Effect of family, schools, neighborhoods and community on social and emotional development of child.

Practicum/Field Work

- Organize creative activities for children of diverse socio- cultural background with aim to learn to communicate and relate with them.
- Create child based new activity to learn to listen to children with attention and empathy.
- Organize Creative activities (Such as slogan writing, Creative writing, and story writing etc. to cultivate linguistic skill.

UNIT – II Adolescent Development

- Adolescent: Meaning, concept and characteristics.
- Cognitive, Physical, social, Emotional and moral Development patterns and characteristics of adolescent's learner.
- Social and emotional construction of adolescence, various social-cultural and political dimension associates with its positioning and development in society.
- Impact of urbanization and economic change on adolescent. Issues of marginalization of difference and diversity and stereotyping.

Practicum/Field Work

- Identifying the adolescence's problem a sound of discussion with parents will be held. Suggest the remedial majors to being about positive change.
- Project on your experiences to be had with adolescence of diverse contexts such as orphan, backward classes and street children, interact with them (special reference to their physical, mental and emotional development)
- Seminar or workshop for student teacher to observe, interact with and study adolescents of different ages in and outside the school, in diverge social-economic, cultural, linguistic and regional contexts.

UNIT – III Learning

- Learning: Meaning, Concept, Types and Nature of learning, factors influencing learning.
- Process and outcome of learning.
- Domains of learning, cognitive, Affective and psychomotor.

Course - 2
Education in Contemporary India
(CODE: BED-120)

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

Learning Outcomes: After completion of the course, student-teachers will be able to-

- Contextualize contemporary India with development of education.
- Understand the classroom as a social context.
- Appreciate diverse perspectives of social, cultural, economic and political issues.
- Critically analyses human and child rights.
- Equips the teacher with proactive perspective and sense of agency.
- Engage with concepts which are drawn from a diverse set of disciplines.
- Learn about policy debates overtime the implementation of policies and actual shaping of school education.

UNIT – I Diversity in contemporary Indian society & Education

- Indigenous Meaning, concept & characteristics.
- Education: Meaning, concept and Nature.
- Social & Cultural Diversity: Meaning, concept and their impact on Education.
- Social, Cultural, Economic and Political and technological perspective of society and Education.
- The role of educational institution for creating new social orders.
- Classroom as a social context.

Practicum/Field Work

- Project on tracing the process by which a consumer product is made available from its raw form to a finished product and studying the various factors of geography, economics, politics, history and sociology that may have influenced it in one way or another.
- Prepare a report on Parents and teacher experiences about their and others' culture and diversity.

UNIT – II Educational Management

- Concept and functions of education management, Education management in Rajasthan, School as a unit of decentralized planning, Educational management information System (EMIS), Institutional planning, School mapping, Block Resource Centre (BRC), School Management Committee (SMC), District information System for Education (DISE), Sarva Shiksha Abhiyan (SDSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA).
- National integration and National security.

Practicum/Field Work

- Prepare a report after studying the difference in role and functions of Sarva Shiksha Abhiyan (SDSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA).
- Write a report on overall school performance in development of social and scientific attitude among student after analysis the whole day experiences of student with discussion at least fifteen days.

UNIT –III Constitutional Provision as the guideline to education

- Constitutional provisions related to education
- Constitutional provisions on human & child right, values & education.
- Role of NCPCR (National commission on protection of Child Right)
- Constitution direction for issues & problems in education



 आइ.ए.एस.ई. (मानविक विश्वविद्यालय),
 गाँधी विद्या मंदिर, सरदारसागर

Course – 3
Yoga for Holistic Health
(CODE: BED-130)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning Outcomes:

- Understanding about the concept, scope & need of Holistic Health
- Apply their Knowledge about yoga and fundamentals of holistic health in daily life.
- To compare the Education of holistic health between Indian & Western Context.
- Conceptualize Metaphysical Bases of Yoga.
- Integrate yoga & meditation in their daily life.
- Examine Different Yoga Systems and Characteristics of Yoga Practitioner.
- Able to perfectly select instrument of yoga and their effective uses

UNIT – I Fundamentals of holistic health

- Concept of Holistic Health.
- Need & scope of education for Holistic Health.
- The Indian context and Western context of Education for Holistic Health.
- Dimensions of development of Holistic Health.

Practicum/Field Work

- Make a seven day programme for holistic development of student through discussion the concept of holistic health with student.
- Organize five days shivir on Holistic Health.
- Comparative study of the concept of holistic health in Indian context & Western context.
- Institutional programme for development of Holistic Health through yoga.

UNIT – II Metaphysical Bases of Yoga

- Concept of Purush and Prakriti as Basic Component of Cosmic Reality.
- Concept of Antahkaran Man, Budhdhi, Chitt, Ahankar.
- The metaphysics of Sankhya, theory of causation.

Practicum/Field Work

- Workshop on Metaphysical Bases of Yoga.
- Awareness programme on Manviya Prakriti in school.

UNIT – III Philosophy of Yoga Education

- The meaning and definition of yoga.
- Needs, importance and scope of yoga education.
- Yoga as a way of healthy and integrated living.
- Yoga as a way of socio-moral upliftment of man.
- Yoga as a way of spiritual Enlighten, Atmanubhuti, Pratyakshanubhuti.

Practicum/Field Work

- Practice any five yogasana in school with involvement of parents for socio-moral and physical health upliftment of student.
- Orientation programme of school level students for integration of yoga in their daily life.

UNIT – IV Different Yoga Systems and Characteristics of Yoga Practitioner

- Ashtang yoga of Pantajali Pranayama-Pratyahar-Dharna-Dhyana, Samadhi.
- Gyan-Bhakti-Karma yoga of Bhagvadgita.
- Integral yoga of Aurbindo and modern school of yoga.
- Characteristics of a yoga practitioner.

Practicum/Field Work

- Discuss characteristics of a yogi pusush with student and make an idea Soutine for student.
- Attend morning assembly or prayer of a school for integrates Ashtang yogasna in it.

Course-4
Understanding Discipline & Subjects
(CODE: BED-140)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: The Student teacher will be able to:

- Understand chronological evolution of knowledge.
- Understand theory related to human needs change with time.
- Reflect on the nature and role of disciplinary knowledge in the school curriculum and the paradigm shifts in the nature of disciplines with some discussion on the history of teaching of subject areas in schools.
- Historically review on sea change in disciplinary areas, especially social science, natural science and linguistics.
- Understand methods of study and validation of knowledge in changing scenario.
- Understand how the content was selected, framed in the syllabus, and how it can be transformed so that learners construct their own knowledge through it.
- Examine govt. policies on teaching of subjects after independence and its impact.

Unit-I Disciplinary knowledge

- Knowledge - Definition, its genesis and general growth from the remote past to 21st Century.
- Nature and role of disciplinary knowledge in the school curriculum, the paradigm shifts in the nature of discipline

Practicum/Field Work

- Conduct an activity from school subject which is essential for further life at upper primary to senior secondary level.
- Conduct a play on life history of eminent persons so that students can follow or accept as role model.
- The students will be asked to write a daily diary, the major events of the day meeting.

Unit-II Disciplinary areas

- Redefinition and reformulation of disciplines and school subjects over the last two centuries (in particular social, political and intellectual contexts).
- The role of such disciplinary areas like language, maths, social science, science in the overall scheme of the School curriculum (from Philosophical point of view John Dewey).
- Sea change in disciplinary areas (especially social science, natural science and linguistic).

Practicum/Field Work

- The mentor will check the daily school diary of the student and then share the feedback with parents and students.
- Assign tasks to students to collect information from their grandparents about change in life style, then with the help of student analyses the reason of these changes. (Due to advancement in science and technology) and present the report in assembly.

Unit-III Content of disciplines

- Selection criteria of content in the syllabus.
- Transformation of content for construction of learners own knowledge through it.
- Criteria of inclusion or exclusion of a subject area from the school curriculum.

Practicum/Field Work

- The mentor will motivate the students to write the story/ letter/ paragraph etc. (piece of creative writing)
- Workshop on transformation of content for construction of learners own knowledge according to present need.
- Debate on criteria of inclusion or exclusion of a subject area from school curriculum.

Course 5
Teaching & Learning
(CODE: BED-150)

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- To develop scientific attitude for the process of teaching & learning.
- To develop understanding about the relationship of cognitive, social and emotional development with learning process.
- To provide an overall view on teaching & learning style and ideas to enhance these activities.
- To make aware about teaching skills, components and parameters of effective teaching.
- To relate various Psychological domains of Teaching & Learning.
- To effect use of ICT in teaching & learning process.

Unit -1 Psychological domains of Teaching & Learning

- Cognitive psychology: - meaning, concept, important, domains and its relationship with learning & teaching.
- Social development – meaning, importance, social process and its effect on teaching & learning, theory of social construction.
- Emotional development: - meaning, process, need to study and its effect on teaching and learning process.
- Spiritual development: - meaning, concept, important, domains and its relationship with learning & teaching.

Practicum/Field Work

- Critical analysis of School situation in terms of its role in promoting learner's cognitive and non-cognitive learning outcome and report on entire activities.
- Preparation of learners profile based on cognitive and non cognitive characteristics of two adopted students.

Unit-2 Effective Teaching

- Effective Teaching : Meaning, Component and Parameters of Effective Teaching, Identification of Teaching Skills, Principles of Teaching, Classroom instruction strategies, Teacher as a Learner, Responsibilities of Teacher.
- Teaching for culturally diverse students, theory of culturally relevant pedagogy.
- Values and personal relationship between Teachers and Learners, relationship among learners, self-esteem and freedom experienced by learner.
- Teaching Models & factor effecting teaching & learning.

Practicum/Field Work

- A Survey based report on an effective Teacher behaviours or class room Instruction Strategies of effective Teacher.
- Prepare academic schedule of student after analysis of school diary of student and used its implementation. Analysis of record or Teaching and Learning.

Unit-3 Learning

- Learning – meaning, and characteristics, learning factors, influencing factors, kind of learning, tradition and changes in view of the learning process a shift from teaching to learning.
- Principles of learning, quality of learning.
- Discovering learning-meaning, concept, principle to assess quality of learning.
- A learning cycle for discovery, classroom instruction strategies theories supporting the new view of the learning process.
- Learning as construction of knowledge (ncert, 2005) learning in and outside school and its relationship with learners' motivation learning in diverse socio-cultural condition.

Course (6) A
Knowledge and Curriculum
(CODE: BED-160)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- To understand concept & the process of knowledge generation and their linkage with society.
- To critically analyse various/ curriculum textbook
- To identify various dimensions of the curriculum and their relationship.
- To identify relationship between the curriculum framework and syllabus.
- To understand the relationship between ideology and the curriculum.

Unit –I Knowledge Generation

- Meaning Concept & nature of knowledge
- Distinction between Data, knowledge, Information and skill Teaching and Training, Knowledge and information, reason and belief.
- Process of Knowledge generation: Local window, Sharing, practice & creation.
- Various structures of society and knowledge and their linkage and relationship.

Practicum/Field Work

- The mentor will help the students to make the critical analysis of a lesson prescribed in the text book.
- Conduct a play on journey of knowledge on any one issue/innovation/Discovery such as aeroplane or bio-computer.
- Make use of full presence of students and staff for impressive performance.
- Analysis of social myths in the light of scientific values and culture, life skills etc.

Unit –II Concept & Type of Curriculum

- Knowledge as the bases of curriculum
- Curriculum: Meaning, concept, nature component and its basis.
- Type of curriculum: Explicit, hidden, absent or null curriculum.
- Syllabus, curriculum& co-curriculum.

Practicum/Field Work

- Identified the transaction of curriculum in a prescribed text book.
- Organize child Centered activity for enhancement of children education and values. (Gandhian/ Ravindra thoughts.)

Unit- III Features of Curriculum Framework

- The salient features of National Curriculum Framework 2005 and NCFTE 2010 and analysis of these documents with respect to various aspects of foundations, concerns and the changes made with important considerations.

Practicum/Field Work

- Make a comparative Analysis of curriculum of school at any one level in the light of NCF 2005.
- Prepare Project on NCF 2005.
- Organize an orientation program for school teachers on NCF 2005 and NCFTE 2010.

Unit – IV Text book and curriculum

- Text book – Criteria of selection, and critical analysis of Text Book, Children's literature and teacher's handbooks.
- Relationship among curriculum, syllabus and textbook.
- Selection of materials; Development of activities and tasks.
- Connecting learning to the world outside - Moving away from rote-learning to constructivism.

Course 7
Assessment for Learning
(CODES: BED-170)

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- To understand assessing children's progress, both in terms of their psychological development and the criteria provided by the curriculum.
- To provide broad outlook to go beyond the limited context of syllabus-based achievement testing, achievement scores in a subject linked with the child's overall development.
- Introduce student teachers to the history of evaluation and current practices.
- Understand the different dimensions of learning and related Evaluation procedures, tools and techniques. Analyse, Manage and interpret assessment data.
- Understanding the policy perspectives on examination and evaluation and their implementation practices. Assessment for culturally responsive in diverse classroom.
- Develop critical understanding of issues in evaluation and explore realistic, comprehensive and dynamic assessment process which is culturally responsive for use in the classroom.
- Develop enabling processes which lead to better learning and more confident and creative learners.

Unit - I Concept of Evaluation

- Meaning & concept of assessment, Measurement & Evaluation and their Interrelationship, Purpose of Evaluation (Prognostic, Monitoring of Learning, Providing Feedback, Promotion, Diagnosing, Principles of Assessment, and Perspectives.)

Practicum/Field Work

- Observe the teaching learning process in class room and prepare a report and feedback on it.
- Prepare a diagnostic test of any subject and apply it on students there give suggestions for improvement.

Unit – II Type of Evaluation

- Classification of assessment: Base on purpose (Prognostic, Formative, Diagnostic and Summative), Scope (Teacher made, Standardized) Attribute measured (Achievement, Aptitude, Attitude, etc), Nature of information gathered (Qualitative, Quantitative) Mode of response (Oral and written, Nature of interpretation (norm referenced, criteria referenced).
- Evaluation of cognitive learning : Types and levels of Cognitive learning, understanding and application, thinking skills – convergent, divergent, critical, problem solving and decision making, items and procedures for their assessment .

Practicum/Field Work

- Assess thinking skills of students and suggest plan for improvement to their parents and teachers.
- Conduct a competition amongst students, giving them any topic and asking-them to make a response oral or written. On the basis of response evaluate their personality or skills, ask them to take remedial measure, too measures.
- Presentation of papers on examination and evaluation policies.

Unit- III Continuous and Comprehensive Evaluation

- Meaning, concept need and process and characteristics of CCE.
- Assessment of affective learning : attitude and values, interest, self – concept items and procedures for their assessment.
- Grading : Concept, types and Application, Indicators for grading Psycho-Social and Political dimensions.
- School visits followed by presentation on evaluation practices in schools

नमो
 शिक्षा संकाय
 आर्.ए.ए.ई. (नमित्त विद्यापीठालय)
 सोपी विद्यापीठालय

Pedagogy of school subject –I (Course 8)

हिन्दी भाषा का शिक्षण
(CODE: BED-180 I)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

इकाई- 1 भाषा साहित्य और सौंदर्य

- भाषा का विकास, हिन्दी व संस्कृत में सम्बद्ध सृजनात्मक भाषा के विविध रूप - साहित्य के विविध रूपों को जानना, स्कूली पाठ्यक्रम में साहित्य को पढ़ना-पढ़ाना, अनुवाद कला और सौंदर्य में भाषा स्कूली पाठ्यचर्या में मीडिया की भूमिका, उद्देश्य व प्रासंगिकता, अनुवाद का महत्व और जरूरतें सृजनात्मक अभिव्यक्ति के रूप में हिंदी अनुवाद (अंग्रेजी और अन्य भारतीय भाषाओं के संदर्भ में) चुने हुए उदाहरण के आधार पर बताया जाएगा।

परियोजना कार्य

- साहित्य के विभिन्न रूपों में से दो-दो पसंदीदा रचनाओं का संकलन व उनको आलोचनात्मक मूल्यांकन तथा फाईल, निर्माण।
- "विद्यालयी पाठ्यचर्या में मीडिया की भूमिका" विषय पर वाद-विवाद/गोष्ठी।
- वर्ग पहली के रूप में अन्य भारतीय भाषाओं का हिन्दी अनुवाद (संकेत अंग्रेजी में/अन्य भाषा में तथा वर्गपहली में उसे हिन्दी रूप में भरना।
- वर्तनी शुद्धता, हिन्दी भाषा के अन्य भाषाओं में पर्यायवाची शब्द, विलोम शब्द, विलुप्त शब्द, समानार्थी शब्द व अनेकार्थक शब्द आदि को अभिक्रमिit अनुदेशन विधि से पढ़ाना।

इकाई-2 भाषा साहित्य और अभिव्यक्ति

- साहित्यिक अभिव्यक्ति के विविध रूप - कविता को पढ़ना-पढ़ाना : गद्य की विविध विधाओं को पढ़ना-पढ़ाना नाटक को पढ़ना-पढ़ाना समकालीन साहित्य की पढ़ाई (बाल साहित्य, दलित साहित्य, स्त्री साहित्य) हिंदी की विविध विधाओं के आधार पर गतिविधियों का निर्माण, कविता, कहानी, नाटक, निबंध, उपन्यास की पाठ विधि तैयार करना।

परियोजना कार्य

- स्वरचित कविता पाठ व कहानी प्रतियोगिता का आयोजन।
- बाल साहित्य, दलित साहित्य व स्त्री साहित्य में से नाटकों/एकांकियों का मंचन करवाना जैसे जगदीश माधुर द्वारा रचित रीढ़ की हड्डी एकांकी का मंचन।
- विभिन्न समकालीन विषयों विशेषकर हिन्दी भाषा का विकास, हिन्दी साहित्य व सौंदर्य आदि पर निबंध लेखन।
- हिन्दी की विभिन्न विधाओं पर पाठ योजना निर्माण से संबंधित कार्यशाला
- पाठ्यपुस्तक में आये मार्मिक व रोचक स्थलों को छंटकर सूचीबद्ध करना।

इकाई-3 पाठ्यक्रम और पाठ्य-सामग्री का निर्माण और विश्लेषण

- पाठ्यचर्या और पाठ्यक्रम एक पाठ्य-सामग्री अनेक - पाठ्यचर्या, पाठ्यक्रम तथा पाठ्यपुस्तकों का संबंध पाठ्यक्रम को बच्चों के अनुरूप ढालना (शिक्षण को स्कूल के बाहरी जीवन से जोड़ते हुए तथा रटत-प्रणाली का निषेध करते हुए सामग्री चयन, गतिविधि और अभ्यास सामग्री का निर्माण), शोधकर्ता के रूप में शिक्षक (अलग-अलग बच्चों की आवश्यकताओं को ध्यान में रखते हुए)

परियोजना कार्य

- कक्षा शिक्षण के दौरान आने वाली समस्याओं के निवारण हेतु क्रियात्मक अनुसंधान।
- क्रियात्मक अनुसंधान से प्राप्त अनुभवों के आधार पर शिक्षण व्यूह रचना बनाना।
- समूह कार्य (विभिन्न राज्यों के हिन्दी विषय के पाठ्यक्रम का विश्लेषण व रिपोर्ट निर्माण)
- कक्षा 6 से 12 तक हिन्दी की पाठ्यपुस्तक में से प्रमुख पाठों, जैसे 'नौकर, झांसी की रानी आदि के अनुसार सन् 1857 व उसके बाद स्वतंत्रता आंदोलन के दौरान घटी प्रमुख घटनाओं का टाइमलाइन 'चार्ट' बनाना।
- पाठ्यपुस्तकों के विभिन्न पाठों को आधार बनाकर क्रिया-चित्र देखकर कहानी लिखना, गीत द्वारा शिक्षण, पहेलियों द्वारा शिक्षण, अंताक्षरी का आयोजन, भ्रमण (विभिन्न ऐतिहासिक, सामाजिक, सांस्कृतिक महत्व के स्थलों का जैसे- 12 कक्षा के पाठ "जहाँ कोई वापसी नहीं" के अनुसार सिंगरौली जैसे पर्यावरणीय महत्व के स्थल का भ्रमण
- पर्यावरण सरोकारों से संबंधित दूरदर्शन व रेडियो पर प्रसारित कार्यक्रमों को सूचीबद्ध करना।

भाषाया शास्त्रम् (संस्कृतम्)
(CODE: BED-180 II)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

अध्ययनस्य परिणामः

- भाषायाः विभिन्नानां भूमिकानां अवबोधनम् भविष्यति।
- भाषाप्रणाल्याः प्रकृतेः च बोधः विकसितः भविष्यति।
- संस्कृतस्य सांस्कृतिकपृष्ठभूमेः भूमिका महत्त्वं ज्ञास्यन्ति।
- शिक्षार्थिषु रचनात्मकतायाः विकासं कर्तुम् योग्याः भविष्यन्ति।
- पाठ्यक्रमे संस्कृतस्य स्थानं ज्ञास्यन्ति।
- संस्कृते प्रामाणिक साहित्यान्य साहित्यिकग्रन्थानां मूल्यांकनं कर्तुं सक्षमा भविष्यन्ति।
- भाषायाः उपयोगस्य बोधः (शब्दावली- व्याकरणयोः सन्दर्भे) विकसितः भविष्यति।
- शिक्षार्थेभ्यः गतिविधय कार्याणि च निर्मातुं योग्याः भविष्यन्ति।

इकाई-1 भाषायः भूमिका

- भाषा समाजः च भाषा लिंगं च भाषा अभिज्ञानं च भाषा शक्तिश्च। संस्कृतशिक्षणस्य विभिन्नस्तरेषु लक्ष्यं उद्देश्यानि (प्राथमिक माध्यमिकं उच्च माध्यमिक स्तरः) च। संस्कृत शिक्षणस्य गुणवता (पूर्व कक्षायाः कक्षायाः एवं च कक्षायान्तरम्) संस्कृत भाषायाः इतिहासः
- विद्यालये भाषा गृह भाषा एवं च विद्यालये भाषा, अधिगमे भाषायाः केन्द्रियता, पाठ्यक्रमस्य अन्तर्गते भाषा विद्यालय शिक्षणस्य भाषा तथा च अधिगम संचारयोः भाषायाः मध्ये भेदः। बहुभाषी-कक्षाः
- भारते भाषाणां स्थितिः संवैधानिक प्रावधानं एवं च भाषा शिक्षायाः नीतयः (अनु. 343, 351, 350ए) कोठरी आयोगः (1965-66) एन.पी.ई. 1986, पी.ओ.ए. -1992 राष्ट्रीय पाठ्यचर्यायाः रूपरेखा 2005 (भाषा शिक्षा) संस्कृत स्थितिः राजस्थान संस्कृताकादमी।

व्यवहारिकम्/फील्ड वर्क/ क्षेत्रकार्यम्

- भारतीयसंविधाने मान्यता प्राप्त भाषासु एकप्रतिवेदनलेखनम्। कोठरी आयोगः एनपीई 1986 एवं च पीओए 1992 मध्ये उल्लेखित प्रावधानानां उपयोगं कृत्वा।
- विद्यालय/चतुष्पथस्थानकम्/ समाजस्य कृते संस्कृत भाषायां नाटकानि कथाश्च 13 संस्कृत भाषायाः ज्ञानस्य अवबोधन निमित्तं सर्वेक्षणं (न्यूनातिन्यूनम् एकस्मिन् ग्रामे खण्ड)

इकाई-2 संस्कृतभाषायाः महत्त्वम्

- संस्कृतभाषायाः महत्त्वम्
- संस्कृतभाषा साहित्यं च
- संस्कृतभाषा एवं च अन्याः भारतीयभाषाः
- संस्कृतभाषायाः सामाजिक-सांस्कृतिकमहत्त्वम्।
- आधुनिकभारतीयभाषारूपेण संस्कृतम्
- भारतेसंस्कृतशिक्षणस्य महत्त्वम्
- विद्यालयस्तरे संस्कृतशिक्षणात् संबन्धिताः समस्याः

व्यवहारिकम्/ क्षेत्र कार्यम्/ फील्ड वर्क

- संस्कृतपाठ्यपुस्तकेषु अधोलिखितविषयाणामुपरि गतिविधिनां आवलीकरणम् 1. भाषा लिंगं च 2. भाषा शक्तिश्च एतेषां पाठ्यपुस्तकानां उपरि प्रभावस्य प्रतिवेदनं लेखनम्।
- समीपस्थ पत्रच विद्यालयानां सर्वेक्षणं कृत्वा अधोलिखित तत्वानां आधारेण प्रतिवेदन लेखनम्।
- संस्कृतशिक्षणे शिक्षकशिक्षार्थिनाम् समक्षे आगतानां समस्यानां उल्लेखः
- संस्कृतस्य प्रारम्भिक स्तरः
- कक्षायाम् प्रयुक्त पाठ्यपुस्तकम्।
- विविध स्तरेषु गुणवतायुक्त शिक्षणस्य कृते विमर्शयोजनं वा विद्यालये स्तरे संस्कृत शिक्षणस्य स्थितिः।

Pedagogy of Language (English)**(CODE: BED-180 III)**

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Understand the different roles of language;
- Understand the relation between literature and language;
- Understand and appreciate different registers of language;
- Develop creativity among learners;
- Understand the role and importance of translation;
- Examine authentic literary and non-literary texts and develop insight and appreciation;
- Understand the use of language in context, such as grammar and vocabulary;
- Develop activities and tasks for learners;
- Understand the importance of home language and school language and the role of mother tongue in education;
- Use multilingualism as a strategy in the classroom situation;

UNIT – I Role of language

- **Language and Society:** Language and Gender; Language and Identity; Language and Power; language and class (Society), development of English language.
- **Language in School:** Home language and School language; Medium of understanding (child's own language); Centrality of language in learning; Language across the curriculum; Language and construction of knowledge; difference between language as a school- subject and language as a means of learning and communication; Critical review of medium of instruction; different school subjects as registers; Multilingual classrooms; multicultural awareness and language teaching.

Practicum/Field Work

- Visit five schools in the neighborhood and prepare a report on the three language formula being implemented in the schools.
- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the English subject classroom.
- On the basis of the English Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks.

UNIT – II Position of English in India

- Role of English Language in the Indian context: English as a colonial language, English in post-colonial times; English as a language of knowledge; position of English as second language in India; English and Indian languages; English as a link language in global context; challenges of teaching and learning English.

Practicum/Field Work

- Discuss in groups how the role of English language has changed in the twenty-first century.
- Keeping in view the topics given in this unit, prepare a questionnaire. Interview ten people and write a report on 'English Language in India'.
- Do a survey of five schools in your neighborhood to find out the level of proficiency of English
- Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

UNIT – III An Overview of language Teaching

- Different approaches/ Theories to language learning and teaching (MT & SL)

Pedagogy of Social Sciences
(CODE: BED-180 IV)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Develop an understanding of the nature of social sciences, both of individual disciplines comprising of social sciences, and also of social sciences as an integrated/ interdisciplinary area of study.
- Encourage to see inter connections between the different social sciences, i.e. see social sciences as an integrated area of study.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of social sciences and explain its relative position in the syllabus.
- Prepare UNIT plans and Lesson plans for different classes.
- Review the Text-book of Social Sciences (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids using ICT.

Unit- I Nature and Scope of Social Science

- Meaning, Concept, Nature, Scope, Needs, aims, objective and Importance of social science Teaching.
- Social science as inter disciplinary and multi disciplinary subject. (Correlation of social science with other School Subjects.)
- Contemporary social issues in Indian society and their solution through education.

Practicum/Field Work

- Write a report on Social and economic issues and concerns of the present-day Indian society, after analysis of News from News Papers, TV, Radio etc.
- Observation, recording and interpretation of physical and social features and phenomena of your area / district / city).
- Identify and interpretate news related to positive social changes or initiation.

Unit- II Teaching-learning of Social Science

- Questioning; Collaborative strategies; games, simulations, dramatization, role plays; Values clarification; problem-solving, Discussion, story-telling, project and decision-making, use of media and technology, concept mapping.
- Methods: Interactive verbal learning; experiential learning through activities, experiments; Investigative field visits.
- Lesson plan & unit plan in social science teaching.

Practicum/Field Work

- To study social environmental degradation in the local area through interview of local community and talk about suggestions for preservational methods.
- Prepare a lesson plan based on innovative method.

Unit- III ICT & Materials in Teaching-learning of social science

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; Various teaching aids: Using atlas as a resource for social sciences; maps, globe, charts, models, graphs, visuals, online recourses. CDs, multimedia and internet; case study approach.

Practicum/Field Work

- Prepare and present a lesson through power point presentation on any topic of your choice.
- Make a Case study on any current issue of society e.g. female feticide, child abasement etc.

Unit -IV Teaching-learning Resources in Social Sciences

**Pedagogy of Civics
(CODE: BED-180 V)**

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Define and differentiate the concept of Social Sciences and explain its relative position in the Syllabus.
- Understand the aims and objectives of teaching Social Sciences.
- Prepare unit plans and Lesson plans for different classes.
- Critically evaluate the existing school syllabus of Social Sciences.
- To enable the pupil teacher to review the Text-book of Social Sciences (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels: - Prepare, select and utilize different teaching aids.

Unit- I Nature and Scope of Civics

- Meaning, concept and scope of civics in current trends.
- Teaching and learning major themes and key concepts in civics.
- Aim and objective of civics teaching in school
- Uniqueness of disciplines and interdisciplinary.
- Political issues and concerns of the present Indian society.
- Role of civics in promoting international understanding.

Practicum/Field Work

- Make a Report after Discussion with Students on Human Environment interaction.
- Collect some photography from magazines, newspaper etc. of some burning political issue and prepare an album.
- The issues related with political science can be introduced by referring to the relevant items from daily newspapers (e.g. instances of violation and protection of human rights).

Unit- II Teaching-learning resources in civics

- People as resource; the significance of oral data
- Types of primary and secondary sources; data from historical places, teaching material, journals, magazines, newspapers.
- Using the library for secondary sources and reference material such as dictionaries and encyclopedia.

Practicum/Field Work

- Conduct a training program for school student on use of library especially dictionaries and encyclopedias.
- Identify 10 primary and 10 secondary data to a same topic.

Unit -III ICT & Materials in Teaching-learning of Civics

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

Practicum/Field Work

- Analyzing text book of any State Board/CBSE and NCERT's textbooks in the light of the subject specific requirements in terms of understanding and skills
- Helping children to develop oral and written expression with the help of ICT.
- Make five different teaching materials using different type of teaching aids.

Unit -IV Teaching-learning of civics

- Lesson plan, unit plan and year plan: Concept, meaning, need and importance.

Pedagogy of History
(CODE: BED-180 VI)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Introduce student teachers to matters of both content and pedagogy in the teaching of history.
- Define and differentiate the concept of history and explain its relative position in the syllabus.
- Understand the aims and objectives of teaching history.
- Prepare unit plans and Lesson plans for different classes.
- Critically evaluate the existing school syllabus of history.
- To enable the pupil teacher to review the Text-book of history (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare, select and utilize different teaching aids.
- Encourage to grasp concepts and to develop thinking skills.

Unit -I Nature and Scope of History

- Meaning, Concept, Nature and Importance of History Teaching.
- Uniqueness of disciplines and interdisciplinary.
- Historical importance of school level history study.
- Historical approaches, constructing explanations and arguments.

Practicum/Field Work

- Visit a local historical place and prepare a report on its importance at school level.
- Conduct a program among students for linking child's natural curiosity with natural and historical places.

Unit -II Teaching-Learning Resources in History

- People as resource; the significance of oral data
- Types of primary and secondary sources; data from historical places, teaching material, journals, magazines, newspapers.
- Using the library for secondary sources and reference material such as dictionaries and encyclopedia.

Practicum/Field Work

- Conduct a training program for school student on use of library especially dictionaries and encyclopedias.
- Identify 10 primary and 10 secondary data to a same topic.

Unit- III ICT & Materials in Teaching-learning of History

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

Practicum/Field Work

- Organise Workshop on Planning, preparation and presentation of Instructional Material.
- Make five different teaching materials using different type of teaching aids (e. I. chart, atlas, model & PowerPoint, etc) at school history subject.

Unit-IV Teaching-Learning of History

- Lesson plan, unit plan and year plan: meaning, concept, need and importance.
- Teaching and learning major themes and key concepts in History.
- Current trends, introduction of current of selecting various current events, instruction affairs.
- Method of history teaching, project method, problem solving, lecture cum discussion method, team teaching concept mapping method role plays.

Pedagogy of Economics**(CODE: BED-180 VII)**

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Understand matters of both content and pedagogy in the teaching of Economics.
- Define and differentiate the concept of Economics and explain its relative position in the Syllabus.
- Understand the aims and objectives of teaching Economics.
- Critically evaluate the existing school syllabus of Economics.
- To enable the pupil teacher to review the Text-book of Economics (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Construct administrative and interpretate various type of test at school level.

Unit- I Nature and Scope of Economics

- Nature, Scope, Meaning, Concept, Needs, aims, objective and Importance of economics teaching.
- Correlation of economics with other School Subjects
- Multiple perspectives/ plurality of approaches for constructing explanations and arguments Social and economic issues and concerns of the present-day Indian society.

Practicum/ Field Work

- Conduct a survey based study on economic condition of rural people of your area.
- Prepare a report on financial sources of rural women and skills.

Unit- II Teaching-learning Resources in Economics

- Aims and objectives of Art Teaching (Bloom's approach to specify the outcomes).
- Approaches and Methods of teaching Economics: - Problem solving method, Demonstration method, Experimental method, Project method, Lecture cum demonstration, Question-answer techniques, Text book, Dramatization.
- Use of ICT in Economics teaching.

Practicum/ Field Work

- Identify and prepare different types of teaching aids for children with special needs (speech impaired).
- Make two different teaching material using different type of teaching aids (chart, model & PowerPoint, etc)

Unit- III ICT & Materials in Teaching-learning of Economics

- Use of ICT: Video clips, Power points presentations, films etc.
- Dale cone of experience.
- Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and graphs using medium and large scale maps; using audio-visual aids, CDs, multimedia and internet; case study approach.

Practicum/ Field Work

- Prepare a lesson plan by using ICT and find out it effectiveness with refence to traditional lesson.
- Devise a strategy to incorporate the suggestions given in the Ist Term report for the progress of the learner.
- NCERT. (2006d) position paper national focus group on teaching of Social science/Economics (NCF- 2005). New Delhi: NCERT.

Pedagogy of Geography
(CODE: BED- 180 VIII)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- To develop an understanding of the nature of geography, both of individual disciplines comprising of social sciences, and also of social sciences as an integrated/ interdisciplinary area of study.
- To acquire a conceptual understanding of the processes of teaching and learning geography.
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect the desired changes.
- Prepare maps & charts to illustrate the contents of different classes and use them effectively.
- Understand the concept and process of evaluation and assessment.

Unit- I Nature and Scope of Geography

- Meaning, nature and scope of geography.
- Uniqueness of disciplines and interdisciplinary.
- Social and geographic issues and concerns of the present-day Indian society.
- Origin of earth, atmosphere, Earthquake, Volcanic, pollution: air water soil.

Practicum/Field Work

- Conduct a survey based study on geographical condition of people belonging to different geographical areas. (i.e. cities, village etc)
- Make a report on increased level of within 15 year air pollution in your area with relevant data.

Unit -II Teaching-learning Resources in Geography

- Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.
- Resource material and use of local resources in teaching Geography.
- Co-curricular activities.

Practicum/Field Work

- Conduct a training program for school student on use of library especially dictionaries and encyclopedias.
- Plan & organize a Co-curriculum activity in school.

Unit- III ICT & Materials in Teaching-learning of Geography

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

Practicum/Field Work

- Comparative study of at least two books of geography of different state in the light of content organization and presentation.
- Make five different teaching materials using different type of teaching aids (e. I. chart, atlas, model & PowerPoint, etc) on school geography subject.

Unit- IV Teaching-learning of Geography

- Various teaching aids: Using atlas as a resource for Geography; maps, globe, charts, models,

Pedagogy of Business Organization
(CODE: BED-180 IX)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Develop an understanding of the nature of Business Organization, both of individual disciplines comprising of Business Organization, and also of commerce as an integrated/ interdisciplinary area of study.
- Introduce student teachers to matters of both content and pedagogy in the teaching of Business Organization.
- Define and differentiate the concept of Business Organization and explain its relative position in the Syllabus.
- Understand the aims and objectives of teaching Business Organization.
- Prepare UNIT plans and Lesson plans for different classes.
- To enable the pupil teacher to review the Text-book of Business Organization (Secondary level).
- Apply appropriate methods and techniques of teaching to particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Understand assessment and evaluation of Business Organization.

Unit -1 Nature and Scope of Business Organization

- Meaning, Concept, Needs, Aims, Objective and Importance of Business Organization Teaching.
- Correlation Business Organization with other School Subjects

Practicum/Field work

- Make an analysis of News items from News Papers, TV, Radio etc. and write a report on BO related issues and concerns of the present-day Indian society.
- Conduct a survey to find out the Forms of Business Organization in your district and its contribution to society.

Unit – 2 Teaching-learning Resources in Business organization

- Revised Bloom's Taxonomy (Cognitive, effective and psychomotor), in terms of Instructional behaviour.
- Modern Methods of Business Organisation teaching: Programme instruction, Tutorial, Team teaching, brainstorming, self-study, e-learning, m-learning and blended learning.
- Techniques/approaches of Business Organisation Teaching: journal, Ledger and book approach.
- Meaning, Concept, Need and Preparation of Lesson plan, Annual plan, Unit plan.

Practicum/Field work

- Make five lesson plans based on different teaching methods.
- Create your own teaching method (Fusion based) with logic and find its effectiveness.

Unit -3 ICT & Materials in Teaching-Learning

- Use of ICT: Video clips, Power points presentations, films etc. Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using audio-visual aids, CDs, multimedia and internet; case study approach.

Practicum/Field Work

- Comparative study of at least two books of Business Organization of different state in the light of content organization and presentation.

Pedagogy of Financial Accounting
(CODE: BED-180 X)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Introduce student teachers to matters of both content and pedagogy in the teaching of Financial Accounting
- Define and differentiate the concept of Financial Accounting and explain its relative position in the Syllabus.
- Understand the aims and objectives of teaching Financial Accounting.
- Prepare UNIT plans and Lesson plans for different classes.
- To review the Text-book of Financial Accounting (Secondary level).
- Apply appropriate methods and techniques of teaching to particular topics at different levels.
- Prepare, select and utilize different teaching aids.
- Understand assessment and evaluation of Financial Accounting.

Unit -I Nature and Scope of Financial Accounting

- Meaning, Concept, Needs, aims, objective and Importance of Financial Accounting Teaching.
- Correlation of Financial Accounting with other School Subjects
- Multiple perspectives/ plurality of approaches for constructing explanations and arguments: Journal ledger, Case Book, Equation.

Practicum/Field Work

- Write a report on Social and economic issues and concerns of the present-day Indian society, after analysis of News from News Papers, TV, Radio etc.
- Observation, recording and interpretation of financial and social features and phenomena of your area / district / city). Identify and interpretate news related to positive financial changes or initiation
- Analyse News items from News Papers, TV, Radio etc. to write a report on accountancy/banking related issues and concerns of the present-day Indian society. Conduct a survey to find out Systems of Accounting in your district and its contribution to society.

Unit – II Teaching-learning Resources in Financial Accounting

- Revised Bloom's Taxonomy (Cognitive, effective and psychomotor), in terms of Instructional behaviour.
- Modern Methods of Financial Accounting teaching: Programme instruction, Tutorial, Team teaching, brainstorming, self-study, e-learning, m-learning and blended learning.
- Techniques /approaches of Financial Accounting Teaching: journal, Ledger and case book approach.
- Meaning Concept, Need and Preparation of Lesson plan, Annual plan, Unit plan.

Practicum/Field work

- Make five lesson plans based on different teaching methods.
- Create your own teaching method (Fusion based) with logic and find its effectiveness.

Unit –III ICT & Materials in Teaching-learning of Financial Accounting

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using audio-visual aids, CDs, multimedia and internet; case study approach.

Pedagogy of Mathematics
(CODE: BED-180XI)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Develop insight into the meaning, nature, scope and objective of mathematics education.
- Learn important mathematics: mathematics is more than formulas and mechanical procedures.
- See mathematics as something to talk about, to communicate through, to discuss among them-selves to work together on; Pose and solve meaningful problems.
- Appreciate the importance of mathematics laboratory in learning mathematics.
- Stimulate curiosity, creativity and inventiveness in mathematics.
- Develop competencies for teaching-learning mathematics through various measures.

Unit -I Nature and Scope of Mathematics

- Meaning, Nature and Scope of Mathematics teaching.
- History of mathematics teaching and contribution of mathematician with reference to – Bhaskaracharya, Aryabhata, Ramanujan, Euclid, Pythagoras,
- Importance of Aims and Objectives of Mathematics Teaching.
- Nature of mathematical propositions, truth values, compound propositions,

Practicum/Field Work

- Prepare a model of Pythagoras Theorem/Cube, Cuboid, and Cone etc.

Unit -II Aims and Objectives of Teaching School Mathematics

- Nature of concepts, concept formation and concept assimilation, concept mapping.
- Aims and general objectives of teaching mathematics, Bloom's Digital Taxonomy, Vis-a Vis the objectives of school education; writing specific objectives and teaching points of various content areas in mathematics like algebra, geometry, trigonometry, etc.
- Approaches to teaching of mathematics – Analytic, Synthetic, Inductive-Deductive, Heuristic, Concept mapping, Project and Laboratory; using various techniques of teaching mathematics viz, oral, written, drill, assignment, supervised study and programmed learning.

Practicum/Field Work

- Draft a report on role of mathematics Teachers' association and its utility for rural teacher. After report writing conducts an awareness programme in rural area (or lab school) under mathematics teachers association.

Unit - III ICT & Materials in Teaching-learning of Mathematics


- Use of ICT: Video clips, Power points presentations, films etc.
- Dale cone of experiences, Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks, using audio-visual aids, CDs, multimedia and internet; case study approach.

Practicum/Field Work

- Prepare and present a lesson through power point presentation on any topic of your choice. Organize maths fair with the help of school students.
- Make five different teaching materials using different type of teaching aids at school level.

Unit -IV Teaching-learning Resources in Mathematics

- Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.
- Mathematics laboratories, online resources. Unit and lesson plan.


 आई.ए. पुस्तकालय (मानविक विज्ञान विभाग)
 गांधी विद्या मंदिर, लखनऊ

Pedagogy of Home-Science
(CODE: BED-180-XII)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

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

Unit – I Nature of Home Science

- Meaning Concept and Nature of Home Science.
- Scope and Expansion of Home Science.
- Values and Importance of Home Science for students of higher secondary stages.
- Correlation of Home Science with other subjects.
- Home Science teaching in the context of family and group.

Practicum/Field work

- Group discussion on importance of Home Science.
- Make a flip chart on various scopes of Home Science.
- Make 5 Power point slides on correlation of Home Science with other subjects with proper pictures of examples.

Unit – II Teaching-learning of Home science

- Aims and objectives of Home Science Teaching (Bloom's approach to specify the outcomes).
- Approaches and Methods of teaching Home Science :-
- Problem solving method.
- Demonstration method.
- Experimental method.
- Project method.
- Lecture cum demonstration.
- Question-answer techniques.
- Field trip/ Educational Tour, Home science committee, fair and Exhibition.

Practicum/Field work

- Organize an exhibition on Hand made things.
- Organize funfair on products related to home science and draft a report using pictures.
- Projects in group, like- Gudiya Kishadi/ child welfare in slum areas/ cleaning of Home and decoration.
- Organize an annual function in school and make a file on project work.
- Presentation of drama on any current social or family issue and draft report on this.

Unit – III ICT & Materials in Teaching-learning of Home science

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks, using audio-visual aids, CDs, multimedia and internet; case study approach.
- Planning, Organisation and activity of home science club.

Practicum/Field work

- Make a poster on types of Teaching Aids with proper pictures.
- Make a file of essential equipments of Home Science lab and Management of lab.

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Pedagogy of General Science
(CODE: BED-180-XIII)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Develop insight on the meaning and nature of General science for determining aims and strategies of teaching- learning.
- Appreciate that science is a dynamic and expanding body of knowledge.
- Appreciate the fact that every child possesses curiosity about his/her natural surroundings.
- Identify and relate everyday experiences with learning of science.
- Appreciate various approaches of teaching- learning of science.
- Develop competencies for effective teaching of science and use of ICT & materials in science teaching.
- Integrate the science knowledge with other school subjects.

Unit -I Nature and Scope of General Science

- Concept, Nature, Need & Importance of Science & Science Teaching.
- Main discoveries and development of science (special reference to ancient India)
- Science as a domain of enquiry, as a dynamic and expanding body of knowledge, science as a process of constructing knowledge. Science as interdisciplinary area of learning (Physics, chemistry, biology etc) science for environment, health, peace & equity, science and society.
- Fact, concept, principles, laws and theories- their characteristics in context of general science.

Practicum/ Field Work

- Visit a KVK/ Ayurveda college/ science labs to address their working process and draft a report on their contribution to prosperity.
- Discussion on development of new theories/ Principles.
- Instruct students to make use of her/his previous knowledge in science gained through classroom / environment / parents and peer group.
- Planning and organizing events on special days related to science such as earth day, environmental day, cancer and DIVAID& day.

Unit -II Teaching-learning of General science

- Scientific attitude and scientific methods: concept, components and steps.
- Bloom's Digital Taxonomy, Vis-a Vis the objectives of school education; writing specific objectives.
- Team teaching, inductive-deductive method project method, problem solving method, investigatory approach, concept mapping, collaborative learning, and experiential learning in science: Facilitating learners for self-study.

Practicum/Field Work

- Organization of exploratory activities to develop scientific attitude and temper.
- Prepare a lesson plan on any topic of science subject through problem solving method and execute it.
- Identified at least five activities for school students to develop scientific attitude among them.

Unit - III ICT & Materials in Teaching-learning of Genral Science

- Use of ICT: Video clips, Power points presentations, films etc.
- Dale cone of experience, Planning, preparation and presentation of Instructional material.
- Techniques: Using textbooks, using audio-visual aids, CDs, multimedia and internet; case study approach.
- Planning, Organisation and activity of science club.

Practicum/ Field Work

- Prepare and present a lesson through power point presentation on any topic of your choice.
- Organize and plan excursions with school students of scientifically significant local areas. *Handwritten note: 10/11*
- Designing programme instruction to facilitate learners for self study.
- Conduct at least two activities related to science club with a report.

Pedagogy of Chemistry
(CODE: BED-180 XIV)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Gain insight on the meaning and nature of chemistry for determining aims and strategies of teaching-learning.
- Identify and relate everyday experiences with learning chemistry.
- Appreciate various approaches of teaching-learning of chemistry.
- Use effectively different activities/ demonstration/laboratory experiences for teaching-learning of chemistry.
- Understand various types of assessment and evaluation.

Unit -I Nature and scope of chemistry

- Concept, Nature, scope, & Importance of chemistry & chemistry Teaching.
- Relation of chemistry with other school subjects and daily life (natural environment, artifacts)
- Facts and principles of chemistry its application consistent with the stages of cognitive development of learners.
- Heat, carbon and its compound, acid, basis and salts, Thermodynamics, physical and chemical changes, stages of liquid nature and states of matter, metal and non metal etc.

Practicum/Field Work

- Planning, organizing and conducting of small community survey regarding to use of chemical in everyday life.
- Drama or role plays activity in class on life sketch & their contribution of any chemistry scientist.
- Prepare anyone of the following related to everyday chemistry:-
(1) Poster (2) article (3) story (4) play.

Unit - II Teaching-learning of Chemistry

- Scientific attitude and scientific methods: concept, components and steps.
- Bloom's Digital Taxonomy, Vis-a Vis the objectives of school education; writing specific objectives.
- Team teaching, inductive-deductive method, project method, problem solving method, investigatory approach, concept mapping, collaborative learning, and experiential learning in chemistry: Facilitating learners for self-study.

Practicum/Field Work

- Conducting two experiments useful at Sec/ Sr. sec level, e.i. physical and chemical changes, heat, acid, basis and salts.
- Make a project based on survey of 10 families nearby/their houses of using various types of fuels.
- Organize team teaching, on different topic of chemistry in school.

Unit - III ICT & Materials in Teaching-learning of Chemistry

- Use of ICT: Video clips, Power points presentations, films etc.
- Dale cone of experiences, Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks, using audio-visual aids, CDs, multimedia and internet; case study approach.

Practicum/Field Work

- Lesson presentation by different methods e.g. OHP, Transparant slides, project, power point, working model etc,
- Conduct a case study on brilliant or problematic student of the school and give suggestions for improvement.
- Description & design of any improvised apparatus.

Pedagogy of Biology
(CODE: BED-180XV)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Develop insight on the meaning and nature of biological science for determining aims and strategies of teaching- learning.
- Integrate the biological science knowledge with other school subjects. Identify and relate everyday experiences with learning of biological science.
- Appreciate various approaches and methods of teaching- learning of biological science.
- Explore the process skill in science and role of laboratory in teaching- learning.
- To understand meaning, concept and various types of assessment.
- Identify the concepts of biological science that are alternatively conceptualized by teachers and students in general.

Unit -I Nature and Scope of Biology

- Concept, Nature, Need & Importance of Biological Science & Biology Teaching.
- Correlation of biology with other school subjects. Biological science for environment and health, peace, equity: history of biological science, its nature and knowledge science independent of human application:
- Origin of life and evolution, biodiversity, eminent Indian scientist their contribution and life sketch: charak shrusupta salim ali hargovind kurana P. Maheshwari.
- Photosynthesis, factors affecting the process of photosynthesis, respiration in plants and animal, transportation in plants, phytoplankton and zooplankton.

Practicum/Field Work

- Poster presentation/drama on origin of life and evolution for awareners about biodiversity.
- Planning and organizing events on special days related to biological science such as earth day, environmental day, cancer and DIV AID & science day.
- Drama or role plays activity in class on life sketch & their contribution of any chemistry scientist.

Unit -II Teaching-learning of Biology

- Scientific attitude and scientific methods: concept, components and steps.
- Bloom's Digital Taxonomy, Vis-a Vis the objectives of school education; writing specific objectives.
- Team teaching, inductive-deductive method, project method, problem solving method, investigatory approach, concept mapping, collaborative learning, and experiential learning in chemistry: Facilitating learners for self-study.

Practicum/Field Work

- Organization of exploratory activities to develop scientific attitude and temper.
- Talk to the students about Indian traditional sanskar and find out the scientific basis or hidden concern for life and preservation of environment.
- Collection and identification of common plants and animals around the locality to construct food chain and food web.
- Conduct a programme with students for nurturing natural curiosity of observation and drawing conclusions.
- Conduct any activity among students for linking child's natural curiosity with natural phenomena like weather, flora and fauna; contexts.

Unit - III ICT & Materials in Teaching-learning of Biology

- Use of ICT: Video clips, Power points presentations, films etc.
- Dale cone of experience, Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks, using audio-visual aids, CDs, multimedia and internet; case

Pedagogy of Physics
(Code:BED-180 XVI)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Gain insight on the meaning and nature of Physics science for determining aims and strategies of teaching-learning.
- Identify and relate everyday experiences with learning Physics;
- Appreciate various approaches of teaching-learning of Physics;
- Use effectively different activities/demonstrations/laboratory experiences for teaching-learning of Physics;
- Integrate in Physics knowledge with other school subjects;

Unit -I Nature and Scope of Physics

- Meaning, Concept, Nature, Scope, Needs, Aims, Objective and Importance of Physics Teaching.
- Correlation of Physics with other School Subjects.
- Ohm's law, Magnetic field, reflection in of light, Refraction of light.

Practicum/Field Work

- Write a report on physical issues and concerns of the present-day, after analysis of News from News Papers, TV, and Radio etc.
- Observation, recording and interpretation of physical and social features and phenomena of your area / district / city).
- Identify and interpretate news related to positive social changes or initiation for improvement of physical environment.
- Prepare a practical file after conducting any two experiments on Ohm's Law/ reflection of light etc.

Unit -II Teaching-learning of Physics

- Scientific attitude and scientific methods: concept, components and steps.
- Aims and general objectives of teaching physics, Bloom's Digital Taxonomy, Vis-a Vis the objectives of school education; writing specific objectives.
- Team teaching, project method, problem solving method, Inductive deductive, investigatory approach, concept mapping and experiential learning in Physics: Facilitating learners for self-study.

Practicum/Field Work

- Prepare a lesson plan based on team teaching and execute it in school.
- Role playing activities in relation to solving problems of everyday life.
- Practical work with the help of low cost material in schools.
- Make any two teaching aids with the help of low cost material.

Unit -III ICT & Materials in Teaching-learning of Physics

- Use of ICT: Video clips, Power points presentations, films etc.
- Dale cone of experience, Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks, using audio-visual aids, CDs, multimedia and internet; and online recourses.

Practicum/Field Work

- Field projects related to Physics to develop knowledge of scientific methods in learners.
- Group discussion in peer groups, on the problems related to Physics.
- Make a lesson plan based on power point presentation and execute it in school.

Unit -IV Teaching-learning Resources in Physics

- Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.

Pedagogy of Art
(CODE: BED-180- XVII)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Understanding basics of different Art forms - impact of Art forms on the human mind.
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression.
- Enhance skills for integrating different Art forms across school curriculum at secondary level
- Prepare suitable teaching aids in teaching and learning of art and use them in the classroom effectively.
- Fulfillment of an individual's potentials through fine art.
- Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.
- Appreciate and engage with a diverse range of art processes, products and performances - folk and classical through exposure and exchange.
- Experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content.

Unit –I Nature and Scope of Art

- Meaning, Nature and Scope of art, aesthetics and Art teaching at secondary level of school Education
 - The place of art in general education.
 - Education Values of Art and its relationship with other school subjects.
 - Role of Art in Indian culture and values.
 - Art and Society
 - Indian Folk art
 - Creative Art
- Contribution of Art Teaching
- Importance Aims and Objective of Art Teaching.
- Co-relation with other Subject.

Practicum/Field work

- Viewing/listening to live and recorded performances of Classical and Regional Art forms
- Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach.
- Local field trip for understanding working process of any art work /gallery.

Unit –II Teaching-learning of Art

- Aims and objectives of Art Teaching (Bloom's approach to specify the outcomes).
- Approaches and Methods of teaching Art: - Problem solving method, Demonstration method, Experimental method, Project method. Lecture cum demonstration, Question-answer techniques, Text book, Dramatization.
- Use of ICT in art teaching.

Practicum/Field work

- Organize an exhibition on Hand made things.
- Organize funfair on products related to Art and draft a report with pictures.
- Exploration and experimentation with different methods of Visual Arts like Painting block printing, collage, clay modeling, paper cutting and folding, etc.
- Field trip/ Educational Tour, Art committee, fair and Exhibition Art galleries and Museum.

Pedagogy of Computer Science
(Code: BED-180 XVIII)

Maximum Marks: 50

Internal: 15 Marks

External: 35 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Make an effective use of technology in Education.
- Acquaint with the challenges and opportunities emerging in integrating new technology in Educational process.
- Familiar with new trends, techniques in education along with learning.
- Know about the basic elements of computers and their uses.
- Know about the hardware and software and their applications.
- Know about on historical evolution of computer and its hardware, software components.
- Know about aims and objectives of teaching computer science in secondary and Sr. Secondary schools and help them to plan learning activities according to those objectives.
- Acquire skills relating to planning lessons and presenting them effectively.
- Acquire the Basic Commands in DOS & Windows.
- Work with various MS Office Applications like Word, Excel and PowerPoint
- Understand and apply the M.S Office applications in School Management..
- Prepare Technology Integrated Lessons.
- Familiarize with the various methods that can be employed for the teaching of Computer science.

Unit- I Nature and Scope of Computer Science

- Concept, nature & scope of computer science.
- History and Generations of Computers and their characteristics.
- Classification and Part of computers
- Input Output Devices, Block Diagram

Practicum/ Field Work

- Make a power point presentation on history/generation of demonstration of computer parts and input/output devices of school students.

Unit – II Hardware

- Hardware for Output: Monitors, Speakers and Headphones, Printers, CD and DVD writers, Pen Drives, Flash drives, External hard drives.
- Hardware for Processing: Processor, Mother board, Memory, RAM, ROM, Cache, HDD.
- Other Hardware: UPS, Power supply requirements, Modem and Router.

Practicum/ Field Work

- Training program on hardware for output: monitors, speakers, head phone etc, in school workshop on use and function of modem and Souter.

Unit - III Software

- Type of Software,
- Operating system: Function of an Operating System as a resource manager; Windows Operating system
- Application Software :Application suites: MS Office suit
- Educational Software: Edutainment, Web dictionaries, Virtual learning environments, Protection Software

Practicum/ Field Work

- Conduct a training on basic features of Windows, M S Word, Excel and Power point.
- Classroom Presentations on use of wizard, templates, slide master, blank slides. *nasu*

Unit- IV Teaching-learning Resources in Computer Science

- Network, Type and Topology, Internet and Intranet, Network Protocol

Course – EPC-I
EPC -1 Reading and reflecting on texts
(CODE: BED-150)

Maximum Marks: 50

Internal Marks: 50

Learning outcome: After completion of the course, student-teachers will be able -

- Students will also develop metacognitive awareness to become conscious of their own thinking processes and they grapple with diverse texts.
- This course will enable student teacher to enhance their capacities as readers and writers by becoming participants in the process of reading.
- To engage students with the readings interactively – individually and in small groups.
- To provide opportunities to write with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing within the context of other's ideas.

Activity - I Reading of Texts

- Teacher Educator will give a topic (related to empirical, conceptual and historical work, policy documents) for reading, after intensive reading in group or individual pupil teacher will discuss their view on the given topic of reading.
- Teacher educator will examine/observe the grappling with diverse texts of the student and remedial suggestions will be given.

Activity - II Skill and Strategies

- Teacher Educator will demonstrate essential skill (model reading, drill, pronunciation, silent reading etc) of reading & written work.
- Narrative texts, expository texts from diverse sources, autobiographical narratives, field notes, and ethno graphics could also include addressing different types of reading skills and strategies.
- Teacher Educator will set goals for learning, monitoring, comprehension and self reflection.

Activity - III Reading Assignment

- Student could read empirical, conceptual and historical work, policy documents, and studies about schools, teaching and learning and about different people's experiences for discussion or creative writing.
- Submit reading reflection after completing reading assignment and before coming to class. In each reflection students should summarize the important concept of the reading and describe what was interesting, surprising or confusing to them.

Activity - IV Observation & Discussion

- Pupil teachers will observe the activities of peer group also.
- Teacher educator will motivate pupil teachers to thinking about and regulating one's own thinking in the learning process.
- Critically analyse activities of own and group during reading, discussion and writing.

Activity - V Evaluation & Reflection

- Reflective journal will be developed by pupil teacher for trapping experience, observation and views of participant (with the help of teacher educators)
- Teacher Educator will critically analyse entire activities on the basis of reflective journal.

Note - Pupil Teacher will draft a report on entire activities.


 अभिषेक
 शिक्षा संकाय
 आई.ए.एस.ई. (गान्धी शिक्षा विभाग),
 गांधी विद्या मंदिर, रावदासपुर

Course – EPC 2
Understanding the self
Internal assessment

Maximum Marks: 50

Internal Marks: 50

Learning outcome: After completion of the course, student-teachers will be able -

- To develop understanding of student- teachers about themselves- the development of the self as a person and as a teacher, through a workshop mode by more than one resource persons.
- To address aspects of development of the inner self and the professional identity of a teacher.
- To develop sensibilities, dispositions and skills that will later help them in facilitating the personal growth of their own students while they teach.
- To develop social relational sensitivity and effective communication skills, including the ability to listen and observe.
- To develop a holistic and integrated understanding of the human self and personality to build resilience within one self to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.
- To make awareness in student teacher of their identities and the political, historical and social forces that shape them.
- To help explore one's dreams, aspiration, concerns, through varied forms of self – expression, including poetry and humour, creative movement, aesthete representations, etc.
- To introduce yoga to enhance abilities of body and mind and promote sensibilities that help to give in peace and harmony with one's surrounding.

Activity - I

- Conduct seven days' workshop in school for personality development on *Chetna Vikas Moolya Shiksha*, after attending seven days shivir of CVMS.
- Organise an orientation program to address one's different identities- gender, religion, culture – and it is important to address one's implicit beliefs, stereotypes and prejudices resulting from these identities.

Activity - II

- Organise yoga and meditation classes at least for two months in a school.
- Prepare a report after analyzing the effect of the program on body, mind and concentration.

Activity -III

- Prepare a Performa for cumulative records of students.
- Make a record of students through the narration of their life stories and group interactions.


 अधिकाता
 शिक्षा संकाय
 आई.ए.एस.ई. (निमित्त) शिक्षा विकास
 बोधी विद्या मंदिर, सारवासाहर

Course -10
Gender, School and Society
(CODE: BED-200)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.
- Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period.
- Learn about gender issues in school, curriculum and textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region.
- Understand how gender, power and sexuality are related to education (in terms of access, curriculum and pedagogy).
- Develop an understanding of the paradigm shift from women studies to gender studies, based on the historical backdrop.
- Student to construct critically the impact of policies, programmes and scheme for promotion of gender equality and empowerment.
- Apply the conceptual tools learnt regarding gender and sexuality to understand issues related to Sexual Harassment at the workplace and Child Sexual Abuse.
- Develop an understanding of different theories on gender and education and relate it to power relations. The institutions involved in socialisation processes would be analysed to see how socialisation practices impact power relations and identity formation.
- Understand how gender relates to education and schooling. The students will be able to understand on how school as an institution addresses gender concerns in curriculum, textual materials and pedagogy. It will enable the student to draw linkages between life skills and sexuality.

Unit – I Gender Issues: Key Concepts

- Gender, Social construction of Gender
- Gender socialization and Gender Roles
- Gender discrimination at different levels of institutions (institutions related to social, cultural, religious, economic, political and educational settings).

Practicum/Field Work

- Organize debates on equity and equality cutting across gender, class, caste, religion, ethnicity, disability, and region etc.
- Collect material related to Women Role Models in various fields with Emphasis on Women in Unconventional Roles and prepare a brief report.
- Collect thoughts of Eminent Men and Women of India on Girls Education and Women's Empowerment.

UNIT – II Gender Identities and Socialisation Practices in

- Family
- Schools
- Other formal and informal organization.
- Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion).
- Gender Concerns related to access, enrolment, retention, participation and overall achievement.

Course -11
Creating an Inclusive School
(CODE: BED-220)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Understand concept, meaning and significance of inclusive education
- Bring about an understanding of the culture, policies and practices that need to be addressed in order to create an inclusive school.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education; understand the nature of difficulties encountered by children.
- Prepare teachers for inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Identify and utilize existing resources for promoting inclusive practice.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners.
- Prepare a conducive teaching learning environment in varied school settings.
- Develop the ability to conduct and supervise action research activities.

Unit - I Introduction, Issues & perspectives of Inclusive Education

- Definitions, concept and importance of inclusion and disability Difference between special education, integrated education and Inclusive education.
- Advantages of inclusive education for education for all children in the context of right to education.
- Meaning, Concept and need for inclusive school.

Practicum/Field Work

- Observe inclusive teaching strategies in an inclusive classroom and discuss with teacher for further planning.
- To investigate the opinion of teachers on the integration of students with disability in normal schools.

Unit - II Concept & Policy Perspective

- Recommendations of the Indian Education Commission (1964-66), National Curriculum Framework, 2005 NCERT, The Convention on the Rights of the Child (specific articles related to inclusive education).
- The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990) Promoting Inclusion Preventing Exclusion, UNESCO Conventions, declaration and recommendations related to Rights of persons with Disabilities.

Practicum/Field Work

- To study the conceptions of teachers about the need of inclusive education in primary schools, then method: collect views of teachers and heads of school.
- Analyse and interpret results in the light of inclusive education and write a report.
- Explain the main constitutional provisions on inclusive education.

UNIT - III Diversity in the classroom

- Diversity due to disability: Nature, Characteristic and Needs.
- Diversity due to socio-cultural and economic factors: discrimination, language attitudes, violence and abuse.
- Concept, Nature, and Characteristics of Multiple Disabilities, classroom management for inclusive education.
- MDGs (Millennium development Goals) and EPA goal of UNESCO.

Course -12 Optional Courses
Distance Education
(CODE: BED-230-I)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Understand the concept, nature and scope of Distance Education
- Understand the nature of Distance Education as continuous process of Development and change.
- Understand the aims, objectives of teaching Distance Education at different levels.
- Learn the techniques and methods of distance Education.
- Understand the open system, correspondence education.
- Understand communication strategies of Distance Education.

Unit- I Concept & Nature of ODL

- Concept of ODL.
- Mode of transaction in ODL.
- Perspective & Future perspective of ODL.

Practicum/Field Work

- Measure the level of awareness among people on distance education or courses and conduct them through distance mode.
- Debate on merits & demerits of distance education.
- Prepare a chart related to differences between Distance Education and traditional education teaching approaches.

UNIT- II Planning & Institution of ODL:

- Institutional Planning: at school level & at university level.
- National and State Universities and agencies (IGNOU, KOU, etc.)
- DEC: Role and responsibilities.

Practicum/Field Work

- Listing the various ODL courses, which are conducted or available in your district/village/town at Institutional level and give proper information about the courses in choupal or meeting with local people specially girls and women and prepare a report on the programme.
- Interact with distance learners and list out their practical problems like availability of material, contact classes, periodic journals & commutation problems etc. All the information will be compiled and the report must be sent to national and state universities (related to distance education)
- Collect newspaper cuttings related to Distance Education. And write a report on qualitative and quantitative improvement of distance learning.
- Prepare a report on Visit on any instituton which is related to Distance Education.

Unit- III Methods and Approaches

- Communication Strategies
- Teaching Strategic of Distance Education & Educational broadcast.
- Educational Telecast.
- ICT, Self learning material, E-learning, Blanded learning.
- Resource Centers of Distance Education

Practicum/Field Work

- Visit any distance learning center for reporting on useful telecast programmes for their distance learners to revitalize their innovative learning and to increase their skills and knowledge.
- Prepare teaching materials using C.W/ Video tapes as teaching aid for distance learner.
- Prepare a radio script or TV program script.

Guidance & Counselling
(CODE: BED-230-II)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- To develop an understanding of the concepts of guidance and Counselling.
- To develop an understanding of educational, vocational and personal guidance.
- To acquaint the students with the testing devices and techniques of guidance.
- To develop an understanding of collection and dissemination of occupational guidance.
- To sensitize student-teachers to the problems faced by students in the contemporary world.
- To create an awareness of the working of guidance centers.
- To provide guidance & Counselling for school level students.

UNIT - I Concept of Guidance

- Meaning, Nature & functions of Guidance.
- Principles of Guidance.
- Need of Guidance at various stages of life.
- Types of Guidance:
 - Educational Guidance – Meaning and need at Secondary and Higher Secondary level.
 - Vocational Guidance – Meaning and need at Secondary and Higher Secondary level.
 - Personal Guidance – Meaning and need at Secondary and Higher Secondary level.

Practicum/Field Work

- Organise a workshop in school on guidance of secondary to senior secondary level students.
- Group discussion among pupil teachers on types of guidance.
- Pupil Teacher should guide at least one school student in any area of guidance and prepare a report to this effect.

UNIT - II Counselling

- Concept of Counselling.
- Theories of Counselling:
 - Theory of Self (Rogers)
 - Rational Emotive Behavioral Therapy (Albert Ellis).
- Types of Counselling: Directive, Non directive, Eclectic.
- Process of Counselling (Initial disclosure, in depth exploration and Commitment to action).

Practicum/Field Work

- Organise an orientation program for student teacher on skills in Counselling (listening, questioning, communicating etc.)
- Organize a Counselling program for the student who is guided by teacher student in the area/type of Guidance.
- Student teacher would practise on Counselling skill (at least three Time duration with 5-7 Minute per skill)

UNIT - III Testing and Non- testing devices for the study of an Individual

- Tests: Aptitude, Attitude, Interest, Achievement, personality, IQ and Emotional, Mental ability, Intelligence etc.
- Techniques used in guidance: Questionnaire, Interview schedule, Case study, Diary and Autobiography.
- Professional efficacy and interest.

Practicum/Field Work

- Apply "Professional Interest test" on secondary student on the basis of interrelation, and give professional guidance to the students.
- Prepare a case study of one student with special needs at school level and give suggestions for remedial measure, too.

UNIT - IV Skills in Guidance & Counselling

- Skills in Counselling (Listening, Questioning, Responding, Communi-cating.)
- Role of Teacher as a counselor and professional ethics associated with it.

Handwritten signature
आई.ए.एच.ई. (मानव विज्ञान विभाग),
गोवा विश्वविद्यालय, साकारा, साकारा

Health and Physical Education
(CODE: BED-230 III)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- To develop positive attitude towards health as individual and be collectively responsible to achieve it.
- To know their health status, identify health problems and be informed for taking remedial measures.
- To generate awareness about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries.
- To learn and to form right habits about exercise, games and sports, sleep, rest and relaxation.
- To sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development.
- To understand various policies and programmes related to health, physical education and Yoga.
- To understand the process of assessment of health and physical fitness.

UNIT - I

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children.
- Physical Education- Meaning, concept and importance.
- Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.

Practicum/Field Work

- Analysis various text book in light of health education. Prepare report.
- Prepare an awareness program on healthy life style of children or adolescence.

UNIT - II

- The body system-skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their Functions/
- Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, preservation of food value during cooking, indigenous and modern ways to preserve food, shift in food practices food and waterborne and deficiency diseases and prevention.

Practicum/Field Work

- Ask school student to prepare a first aid box and conduct a training program on first aid treatment of injury.
- Conduct an awareness program in community on preservation of food value during cooking.

UNIT - III

- Safety and security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment.
- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defence activities.

Practicum/Field Work

- Organize a Training program for girl students of school on self-defence activities.
- Organize a workshop on prevention of disasters in school.

UNIT - IV

- Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health.
- Fundamental skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports, ethics; sports awards and scholarships. Handwritten note:

Practicum/Field Work

- Organisation of inter school games and sports tournaments in your district/village/town.

श्री शिक्षा विभाग
गोपी विद्या मंदिर, नरवरगढ़

Chetna Vikas Moolya Shiksha
(CODE: BED-230 IV)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Life and values pertaining to Individual, Family and Society.
- Harmony in Environment, Nature and Existence.
- Humanity, Human Mindset, Humane Conduct and Universal Order in Nature & Existence.
- Evaluating and understanding the difference between Animal and Human consciousness.
- To ensure sustainable happiness and prosperity, which are the core aspirations of all human beings.
- To facilitate the development of a holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living.

UNIT- I Understanding of Human Being and Human Values and Humane Conduct

- Understanding the harmony in Self and Body
- Understanding Human being and Human Goal
- Humane Character and Morality
- Relationships and Justice (Nyaya) within Family & Society
- Relationship of Human being with Nature (Environment)
- Human Behavior, Humane instincts and Personality

UNIT- II Significance of Value Education

- Problems faced by the Humanity related to human value
- Social and Family disintegration
- Stress and conflict in individuals
- Significance of Value Educations for solving the human problems

UNIT- III Understanding the Values

- Eternal Values: Trust, Respect, Affection, Care, Guidance, Reverence, Glory, Gratitude, Love.
- Behavioral Values: Complementariness, Compliance, Ease, Commitment, Unanimity, Self-restraint, Obedience, Spontaneity, Generosity.
- Human Values Self (Jeevan) Values: Happiness, Peace, Satisfaction, Continuous happiness Material Values.

UNIT - IV Understanding Existence & Co-existence and the Interrelationships in Nature

- Understanding the Existence & Co-existence / Nature.
- Understanding the order, co-existence and interrelationships, Mutual Fulfillment and Cyclicity (Avertansheelata) in nature.
- Problems faced by the Humanity.
- Ecological and Environmental imbalances.

UNIT -V Harmony and Values in Family

- Family and Relationships: meaning, need, importance and purpose.
- Human relation: types and purpose.
- Meaning and purpose of fulfillment in relationships and Justice in relationships.
- Understanding values in family-relations, Importance of ethics and character.
- Family-work and Goal (Living with resolution and a feeling of prosperity, and participation in society).
- Reasons for breaking up of families and relationships.
- Purpose and need of marriage (*vivaah sambandh*) and a study of reasons and tendencies for breaking up of marriages.
- Comparative study of concept of a family and a family-based village governance order.

Environmental Studies
(CODE: BED-230 V)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- To understand background of EVS as a composite area of study that draws upon the science, social science and environmental education.
- To develop understanding about various ecosystems and biodiversity.
- Helping student to develop the ability to plan comprehensive units for environmental management and conservation.
- Understanding about the issues of conservation and environmental regeneration have been infused at appropriate places in all the textbooks.
- To analyze and understand environment concerns through the process of inquiry.
- To develop a sense of awareness about the environment hazards and its causes and remedies.

Unit – I Introduction to Environmental Studies

- Environmental studies: Historical background, concept, Nature and scope of EVS
- Natural and social environment: concept, its components, and relationship, man & Environment, man on environment.
- Disciplinary and Multidisciplinary approach of EVS.

Practicum/Field Work

- Visit a natural or man made site (park/forest/zoo/KVK/forest department etc) then discuss with student about their perception on natural environmental and its relation with social environmental.
- Conduct a play in school on man and environmental relationship for awareness about environmental protection among students, teachers and local people.
- Conduct awareness campaigning for plantation of Tulsi, Neem, and Khejri etc.

UNIT – II Eco-systems

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Producers, Consumers and decomposers.
- Energy flow in ecosystem.
- Ecological Succession.
- Food Chain, Food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the following ecosystem-
- Forest ecosystem.
- Grassland ecosystem.

Practicum/Field Work

- Celebrate Important relevant days related to environmental conservation (such as earth day, world environmental days etc) in school or out of school with the help of students and make a systematic report on entire activities or work
- Make a bulletin board material on “role of individual in prevention of pollution” and analyse its impact on students and teachers of schools.
- Draft a report after analyse the scientific basis of Environment related to Indian traditional days present this report in class. (Basant Panchmi, hariyali amavasya etc.)

Unit- III Biodiversity, Its Conservation

- Introduction – Definition: genetic, species and ecosystem diversity.
- Value of Biodiversity & Biodiversity at global, National & local levels.
- Hot-Spots of Bio-diversity.
- Threats to Bio-diversity: Habitat loss, poaching of wild life, man wild life conflicts.
- Conservation of Bio-diversity: In-situ and Ex-situ conservation of Bio-diversity.

Practicum/Field Work

- Conduct an activity in school, in which ask students to get opinion of their grandparents in changing life style and their merits and demerits/or collect their ideas on local products which

Educational Aspects of Geeta
(CODE: BED-230 VI)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Develop understanding about the Meaning & Nature of The Geeta Philosophy.
- Understand impact of the Geeta on Education.
- Understand Concept related to the Geeta Philosophy.
- Implement Social theories with special reference to the Geeta in education.
- Understand Contribution of the Geeta in the various fields of Education.

UNIT – I Introduction of the Geeta

- General assumption and Ideas.
- Need, Importance and concept of The Geeta Education.
- Different aspects of The Geeta Education.
- Educational aims and place of The Geeta.
- Life philosophy in The Geeta.
- Educational elements – Teacher, Student, Teaching Method, Curriculum.

Practicum/Field Work

- Conduct a drama to demonstrate life philosophy in The Geeta.
- By playing method show teacher student relationship according to The Geeta.
- Debate on “Need of The Geeta in school curriculum”.

UNIT – II Philosophical Aspects

- God, Human being, Nature, Universe.
- Human life and duties.
- Soul, Knowledge and Science.
- Religion, Morality and Nishkam karma (Service of Selflessness)

Practicum/Field Work

- Poster presentation competition on god, human being, nature and universe according to The Geeta darshan.
- Review of secondary level science curriculum with reference to knowledge and science according to The Geeta.
- Easy competition on Nishkam Karma (concept of The Geeta)

UNIT – III Social Aspects

- Man and its social nature.
- Social duty, understanding and coordination.
- Concept and Significance of Lok Sangrah (Public Collection)
- Importance of The Geeta in present social scenario.
- Social life skill and management

Practicum/Field Work

- Conduct an awareness programme in society with the help of students on social duties/social life skill then assess the impact of program and present the report in class.
- Discussion on concept of social life skill in The Geeta and other scripture.
- Conduct one week orientation program in school on. The Geeta Darshan and evaluate the effectiveness of the program through examination.

UNIT – IV Psychological Aspects

- Nature of Man- satvik, Rajashi & Tamasi.
- Nature, Types and forms of intelligence in The Geeta.
- Concept of mind in The Geeta.
- Guidance and motivation in The Geeta.

Practicum/Field Work

- Conduct a nukkar natak, to demonstrate satvik, rajsi & tamsi nature of man, to promote satvik nature. (Explain the type of intelligent people though a play/ drama based on the philosophy of The Geeta.)

Mastu
अभिज्ञान
शिक्षा संकाय
बाई.ए.एस. (मानित विश्वविद्यालय)
श्री श्री गुरु प्रसाद विश्वविद्यालय

Gandhian Thoughts of Education
(CODE: BED-230 VII)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Meaning & Nature of Gandhian education.
- Educational theories with reference to Gandhian Philosophy.
- Contribution of Gandhi in the various fields of Education and Society.
- Various Social work of Gandhi to Society.
- To introduce the students the life sketch, personality and the educational thoughts of Gandhi.

UNIT – I Gandhian Education: Concept and assumption

- Meaning, Concept of Gandhian education.
- Life history of Mahatma Gandhi and experiments on education in India.
- Need and importance of educational aims and all round development of man.
- Relevance and Significance of Education in present social environment.
- Human values and different forms of Education.
- Various dimensions of education: - Teacher, Student, Teaching method and syllabus.
- Self – dependence and provision of Craft in Education.

Practicum/Field Work

- Organize a get together programme in backward area of society.
- Make any two handicraft items according to Gandhian vision.

UNIT – II Philosophical aspects of Gandhian Education

- Philosophical vision of Gandhian Education and education as a continuous process of life.
- Prayer meeting, free labour service, inspirational message, yoga and importance of Spiritual education.
- Concept of co-relation/integration in Education.
- Concept of Samvaya and Sarvodaya Darshan and Education.

Practicum/Field Work

- Analyse a prayer of any school and suggest activities according to Gandhian philosophy.
- Practise meditation and yoga for seven days and prepare a write up on entire activities.

UNIT – III Human Values and Gandhian Education

- Education of Religion and Culture according to Gandhi.
- Individual Social and Human Value.
- Gandhi and Social Welfare.
- Gandhian view of Service (Daridranarayan).

Practicum/Field Work

- Serve two critically ill people in hospital, then draft a report on your feeling and entire work.
- Analyse scientific basis of any two traditions of Indian society.

UNIT – IV Social and Political aspects of Gandhian Education


- Social perspectives of Gandhian Education, untouchability and rural education.
- Religion, Secularism and cultural aspect of education.
- Communal and social change through education.
- Democracy, Naturalism and Inter-natural fellow feeling.
- Concept of Socialism through Education.

Practicum/Field Work

- Determine the factors of purity in politics and discuss it with five families or in school. Present a report on entire work in class.
- Discussion on role of voting in democracy with ten families of backward and rural society in /choupal of village.

UNIT – V Different Aspects of Gandhian Education

- Process of Basic Education.
- Women Education, Handicap Education, Vernacular (Mother tongue), Literacy.
- Finix Ashram, Tolstoy farm, work of Sabarmati Ashram
- Trusteeship and Education.


संस्थाना
शिक्षा संकाय
आई.ए.एस.ई. (मानविक विज्ञान)
गांधी विद्या मंदिर, सरयवास्थान

Value Education
(CODES: BED-230-VIII)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- To develop insight of understanding of concept of Indian values according to time space and situation.
- To scientifically analyse values in Indian culture and tradition.
- To develop positive attitude about Indian human values.
- To understand the Indian values according to Shradhha and logic.
- To understand the co-ordination with Indian values and life style.
- To analyse the ethical, artistic and pleasant values.
- To analyse absolute values in globalization and universalization.
- To develop the teaching learning method for adoption and assimilation in life value.
- Explain fundamental aims and values that provide the intellectual basis of contemporary education policy and practice.
- Engage with issues in a manner that makes them sensitive to promote certain educational values while marginalizing others.

UNIT – I Nature and sources of values

- Meaning, concept need and importance of values and ethics. Philosophical and sociological probing into morality and values.
- Nature and sources of values, biological, psychological, social, cultural, science of living and ecological determinants of values.
- Philosophical, psychological and sociological perspective of value education.

Practicum/Field Work

- Practise general etiquette (like wish to colleagues, polite way of talking etc.) through out session.
- Prepare a report on scientific Analysis of Traditional life style.

UNIT – II Classification of values

- Classification of values, eternal, material, social, environmental, psychological, economical, political, cultural, moral, and spiritual, science of living, status of values, How can these be realized through education
- Values of individual in traditional life style.
- Universal values, Identification and Analyse of emerging issues involving value conflicts.

Practicum/Field Work

- Identify values, which promote harmonious living in ancient social life, prepare/ a report and present it in the assembly to assimilate the values in the personality of students.
- Organise a Poster making competition in school based on the classification of values.

UNIT – III Development of values

- Development of values as a personal and life long process, teaching of values as an integral part of education, Development of values through science of living, design and develop of instructional material for nurturing values.
- Feelings of fear and trust and their influence in personal and social attitude, attitudes towards competition and co-operation, value orientation of education.

Practicum/Field Work

- Make content Analysis of existing secondary level any text book to identify the components of human values included in it.
- Conduct any one yogasna/Suryanamaskar in the school for one week with explanation of its impact on physio-psychology of human beings.
- Observe and analyse the impact of competition in personal and social life and prepare a report.

UNIT – IV Values in religious scriptures

- Bhagwadgita- Nishkam karma, swadharma, laksagrah & stithpragya.
- Bible – Concept of truth, compassion, forgiveness.
- Dhamnipada- Astangmarg, Aryastya & Madhyamarg

COURSE: EPC 3
Critical Understanding of ICT
(Internal Assessment)

Maximum:50 Marks

Internal : 50 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- To provide much hands-on- experience with familiarity with computers.
- To enable student-teachers to recognise, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

Activity - I

- Organize a workshop on information technology in 'construction of knowledge'.
- Construction of lesson plan by use of audio-visual media and computers.

Activity - II

- Deliver at least 10 lessons in school by audio-visual media and computers.
- Assess the impact and prepare a report on the entire work.

Activity - III

- Explain and give practical instruction on meaning, planning and organizing videoconferencing in education.
- Manage, organize and Conduct any five conferencing programme for school student by pupil teacher.

Activity - IV

- Practical knowledge of operating computers-on/off, word processing, use of power point, excel and Computer as a learning tool.
- Pupil teacher will make power point presentation on any 2 topics and present them before students.
- Use of available software or CDs with LCD projection for subject learning interactions.

Activity - V

- Effective browsing of the internet for discerning and selecting relevant information.
- Survey of educational sites based in India and downloading relevant material.
- Pupil teacher will have Interactive use of ICT: Participation in Yahoo groups, creation of 'blogs', etc.

Note:- Pupil Teacher will draft a report on entire activities.

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अभिजात ए.
गो. ए. एस. ई. (नामिक विश्वविद्यालय)
गो. विद्या भवन, सरदारपुरा

**INSTITUTE OF ADVANCED STUDIES IN EDUCATION
(DEEMED TO BE UNIVERSITY)**

of

**GANDHI VIDYA MANDIR, SARDARSHAHR
(CHURU) RAJASTHAN – 331403**

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*Page No. 01-12 of
this Syllabus has been
approved in A.C. Meeting
06.06.2020.*

*Rajasthan
IASE (Deemed to be University)
GVM, Sardarshahar*



SYLLABUS

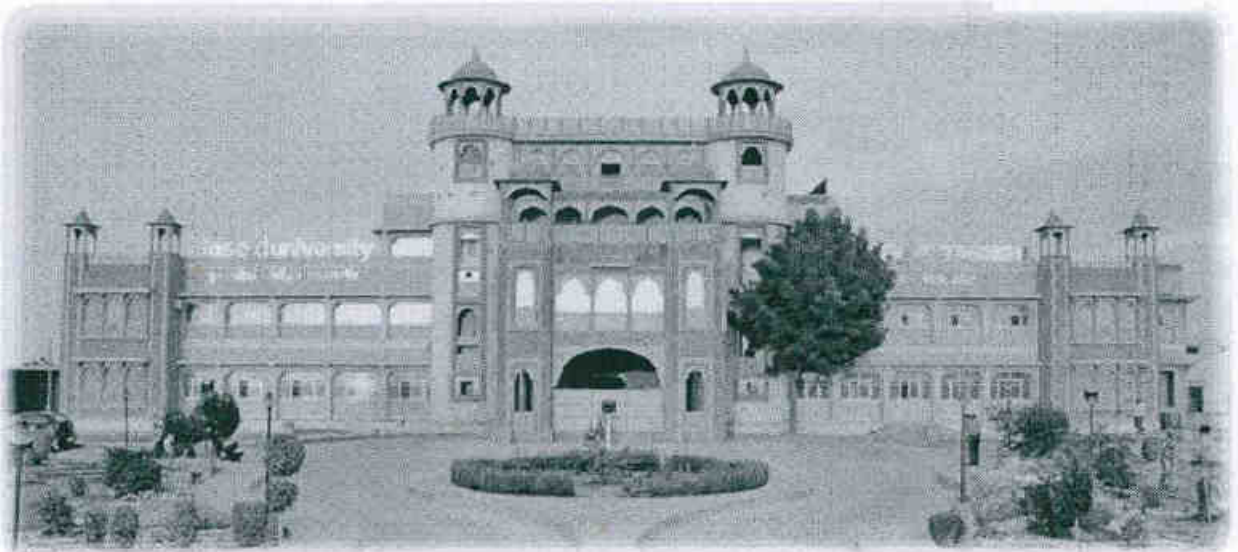
SCHEME OF EXAMINATION AND COURSE OF STUDY

Integrated Programme of B.Sc. B.Ed.

(FOUR YEAR COURSE)

B.Sc. B.Ed. Examination

Session – 2020-24



Course - 1
(CODE: BSCBED-110)
GENERAL ENGLISH

Maximum Marks: 100

External: 70

Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcomes:

- Students develop proficiency in English which equips them to:
- Understand the demands of audience, course, situation and purpose and the Use of language for effective communication.
- Analyse language in context to gain an understanding of grammar, vocabulary, spelling, punctuation and speech. Examine authentic literary and non-literary texts and develop insight and appreciation.
- Gain an understanding of writing abilities and skills.
- To making students read English poetry & prose with a view to enhancing their comprehension of the language and encouraging them to develop reading habits.
- Developing basic skills in grammar, enriching their vocabulary and enabling them to write simple and correct English.

COURSE CONTENT

Unit I: Grammar

- Tenses
- English sound & phonetic symbols
- Determiner
- Preposition
- Modals

Unit II- Reading & Comprehension

- Reading Comprehension and types of text
- Questions based on a passage from the prescribed text to test the candidate's comprehension and vocabular
- Questions based on an unseen passage to test the candidate's comprehension and vocabulary

UNIT III- Poetry & Prose

- John Milton- on his blindness
- William Blake- to the evening star
- Alfred Lord Tennyson- break, break, break
- Charls Lamb- A bachelor's complaint against the behaviour of married people
- J.B Priestly-on getting off to sleep

UNIT IV-Written Composition

- Summary writing
- Précis writing
- Letter/Application writing
- Report Writing

UNIT V- Enhancing writing abilities

- Advertisement
- Notice
- Invitation
- E. mail

Nandini
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गांधी विद्या मंदिर, सरदारशाहर

B.Sc.B.Ed.-I
(CODE: BSCBED-151)
Childhood, growing up & Learning

Maximum Marks: 100

External: 70

Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning Outcomes: After completion of the course, student-teachers will be able to: -

- Understand children of different ages by interacting & observing them in diverse social, economic and cultural context rather than through an exclusive focus on child development.
- Study of childhood, child development and adolescence.
- Understand learning as divergent process.
- Make aware about the importance of healthy living and preventing diseases.
- Introduce psychological traits of learners.
- Become health aware & sensitize children about mental and physical health.
- Understand the role of the family and the school in the child's development.

UNIT – I Childhood and child Development

- Childhood: Meaning, concept and characteristics.
- Social and emotional development of child as an individual-concept development.
- Physical & intellectual development of child.
- Development of concept formation, logical reasoning, problem-solving and creative thinking & language development.
- Effect of family, schools, neighborhoods and community on social and emotional development of child.

Practicum/Field Work

- Organize creative activities for children of diverse socio-cultural background with aim to learn to communicate and relate with them.
- Create child based new activity to learn to listen to children with attention and empathy.
- Organize Creative activities (Such as slogan writing, Creative writing, story writing etc to cultivate linguistic skill.

UNIT – II Adolescent Development

- Adolescent: Meaning, concept and characteristics.
- Cognitive, Physical, social, Emotional and moral Development patterns and characteristics of adolescent's learner.
- Social and emotional construction of adolescence, various social-cultural and political dimension associates with its positioning and development in society.
- Impact of urbanization and economic change on adolescent. Issues of marginalization of difference and diversity and stereotyping.

Practicum/Field Work

- Identifying the adolescence's problem, a sound of discussion with parents will be held. Suggest the remedial majors to being about positive change.
- Project on your experiences to be had with adolescence of diverse contexts such as orphan, backward classess and street children, interact with them (special reference to their physical, mental and emotional development)
- Seminar or workshop for student teacher to observe, interact with and study adolescents of different ages in and outside the school, in diverge social-economic, cultural, linguistic and regional contexts.

UNIT – III Learning

- Learning: Meaning, Concept, Types and Nature of learning, factors influencing learning.
- Process and outcome of learning.

Education in Contemporary India
(CODE: BSCBED-152)

Maximum Marks: 100

External: 70

Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning Outcomes: After completion of the course, student-teachers will be able to-

- Contextualize contemporary India with development of education.
- Understand the classroom as a social context.
- Appreciate diverse perspectives of social, cultural, economics and political issues.
- Critically analyse human and child rights.
- Equips the teacher with proactive perspective and sense of agency.
- Engage with concepts which are drawn from a diverse set of disciplines.
- Learn about policy debates overtime the implementation of policies and actual shaping of school education.

UNIT – I Diversity in contemporary Indian society & Education

- Indigenous Meaning, concept & characteristics.
- Education: Meaning, concept and Nature.
- Social & Cultural Diversity: Meaning, concept and their impact on Education.
- Social, Cultural, Economic and Political and technological perspective of society and Education.
- The role of educational institution for creating new social orders.
- Classroom as a social context.

Practicum/Field Work

- Project on tracing the process by which a consumer product is made available from its raw form to a finished product and studying the various factors of geography, economics, politics, history and sociology that may have influenced it in one way or another.
- Prepare a report on Parents and teacher experiences about their and others' culture and diversity.

UNIT – II Educational Management

- Concept and functions of education management, Education management in Rajasthan, School as a unit of decentralized planning, Educational management information System (EMIS), Institutional planning, School mapping, Block Resource Centre (BRC), School management Committee (SMC), District information System for Education (DISE), Sarva Shiksha Abhiyan (SDSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA).
- National integration and National security.

Practicum/Field Work

- Prepare a report after studying the difference in role and functions of Sarva Shiksha Abhiyan (SDSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA).
- Write a report on overall school performance in development of social and scientific attitude among student after analysis the whole day experiences of student with discussion at least fifteen days.

UNIT –III Constitutional Provision as the guideline to education

- Constitutional provisions related to education
- Constitutional provisions on human & child right, values & education.
- Role of NCPCR (National commission on protection of Child Right)
- Constitution direction for issues & problems in education

Practicum/Field Work

- Observe mid day meal of a school to assess its nutritive value and social integral value (when children from various socio-cultural background religion, caste etc. come

Yoga for Holistic Health
(CODE: BSCBED-153)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning Outcomes:

- Understanding about the concept, scope & need of Holistic Health.
- Apply their Knowledge about yoga and fundamentals of holistic health in daily life.
- To compare the Education of holistic health between Indian & Western Context.
- Conceptualize Metaphysical Bases of Yoga.
- Integrate yoga & meditation in their daily life.
- Examine Different Yoga Systems and Characteristics of Yoga Practitioner.
- Able to perfectly select instrument of yoga and their effective uses.

UNIT – I Fundamentals of holistic health

- Concept of Holistic Health.
- Need & scope of education for Holistic Health.
- The Indian context and Western context of Education for Holistic Health.
- Dimensions of development of Holistic Health.

Practicum/Field Work

- Make a seven-day programme for holistic development of student through discussion the concept of holistic health with student.
- Organize five days shivir on Holistic Health.
- Comparative study of the concept of holistic health in Indian context & Western context.
- Institutional programme for development of Holistic Health through yoga.

UNIT – II Metaphysical Bases of Yoga

- Concept of Purush and Prakriti as Basic Component of Cosmic Reality.
- Concept of Antahkaran Man, Budhdhi, Chitt, Ahankar.
- The metaphysics of Sankhya, theory of causation.

Practicum/Field Work

- Workshop on Metaphysical Bases of Yoga.
- Awareness programme on Manviya Prakriti in school.

UNIT – III Philosophy of Yoga Education

- The meaning and definition of yoga.
- Needs, importance and scope of yoga education.
- Yoga as a way of healthy and integrated living.
- Yoga as a way of socio-moral upliftment of man.
- Yoga as a way of spiritual Enlightenment, Atmanubhuti, Pratyakshanubhuti.

Practicum/Field Work

- Practice any five yogasana in school with involvement of parents for socio-moral and physical health upliftment of student.
- Orientation programme of school level students for integration of yoga in their daily life.

UNIT – IV Different Yoga Systems and Characteristics of Yoga Practitioner

- Ashtang yoga of Pantajali Pranayama-Pratyahar-Dharna-Dhyana, Samadhi.
- Gyan-Bhakti-Karma yoga of Bhagvadgita.
- Integral yoga of Aurbindo and modern school of yoga.
- Characteristics of a yoga practitioner.

Practicum/Field Work

- Discuss characteristics of a yogi pusush with student and make a idea Soutine for student.

Mansh
अभिज्ञता
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आई.ए.एस.ई (मानित विश्वविद्यालय)
गोधी विद्या मंदिर, सरदारपुर

Chetna Vikas Mulya Shiksha

मानव आचरण का अध्ययन

(CODE: BSCBED-154)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning outcomes: After completion of the course, student-teachers will be able to:-

To develop the understanding about:

- Life and values pertaining to Individual, Family and Society.
- Harmony in Environment, Nature and Existence.
- Humanity, Human Mindset, Humane Conduct and Universal Order in Nature & Existence.
- Evaluating and understanding the difference between Animal and Human consciousness.
- To ensure sustainable happiness and prosperity, which are the core aspirations of all human beings.
- To facilitate the development of a holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living.

UNIT-I Understanding of Human Being and Human Values and Humane Conduct

- Understanding the harmony in Self and Body
- Understanding Human being and Human Goal
- Humane Character and Morality
- Relationships and Justice (Nyaya) within Family & Society
- Relationship of Human being with Nature (Environment)
- Human Behavior, Humane instincts and Personality

UNIT-II Significance of Value Education

- Problems faced by the Humanity related to human value
- Social and Family disintegration
- Stress and conflict in individuals
- Significance of Value Educations for solving the human problems

UNIT-III Understanding the Values

- Eternal Values: Trust, Respect, Affection, Care, Guidance, Reverence, Glory, Gratitude, Love
- Behavioral Values: Complementariness, Compliance, Ease, Commitment, Unanimity, Self-restraint, Obedience, Spontaneity, Generosity
- Human Values
- Self (Jeevan) Values : Happiness, Peace, Satisfaction, Continuous happiness Material Values

UNIT-IV Understanding Existence & Co-existence and the Interrelationships in Nature

- Understanding the Existence & Co-existence / Nature
- Understanding the order, co-existence and interrelationships, Mutual Fulfillment and Cyclicity (Avartansheelata) in nature
- Problems faced by the Humanity
- Ecological and Environmental imbalances

UNIT – V Harmony and Values in Family

- Family and Relationships: meaning, need, importance and purpose.
- Human relation: types and purpose.
- Meaning and purpose of fulfillment in relationships and Justice in relationships.
- Understanding values in family-relations, Importance of ethics and character.
- Family-work and Goal (Living with resolution and a feeling of prosperity, and

CORE COURSES (CC)

Physics
(PAPER -I)
BSCBED-155 a I

RELAVITY, MECHANICS, OSCILLATIONS AND WAVES

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes -After completion of the course, student-teachers will be able to-

- Understand Newtonian mechanics, oscillations and waves.
- Apply Newton's laws to explain natural physical phenomena.
- Explain acoustics and waves in media.

UNIT – I

- **Relativity:** Reference systems, inertial and non-inertial frames, Galilean transformation, Galilean invariance and conservation laws, propagation of light, Michelson – Morley experiment. Postulates of the special theory of relativity, Lorentz transformations, length contraction, time dilation, velocity addition theorem, variation of mass with velocity, mass-energy equivalence, particle with a zero-rest mass.

UNIT -II

- **Mechanics:** Motion under central force, Kepler's laws, Gravitational law and field, Potential due to a spherical body, Gauss and Poisson equations for gravitational potential, gravitational self-energy.
- Rigid body motion, Rotational motion, Moment of inertia and their products, principal moments and axes, Euler's equations.
- System of particles, centre of mass, equation of motion, single stage and multistage rocket, energy and momentum conservation, concepts of elastic and inelastic collisions.

UNIT -III

- **Oscillations:** Potential well and periodic oscillations, cases of harmonic oscillations, different equations and its solutions, Kinetic and potential energy, Simple Harmonic oscillations in – Spring and mass system, Simple and compound pendulum, Torsional pendulum, Bifilar oscillations, Helmholtz resonator, LC circuits, Vibration of a magnet, Oscillation of two masses connected by a spring, Superposition of two simple harmonic motions of same frequency along the same line, Interference, Superposition of two mutually perpendicular simple harmonic vibrations of same frequency, Lissajou's figures, Cases of different frequency.

UNIT –IV

- **Coupled Oscillations:** Two coupled oscillators, normal modes, N-coupled oscillators, damped harmonic oscillators, Power dissipation, Quality factor, Driven harmonic oscillator, Transient and steady state, Power absorption, Resonance in system with many degrees of freedom.

UNIT-V

- **Waves in Media:** Speed of transverse waves on a uniform string, speed of Longitudinal waves in a fluid, energy density and energy transmission in waves, waves over liquid surfaces, gravity waves and ripples, Group velocity and Phase velocity, Superposition of waves, linear homogeneous equations and the superposition principle, nonlinear superposition and consequences.

CC – 1 (II) - PAPER –II
BSCBED-155 a II
MATHEMATICAL BACKGROUND, PROPERTIES OF MATTER
ANDELECTROMAGNETIC WAVES

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which two tests of 5-5 marks each are included)

Learning outcomes -

- After completion of the course, student-teachers will be able to:-
- Know the mathematical background, properties of matter and electromagnetic waves.
- Get familiar with concepts of scalars and vectors.
- Apply the principles of Kinematics of moving fluids and Electromagnetic induction in real situations.
- Learn the electromagnetic wave and Electromagnetic field and Energy density

UNIT -I

- **Scalars and Vectors:** dot products, triple vector product, gradient of scalar field and its geometrical interpretation, divergence and curl of a vector field, line, surface and volume integral, Flux of a vector field, Gauss divergence theorem, Green's theorem and Stokes theorem. Functions of two and three variables, Partial derivatives, geometrical interpretation of total differential of a function of two and three variables, higher order derivatives and their applications.

UNIT –II

- **Elasticity, Small deformations,** Young's modulus, bulk modulus and modulus of rigidity for an isotropic solid, Poisson's ratio, relation among elastic constants, Theory of bending of beams and cantilever, Torsion of a cylinder, Bending moments and Shearing forces.

UNIT –III

- **Kinematics** of moving fluids, Equation of continuity, Euler's equation, Bernoulli's principle, viscous fluids, Streamline and turbulent flow, Poiseuille's law, Capillary tube flow, Reynold's number, Stokes' law, Surface tension and surface energy, molecular interpretation of surface tension, Pressure on a curved liquid surface, wetting.

UNIT –IV

- **Electromagnetic induction,** Faraday's law (its integral and differential form), Lenz's law, Mutual and Self-inductance, Transformers, Energy in a static magnetic field, Measurement of self-inductance by Rayleigh's method, Maxwell's displacement current, Maxwell's equations, Electromagnetic field and Energy density.

UNIT –V

- **Plane** electromagnetic wave in vacuum, Wave equation for E and B of linearly, Circularly and elliptically polarized electromagnetic waves, Poynting vector, Reflection and Refraction at a plane boundary of dielectrics, Polarization by Reflection and total internal Reflection, Faraday effect, Wave in conducting medium, Reflection and Refraction by the ionosphere.

Textbooks and References

- Zil'berman, G. E. (1970). Electricity and magnetism. *elma*.
- Bleaney, B. I., Bleaney, B. I., & Bleaney, B. (2013). *Electricity and Magnetism, Volume 2* (Vol. 2). Oxford University Press.

CC-2 CHEMISTRY
(BSCBED-155 b I)

CC 2 (I) –PAPER I- INORGANIC CHEMISTRY

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which two tests of 5-5 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to:-

- Understanding of principles of Atomic structure and Chemical Bonding. Get familiar with chemistry of main group elements.
- Apply the principles of Acids and Bases in real life situation.
- Determine the crystal structure of NaCl, KCl and CsCl (Laue's method and powder method).
- Define the characteristics of different type of bond.
- Define the Basic properties of main group elements & Transition Elements.

UNIT- I Atomic Structure and Bonding

- **Atomic Structure:** Idea of de-Broglie matter waves, Heisenberg uncertainty principle, atomic orbitals, Schrödinger wave equation, significance of Ψ and Ψ^2 , quantum numbers, radial and angular wave functions and probability distribution curves, shapes of s, p, d, orbitals.
- **Structure and Bonding:** Covalent Bond -Valence bond theory and its limitations, directional characteristics of covalent bond, various types of hybridization and shapes of simple inorganic molecules and ions, valence shell electron pair repulsion (VSEPR) theory to NH_3 , H_3O^+ , SF_4 , ClF_3 , ICl_2^- and H_2O , MO theory, homonuclear and heteronuclear (CO and NO) diatomic molecules, multicenter bonding in electron deficient molecules, bond strength and bond energy, percentage ionic character from dipole moment and electro-negativity difference.

UNIT- II Chemistry of main group elements

- **s-Block Elements:** Comparative study, diagonal relationship, salient features of hydrides, solvation and complexation tendencies including their function in bio-systems, an introduction to alkyls and aryls.
- **p-Block Elements:** Comparative study (including diagonal relationship) of groups 13-17 elements, compounds like hydrides, oxides, oxy acids and halides of group 13-16, hydrides of boron-diborane and higher boranes, borazine, borohydrides, fullerenes, carbides, fluorocarbons, silicates (structural principle), tetrasulphur tetra nitride, basic properties of halogens, interhalogens and polyhalides.
- **Chemistry of Noble Gases:** Chemical properties of the noble gases, chemistry of xenon, structure and bonding in xenon compounds.

UNIT- III: Ionic compounds: Bonding and Structure

- **Ionic solids** –Ionic structures, radius ratio effect and coordination number, limitation of radius ratio rule, lattice defects, semiconductors, lattice energy and Born-Haber cycle, solvation energy and solubility of ionic solids, polarizing power and polarisability of ions, Fajan's rule, Metallic bond-free electron, valence bond and band theories.
- **Structure of Ionic solids:** Definition of space lattice, unit cell; Laws of crystallography – (i) Law of constancy of interfacial angles, (ii) Law of rationality of indices (iii) Law of symmetry, Symmetry elements in crystals. X-ray diffraction by crystals, Derivation of Bragg equation, Determination of crystal structure of NaCl, KCl and CsCl (Laue's method and powder method).

**CC 2 (II) - Paper II,
PHYSICAL CHEMISTRY
(BSCBED-155 b II)**

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to:-

- Understand of Nuclear chemistry, behaviour of gases and liquid and colloidal States.
- Get familiar with Solutions, Dilute Solutions and Colligative Properties.
- Apply the principles of concept of Equilibrium in real life situation.
- Determine the liquid crystal, solid and liquid, Classification, structure of nematic and cholestric phases.

Unit- I Nuclear Chemistry

- **Nuclear Chemistry:** Radioactive decay–decay law, disintegration constant, half-life and average life, alpha and beta disintegration reactions, group displacement law, nuclear reactions fission, fusion, artificial radioactivity, applications of radioactivity, nuclear power, carbon dating, biological effects of various types of radiations, nuclear chemistry for peace, Nuclear chemistry in Medicine and diagnostic techniques.

Unit –II Behaviour of gases

- **Gaseous States:** Postulates of kinetic theory of gases, deviation from ideal behaviour, Vander Waals equation of state;
- **Critical Phenomena:** PV isotherms of real gases, continuity of states, the isotherms of van der Waals equation, relationship between critical constants and van der Waals constants, the law of corresponding states, reduced equation of state.
- **Molecular velocities:** Root mean square, average and most probable velocities, Qualitative discussion of the Maxwell's distribution of molecular velocities, collision number, mean free path and collision diameter, Liquification of gases (based on Joule – Thomson effect).

Unit III Liquid and Colloidal States

- **Liquid State:** Intermolecular forces, structure of liquids (a qualitative description). Structural differences between solids, liquids and gases, Liquid crystals: Difference between liquid crystal, solid and liquid, Classification, structure of nematic and cholestric phases, Thermography and seven segment cells.
- **Colloidal States:** Definition of colloids, classification of colloids, Solids in liquids (sols): properties – kinetic, optical and electrical; stability of colloids, protective action, Hardy-Schulze law, gold number. Liquids in liquids (emulsions): types of emulsions, preparation, Emulsifier, Liquids in solids (gels): classification, preparation and properties, inhibition, general application of colloids, colloidal electrolytes.

Unit- IV Solutions, Dilute Solutions and Colligative Properties

- Ideal and no-ideal solutions, methods of expressing concentrations of solutions, activity and coefficient.
- Dilute solutions, colligative properties, Raoult's law relative lowering of vapour pressure, molecular weight determination. Osmosis, law of osmotic pressure and its measurement, determination of molecular weight from osmotic pressure. Elevation of boiling point and depression of freezing point. Thermodynamic derivation of relation between molecular weight and elevation in boiling point and depression in freezing point. Experimental methods for determining various colligative properties.

Unit V Concept of Equilibrium

- **Chemical Equilibrium:** Equilibrium constant and free energy. Thermodynamic derivation of law of mass action. Le Chatelier 's principle. Reaction isotherm and reaction isochore – Clapeyron equation and Clausius – Clapeyron equation, applications.

PRACTICAL

Duration: 5 Hours

Max. Marks: 50

A. Inorganic Chemistry

- Semi micro analysis: Detection of the presence of three cations and three anions (including interfering) in a given mixture qualitatively.

(B) Organic Chemistry

Laboratory techniques

Calibration of Thermometer

Naphthalene (80-82°C), Acetanilide (113.5-114°C), Urea (132.5-133°C), Distilled Water (100°C)

- Distillation
Simple distillation of ethanol-water mixture using water condenser
- Distillation of nitrobenzene and aniline using air condenser
- Crystallization
- Concept of induction of crystallization
- Phthalic acid from hot water (using fluted filter paper and stem less funnel)
- Acetanilide from boiling water
- Naphthalene from ethanol
- Benzoic acid from water
- **Decolourisation and crystallization using charcoal**
- Decolourisation of brown sugar (sucrose) with animal charcoal using gravity filtration.
- Crystallization and decolorisation of impure naphthalene (100g of naphthalene mixed with 0.3g of Congo Red using 1g decolorizing carbon) using ethanol

Sublimation (simple and Vacuum)

- Camphor, Naphthalene, phthalic acid and Succinic acid.

Determination of melting point/ boiling points

- **Determination of melting point:** Naphthalene, Benzoic acid, Urea, Succinic acid, Cinnamic acid, Salicylic acid, Acetanilide, m-Dinitrobenzene p-chlorobenzene, Aspirin.
- Determination of boiling points: Ethanol, Cyclohexane, Toluene, Aniline and Nitrobenzene.

Physical Chemistry

Chemical Kinetics

- To determine the specific reaction rate of the hydrolysis of methyl acetate/ethyl acetate catalyzed by hydrogen ions at room temperature.
- To study the effect of acid strength on the hydrolysis of an ester.
- To compare the strength of HCl and H₂SO₄ by studying the kinetics of hydrolysis of ethyl acetate.
- To study kinetically the reaction rate of decomposition of iodide by H₂O₂

Colloids.

- To prepare arsenious sulphide sol and compare the precipitating power of mono -, bi- and trivalent anions.

Viscosity

- To determine the percentage composition of a given mixture (non interacting systems) by viscosity method.
- To determine the percentage composition of a given binary mixture by viscosity method (acetone & ethyl methyl ketone)

Surface Tension

- To determine the surface tension of amyl alcohol in water at different concentrations and calculate the excess of these solutions.
- To determine the percentage composition of a given surface tension binary mixture by surface tension method (acetone & ethyl methyl ketone).

CC-3 ZOOLOGY
Non-Chordata
(BSCBED-155 c I)

Maximum Marks: 50

External:40 Marks

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to:-

- Understand invertebrates, the organizational hierarchies and complexities, the evolutionary trends in external morphology and internal structure; identification and classification with examples, to enable them to understand various modes of adaptations in animals.
- Get familiar with various kind of nonchordata Amoeba to Asterias.
- Apply the General principles of taxonomy and classification in real life situation and further studies.

UNIT – I

- General principles of taxonomy and classification. Outline classification of Protozoa up to order.
- General Structural organization of Amoeba, Englena and Plasmodium.
- Habit and habitat, structure, nutrition, osmoregulation and reproduction of Paramecium
- Locomotion in Protozoans- pseudopodial, ciliary and flagellar.
- Nutrition in Protozoa
- Reproduction in Protozoa.

UNIT –II

- Outline classification of Porifera and Coelenterata up to order.
- Habit, habitat, morphology, internal structure, reproduction of Sycon.
- Canal system and skeleton in Sponges
- Habit, habitat, morphology, internal structure, nutrition and reproduction of Obelia
- Polymorphism in coelenterates, coral reefs

UNIT –III

- Outline classification of Platyhelminthes and Nematheminthes up to order.
- Habit and habitat, morphology, internal structure, reproduction and life – cycle of Fasciola, and Ascaris
- Parasitic adaptations in Helminthes

Unit – IV

- Outline classification of Annelida and Arthropoda up to order.
- Habit and habitat, structure, nutrition, respiration, circulation, excretion, nervous system and reproduction of Hirudinaria Palaemon
- Peripatus: structure and affinities
- Mouth parts and feeding habits of Insects.

Unit – V

- Outline classification of Mollusca and Echinodermata up to order
- Habit and habitat, structure, nutrition, respiration, blood vascular system, excretion, nervous system and reproduction of Pila
- Torsion in Gastropoda

Mallik
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गाँधी विद्या मंदिर, सरदारशहर

CC – 3 (II) -PAPER II:
ANIMAL CELL BIOLOGY AND GENETICS
(BSCBED-155 c II)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes -

- After completion of the course, student-teachers will be able to:-
- Comprehend the modern concepts and applied aspects of Cell Biology and modern concepts of Genetics and to create awareness regarding inheritance.
- To appreciate the role and significance of cell in human welfare and environment;

Unit – I

- Introduction to cell: Discovery, characteristics of prokaryotic (bacterial) and eukaryotic cells (plant and animal cells), cell theory, viruses and viroids.
- Cell membrane: Ultra structure, chemical composition, models, unit membrane concept, fluidity, glycocalyx and functions of cell membrane Modifications (specializations) of plasma membrane. Transport across cell membrane: Passive transport (osmosis, diffusion), facilitated (mediated) diffusion; active transport (primary and secondary) and Endocytosis and Exocytosis.
- Mitochondria: Morphology, ultra structure, chemical composition, functions, origin, electron transport chain and generation of ATP molecules.

Unit –II

- Ultrastructure, types, chemical composition, origin and functions of
- ER and Golgi-complex
- Lysosome, Ribosome,
- Centriole,
- Cilia and flagella

Unit- III

- Nucleus: occurrence, number, shape, size and structure (nuclear envelopes, nuclear matrix and nucleolus)
- Chromosomes: Introduction, discovery morphology, structure (chromatids, primary and secondary constrictions, nucleolar organizer and telomeres) types. Chemical composition and functions. Chromosomal organizations: Euchromatin, heterochromatin, nucleosome concept.
- Cell reproduction: Cell cycle, phases process and significances of mitosis and meiosis.
- Chromosomal mutations-
- Variation in chromosome number (aneuploidy and euploidy)
- Structural changes in chromosomes (deletion, duplication, inversion and translocation).

Unit – IV

- Mendelian principles of inheritance- monohybrid and dithybrid cross back cross and test cross.
- Deviation of Mendelism – incomplete dominance, coldominance and lethal genes; modification of 3: 1 and 9: 3: 3: 1 with examples problems
- Gene interactions: Epistasis, complementary, supplementary, duplicate genes with cumulative effects and collaborator genes.
- Multiple alleles: Characters, examples pseudoalleles, inheritance of A, B, AB, O and Rh blood groups (antibody reactions)

PRACTICAL

Duration: 4 Hours

Max. Marks: 50

Learning outcomes -

- To understand internal organization and skills- of staining and mounting of materials. (Temporary and permanent), of dissection, display and labeling, of preparation of cultures of invertebrates by using common culture methods; laboratory observation of animal cell division.

Course Content

- Study of museum specimens with respect to levels and patterns of organization biosystematics. biodiversity, adaptations, development stages, population dynamics, ecological implications etc: Porifera –Sycon, Spongilla, Euplectella, Leucosolnia, Hylonema, Hypospongia, Euspongia: Coeleterata – Hydra, Tubularia, Millepora, Physalia, Porpita, Vellela, Aurelia, Tubipora, Aleyonium, Metridium, Pennatula, Grantia, Fungia, Gorgonia.
- Helminthes: Fasciola, Taenia solium, Planaria, Ascaris, Ancylostoma Annelida: Nereis Heteroneresis, Aphrodite, Chaetopterus. Arenicola, Pheretima, Hirudinaria Arthropoda: Palaemon, Eupagurus, Scolopendra, Apis Peripatus.
- Mollusca: Chiton, Pila, Aplysia, Helix, Dentalium, Mytilus, Pinctada, Unio, Sepia, Loligo Octopus:
- Echinodermata: Autodon, Holothuria, Cucumaria, Astropecten, Asterias, Echinus
- Microscope: Simple and compound microscope, working mechanism and maintenance
- Study of Permanent slides
- Paramecium, Paramecium in Conjugation, paramecium binary fission, Euglena, Vorticella, Sycon L.S., Sycon T.S., Hydra L.S., Hydra T.S, Cercaria larva, Metacercaria, Miracidium larva, Sporocyst larva, Redia larva, Ascaris male and female T.S., T.S. thorough, pharynx region, Gizzard and intestinal region of Earthworm, T.S. through buccal cavity of Hirudinaria, Zoea, Metazoea, Nauplius, Mysis, T.S. of gill of Unio. T.S. of the shell & mantle of Unio. Glochidium larva of Unio,
- Dissections and/or its demonstration through Charts/Models/Video/CD/digital alternative etc and/or preparation of working models of the different systems of the following animals.
- Earthworm: Alimentary canal Nervous system, Reproductive system
- Leech Alimentary canal
- Cockroach: Mouthparts Digestive system, nervous system
- prawn: Nervous system
- pila: Nervous system
- Microscopic preparation or their observation of the following:-
- Paramecium, Euglena, Sponge, spicules, gemmules, Obelia, Hydra, parapodium of Nereis, statocyst of Prawn, mouth parts of Cockroach, radula of Pila, gill of Unio.
- Culture of Paramecium, Euglena and Amoeba.
- Study of bacterial and eukaryotic cell.
- Slides of sub cellular components (Cell organelles)
- Erythrocyte plasma membrane permeability.
- Study of Karyotype and Idiogram of man.
- Study of Barr Bodies in human buccal epithelial cells.
- Drosophila culture and life cycle.

महाराष्ट्र
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CC – 4BOTANY

Paper I: Diversity of Microbes and Lower Plants & Plant Pathology (Thallophyta)
(BSCBED-155 d I)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which two tests of 5-5 marks each are included)

Learning outcomes:

- To acquaint students with the diversity that exists in microorganisms;
- To understand the morphology, organization, structure, and reproduction in microbes;
- To appreciate the role and significance of microbes in human welfare and environment;
- To study the symptoms of selected diseases caused by microbes.

Unit – I

- **Viruses and Bacteria:** Structure, Multiplication, transmission and diseasesymptoms of viruses; Structure and economic importance of mycoplasma; Bacteria – structure, nutrition, reproduction and economic importance, Gram 's staining; Disease symptom of bacteria in plants – e.g.: Citrus Canker, Viruses – e.g. Mosaic Viruses disesse in tobacco.
- General account and economic importance of Cyanobacteria.

Unit II

- **Fungi:** General characters, occurrence, classification (Alexopolus and Mims, 1979;), Types of mycelia, structure of fungal cell, fungal flagella, Nutrition and economic importance of fungi. Host-parasite interaction, Control of plant diseases. Disease Symptoms of Fungi in Plants.

Unit III

Structure reproduction and life history of:

- Mastigomycotina - Phytophthora
- Ascomycotina – Saccharomyces, *Peziza*
- Basidiomycotina – Puccinia, *Agaricus*, Ustilago Deuteromycotina –

Unit- IV

- **Algae:** General characters, occurrence, classification (Fritsch, 1935), Pigmentconstitution, fine structure of algal plastids, life-cycles, Origin and evolution of sex and thallus in algae.
- Cyanophyceae: Life Cycle of *Nostoc*, *Anabaena* and *Oscillatoria*

Unit V

Structure, reproduction and evolutionary significance of following genera:

- Chlorophyceae: Chlamydomonas *Volvox*, *Oedogonium*
- Xanthophyceae: Vaucheria,
- Phaeophyceae: Sargassum
- Rhodophyceae: Polysiphonia
- (General account and economic importance of Lichens)
- Iternaria, Colletotrichum,

Suggested Readings:

- Dube, H. C. (1990). Fungi, general characteristics. *An introduction to fungi*, 2nd revised edn. Vikas, New Delhi, 11-146.
- Hays, J. (1986). *Genetics of bacteria*. Edited by J. Scaife, D. Leach, and A. Galizzi. New York: Academic Press. (1985).
- Mudd, J. B. (Ed.). (2012). *Responses of plants to air pollution*. Elsevier.

**Paper II: Diversity of Cryptogams (Bryophytes & Pteridophytes)
and Palaeobotany.
(BSCBED-155 d II)**

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes:-After completion of the course, student-teachers will be able to:-

- To acquaint students with the diversity that exists in cryptogams.
- To understand the morphology, organization, structure, and reproduction in cryptogams.
- To appreciate the role and significance of cryptogams in human welfare and environment.
- To study the Geological time scale, fossils and fossilization processes, significance of fossils.

Unit- I

- General characters, distribution, origin of the land habit in plants, classification, Evolutionary trends in thallus and sporophyte development; Alternation of generations; classification; and Economic importance of Bryophytes.

Unit- II

- Structure, reproduction, and evolutionary significance of following genera: Hepaticopsida – *Riccia Marchantia*
- Anthocerotopsida – *Anthoceros* Bryopsida - *Funaria*

Unit-III

- General characters, distribution, classification, stelar evolution, heterospory and origin of seed habit, and life cycles in pteridophytes.
- Structure, reproduction and evolutionary significance of the following genera: *Psilotum*; *Lycopodium*

Unit- IV

- Structure, reproduction and evolutionary significance of the following genera: *Selaginella*; *Equisetum*; *Pteris* and *Marsilea*.

Unit- V

- Geological time scale, fossils and fossilization processes, significance of fossils. Study of the following form genera of fossils
- *Rhynia*
- *Calamites*

Suggested Readings

- Arnold, C. A. (2013). *An introduction to paleobotany*. Read Books Ltd.
- Dube, H. C. (1990). Fungi, general characteristics. *An introduction to fungi, 2nd revised edn.* Vikas, New Delhi, 11-146.
- Sharma, P. D. (1991). *The Fungi*. Rastogi Publications.
- Sharma, P.D. 1991. *The Fungi*. Rastogi & Co. Meerut.
- Smith, GM. (1971). *Cryptogamic Botany. Algae & Fungi. Vol. I* New Delhi: Tata McGraw Hill Publishing Co.
- Stewart, W. N., Stewart, W. M., Stewart, W. N., & Rothwell, G. W. (1993). *Paleobotany and the evolution of plants*. Cambridge University Press.
- Stewart, W. N., Stewart, W. M., Stewart, W. N., & Rothwell, G. W. (1993). *Paleobotany and the evolution of plants*. Cambridge University Press.

CC-5 Mathematics
(BSCBED-155 e I)

Maximum Marks: 75

External: 60

Internal: 15 Marks (in which **two tests** of 7.5-7.5 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to:-

- Know the mathematical background, properties of volume and surface of solids formed by revolution.
- Get familiar with concepts of Tangents and Normal's, sub tangent and subnormal.
- Apply the principles of Asymptotes, multiple points, curve tracing in real situations.
- Learn the Quadrature, ractification, volume and surface of solids formed by revolution.

Unit-1

- Tangents and Normal's, sub tangent and subnormal (Cartesian and polar forms), Derivative of an arc (Cartesian and polar), pedal equations, curvature.

Unit-2

- Partial differentiation with Euler's theorem and its applications, total derivative, change of variables (polar to Cartesian and vice-versa), concept of tangent plane and normal to a surface, maxima and minima of two variables including method of undetermined multipliers.

Unit-3

- Asymptotes, multiple points, curve tracing (Cartesian, parametric and polar), Envelops and Evolutes.

Unit-4

- Reduction formulae, double and triple integrals, change of order of integration double integrals, change of variables in multiple integration.

Unit-5

- Quadrature, ractification, volume and surface of solids formed by revolution.

Textbooks and References:

- Apostol, T. M. (1979). *Calculus (Vol. 1. Portugues)* (Vol. 1). Reverté.
- Apostol, T. M. (2007). *Calculus, Volume I, One-Variable Calculus, with an Introduction to Linear Algebra* (Vol. 1). John Wiley & Sons.
- Kreyszig, E. (2009). *Advanced Engineering Mathematics*, 10th Eddition. Wiley Eastern
- Ram, B. (2009). *Engineering mathematics*. Pearson Education India.
- Stewart, J. (2012). *Calculus 7th edn* (Belmont, CA: Brooks/Cole).
- Stewart, J. (2012). *Essential calculus: Early transcendentals*. Cengage Learning.
- Thomas, G. B. (1968). *Calculus and analytic geometry* (No. 04; QA303, T4 1968.).
- Wylie, C. R., Barrett, L. C., & Wylie, C. R. (1960). *Advanced engineering mathematics*. Wiley Eastern

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CC-5 (II) Paper-II:
Vector Geometry and Linear Algebra
(BSCBED-155 e II)

Maximum Marks: 75

External: 60

Internal: 15 Marks (in which **two tests** of 7.5-7.5 marks each are included)

Learning outcomes: After completion of the course, student-teachers will be able to-

- Know about the Continuity and differentiability of vector functions, unit tangent vector.
- Get familiar with concepts of Integration of vectors, theorems of Stock, Green and Gauss.
- Apply the principles of Asymptotes, multiple points, curve tracing in real situations.
- Learn the Matrices, system of linear equations, Gauss elimination method, Linear span, linear.

Unit-1

- Continuity and differentiability of vector functions, unit tangent vector, gradient, directional derivatives, tangent plane and normal line, divergence and curl of a vector field.

Unit-2

- Integration of vectors, theorems of Stock, Green and Gauss (statement and verification only), application to area.

Unit-3

- General Equation of Second Degree, Polar Equation of a Conic, Sphere, Cone and Cylinder.

Unit-4

- Matrices, System of Linear Equations, Gauss Elimination Method, Elementary matrices, Invertible matrices, Gauss-Jordan method for finding inverse of a matrix, determinants, basic properties of determinants, Cofactor expansion, determinant method for finding inverse of a Matrix, Cramer's Rule, Vector Space, Subspace, Examples.

Unit-5

- Linear span, linear Independence and dependence, Theory of Equations, solutions of cubic and biquadratic Equations, Linear transformation, Kernel and Range of a linear map, Rank-Nullity Theorem, Rank of a Matrix, Row and Column spaces, Eigen values, Eigen vectors.

Textbooks and Reference

- Apostol, T. M. (2007). *Calculus, Volume I, One-Variable Calculus, with an Introduction to Linear Algebra* (Vol. 1). John Wiley & Sons.
- Demmel, J. W. (1997). *Applied numerical linear algebra*. Society for Industrial and Applied Mathematics.
- G.B. Thomas, R. Finney (1995). *Calculus and Analytic Geometry*. Addison-Wesley.
- Halmos, P. R. (2017). *Finite-dimensional vector spaces*. Courier Dover Publications.
- Morgan, A. (2009). *Solving polynomial systems using continuation for engineering and scientific problems*. Society for Industrial and Applied Mathematics.
- Noble, B., & Daniel, J. W. (1977). *Applied linear algebra* (Vol. 3). Englewood Cliffs, NJ: Prentice-Hall.
- Stewart, J. (2012). *Calculus 7th edn* (Belmont, CA: Brooks/Cole).
- Stewart, J. (2012). *Essential calculus: Early transcendentals*. Cengage Learning.
- Strang, G. (2009). *Introduction to Linear Algebra*, 4th edn. Wellesley, MA: Wellesley.
- Strang, G., Strang, G., Strang, G., & Strang, G. (1993). *Introduction to linear algebra* (Vol. 3). Wellesley, MA: Wellesley-Cambridge Press.
- Thomas, G. B. (1968). *Calculus and analytic geometry* (No. 04; QA303, T4 1968.).
- Trefethen, L. N., & Bau III, D. (1997). *Numerical linear algebra* (Vol. 50). Siam.
- Wylie, C. R., Barrett, L. C., & Wylie, C. R. (1960). *Advanced engineering mathematics*. Wiley Eastern

(CODE: BSCBED210)
GENERAL HINDI/सामान्य हिन्दी

Maximum Marks: 100

External: 70

Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

अधिगम सम्प्राप्तिया

- विद्यार्थी हिन्दी साहित्य के इतिहास एवं लेखन परम्परा की गद्य-पद्य शैली से परिचित हो सकेंगे।
- हिन्दी साहित्य के प्रमुख कवियों एवं रचनाकारों की विस्तृत जानकारी प्राप्त कर सकेंगे।
- विद्यार्थी हिन्दी साहित्य की भाषा के साथ भारत सम्यता एवं संस्कृति को जान सकेंगे।
- आदि काल की हिन्दी साहित्य की रचनाओं की समकालीन प्रमुख रचनाओं से तुलनात्मक अध्ययन प्राप्त करेंगे।
- हिन्दी साहित्य के गद्य पद्य शैली द्वारा विभिन्न विकाशात्मक प्रवृत्तियों की जानकारी प्राप्त कर सकेंगे।
- हिन्दी साहित्य के प्रमुख रचनाओं एवं उनके कालों की जानकारी प्राप्त कर सकेंगे।
- हिन्दी साहित्य के व्याकरण एवं भाषागत विकास को समझ सकेंगे।
- विद्यार्थी हिन्दी साहित्य के विभिन्न पारिभाषित शब्दों एवं प्रारूप से परिचित हो सकेंगे।
- हिन्दी भाषा एवं साहित्य के प्रति सकारात्मक अभिरुचि एवं वृत्तियों का विकास हो सकेगा।

इकाई- 1

साहित्य खण्ड -

(क) गद्य भाग :-

निर्धारित रचनाएँ :-

- | | |
|--------------------------------------|-----------------------------|
| • भारतवर्ष की उन्नति कैसे हो सकती है | - भारतेन्दु |
| • मेरा जीवन | - प्रेमचन्द |
| • मजदूरी और प्रेम | - पूर्ण सिंह |
| • भारतीय संस्कृति की देन | - हजारी प्रसाद द्विवेदी |
| • सोना | - महादेवी वर्मा (रेखाचित्र) |
| • राष्ट्रपिता महात्मा गांधी | - मुक्तिबोध |
| • सवालों की नोक पर | - मोहन राकेश |
| • गर्दिश के दिन | - गुलशेर अहमद खान 'शानी' |
| • निन्दा रस | - हरिशंकर परसाई (व्यंग्य) |
| • नेता नहीं नागरिक चाहिए | - रामधारी सिंह दिनकर |
| • आज भी खरे हैं तालाब | - अनुपम मिश्र |

इकाई- 2

(ख) पद्य भाग :- निर्धारित रचनाएँ :-

- | | |
|--------------------------------|------------------------------|
| • अयोध्यासिंह उपाध्याय 'हरिऔध' | - कर्मवीर |
| • मैथिलीशरण गुप्त | - भूलोक का गौरव (भारत-भारती) |

(भूलोक का गौरव...आज भी कुछ खड़े हैं।)

संदेश यहाँ मैं नहीं स्वर्ग का लाया (साकेत-आठवाँ सर्ग)

(निज रक्षा का अधिकार.....उच्च फल जैसा।)

- | | |
|--------------------------------|----------------------------|
| • सूर्यकान्त त्रिपाठी 'निराला' | - तोड़ती पत्थर |
| • जयशंकर प्रसाद | - अरुण यह मधुमय देश हमारा, |

(चन्द्रगुप्तसे)
हमारा प्यारा भारतवर्ष
(स्कन्दगुप्त से)

- | | |
|------------------------|---|
| • सुभद्रा कुमारी चौहान | -झोंसी की रानी |
| • हरिवंशराय बच्चन | - पथ की पहचान |
| • शिव मंगल सिंह सुमन | - परिचय (हिल्लोल से) |
| • केदार नाथ अग्रवाल | - जब-जब मैंने उसको देखा, धरती उस किसान की |

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अधिष्ठाता
शिक्षा संकाय
आई.ए.एल.ई. (मानित विश्वविद्यालय)
गौरी गिरि, रावदार

Knowledge and Curriculum
(CODE: BSCBED-251)

Maximum Marks: 100

External: 70

Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcome: After completion of the course, student-teachers will be able -

- To understand concept & the process of knowledge generation and their linkage with society.
- To critically analyse various/ curriculum textbook
- To identify various dimensions of the curriculum and their relationship.
- To identify relationship between the curriculum framework and syllabus.
- To understand the relationship between ideology and the curriculum.

Unit –I Knowledge Generation

- Meaning Concept & nature of knowledge
- Distinction between Data, knowledge, Information and skill Teaching and Training, Knowledge and information, reason and belief.
- Process of Knowledge generation: Local window, Sharing, practice & creation.
- Various structures of society and knowledge and their linkage and relationship.

Practicum/Field Work

- The mentor will help the students to make the critical analysis of a lesson prescribed in the text book.
- Conduct a play on journey of knowledge on any one issue/innovation/Discovery such as aeroplane or bio-computer.
- Make use of full presence of students and staff for impressive performance.
- Analysis of social myths in the light of scientific values and culture, life skills etc.

Unit –II Concept & Type of Curriculum

- Knowledge as the bases of curriculum
- Curriculum: Meaning, concept, nature component and its basis.
- Type of curriculum: Explicit, hidden, absent or null curriculum.
- Syllabus, curriculum& co-curriculum.

Practicum/Field Work

- Identified the transaction of curriculum in a prescribed text book.
- Organize child Centered activity for enhancement of children education and values. (Gandhian/ Ravindra thoughts.)

Unit- III Features of Curriculum Framework

- The salient features of National Curriculum Framework 2005 and NCFTE 2010 and analysis of these documents with respect to various aspects of foundations, concerns and the changes made with important considerations.

Practicum/Field Work

- Make a comparative Analysis of curriculum of school at any one level in the light of NCF 2005.
- Prepare Project on NCF 2005.
- Organize an orientation program for school teachers on NCF 2005 and NCFTE 2010.

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अधिष्ठाता
शिक्षा संकाय
आई.ए.एस.ई. (मानविक विश्वविद्यालय)
गांधी विद्या मंदिर, सरदारवाड़ा

Teaching & Learning
(CODE: BSCBED-252)

Maximum Marks: 100

External: 70

Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcome: After completion of the course, student-teachers will be able -

- To develop scientific attitude for the process of teaching & learning.
- To develop understanding about the relationship of cognitive, social and emotional development with learning process.
- To provide an overall view on teaching & learning style and ideas to enhance these activities.
- To make aware about teaching skills, components and parameters of effective teaching.
- To relate various Psychological domains of Teaching & Learning.
- To effect use of ICT in teaching & learning process.

Unit -1 Psychological domains of Teaching & Learning

- Cognitive psychology: - meaning, concept, important, domains and its relationship with learning & teaching.
- Social development – meaning, importance, social process and its effect on teaching & learning, theory of social construction.
- Emotional development: - meaning, process, need to study and its effect on teaching and learning process.
- Spiritual development: - meaning, concept, important, domains and its relationship with learning & teaching.

Practicum/Field Work

- Critical analysis of School situation in terms of its role in promoting learner's cognitive and non-cognitive learning outcome and report on entire activities.
- Preparation of learner's profile based on cognitive and non cognitive characteristics of two adopted students.

Unit-2 Effective Teaching

- Effective Teaching: Meaning, Component and Parameters of Effective Teaching, Identification of Teaching Skills, Principles of Teaching, Classroom instruction strategies, Teacher as a Learner, Responsibilities of Teacher.
- Teaching for culturally diverse students, theory of culturally relevant pedagogy.
- Values and personal relationship between Teachers and Learners, relationship among learners, self-esteem and freedom experienced by learner.
- Teaching Models & factor effecting teaching & learning.

Practicum/Field Work

- A Survey based report on an effective Teacher behaviours or class room Instruction Strategies of effective Teacher.
- Prepare academic schedule of student after analysis of school diary of student and used its implementation. Analysis of record or Teaching and Learning.

Unit-3 Learning

- Learning – meaning, and characteristics, learning factors, influencing factors, kind of learning, tradition and changes in view of the learning process a shift from teaching to learning.

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अभिज्ञान
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गौरी विद्या मंदिर, सरदारवाड़ा

Health and Physical Education
(CODE: BSCBED-253)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning outcome: After completion of the course, student-teachers will be able -

- To develop positive attitude towards health as individual and be collectively responsible to achieve it.
- To know their health status, identify health problems and be informed for taking remedial measures.
- To generate awareness about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries.
- To learn and to form right habits about exercise, games and sports, sleep, rest and relaxation.
- To sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development.
- To understand various policies and programmes related to health, physical education and Yoga.
- To understand the process of assessment of health and physical fitness.

UNIT – I

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children.
- Physical Education- Meaning, concept and importance.
- Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.

Practicum/Field Work

- Analysis various text book in light of health education. Prepare report.
- Prepare an awareness program on healthy life style of children or adolescence.

UNIT – II

- The body system-skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their Functions/
- Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, preservation of food value during cooking, indigenous and modern ways to preserve food, shift in food practices food and waterborne and deficiency diseases and prevention.

Practicum/Field Work

- Ask school student to prepare a first aid box and conduct a training program on first aid treatment of injury.
- Conduct an awareness program in community on preservation of food value during cooking.

UNIT – III

- Safety and security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment.
- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defence activities.

Mandla
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B.Sc.B.Ed-II
Group B: Core Course
PHYSICS
PAPER I: ELECTRICITY AND MAGNETISM
(CODE: BSCBED-254 a I)

Maximum Marks: 50

External Marks: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes -After completion of the course, student-teachers will be able to-

- Acquire a broad conceptual framework of electromagnetic phenomenon.
- Evaluating and understanding the difference between steady and alternating current.
- Get familiar with concepts of force on a moving charge.
- Apply their Knowledge of Magnetic Fields of Matter in higher study.

Unit – I

- Coulomb's law, calculations of E for simple distributions of charges at rest, dipole and quadrupole fields, Work done on a charge in an electrostatic field, conservative nature of the electrostatic field, Electric potential, relation between electric field and electric potential, torque on a dipole in a uniform electric field and its energy, flux of the electric field, Gauss's law and its application for finding E for symmetric charge distributions, Gaussian pillbox, Fields at the surface of conductor, Screening of E field by a conductor, capacitors, electrostatic field energy, force per unit area of the surface of conductor in an electric field, conducting sphere in a uniform electric field, point charge in front of a grounded infinite conductor.

Unit –II Dielectrics

- Parallel plate capacitor with a dielectric, dielectric constant, polarization and polarization vector, displacement vector D, molecular interpretation of Clausius – Mossotti equation, boundary conditions satisfied by E and D at the interface between two homogenous dielectrics: illustration through simple examples.

Unit –III Electric Currents (steady and alternating)

- Steady current, current density J, non-steady currents and continuity equation, Kirchoff's law and analysis of multiloop circuits, rise and decay of current in LR and CR circuits, decay constants, transients in LCR circuits, AC circuits, complex numbers and its application in solving AC circuit problems, complex impedance and reactance, Measurement of capacitance using impedance at different frequencies, series and parallel resonance, Q factor, power consumed by an AC circuit, power factor, Y and Π networks and transmission of electric power.

Unit-IV Magneto statics

- Force on a moving charge: Lorentz force, equation and definition of B, force on a straight conductor carrying current in a uniform magnetic field, Torque on a current loop, magnetic dipole moment, angular momentum and gyromagnetic ratio. Motion of charged particles in electric and magnetic fields. Linear accelerator, E as deflecting field – CRO, sensitivity. Transverse B field, curvatures of tracks for energy determination of nuclear particles, principle of a cyclotron. Mutually perpendicular E and B fields- mass spectrograph, velocity selector, its resolution. Response curve for LCR circuit and resonance frequency, quality factor.

Unit – V Magnetic Fields in Matter

- Biot-Savart law, calculation of H in simple geometrical situations, Ampere's Law, the divergence and curl of B, field due to a magnetic dipole, magnetization current, magnetization vector, magnetic permeability (linear cases), interpretation of a bar magnet as a surface distribution of solenoidal current, the field of a magnetized object.

Textbooks and references

- Griffith, D. J., & Ruppiner, G. (1981). *Introduction to electrodynamics*. Prentice-Hall of India). Reitz and Milford; *Electricity and Magnetism* (Addison-Wesley).
- Halliday and Resnik (2010). *Physics*, Vol-2 (Wiley Eastern)

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Nashik
श्री. विद्या संकाय
आई.एस.ई. (नियुक्ति विधि)
मॉडी विद्या संस्था

CC – 1 (III) - Paper III
OPTICS AND LASERS
(CODE: BSCBED-254 a III)

Maximum Marks: 50

External Marks: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to -

- Know the background, properties of matter and electromagnetic waves.
- Get familiar with concepts of scalars and vectors.
- Apply the principles of Construction, Working principle and Applications of laser induction in real situations.
- Learn the Interference of a light, optics, Polarization and Optical Rotation and lasers.

Unit I Optics

- **Aberration in images:** Chromatic aberrations, achromatic combination of lenses in contact and separated lenses, Monochromatic Aberration and corrections, aplanatic points of a spherically refracting surface and sphere, oil immersion objectives, meniscus lens.
- **Optical instruments:** Entrance and exit pupils, Need for a multiple lens, eyepiece, common types of eyepieces.

Unit – II

- **Interference of a light:** Division of wavefront and division of amplitude, The principle of superposition, two-slit interference, Fresnel biprism, thin film interference, Newton's rings, application of interference in determination of wavelength and precision measurements.
- **Haidinger fringes:** fringes of equal inclination, Michelson interferometer, its application for precision determination of wavelength, wavelength difference and the width of spectral lines, Intensity distribution in multiple beam interference, Fabry-Perot interferometer.

Unit - III

- **Fresnel diffraction:** Fresnel half-period zones, Types of zone plates, Circular aperture, Circular disc, Diffraction at a straight edge, Construction and working principle of Zone plate and its application as a lens.
- **Fraunhofer diffraction:** Phasor diagram, Diffraction at a single slit, double slits & N parallel slits and their intensity distribution, plane diffraction grating, reflection grating and blazed grating, Concave grating and different mountings, diffraction at a circular aperture.
- Rayleigh criterion of Resolution, resolving power of Telescope, Microscope, Grating and Prism.

Unit IV

- **Polarization and Optical Rotation:** Meaning and representation of Polarized light, Types of polarized light, Production of Polarized light, Brewster law, Malus law, double refraction, Phase retardation plates, Analysis of Polarized light as plane polarized, circularly polarized and Elliptically polarized light, Rotation of plane of polarization, Specific rotation and its experimental determination, Polarimeter (Laurent and Biquartz).

Unit – V

- **Lasers:** Laser system, Radiative and Non-radiative Transition mechanisms, Basic necessity for a Lasing device, Purity of a spectral line, coherence length and coherence time, spatial coherence of a source, Einstein's A and B coefficients, Spontaneous and Induced emissions, conditions for laser action, population inversion.
- Construction, working principle and Applications of Ruby laser, He-Ne Laser and

CC 2 (I) Paper-I
INORGANIC CHEMISTRY
(CODE: BSCBED-254 b I)

Maximum Marks: 50

External Marks: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Note: The paper is divided in five independent units. Two questions will be set from each unit. The candidates are required to attempt one question from each unit.

Learning outcomes -After completion of the course, student-teachers will be able to -

- Know the background, properties of organometallic compounds.
- Get familiar with concepts of coordination compounds, chemistry of lanthanide and actinides.
- Apply the principles of thermodynamics stability of metal complexes and factors affecting the stability.
- Learn the Stability of Metal complexes and Oxidation Reduction.

Unit – I Coordination Compounds

- Werner's coordination theory and its experimental verification, effective atomic number concept, chelates, nomenclature of coordination compounds, isomerism in coordination compounds, valence bond theory of transition metal complexes. Limitations of valence bond theory, an elementary idea of crystal field theory, crystal field splitting in octahedral, tetrahedral and square planar complexes, factors affecting the crystal-field parameters.

Unit- II Chemistry of Lanthanide and Actinides

- **Chemistry of Lanthanide:** Occurrence and separation, Electronic structure, oxidation states and ionic radii and lanthanide contraction, spectral and magnetic properties, complex formation and applications.
- **Chemistry of Actinides:** Electronic configuration, oxidation states, actinide contraction, complex formation spectral and magnetic properties, applications. Chemistry of separation of Np, Pu and Am from Uranium, similarities between the later actinides and later lanthanides.

Unit-III Organometallic compounds

- Definition, nomenclature and classification of organometallic compounds, Preparation, properties, bonding and applications of alkyls and aryls of Li, Al, Hg, Sn and Ti, a brief account of metal-ethylene complexes and homogenous hydrogenation.

Unit - IV Carbonyls and Nitrosyls

- **Metallic carbonyls:** Metallic carbonyls General methods of Preparation, general properties, structure and nature of Metal carbonyls, bonding in carbonyls, Effective atomic number (EAN) rules as applied to metallic carbonyls. 18-electron rules applied to metallic carbonyls. Preparation, properties and structure of nickel tetracarbonyl, iron penta carbonyls, chromium hexa carbonyls, dimanganese deca carbonyl, dicobalt octa carbonyl.
- **Metallic nitrosyls:** Some metallic nitrosyls: Metal nitrosyl carbonyls, metal nitrosyl halides, sodium nitroprusside (Preparation properties, structures and uses) structure and nature of M-N bonding in nitrosyl. Effective atomic number (EAN) rules as applied to metallic nitrosyls.

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CC 2 (II) - Paper II
ORGANIC CHEMISTRY
(CODE: BSCBED-254 b II)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to:-

- Know the background, properties of Fundamentals of Organic Chemistry.
- Get familiar with concepts of isomerism and Types of isomerism.
- Apply the principles of IUPAC nomenclature of branched and unbranched alkanes.
- Learn the Cycloalkenes, Dienes, Alkynes.

Unit I: Fundamentals of Organic Chemistry

- **Structure and Bonding:** Hybridization, bond lengths and bond angles, bond energy, localized and delocalized chemical bonding, van der Waals interactions, inclusion compounds, clathrates, charge transfer complexes, resonance, hyperconjugation, aromaticity, inductive and field effects, hydrogen bonding.
- **Mechanism of Organic Reactions:** Curved arrow notation, drawing electron movements with arrows, half-headed and double-headed arrows, homolytic and heterolytic bond breaking, Types of reagents – electrophiles and nucleophiles, Types of organic reactions, Energy considerations. Reactive intermediates – Carbocations, carbanions, free radicals, carbenes, arynes and nitrenes (with examples). Assigning formal charges on intermediates and other ionic species. Methods of determination of reaction mechanism (product analysis, intermediates, isotope effects, kinetic and stereochemical studies).

Unit II: Stereochemistry of Organic Compounds

- Concept of isomerism, Types of isomerism; Optical isomerism – elements of symmetry, molecular chirality, enantiomers, stereogenic center, optical activity, properties of enantiomers, chiral and achiral molecules with two stereogenic centers, diastereomers, threo and erythro diastereomers, meso compounds, resolution of enantiomer, inversion, retention and racemisation.
- Relative and absolute configuration, sequence rules, D & L and R & S systems of nomenclature.
- Geometric isomerism – determination of configuration of geometric isomers, E & Z system of nomenclature, geometric isomerism in oximes and alicyclic compounds.
- Conformational isomerism – conformational analysis of ethane and n-butane; conformations of cyclohexane, axial and equatorial bonds, conformation of mono substituted cyclohexane derivatives, Newman projection and Sawhorse formulae; Fischer and flying wedge formulae, Difference between configuration and conformation.

Unit III: Alkanes, Cycloalkanes and Alkenes

- Alkanes: IUPAC nomenclature of branched and unbranched alkanes, the alkyl group, classification of carbon atom in alkanes, Isomerism in alkanes, sources, methods of formation (with special reference to Wurtz reaction, Kolbe reaction, Corey-House reaction and decarboxylation of carboxylic acids), physical properties and chemical reactions of alkanes, Mechanism of free radical halogenation of alkanes: orientation, reactivity and selectivity.

CC 2 (III) - Paper III
PHYSICAL CHEMISTRY
(CODE: BSCBED-254 b III)

Maximum Marks: 50

External Marks: 40

Internal: 10 Marks (in which two tests of 5-5 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to:-

- Know the background, properties of Fundamentals of thermodynamics.
- Get familiar with concepts of Chemical Kinetics and Catalysis.
- Apply the principles laws of thermodynamics and thermo chemistry.
- Learn the Electrical transport-conduction in metals and in electrolyte solutions, conductance.

Unit- I Thermodynamics-I

- **Thermodynamics:** Definition of thermodynamic terms: system, surrounding etc. Types of systems, intensive and extensive properties, State and path functions and their differentials. Thermodynamic process, Concept of heat and work. First Law of Thermodynamics: Statement, definition of internal energy and enthalpy. Heat capacity, heat capacities at constant volume and pressure and their relationship. Joule's law- Joule-Thomson coefficient and inversion temperature. Calculation of w , q , dU , & dH for the expansion of ideal gases under isothermal and adiabatic conditions for reversible process.
- **Thermo chemistry:** standard state, standard enthalpy of formation- Hess's Law of heat summation and its applications. Heat of reaction at constant volume. Enthalpy of neutralization. Bond dissociation energy and its calculation from thermo-chemical data, temperature dependence of enthalpy, Kirchhoff's equation.

Unit II: Thermodynamics – II

- **Thermodynamics:** Second law of thermodynamics: need for the law, different statements of the law. Carnot cycle and its efficiency, Carnot theorem. Thermodynamic scale of temperature.
- Concept of entropy: entropy as a state function, entropy as a function of V & T , entropy as a function of P & T , entropy change in physical change, Clausius inequality, entropy as a criterion of spontaneity and equilibrium. Entropy change in ideal gases and mixing of gases.
- Third law of thermodynamics: Nernst heat theorem, statement and concept of residual entropy, evaluation of absolute entropy from heat capacity data. Gibbs and Helmholtz functions; Gibbs function (G) and Helmholtz function (A) as thermodynamic quantities, A & G as criteria for thermodynamic equilibrium and spontaneity, their advantage over entropy change. Variation of G with A with P , V and T .

Unit - III Electrochemistry-I

- Electrical transport-conduction in metals and in electrolyte solutions, specific conductance and equivalent conductance, measurement of equivalent conductance, variation of equivalent and specific conductance with dilution.
- Migration of ions and Kohlrausch law, Arrhenius theory of electrolyte dissociation and its limitations, weak and strong electrolytes, Ostwald's dilution law its uses and limitations.
- Debye-Huckel-Onsager's equation for strong electrolytes (elementary treatment only). Transport number, definition and determination by Hittorf method and moving boundary method.

PRACTICALS

Time – 4 hours

Maximum Marks- 50

Inorganic Chemistry

Quantitative Analysis: Volumetric Analysis-

- Determination of acetic acid in commercial vinegar using NaOH.
- Determination of alkali content – antacid tablet using HCl.
- Estimation of calcium content in chalk as calcium oxalate by permanganometry.
- Estimation of ferrous and ferric by dichromate method.
- Estimation of copper using thiosulphate.

Organic Chemistry

Qualitative Analysis

- Detection of extra elements (N, S and halogens), solubility behaviour and functional groups (Alcoholic, phenolic, carboxylic, carbonyl, esters, carbohydrates, amines, amides, nitro and anilide) in simple organic compounds.
- Identification of an organic compound through the functional group analysis and preparation of suitable derivatives.
- **Physical Chemistry**
- Determination of the **transition temperature** of the given substance by thermometric/dilatometric method (e.g. $\text{MnCl}_2 \cdot 4\text{H}_2\text{O}$ / $\text{SrBr}_2 \cdot 2\text{H}_2\text{O}$).
- **Phase Equilibrium**
- Study of the effect of a solute (e.g. NaCl, succinic acid) on the critical solution temperature of two partially miscible liquids (e.g. phenol-water system) and to determine the concentration of that solute in the given phenol-water system.
- Construction of the phase diagram of two component (e.g. diphenylamine, benzophenone) system by cooling curve method.
- **Thermo chemistry**
- Determination of the solubility of benzoic acid at different temperatures and to determine ΔH of the dissolution process.
- Determination of the enthalpy of neutralization of a weak acid/weak base versus strong base/strong acid and determine the enthalpy of ionization of the weak acid/weak base.
- Determination of the enthalpy of solution of solid calcium chloride and calculate the lattice energy of calcium chloride from its enthalpy data using Born Haber cycle.
- **Distribution Law**
- Determination of the distribution coefficient for the distribution of iodine between water and CCl_4 .
- Study the distribution of benzoic acid between benzene and water.

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CC – 3 (II) -PAPER II:
ANIMAL PHYSIOLOGY AND ENDOCRINOLOGY
(CODE: BSCBED-254 c II)

Maximum Marks: 50

External Marks: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes -

- To enable students to comprehend the modern concepts of physiological aspects on various organs and systems of animals and human being to comprehend chemical nature, biological molecules and physiological roles.

Unit-I

- Physiology of digestion: Chemical nature of food stuff (including micronutrients), various types of digestive enzymes and their digestive action in the alimentary canal, role of GI hormones in digestion, mechanism of absorption of digested food.
- Physiology of respiration: Mechanism and control of breathing, exchange of gases transport of respiratory gases (oxygen and carbon dioxide)

Unit-II

- Physiology of blood circulation
- Composition and function of blood.
- Blood groups (ABO and Rh)
- Blood coagulation – factors, mechanism, theories and anticoagulants.
- Origin, conduction and regulation of heart beat in mammals.
- Cardiac cycle, ECG

Unit-III

- Nerve physiology: structure and types of neuron, origin and conduction of nerve impulse, Synapse-structure, types, properties and signal transmission through synapses.
- Muscle physiology: Ultra-structure and mechanism of contraction of skeletal muscle, summation and fatigue.

Unit-IV

- Physiology of Excretion: Nitrogenous wastes, anatomy of mammalian kidney, structure of nephron, mechanism of urea and urine formation (including hormonal regulation)
- Osmoregulation
- Physiology of Reproduction: hormonal control of male and female reproduction, implantation, parturition and lactation in mammals Reproductive cycles

Unit-V

Endocrinology

- Hormones: Classification, properties of hormones.
- Mechanism of hormone action (peptide and steroid hormones)
- Endocrine glands:
- Pituitary gland: Location, anatomy and functions of hormones with hypothalamic regulation
- Thyroid gland: Location, anatomy, synthesis and function of T3 & T4
- Adrenal gland, Islets of Langerhans, Testes and Ovaries

Textbooks and References

- Guyton and hall (2013), *A text book of Medical physiology*, Elsevier Pub (South Asia)
- Schmidt – Nielson, (2013). *Animal Physiology*, 5thed, Cambridge Pub

CC – 3 (III) -Paper III
EVOLUTION AND PALEONTOLOGY
(CODE: BSCBED-254 c III)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to:-

- Know about Origin of life, Molecular basis of evolution and Variation.
- Get familiar with concepts of species/subspecies/sibling, Isolation, Embryology and Paleontology.
- Apply the Theories of evolution in understanding of real life.
- Learn the Mimicry and protective coloration.

Unit –I

- Origin of life (Abiogenesis and biogenesis) Evidence in favor of evolution: Evidences from morphology and comparative anatomy, Embryology and Paleontology.
- Molecular basis of evolution.

Unit –II

- Theories of evolution: Lamarckism, inheritance of acquired characters and Neo-Lamarckism. Darwinism, theory of natural selection and Neo Darwinism. Mutation theory of Hugo de Vries. Weismann theory of germplasm. Recapitulation theory.

Unit –III

- Variation: Kinds, sources of variation, origin of new mutations.
- Isolation: Definition, mechanism and role of isolation in evolution.
- Adaptation: Introduction, kinds (structural, physiological and protective) of animal associations, divergent evolution, convergent evolution, evolutionary significances of adaption.

Unit –IV

- Origin of species: Concept of species/subspecies/sibling. Specie, Factors causing genetic divergence in the population of species, genetic drifts, BottleNeck effect founder's effect.
- Mimicry and protective coloration: Definition, kinds, condition necessary for mimicry, significance.
- Zoogeographical distribution of animals, geological time scale, eras origin and evolution of amphibian, reptiles, birds and mammals.

Unit –V

- Introduction, formation, kinds, determination of age of fossil and its significance.
- Dinosaurs, fossil evidence & reasons for extinction of dinosaurs.
- Evolution of man: Time of origin, compelling causes, ancestor of man evolution from apes and evolutionary trends.

Textbooks and References

- Becker, J. B., Breedlove, S. M., Crews, D., & McCarthy, M. M. (Eds.). (2002). *Behavioral endocrinology*. Mit Press.
- Blackwelder, R. E., & Blackwelder, R. E. (1967). *Taxonomy: a text and reference book* (No. QL351 B54). New York: Wiley.
- Cope, E. D. (1904). *The primary factors of organic evolution*. Open Court.
- Darlington, C. D. (1969). *The evolution of man and society* (p. 69ff). New York: Simon and Schuster.
- Gilbert, W. (1986). *Origin of life: The RNA world*. *Nature*, 319(6055), 618-618.
- Haeckel, E. (1897). *The evolution of man* (Vol. 1). D. Appleton.
- Harvey, P. H., & Pagel, M. D. (1991). *The comparative method in evolutionary biology* (Vol. 239). Oxford: Oxford university press.
- Küppers, B. O. (1990). *Information and the Origin of Life*. Mit Press.

Practical

Duration: 4 hrs.

Maximum Marks - 50

Learning outcome: -

- To develop in the student the skills of staining and mounting of materials (temporary and permanent) and of dissection, display and labeling as per UGC guidelines; Cadaver or otherwise collection, preservation, mounting, identification and labeling of specimens as per UGC guidelines: Field observation of animals. To enable students to develop the skills of hematology and endocrinology.

Course Content

- Study of Museum specimen with respect to levels and patterns of organization, biosystematics, biodiversity, adaptations, development stages, population dynamics, ecological implications etc.
- Hemichordata: *Balanoglossus*
 - *Urochordata: Herdmania, Pyrosoma*
 - *Cephalochordata: Petromyzon, Myxine*
 - *Cyclostomata: Petromyzon, Myxine*
 - *Pisces: Scoliodon, Sphyrna, Torpedo, Pristis, Trygon, Lepidosteus, Clarias, Ophiocephalus, Anabas, Exocoetus, Hippocampus, Tetradon, Protopterus*
 - *Amphibia: Ichthyophis, Necturus, Proteus, Ambystoma, Axolotl larva, Triturus, Amphiuma, Alytes, Bufo.*
 - *Reptilia: Testudo, Trionyx, Sphenodon, Hemidactylus, Draco, Calotes, Chamaeleon, Varanus, Heloderma, Typhlops, Eryx, Hydrophis, Viper, Bungarus, Naja, Alligator,*
 - *Aves: Pavo, Columba, Psittacula, Passer, Corvus, Archaeopteryx.*
 - *Mammals: Ornithorhynchus, Echidna, Macropus, Loris, Manis, Rattus.*

Study of Permanent Sildes

- *Balanoglossus*: T.S. of proboscis, collar region and trunk
- *Amphioxus*: T.S. of oral hood, pharynx.
- *Mammals*: T.S., skin, Stomach, Duodenum, Ileum, liver, Pancreas, spleen, lung, kidney, Testis, Ovary.

Osteology

- Study of skull bone of Frog, Varanus, Bird and Rabbits.
- Study of vertebral of Frog, Varanus, Bird and Rabbit.
- Study of girdles, forelimb and hind limb bones of Frog, Varanus, Bird and Rabbit.
- Dissections and/or its demonstration through Charts / Models/Video/CD/digital alternatives etc and/or preparation of working
- Models of the different system of the following animals.
- *Scoliodon*: Afferent brachial systems, efferent branchial system, cranial nerves and internal ear.
- Frog: Anatomy, digestive, system, Urino-genital system
- Permanent /Temporary preparation of the following:-
- Scales: Placoid, Cycloid
- Blood film of any vertebrate
- Filoplumes of birds


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CC-4 BOTANY
CC-4(I) PAPER -1: Diversity of Seed Plants
(Gymnosperm & angiosperm and plant breeding)
(CODE: BSCBED-254 d I)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to:-

- Know about Characteristics, Origin and evolution of seed plants.
- Get familiar with General features of gymnosperms.
- Apply the principles of Asymptotes, multiple points, curve tracing in real situations.
- Learn Morphology and anatomy of vegetative and reproductive parts.

Unit – I

- Characteristics of seed plants; (Gymnosperm & Angiosperm), Homospory, Heterospory & origin of Seed Plants; Fossil and Living seed Plants; Fossil Gymnosperms. (williamsonia)

Unit – II

- Angiosperms: Origin and Evolution; Primitive Angiosperms Diversity in Plant Forms-annuals, Biennials and Perennials; Convergence of Evolution of Tree Habit in Gymnosperms, Monocotyledons and di-cotyledons, Trees-Largest and Longest-Lived Seed Plants.

Unit –III

- General features of Gymnosperms, Distribution and Their Classification; Morphology and Anatomy of Vegetative and Reproductive Parts and Life Cycle of *Cycas*.

Unit – IV

- Morphology and Anatomy of Vegetative and reproductive Parts and life cycle of *Pinus* and *Ephedra*, Economic importance of Gymnosperms

Unit – V

- Principles of Plant breeding. Methods of Breeding Introduction and Acclimatisation, Selection (mass, pureline, and clonal), Hybridization, pedigree analysis, Hybrid vigour, use of mutation and Polyploidy in breeding.

Suggested Readings

- Bhatnagar, A.P. and Moitra, A. (1996). *Gymnosperms*. New Delhi: New Age International Limited.
- Gifford, E.M. and Foster, A.S. (1988). *Morphology and Evolution of Vascular Plants*. New York: W. H. Freeman & Company.
- Singh, D. (2009). *Diversity and Systematics of Seed Plants*. Jaipur: Rastogi Publications.
- Sporne, K.R. (1965). *The Morphology of Gymnosperms*. London: Hutchinson & Co. (Publishers) Ltd., London.
- Stewart, W. M. (1983). *Paleobotany and the Evolution of Plants*. Cambridge University Press. Cambridge.
- Van Balgooy, M. M. J. (1997). *Malesian seed plants* (Vol. 1). Rijksherbarium/ Hortus Botanicus.

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CC-4 (II) PAPER – II:
Systematics of Angiosperms
(CODE: BSCBED-254 d II)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to:-

- Know about the Continuity and differentiability of vector functions, unit tangent vector.
- Get familiar with concepts of artificial, natural and phylogenetic system of classification.
- Apply the principles of Principles and rules of ICBN in real situations.
- Learn the Botanical Nomenclature.
- Develop Herbarium and identified on the bases of diversity of flowering plants as illustrated by members of the families.

Unit – I

- Angiosperm taxonomy: Brief history, aims and fundamental concepts of artificial, natural and phylogenetic system of classification, Bentham & Hooker, Engler & Prantle and Hutchinson, system of classification.
- Herbarium; Tools and techniques, important herbaria and botanical gardens of India and their importance.

Unit – II

- Botanical Nomenclature: Principles and rules of ICBN, type of concept, taxonomical categories, principle of priority, identification keys, floras.

Unit – III

- Diversity of flowering plants as illustrated by members of the families – Rutaceae, Fabaceae (Lotoidae, Caesalpinoidae, Mimosoidae) Apiaceae.

Unit – IV

- Diversity of Flowering plants as illustrated by members of the families – Apocynaceae, Asclepiadaceae, Asteraceae, Solanaceae, Lamiaceae.

Unit – V

- Diversity of flowering plants as illustrated by members of the families – Cucurbitaceae, Euphorbiaceae, Liliaceae, Poaceae.

Suggested Readings

- Davis, P.H. and Heywood, V.H. (1963). Principles of Angiosperm Taxonomy. Oliver and Boyd, London.
- Heywood, V.H. and Moore, D.M. (eds) (1984). Current Concepts in Plant Taxonomy. Academic Press. London.
- Jaffrey, C. (1982). an Introduction to Plant Taxonomy, Cambridge University Press, Cambridge, London.
- Jones, S.B., Jr. and Luchsinger, A.E. (1986). Plant Systematics (2nd edition). Mc Graw-Hill Book Co., New York.
- Maheshwari, J.K. (1963). Flora of Delhi, CSIR, New Delhi.
- Radford, A.E. (1986). Fundamentals of Plant Systematics. Harper and Row, New York.
- Singh, F. (1999). Plant Systematics: theory and Practice. Oxford and IBH Pvt. Ltd., New Delhi.
- State, C.A. (1989). Plant Taxonomy and Biosystematics (2nd edition). Edward Arnold, London.

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CC-4(III) PAPER – III:
Plant Cell Biology Genetics and biostatics
(CODE: BSCBED-254 d III)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to:-

- Know about the Ultrastructure of cell and cell organelles.
- Get familiar with concepts of Chromosome organization and genetic expression.
- Apply the principles of Mendal's law of inheritance, Linkage and crossing over; allelic and non-allelic interactions in real situations.
- Learn the Nuclear and extra nuclear genetic material.

Unit – I

- Ultrastructure of cell and cell organelles; Cell wall, Plasma membrane, Golgi Complex, endoplasmic reticulum, Lysosomes, Ribosomes, peroxisomes, vacuoles, mitochondria, chloroplast, nucleus.

Unit – II

- Chromosome organization; Structure/Morphology, centromere and telomere; chromosome aberrations – deletions, duplication, inversions and translocations; Variations in chromosome number – aneuploidy, euploidy, sex chromosomes
- Cell division; Cell cycle and Mitosis and meiosis.

Unit – III

- Nuclear and extra nuclear genetic material: DNA structure; replication; DNA protein interaction; nucleosome model; genetic code; satellite and repetitive DNA; mitochondrial and plastid DNA; plasmid; gene mapping

Unit – IV

- Gene expression: Structure of gene; transfer of genetic information; proteins, structure and classification; transcription; translation; regulation of gene expression in prokaryotes and eukaryotes.

Unit – V

- Genetic inheritance: Mendelism, Mendal's law of inheritance, Linkage and crossing over; allelic and non-allelic interactions.
- Genetic variations: Mutations - spontaneous and induced; transposable genetic elements; DNA damage and repair.
- Mean, mode, median, χ^2 test, standard deviation, standard error

Suggested Readings

- Alberts, B., Bray, D., J., Raff, M., Roberts, K and Watson, I. D. (2001). *Molecular Biology of Cell*. New York, USA: Garland Publishing Co. Inc.
- Alberts, B., Johnson, A., Lewis, J., Raff, M., Roberts, K., & Walter, P. (2002). General principles of cell communication. In *Molecular Biology of the Cell. 4th edition*. Garland Science.
- Baserga, R. (1985). *The biology of cell reproduction*. Harvarc University Press.
- Gupta, P.K. (1999). *A Textbook of Cell and Molecular Biology*. Rastogi Publications, Meerut.
- Karp, G. (2009). *Cell and molecular biology: concepts and experiments*. John Wiley & Sons.

CC-5 Mathematics
CC-5 (I) Paper-I: Abstract Algebra
(CODE: BSCBED-254 e I)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Note:-The paper is divided in five independent units. Two questions will be set from each unit. The candidates are required to attempt one question from each unit.

Unit-1

- Set, Relations, functions and binary operations, binary operations in contrast to unary and ternary operations. Group: Definition, examples and simple properties of group and subgroup

Unit-2

- Permutation group, cyclic group, cosets, Lagrange theorem, homomorphism and isomorphism of group, Cayley's theorem.

Unit-3

- Normal subgroup and Quotient group, theorem. Fundamental theorem of homomorphism of group.

Unit-4

- Rings: Definition and example. Residue classes ring, Special classes of ring, integral domain, division ring (ring, field) simple properties & ring, sub ring, sub field, ring homomorphism and ring isomorphism.

Unit-5

- Ideal, principal ideal, principal ideal ring, quotient ring, prime ideal, maximal ideal, Euclidean ring and its properties, polynomial ring.

Textbooks and References:

- Artin, M. (1991) *Algebra* : Prentice Hall.
- Birkhoff, G., & Mac Lane, S. (1966). *A survey of modern algebra*. Universities Press
- Cohn, P. M. (2012). *Basic algebra: groups, rings and fields*. Springer Science & Business Media.
- Corry, L. (2012). *Modern algebra and the rise of mathematical structures*. Birkhäuser.
- Durbin, J. R. (2008). *Modern algebra: An introduction*. John Wiley & Sons.
- Herstein, I. N. (2006). *Topics in algebra*. John Wiley & Sons.
- Jönsson, B. (2006). *Topics in universal algebra* (Vol. 250). Springer.
- Khanna V.K. and Bhambri, S.K. (1998). *A Course in Abstract Algebra*. New Delhi: Vikas Pub. House.
- Rotman, J. J. (2010). *Advanced modern algebra* (Vol. 114). American Mathematical Soc.

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CC-5 (II) Paper-II:
Real Analysis
(CODE: BSCBED-254 e II)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to-

- Get familiar with concepts and know about the Real Numbers system, integral and Real sequence.
- Apply the properties of Real Numbers system in real situations.
- Learn the Uniform convergence of series of function, Real Numbers system and fundamental theorem of integral calculus, Mean value theorems of integral calculus.

Unit-1

- Real Numbers system: completeness axiom, densities of rational/irrational, properties of real numbers, least upper bound axiom of a function, Basic properties of the limits Continuous functions and classification of discontinuities, properties of continuous functions Boundedness of a continuous function on a closed interval $[a, b]$ existence of a maximum of a continuous function on $[a, b]$, uniform continuity,

Unit-2

- Differentiability, chain rule of differentiability, Mean value theorems and their geometrical interpretations, Darboux's intermediate value theorem for derivatives, Taylor's theorem with various forms of remainders,

Unit-3

- Riemann integral, Integrability of continuous and monotonic functions, The fundamental theorem of integral calculus, Mean value theorems of integral calculus.

Unit-4

- Real sequence, Definition, Theorems on limits of sequences, Bounded and monotonic sequences, Sequential Continuity, Cauchy's convergence criterion, Infinite series of non negative terms, comparison tests, Cauchy's integral test, Ratio tests, Raabe's logarithmic, De Morgan and Bertrand's tests, Alternating series, Leibnit'z theorem, Absolute and conditional convergence.

Unit-5

- Uniform convergence of series of function, Weirestrass M-Test Abel's and Dirichlets' test for uniform convergence. Improper integrals and their convergence, Comparison tests, Abel's and Dirichlet's tests.

Textbooks and References

- Apostol, T.M. (1985) *Real Analysis*. New Delhi: Narosa Publishing House.
- Dudley, R. M. (2018). *Real analysis and probability*. CRC Press.
- Malik, S.C. (2004). *Mathematical Analysis*. New Delhi: New Age International.
- Royden, H.L. (1993). *Real Analysis*, 4th Edition. Macmillan.
- Rudin, W. (1964). *Principles of mathematical analysis* (Vol. 3). New York: McGraw-hill.
- Rudin, W. (1976). *Principles of Mathematical Analysis*. 3rd Edition. McGraw Hill.
- Wheeden, R. L. (2015). *Measure and integral: an introduction to real analysis* (Vol. 308). CRC press.

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CC-5 (III) Paper-III
Differential Equations
(CODE: BSCBED-254 e III)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to -

- Know about the Linear equations and equations reducible.
- Get familiar with concepts of Ordinary simultaneous, Series solution and Partial differential equations.
- Apply the principles of Partial differential equations.

Unit-1

- Linear equations and equations reducible to linear form. Exact differential equations, integrating factors, first order and higher degree equations solvable, for x, y, p . Clairaut's form and singular solutions, Geometric. meaning of a differential equation, orthogonal trajectories linear differential equations with constant coefficients, homogeneous linear ordinary differential equations.

Unit-2

- Ordinary simultaneous differential equations, total differential equations. Linear differential equations of second order, transformation of the equation by changing dependent independent variable, method of variation of parameters.

Unit-3

- Series solution of differential equations, power series method, besel, legendre and hypergeometric equations, bersel, legendre and hypergeometric functions and their elementary properties.

Unit-4

- Partial differential equations of the first order, lagranges solution, some special type of equations which can be solved easily by methods other than the general method, Charpit's general method of solution.

Unit-5

- Partial differential equations of second order and higher orders, classification of linear partial differential equations of second order, homogeneous and non-homogeneous equations with constant coefficients partial, differential equations reducible to equations with constant coefficients, Monges method.

Textbooks and References

- Amann, H. (2011). *Ordinary differential equations: an introduction to nonlinear analysis* (Vol. 13). Walter de gruyter.
- Boyce, W. E., DiPrima, R. C., & Meade, D. B. (2017). *Elementary differential equations*. John Wiley & Sons.
- Coddington, E. A. (2012). *An introduction to ordinary differential equations*. Courier Corporation.
- Fox, L. (2014). *Numerical solution of ordinary and partial differential equations: based on a summer school held in Oxford, August-September 1961*. Elsevier.
- Hale, J. K. (1971). *Functional differential equations*. In *Analytic theory of differential equations* (pp. 9-22). Springer, Berlin, Heidelberg.

B.Sc.B.Ed.-III
ICT in Education
(CODE: BSCBED-350)

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcomes:

On the completion of the Course, the student teacher will be able to

- To acquaint the teacher educator with the knowledge of latest computer technology and its use in education.
- To acquaint the teacher educator with the various computer software packages available now a days.
- To develop the capabilities to analyse the educational data using computers and already developed software
- To train the teacher educators to computer science as a subject at Secondary level and Graduation/B.Ed. (Computing) level.
- To acquaint the students with Author ware package.
- To develop the skills of writing programs to analyse and process the statistical data.
- Recognise, understand and appreciate ICT as an effective learning tool for learners and as an enormous functional support to teachers.

Course Outline:

Unit - I

Computer Fundamentals: - Introduction to Information Technology, Generation of Computers, Types of computers: Micro, Mini, Mainframe, Super, Architecture of Computer System: CPU, ALU Primary Memory: RAM, ROM, Cache memory, Secondary Memories, Input/Output device, Pointing device. Number System (binary, octal, decimal and hexadecimal) and their conversions, Logic gates, Languages: machine, assembly and high-level languages including 3GL, 4GL.

Unit – II

Word Processing packages: Standard features like toolbar, word wrap, text formatting, paragraph formatting, effect to text, mail merge.

Spreadsheet Packages: Type of entries, Simple arithmetic calculations, formula and statistical functions, Different types of charts, Sorting, searching, formatting, printing.

Power point: - Slide creation, slide show, adding graphics, formatting, customizing and printing.

Unit – III

Multimedia technology Introducing framework for multimedia devices, imae compression standrsa, JPEG, MPEG, MIDI formats.

Database Management System: Data, files and records, information database, creation of a database file, inserting, deletion and updating of records, modifying structure, editing and browsing of records, searching, sorting and indexing of records.

Unit – IV

Concept of Operating System, need and types of operating systems: batch, single user, multiprocessing, and time sharing, introduction to Unix/Linux, Windows and its simple commands.

Type of networks, LAN, MAN and WAN, concept of topology, bridges, routers, gateways, modems, ISDN leased lines, teleconferencing and videoconferencing.

Unit – V

Internet: Concept, email services, www, web browsers, search engines, simple programs in HTML. type of HTML document, documents structures: element, type and character formatting, tables, frames and forms, E-mail.

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Creating an Inclusive School
(CODE: BSCBED352)

Maximum Marks: 100

External: 70

Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcome: After completion of the course, student-teachers will be able -

- Understand concept, meaning and significance of inclusive education
- Bring about an understanding of the culture, policies and practices that need to be addressed in order to create an inclusive school.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education; understand the nature of difficulties encountered by children.
- Prepare teachers for inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Identify and utilize existing resources for promoting inclusive practice.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners.
- Prepare a conducive teaching learning environment in varied school settings.
- Develop the ability to conduct and supervise action research activities.

Unit - I Introduction, Issues & perspectives of Inclusive Education

- Definitions, concept and importance of inclusion and disability Difference between special education, integrated education and Inclusive education.
- Advantages of inclusive education for education for all children in the context of right to education.
- Meaning, Concept and need for inclusive school.

Practicum/Field Work

- Observe inclusive teaching strategies in an inclusive classroom and discuss with teacher for further planning.
- To investigate the opinion of teachers on the integration of students with disability in normal schools.

Unit - II Concept & Policy Perspective

- Recommendations of the Indian Education Commission (1964-66), National Curriculum Framework, 2005 NCERT, The Convention on the Rights of the Child (specific articles related to inclusive education).
- The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990) Promoting Inclusion Preventing Exclusion, UNESCO Conventions, declaration and recommendations related to Rights of persons with Disabilities.

Practicum/Field Work

- To study the conceptions of teachers about the need of inclusive education in primary schools, then method: collect views of teachers and heads of school.
- Analyse and interpret results in the light of inclusive education and write a report.
- Explain the main constitutional provisions on inclusive education.

UNIT - III Diversity in the classroom

- Diversity due to disability: Nature, Characteristic and Needs.
- Diversity due to socio-cultural and economic factors: discrimination, language attitudes, violence and abuse.
- Concept, Nature, and Characteristics of Multiple Disabilities, classroom management for inclusive education
- MDGs (Millennium Development Goals) and EPA goal of UNESCO

Educational Aspect of Geeta
(CODE: BSCBED353)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning outcomes: After completion of the course, student-teachers will be able to:-

- Develop understanding about the Meaning & Nature of The Geeta Philosophy.
- Understand impact of the Geeta on Education.
- Understand Concept related to the Geeta Philosophy.
- Implement Social theories with special reference to the Geeta in education.
- Understand Contribution of the Geeta in the various fields of Education.

UNIT – I :- Introduction of The Geeta

- General assumption and Ideas.
- Need, Importance and concept of The Geeta Education.
- Different aspects of The Geeta Education.
- Educational aims and place of The Geeta.
- Life philosophy in The Geeta.
- Educational elements – Teacher, Student, Teaching Method, Curriculum.

UNIT – II :- Philosophical Aspects

- God, Human being, Nature, Universe.
- Human life and duties.
- Soul, Knowledge and Science.
- Religion, Morality and Nishkam karma (Service of Selflessness)

UNIT – III :- Social Aspect

- Man and its social nature.
- Social duty, understanding and coordination.
- Concept and Significance of Lok Sangrah (Public Collection)
- Importance of The Geeta in present social scenario.
- Social life skill and management

UNIT – IV :- Psychological Aspect

- Nature of Man- satvik, Rajashi & Tamasi.
- Nature, Types and forms of intelligence in The Geeta.
- Concept of mind in The Geeta.
- Guidance and motivation in The Geeta.

UNIT – V :- Multi-dimensional aspects and current significance of The Geeta.

- Yoga and spiritualism.
- Religion, Religious – Secularism, Peace and Ahimsa.
- Universal values and decision-making system (Conviction)
- Cosmic order and symbolism in The Geeta, expansion of all religions fellow feeling.
- Environmental Conservation.

Practicum/Field Work (any two of the following)

- Practise surynamaskar with school students and explain them importance of the yoga.
- Plant at least one plant in school and motivate students to plant and care it throughout the year.
- Plan and organize Visit a a goshalla with students and make them aware about cow products (such as milk urine, gobar etc.) The visit may be on Gogahavmi, on Goverdhan puja etc.
- Organize a Drama/ play on universal values as described in The Geeta Darshan.
- Conduct a drama to demonstrate life philosophy in The Geeta.
- By playing method show teacher student relationship according to The Geeta.

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शिक्षा संकाय
आई.ए.एच.ई. (महिला विश्वविद्यालय)
गौरी विद्या मंदिर, सरदारपुर

PEDAGOGY COURSES

Pedagogy of Mathematics (CODE: BSCBED-354-I)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Develop insight into the meaning, nature, scope and objective of mathematics education.
- Learn important mathematics: mathematics is more than formulas and mechanical procedures.
- See mathematics as something to talk about, to communicate through, to discuss among them-selves to work together on; Pose and solve meaningful problems.
- Appreciate the importance of mathematics laboratory in learning mathematics.
- Stimulate curiosity, creativity and inventiveness in mathematics.
- Develop competencies for teaching-learning mathematics through various measures.

Unit -I Nature and Scope of Mathematics

- Meaning, Nature and Scope of Mathematics teaching.
- History of mathematics teaching and contribution of mathematician with reference to – Bhaskaracharya, Aryabhata, Ramanujan, Euclid, Pythagoras,
- Importance of Aims and Objectives of Mathematics Teaching.
- Nature of mathematical propositions, truth values, compound propositions,

Practicum/Field Work

- Prepare a model of Pythagoras Theorem/Cube, Cuboid, and Cone etc.

Unit -II Aims and Objectives of Teaching School Mathematics

- Nature of concepts, concept formation and concept assimilation, concept mapping.
- Aims and general objectives of teaching mathematics, Bloom's Digital Taxonomy, Vis-a Vis the objectives of school education; writing specific objectives and teaching points of various content areas in mathematics like algebra, geometry, trigonometry, etc.
- Approaches to teaching of mathematics – Analytic, Synthetic, Inductive-Deductive, Heuristic, Concept mapping, Project and Laboratory; using various techniques of teaching mathematics viz, oral, written, drill, assignment, supervised study and programmed learning.

Practicum/Field Work

- Draft a report on role of mathematics Teachers' association and its utility for rural teacher. After report writing conducts an awareness programme in rural area (or lab school) under mathematics teachers association.

Unit - III ICT & Materials in Teaching-learning of Mathematics

- Use of ICT: Video clips, Power points presentations, films etc.
- Dale cone of experiences, Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks, using audio-visual aids, CDs, multimedia and internet; case study approach.

Practicum/Field Work

- Prepare and present a lesson through power point presentation on any topic of your choice. Organize maths fair with the help of school students.
- Make five different teaching materials using different type of teaching aids at school level.

Unit -IV Teaching-learning Resources in Mathematics

- Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.

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श्री. श्री. विद्या मंदिर, रायचूर, रायचूर

PART-I
Pedagogy of General Science
(CODE: BSCBED-354-II)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: After completion of the course, student-teachers will be able to:-

- Develop insight on the meaning and nature of General science for determining aims and strategies of teaching- learning.
- Appreciate that science is a dynamic and expanding body of knowledge.
- Appreciate the fact that every child possesses curiosity about his/her natural surroundings.
- Identify and relate everyday experiences with learning of science.
- Appreciate various approaches of teaching- learning of science.
- Explore the process skill in science and role of laboratory in teaching- learning.
- Use effectively different activities / experiments/ demonstrations / laboratory experiences for teaching-learning of science.
- Integrate the science knowledge with other school subjects.
- Analyze the contents of science with respect to parts, branches, process skills, knowledge organization and other critical issues.
- Develop process-oriented objectives based on the content themes/units.
- Identify the concepts of science that are alternatively conceptualized by teachers and students in general.

Unit I: Nature and Scope of General Science

- Concept, Nature, Need & Importance of Science & Science Teaching.
- Main discoveries and development of science (special reference to ancient India) Science as a domain of enquiry, as a dynamic and expanding body of knowledge, science as a process of constructing knowledge. Science as interdisciplinary area of learning (Physics, chemistry, biology etc) science for environment, health, peace & equity, science and society. Fact, concept, principles, laws and theories- their characteristics in context of general science.

Practicum/ Field Work

- Visit a KVK/ Ayurveda college/ science labs to address their working process and draft a report on their contribution to prosperity.
- Discussion on development of New theories/ Principles.
- Instruct students to make use of her/his previous knowledge in science gained through classroom / environment / parents and peer group.
- Planning and organizing events on special days related to science such as earth day, environmental day, cancer and HIV/AIDS day.

Unit II: Teaching-learning of General science

- Scientific attitude and scientific temper: Nurture the natural curiosity, aesthetic senses and creativity in biology: essential skills, methods and process that lead to exploration: Generalization and validation of scientific knowledge in biological science.

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अभिज्ञान
शिक्षा संकाय
आई.ए.एच.ई. (मानव विश्वविद्यालय),
गांधी विद्या मंदिर, रावदासपुर

Pedagogy of Chemistry
(CODE: BSCBED-354-III)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: After completion of the course, student-teachers will be able to:-

- Gain insight on the meaning and nature of chemistry for determining aims and strategies of teaching-learning.
- Appreciate that science is a dynamic and expanding body of knowledge.
- Appreciate the fact that every child possesses curiosity about his/her natural surroundings.
- Identify and relate everyday experiences with learning chemistry.
- Appreciate various approaches of teaching-learning of chemistry.
- Understand the process of science and role of laboratory in teaching-learning situations.
- Use effectively different activities/*demonstration*/laboratory experiences for teaching-learning of chemistry.
- Integrate in chemistry knowledge with other school subjects.

Unit- I Nature and scope of chemistry

- Concept, Nature, scope, & Importance of chemistry & chemistry Teaching.
- Relation of chemistry to the environment (natural environment, artifacts and people issues at the interface of science technology and society, imbibe the values (honesty, integrity, cooperation, concern for life and preservation of environment, solving, problems of everyday life) facts and principles of chemistry its application consistent with the stages of cognitive development of learners. (e.g. Heat, carbon and its compound, acid, basis and salts, Thermodynamics, physical and chemical changes, stages of liquid nature and states of matter, metal, and non metal. etc) Specific objective of different content areas in science (Physics and Chemistry).
- Planning, organizing and conducting of small community survey.

Practicum work

- Drama or role plays activity in class on life sketch & their contribution of any chemistry scientist.
- Prepare anyone of the following related to environment
(1) Poster (2) article (3) story (4) play.

Unit-II Teaching-learning of Chemistry

- Scientific attitude and scientific temper: Nurture the natural curiosity, aesthetic senses and creativity in biology: essential skills, methods and process that lead to exploration: Generalization and validation of scientific knowledge in biological science.
- Team teaching, project method, problem solving method, programme instruction, investigatory approach, concept mapping, collaborative learning, and experiential learning in chemistry: Facilitating learners for self-study.

Practicum work:-

- Conducting two experiments useful at Sec/ Sr. sec level, ex-physical and chemistry changes, heat, acid, basis and salts.

Pedagogy of Biology
(CODE: BSCBED-354-IV)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: After completion of the course, student-teachers will be able to:-

- Develop insight on the meaning and nature of biological science for determining aims and strategies of teaching- learning.
- Appreciate that science is a dynamic and expanding body of knowledge.
- Appreciate the fact that every child possesses curiosity about his/her natural surroundings.
- Identify and relate everyday experiences with learning of biological science.
- Appreciate various approaches of teaching- learning of biological science.
- Explore the process skill in science and role of laboratory in teaching- learning.
- Use effectively different activities / experiments/ demonstrations / laboratory experiences for teaching-learning of biological science.
- To understand meaning, concept and various types of assessment.
- Integrate the biological science knowledge with other school subjects.
- Analyze the contents of biological science with respect to pots, process skills, knowledge organization and other critical issues.
- Develop process-oriented objectives based on the content themes/units.
- Identify the concepts of biological science that are alternatively conceptualized by teachers and students in general.

Unit - I Nature and Scope of Biology

- Concept, Nature, Need & Importance of Biological science & Biology Teaching.
- Science as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge: Biological science for environment and health, peace, equity: history of biological science, its nature and knowledge science independent of human application: origin of life and evolution, biodiversity, observations and experiments in biological sciences: interdisciplinary linkages, biological sciences and society
- Photosynthesis, factors affecting the process of photosynthesis, respiration in plants and animal, transportation in plants, phytoplankton and zooplankton.

Practicum work

- Conduct a health awareness programme in community with the help of student (Programme may be based on knowledge of biological science).
- Poster presentation/drama on origin of life and evolution for awareness about biodiversity.
- Planning and organizing events on special days related to biological science such as earth day, environmental day, cancer and HIV AID & science day.
- Examine the water samples for qualitative Analyse of phytoplankton and zooplankton.
- Organize and plan excursions with school students of scientifically significant local areas.
- Participation in health-related national campaign such as pulse polio campaign.

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जयशंकर प्रसाद शिक्षा संकाय
आई.ए.एस. (मानव विज्ञान विभाग),
मोक्ष विद्या मंदिर, सहायपुर

Pedagogy of Physics
(CODE: BSCBED-354-V)

Maximum Marks: 50

External: 35 Mark

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Gain insight on the meaning and nature of Physics science for determining aims and strategies of teaching-learning.
- Identify and relate everyday experiences with learning Physics;
- Appreciate various approaches of teaching-learning of Physics;
- Use effectively different activities/demonstrations/laboratory experiences for teaching-learning of Physics;
- Integrate in Physics knowledge with other school subjects;

Unit -I Nature and Scope of Physics

- Meaning, Concept, Nature, Scope, Needs, Aims, Objective and Importance of Physics Teaching.
- Corelation of Physics with other School Subjects,
- Ohm's law, Magnetic field, reflecting in of light, Retraction of light.

Practicum/Field Work

- Write a report on physical issues and concerns of the present-day, after analysis of News from News Papers, TV, and Radio etc.
- Observation, recording and interpretation of physical and social features and phenomena of your area / district / city).
- Identify and interpretate news related to positive social changes or initiation for improvement of physical environment.
- Prepare a practical file after conducting any two experiments on Ohm's Law/ reflection of light etc.

Unit -II Teaching-learning of Physics

- Scientific attitude and scientific methods: concept, components and steps.
- Aims and general objectives of teaching physics, Bloom's Digital Taxonomy, Vis-a-Vis the objectives of school education; writing specific objectives.
- Team teaching, project method, problem solving method, Inductive deductive, investigatory approach, concept mapping and experiential learning in Physics; Facilitating learners for self-study.

Practicum/Field Work

- Prepare a lesson plan based on team teaching and execute it in school.
- Role playing activities in relation to solving problems of everyday life.
- Practical work with the help of low-cost material in schools.
- Make any two teaching aids with the help of low-cost material.

Unit -III ICT & Materials in Teaching-learning of Physics

- Use of ICT: Video clips, Power points presentations, films etc.
- Dale cone of experience, Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks, using audio-visual aids, CDs, multimedia and internet; and online recourses.

Practicum/Field Work

- Field projects related to Physics to develop knowledge of scientific methods in learners.
- Group discussion in peer groups, on the problems related to Physics.
- Make a lesson plan based on power point presentation and execute it inschool.

Unit -IV Teaching-learning Resources in Physics

- Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.

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आर्इ ए एम एड (प्राथमिक शिक्षा)
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BSCBED III Group B: Core Courses (CC – 1 PHYSICS)

CC – 1 (I) Paper – I:

**SOLID STATE PHYSICS, SOLID
STATE DEVICES AND ELECTRONICS**

(CODE: BSCBED-355 a I)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to-

- Understand thermal properties and band structure.
- Apply law of motion and semiconductors.
- To explain Semiconductor devices.
- Explain the overview of crystalline and glassy forms, liquid crystals, glass transition.
- Discuss on general principles of operation, classification, distortion of Small Signal Amplifiers.

Unit - 1

- **Overview:** Crystalline and glassy forms, liquid crystals, glass transition.
- **Structure:** Crystal structure, periodicity, lattices and bases, fundamental translation vectors, unit cell, Wigner-seitz cell, allowed rotations, lattice types, lattice planes, common crystal structures.
- Laue's theory of X-ray diffraction, Bragg's law, Laue patterns.
- **Bonding:** Potential between a pair of atoms, Lennard-Jones potential, concept of cohesive energy, covalent, Van der Waals, ionic, and metallic crystals.
- **Magnetism:** Atomic magnetic moment, magnetic susceptibility, Dia-, Para- and Ferro-magnetism, Ferromagnetic domains, hysteresis.

Unit-II

- **Thermal properties:** lattice vibrations, simple harmonic oscillator, second order expansion of Lennard-Jones potential about the minimum, vibrations of one-dimensional monatomic chain under harmonic and nearest neighbour interaction approximation, concept of phonons, density of modes (1-D), Debye model; lattice specific heat, low temperature limit, extension (conceptual) to 3-D.
- **Band structure:** Electrons in periodic potential, nearly free electron model (qualitative), energy bands, energy gap, metals, insulators, semiconductors.
- **Motion of electrons:** Free electrons, conduction electrons, electron collisions, mean free path, conductivity and Ohm's law, Density of states, Fermi energy, Fermi velocity, Fermi-Dirac distribution.

Unit III

- **Semiconductors:** Intrinsic semiconductors, electrons and holes, Fermi level, Temperature dependence of electron and hole concentrations, Doping, impurity states, n and p type semiconductors, conductivity, mobility, Hall effect, Hall coefficient.
- **Semiconductor devices:** metal-semiconductor junction, p-n junction, majority and minority carriers, diode, Zener and tunnel diodes, light emitting diode, transistor, solar cell.
- **Advanced Materials:** Superconductors, fullerenes, carbon nanotubes, graphenes, nanomaterials.

Unit IV Electronics

CC – 1 (II) - Paper II:
QUANTUM MECHANICS AND STATISTICAL
PHYSICS
(CODE: BSCBED-355 a II)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to:-

- Understand the Origin of the quantum theory.
- Get familiar with the statistical basis of thermodynamics and laws of universal.
- Explain the Quantum Mechanics and Maxwellian distribution of speeds in an ideal gas.
- Discuss on the statistical basis of thermodynamics.
- Apply the Wave-particle duality and uncertainty principle.
- Apply the principle of quantum mechanics in further study.

Unit-I Quantum Mechanics

- Origin of the quantum theory- Failure of classical physics to explain the phenomena such as black-body spectrum, photoelectric effect, Ritz combination principle in spectra, stability of an atom, Planck's radiation law, Einstein's explanation of photoelectric effect, Bohr's quantization of angular momentum and its application to hydrogen atom, limitations of Bohr's theory.

Unit- II

- Wave-particle duality and uncertainty principle- Louis de Broglie's hypothesis for matter waves, the concept of wave and group velocities, evidence for diffraction and interference of 'particles', experimental demonstration of matter waves, Consequence of de Broglie's concepts, quantization in hydrogen atom, energies of a particle in a box, wave packets, Heisenberg's uncertainty relation for p and x, its extension to energy and time.
- Consequence of the uncertainty relation: gamma ray microscope, diffraction at a slit, particle in a box, position of electron in a Bohr orbit.
- **Quantum Mechanics:** Schrodinger's equation, Postulatory basis of quantummechanics, operators, expectation values, transition probabilities.

Unit- III

- Applications of quantum mechanics to particle in a one dimensional and three-dimensional box, harmonic oscillator, reflection at a step potential, transmission across a potential barrier.
- Hydrogen atom: natural occurrence of n, l and m quantum numbers, the related physical quantities, comparison with Bohr's theory, Wave functions, Probabilistic interpretation.

Unit- IV Statistical Physics

- The statistical basis of thermodynamics: Probability and thermodynamic probability, principle of equal a-priori probabilities, probability distribution and its narrowing with increase in number of particles, the expressions for average properties, Constraints, accessible and inaccessible states, distribution of particles with a given total energy into a discrete set of energy states.
- Some universal laws: The mu space representation, division of mu space into energy sheets and into phase cells of arbitrary size, application to one-dimensional harmonic oscillator and free particles, Equilibrium between two systems in thermal contact,

CC-2 CHEMISTRY
Paper I - Organic Chemistry
(CODE: BSCBED-355 b I)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to-

- Develop an understanding of chemistry of hydrocarbons and their halogenated derivatives.
- Get familiar with chemistry of main group elements.
- Apply the principles of Alcohols classification and nomenclature in real life situation.
- Apply the knowledge of Ultraviolet (UV) and Infrared (IR) absorptionspectroscopy to explain natural physical phenomena.
- Define the characteristics of carbonyl compounds, Carboxylic Acids and its derivatives.

Unit- I Chemistry of hydroxy compounds

- Alcohols classification and nomenclature. Monohydric alcohols-nomenclature, methods of formation by reduction of aldehydes, ketones, carboxylic acids and esters. Hydrogen bonding. Acidic nature. Reactions of alcohols.
- Dihydric alcohols-nomenclature, methods of formation, chemical reactions of vicinal glycols, oxidative cleavage [$\text{Pb}(\text{OAc})_4$ and HIO_4] and pinacol-pinacolone rearrangement.
- Trihydric alcohols- nomenclature and methods of formation, chemical reactions of glycerol.
- **Phenols:** Nomenclature, structure and bonding. Preparation of phenols, physical properties and acidic character. Acidic strengths of alcohols and phenols, resonance stabilization of phenoxide ion. Reactions of phenols-electrophilic aromatic substitution, acylation and carboxylation. Mechanism of Fries rearrangement, Claisen rearrangement, Gatterman synthesis, Hauben-Hoosch reaction, Lederer-Manasse reaction and Reimer-Tiemann reaction.
- Ethers and Epoxides: Nomenclature of ethers and methods of their formation, physical properties, Chemical reactions – cleavage and auto oxidation, Ziesel's method. Synthesis of epoxides. Acid and base-catalyzed ring opening of epoxides, orientation of epoxide ring opening, reactions of Grignard and Organolithium reagents with epoxides.

Unit- II Carbonyl compounds

- Aldehydes and Ketones: Nomenclature and structure of carbonyl group. Synthesis of aldehydes and ketones with particular reference to the synthesis of aldehydes from acid chlorides, synthesis of aldehydes and ketones using 1, 3-dithianes, synthesis of ketones from nitriles and from carboxylic acid. Physical properties,
- Mechanism of nucleophilic additions to carbonyl group with particular emphasis on Benzoin, Aldol, Perkin and Knoevenagel condensations, Condensation with ammonia and its derivatives, Wittig reaction, Mannich reaction.
- Use of acetals as protecting group, Oxidation of aldehydes, Baeyer-villiger oxidation of ketones, Cannizzaro reaction, MPV, Clemmensen, Wolff-kishner, LiAlH_4 and NaBH_4 reductions, Halogenation of enolizable ketones.
- Introduction to unsaturated aldehydes and ketones.

CC 2 (II) - Paper-II
PHYSICAL CHEMISTRY
(CODE: BSCBED-355 b II)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to:-

- Understand the Elementary Quantum Mechanics and Chemical Bonding.
- Get familiar with Molecular Orbital Theory.
- Define the Rotational and Vibrational Spectrum.
- Apply the Fundamentals of Spectroscopy in real life situation.

Unit - I Elementary Quantum Mechanics

- Black-body radiation, Planck's radiation law, photoelectric effect, heat capacity of solids, Bohr's model of hydrogen atom (no derivation) and its defects, Compton effect, De Broglie hypothesis, the Heisenberg's uncertainty principle, Sinusoidal wave equation, Hamiltonian operator, Schrodinger wave equation and its importance, physical interpretation of the wave function, postulates of quantum mechanics, particle in one dimensional box.
- Schrodinger wave equation for H-atom, separation into three equations (without derivation), quantum numbers and their importance, hydrogen like wave functions, radial wave functions, angular wave functions.

Unit - II Molecular Orbital Theory

- Basic ideas, criteria for forming M.O from A.O, construction of M.O's by
- LCAO- H_2^+ , ion, calculation of energy levels from wave functions, physical picture of bonding and ant bonding wave functions, concept of orbitals and their characteristics. Hybrid orbitals – sp , sp^2 , sp^3 , calculation of coefficients of A.O.'s used in these hybrid orbitals.
- Introduction to valence bond model of H_2 , comparison of M.O. and V.B. models.

Unit- III Fundamentals of Spectroscopy-I

- **Spectroscopy:** Introduction: electromagnetic radiation, regions of the spectrum, basic features of different spectrometers, statement of the Born-Oppenheimer approximation, degrees of freedom.
- **Rotational and Vibrational Spectrum:** Diatomic molecules, Energy levels of a rigid rotor (semi-classical principles), selection rules, spectral intensity, distribution using population distribution (Maxwell-Boltzmann distribution) determination of bond length, qualitative description of non-rigid rotor, isotope effect.
- **Vibrational Spectrum:** Infrared spectrum: energy levels of simple harmonic oscillator, selection rules, pure vibrational spectrum, intensity, determination of force constant and qualitative relation of force constant and bond energies, effect of anharmonic motion and isotope on the spectrum, idea of vibrational frequencies of different functional groups.

Unit -IV Fundamentals of Spectroscopy-II

- **Raman Spectrum:** Concept of polarisability, pure rotational and pure vibrational Raman spectra of diatomic molecules, selection rules and n M.O., their energy levels and the respective transitions.

CC – 3 ZOOLOGY
DEVELOPMENTAL BIOLOGY AND APPLIED ZOOLOGY
(CODE: BSCBED-355 c I)

Maximum Marks: 50

External: 40 Marks

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to:-

- Comprehend the modern concepts of developmental biology;
- Understand the developmental sequences in vertebrates;
- Compare the development of organs and systems;
- Identify the useful animals for harvesting the benefits and preventing the harmfulness with effective control measures

COURSE CONTENT:

Unit - I Gametogenesis and Early Development

- **Concepts and scope of developmental biology**
- **Gametogenesis** –Differentiation of spermatozoa and oocyte in mammals; Different types of eggs, classification based on amount and distribution of yolk
- **Fertilization** –approach of gamete, interaction of gametes, monospermy, polyspermy; Parthenogenesis and its significance
- **Cleavage** –Theories and laws of cleavages; Types of Cleavages–Holoblastic, Meroblastic, Radial, Spiral, Discoidal, Superficial; planes of Cleavages – Meridional, Vertical, Equatorial, Latitudinal; Factors influencing Cleavage; Fate maps of Blastula of Frog and chick
- **Genetic control:** Genetic control of development and differentiation - Nucleo-cytoplasmic interaction in the development of *Acetabularia*; Concept of Homeo-box and Homeotic genes; Trans-determination

Unit- II

- **Gastrulation** – Morphogenetic movement of cells, mechanism of gastrulation and change in cell shape
- **Neurulation** –Formation, position and fate of three germinal layers, role of microtubules and microfilaments in neurulation
- **Organizer phenomenon** –Organizer concept of Spemann, chemical nature and distribution of inducers – Competence, Determination and Differentiation; Outline of organogenesis; Metamorphosis of tadpole.
- **Regeneration:** Regeneration in different animals, morpholaxis and epimorphosis; regeneration in *Dugesia* and salamander; Factors influencing regeneration.

Unit- III Development of frog upto tadpole stage

- Metamorphosis of Tadpole
- Embryogenesis of chick upto Neurulation
- Extra Embryonic Membranes of Chick.

Unit - IV

- **Placenta in Mammals** –Structure, Classification, Physiology and Hormonal control of Placenta (2)
- Teratogenesis aging and Senescence.

Unit-V Applied Zoology

- **Beneficial animals:** Basic principles of practices in culturing of (i) silkworms (Sericulture), (ii) Bees (Apiculture), (iii) Aquaculture – Fish, Prawn and Shell fish; Importance of dairy
- **Harmful animals:** Pests -morphology, life cycle, damages caused and control measures of common insect pests of stored food grains and crops, nematode pests of crops, insect vectors (each two); Control – biological control and integrated pest management (IPM).

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अज्ञानं ज्ञानं च शिवा संकाय
आई.ए.एच.ई. (मानव विश्वविद्यालय)
गांधी शिक्षा मंदिर, सरदारशहर

**CC – 3 (II) -PAPER II:
ENVIRONMENTAL STUDIES,
ETHOLOGY AND ECONOMIC ZOOLOGY
(CODE: BSCBED-355 c II)**

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to-

- To enable students to understand the energy sources, flow of energy and conservation;
- To understand the recycling of minerals and nutrients in ecosystem;
- To understand the dynamics of population; to understand causes of pollution;
- To comprehend origin of life, animal behavior and economic importance of animals with wild life protection.

Unit –I

- Environment: - Atmosphere, lithosphere and hydrosphere as habitats and ecological factors.
- Abiotic factors: - Light and Temperature as ecological factors, limiting factors,
- Liebig's law of minimum and Shelford Law of tolerance
- Ecosystem: Types, structure, functions and example, Dynamics of Ecosystem, Ecological, Pyramids, energy in ecosystem, productivity,
- Biochemical cycle- water, nitrogen and sulphur cycles regarding of organic nutrients.
- Population: - Definition and attributes – density – natality, vital index, age distribution, growth patterns, migration, dispersal, dispersions, Environmental resistance, carrying – Definition Structure, Species.
- Biotic Community – Definition Structure, Species, Ecotone, edge effects, niche, community stability Ecological succession, Intra and Interspecific interaction. All types of animal association.
- Elementary statistics: central tendency, test of significance.

Unit-II Pollution Types and Causes

- Air pollution: sources, acid rain, photochemical smog, prevention and control
- Water pollution, sources, prevention and control, eutrophication.
- Noise pollution; sources, prevention and control.
- Soil pollution; sources, prevention and control
- Thermal pollution.

Unit – III Green house effect and global warming

- Depletion of ozone layer.
- Natural Disaster – Earthquake, Tsunami
- Natural Resources and conservation – Non-Renewable and Renewable
- Biomagnifications

Unit –IV Introduction and history of Ethology

- Behavior: - Innate (tropism, Texas, reflex instincts) and Acquired (learning and reasoning)
- Motion: Classification of directional movements: - kinesis, tropism & taxes
- Communication: - Definition, types of signal (touch, sound, Chemical, and visual), metacommunication) phenomenon
- Societies: characteristics and advantage with special reference to honey bee, and monkey

Unit –V

- Economic Importance of Invertebrates (Apiculture, Aquaculture, Sericulture).
- Insects as pests and their management
- Economic Importance of vertebrates (Fish culture and Poultry culture.)
- Wild life of India causes of depletion, wild life, modes of wild life conservation, Red data book, Environmental legislations (Wildlife Protection Act, Environment act. Bio

PRACTICAL

Duration: 4 hours

Max. Marks: 50

Objectives: -

- To develop the skills of staining and mounting of embryos of chick/frog/insect as per UGC guidelines; to understand the development patterns of chick and frog. To enable students to analyse the physico-chemical and biological factors of water and soil sample; to identify and estimate quantitatively the aquatic organism and their adaptation; to observe the population growth patterns.

Practical work based of Paper I and II Course content-

- Study of types of sperm smears preparation.
- Study of different types of eggs (Insect, Frog, Hen)
- Study of eggs, cleavage, blastula, gastrula, neurula, tail bud, hatching, mature, tadpole larval metamorphic stages of toad/froglet.
- Study of embryological slides of various stages of frog.
- Study of embryological slides of various stages of chick.
- Study of development of chick with the help of charts /CD/s /Video/ MM etc.
- Whole mounts: 18 hrs, 24 hrs, 33 hrs, 48 hrs, 56hrs, 72hrs, and 96 hrs, of incubation period embryos.
- Study of primitive streak stage in living embryo after removal of the blastoderm from the egg or through multimedia film etc
- Study of the embryo at various stages of incubation in vivo by making a window in the egg shell.
- Frog embryology – Study of spawn, identification of different stages through model/charts/multimedia etc
- Microtomy – Fixation of tissue from cadaver/ unbanned animal, processing and infiltration of wax, preparation of blocks, cutting of blocks, spreading of ribbons and staining for permanent slides of histological studies.
- Simulation of an ecosystem in the laboratory.
- Determination of oxygen content of water sample by Winkler's method
- Determination of chloride content of water sample
- Determination of sulphates content of water sample
- Determination of dissolved CO₂ content of water
- Determination of total solid content of water
- Determination of pH of soil sample
- Determination of water content in a given sample of soil
- Detection of salts i.e. phosphates, sulphates, nitrates and chlorides in a given sample of water.
- Exercise on mean, median, mode and test of significance

Note:-

- The use of animal/ materials for dissection or otherwise is subject to the condition that these are not banned under the wildlife Protection Act and /or as per UGC guidelines.
- The above content will be covered through model /charts / multimedia/slides etc.
- The students are required to submit assignment on the following.
- One assignment on the instrument /technique about its principle, working, precautions and applications; and /or reagents / solutions preparations.
- Report on study of wild life /ecosystem /industry etc from their natural habitat (excursion)

महिला
अखिलता
शिक्षा संकाय
आई.ए.एस.ई. (मानित विश्वविद्यालय),
गान्धी विद्या मंदिर, रावदासपुर

CC-4 BOTANY
Paper – I: Structure, Development
and Reproduction in Flowering plants
(CODE: BSCBED-355 d I)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to:-

- To acquaint students with the morphology, anatomy, reproduction and classification of flowering plants.
- To acquaint students with the structure, development and processes associated with Angiosperm embryology;
- To acquaint students with basic body plan of a flowering plant.

UNIT-I

- The basic body plan of a flowering plant; Types of Tissue and Tissue System.
- **The shoot system:** The shoot apical meristems and its histological organization; vascularization of primary shoot in monocotyledons and dicotyledons; formation of internodes, branching pattern; monopodial sympodial growth; canopy architecture; cambium and its functions; formation of secondary xylem; a general account of wood structure in relation to conduction of water and minerals; characteristics of growth rings, sapwood and heart wood; secondary phloem – structure – function relationships; periderm

UNIT – II

- **Leaf:** Origin, development, arrangement and diversity in size and shape; internal structure in relation to photosynthesis and water loss; adaptations to water stress; stomatal types and trichomes; senescence and abscission.
- **The Root System:** The root apical meristem and its organisation; differentiation of primary and secondary tissues and their roles; structural modifications for storage, respiration, reproduction and for interaction with microbes.

UNIT – III

- **Flower:** A modified shoot; development, structure and function of anther and pistil; Development of male and female gametophytes Types of ovules & embryo sac micro and megasporogenesis; Types of pollination; attractions and rewards for pollinators

UNIT – IV

- **Pollen-pistil interaction:** Sexual incompatibility; Genetic, physiological and biochemical basis of rejection reaction; methods to overcome incompatibility.
- Fertilization:** Double fertilization, Apomixis, Parthenocarpy

UNIT – V

- **Embryo:** Embryo development in Dicots and monocots; structure and function of suspensor; Polyembryony.
- **Endosperm:** Types, development, structure and functions of endosperm, haustorial and ruminant endosperm.
- **Fruits:** Development and types of fruits.

Reference

- Johri, B.M. (1984). *Embryology of Angiosperms*. Berlin: Springer-Verlag.
- Pandey, A.K. (1997). *Introduction to Embryology of Angiosperms*. New Delhi: CBS Publishers & Distributors.

CC-4(II) Paper – II:
Plant Physiology
(CODE: BSCBED-355 d II)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to-

- To acquaint students with the sub-cellular physiological phenomena in plants;
- To understand the water relations in plants;
- To understand the functioning of plant from the physiological point of view;
- To understand various facets of growth, differentiation and physiology of flowering in angiosperms.

UNIT-I

- **Plant-water relations:** Importance of water to plant life; physical properties of water; diffusion and osmosis; DPD and water potential concept, absorption and transport of water: Transpiration and mechanism of opening and closing of stomata. Factors affecting transpiration.
- **Translocation of organic substances:** mechanism of phloem transport; source-sink relationship; factors affecting translocation.

UNIT – II

- **Photosynthesis:** Historical aspects; photosynthetic pigments; action spectra and enhancement effect; concept of two photosystems; photophosphorylation; C₃ cycle; C₄ cycle; CAM cycle; photorespiration; factors influencing photosynthesis; C₃ & C₄ plants. Significance of photosynthesis.

UNIT – III

- **Respiration:** Aerobic and anaerobic respiration; respiratory substrates; Glycolytic pathway of glucose degradation to pyruvic acid; tricarboxylic acid cycle; electron transport mechanism (chemi – osmotic theory); redox potential; oxidative phosphorylation; pentose phosphate pathway. Factors affecting respiration.

UNIT – IV

- **Mineral nutrition:** criteria of essentiality of elements; essential macro- and micro-elements and their role; mineral uptake; deficiency and toxicity symptoms; water culture technique; foliar nutrition.
- **Nitrogen and lipid metabolism:** Biology of nitrogen-fixation; importance of nitrate reductase and its regulation; ammonium assimilation; structure and function of lipids; fatty acid biosynthesis; β -oxidation; saturated and unsaturated fatty-acids; storage and mobilization of fatty acids.

UNIT – V

- **Growth and development:** Definitions; phases of growth and development; Growth Curve, kinetics of growth; seed dormancy, seed germination and factors of their regulation; plant movements; the concept of photoperiodism; physiology of flowering; florigen concept; biological clocks; physiology of senescence, fruit ripening; plant hormones auxins, gibberellins, cytokinins, abscisic acid and ethylene, history of their discovery, biosynthesis and mechanism of action, photomorphogenesis; phytochromes and cryptochromes, their discovery, physiological role and mechanism of action.

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शिक्षा संकाय
आई.ए.एस.ई. (मानव विज्ञान विभाग),
मौली विद्यापीठ, मुंबई-४०००७५

PRACTICALS

Duration: 4 hours

Maximum Marks: 50

Course Content

The following experiments are to be conducted:

- Anatomy of primary and secondary growth in monocots and dicots using hand sections (or prepared slides). Structure of secondary phloem and xylem. Growth rings in wood. Microscopic study of wood in T.S., T.L.S. and R.L.S. Anomalous Sec. growth in *Boerhaavia*, *Nyctanthus* and *Dracaena*
 - Anatomy of leaf and Peel mount for stomatal types/trichomes.
 - Anatomy of the root. Primary and secondary structure.
 - Examination of a wide range of flowers available in the locality and methods of their pollination.
 - Structure of anther, microsporogenesis (using slides) and pollen grains (using whole mounts). Pollen viability using *in vitro* pollen germination.
 - Structure of ovule and embryo sac development (using serial sections).
 - Simple experiments to show vegetative propagation: leaf cuttings in
 - Bryophyllum, Sansevieria, Begonia; stem cuttings in rose, salix, money plant, sugarcane and Bougainvillea.
 - Germination of non-dormant and dormant seeds.
 - To demonstrate osmosis using egg membrane, onion/tomato peels, potato osmoscope.
 - To study the effect of temperature and alcohol on the permeability of membranes.
 - To demonstrate plasmolysis.
 - To compare the water holding capacity of soils (clay, peat and sand).
 - To demonstrate transpiration, pull.
 - To compare the rates of transpiration in different environmental conditions.
 - To demonstrate the evolution of oxygen during photosynthesis.
 - To compare the rates of photosynthesis under different environmental conditions.
 - To demonstrate the necessity of light, CO₂ and chlorophyll for photosynthesis.
 - Separation of photosynthetic pigments by paper chromatography.
 - Demonstration of aerobic respiration.
 - Demonstration of anaerobic respiration.
 - To demonstrate the liberation of CO₂ during aerobic respiration.
- (B). Maintenance of a record of all activities performed.

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सचिवालय
आर्य समाज शिक्षा संस्थान
आर्य समाज शिक्षा संस्थान
गोपी विद्या नगरी, रायपुर, रायपुर

CC-5 Mathematics
CC-5 (I) Paper-I: Complex Analysis
(CODE: BSCBED-355 e I)

Maximum Marks: 75

External: 60

Internal: 15 Marks (in which **two tests** of 7.5-7.55 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to-

- To acquaint students with the Complex number and integration.
- To understand the Harmonic functions, Construction of an analytic function;
- Apply the various theorem & modulus principle in further study.
- Know about the Residue theorem, residue at a pole, residue at infinity computation of residue, Rouché's theorem, fundamental theorem of algebra.

Unit I

- Complex numbers, function of a complex variable, limits, Cauchy Reimann equations (Cartesian & polar forms), continuity, differentiability of a function. Analytic functions,

Unit II

- Harmonic functions, Construction of an analytic function Conformal mapping, Bilinear transformation, and its properties, Elementary maps. $F(z) = \frac{1}{2}(z+1/z)$, z^2 , $2z$, $\sin z$ and $\log z$

Unit III

- Complex integration, Complex line integrals, Cauchy's integral theorem, Indefinite integral, Fundamental theorem of Integral calculus, Derivative of an analytic function, Liouville's theorem, Poisson's integral formula.

Unit IV

- Morera's theorem, Taylor's & Laurents series, Maximum, modulus principle, Schwarz's Lemma, Singularities, Zeros of an analytic function, branchpoint, Moromorphic functions and Entire functions, Reimann's theorem, Casorati Wierstrass theorem,

Unit-V

- Residue theorem, residue at a pole, residue at infinity computation of residue, Rouché's theorem, fundamental theorem of algebra, Mittag-Lefflet expansion theorem, evaluation of real definite integrals by contour integration.

Textbooks and References

- Ahlfors, L. V. (1973). *Complex Analysis*. McGraw Hill
- Conway, J. B. (2012). *Functions of one complex variable II* (Vol. 159). Springer Science & Business Media.
- Purohit and Goyal (2005). *Complex Analysis*. New Delhi: JPH.
- Rudin, W. (1970). *Real and Complex Analysis P. 2*. McGraw-Hill.
- Rudin, W. (2006). *Real and complex analysis*. Tata McGraw-hill education.
- Stein, E. M., & Shakarchi, R. (2003). *Princeton lectures in analysis*. Princeton University Press.
- Stein, E. M., & Shakarchi, R. (2005). *Real Analysis, Princeton Lectures in Analysis III*.
- Stein, R. Shakarchi (2003) *Complex Analysis: Princeton Lectures in Analysis*. Princeton University Press
- Vasishtha, A. R. (2010). *Complex Analysis*. Meerut: Krishna Prakashan Media (P) Ltd.

CC-5 (II) Paper-II: Mechanics
(CODE: BSCBED-355 e II)

Maximum Marks: 75

External: 60

Internal: 15 Marks (in which **two tests** of 7.5-7.5 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to-

- To acquaint with the concept of Forces in three dimensions, Velocities and accelerations.
- To understand Impact, Direct and oblique, Central forces;
- Apply the Analytical conditions of equilibrium in further study
- Know about the Residue theorem, residue at a pole, residue at infinity computation of residue, Rouche's theorem, fundamental theorem of algebra.

Unit I

- Analytical conditions of Equilibrium of Coplanar Forces, Virtual Work, Catenary, Center of Gravity.

Unit II

- Forces in Three Dimensions, Poinsot's Central Axis, Wrenches, Nulllines and planes, Stable and unstable Equilibrium.

Unit III

- Velocities and Accelerations along radial and transverse directions, and along tangential and normal directions, Simple Harmonic Motion, Rectilinear Motion under variable laws.

Unit IV

- Motion in Resisting Medium, Hooke's law related problems on horizontal and vertical Elastic Strings. Constrained Motion, Circular and Cycloidal motion.

Unit V

- Impact, Direct and Oblique, Central forces, Central orbits, p-equation, Apses, Time in an orbit, Kepler's laws of planetary motion.

Textbooks and References

- Biarez, J., & Hicher, P. Y. (1994). *Elementary mechanics of soil behaviour saturated remoulded soils*. AA Balkema.
- De Gennes, P. G. (1985). Wetting: statics and dynamics. *Reviews of modern physics*, 57(3), 827.
- Hansson, S. O. (2012). *A textbook of belief dynamics: Theory change and database updating*. Springer.
- Loney, S. L. (1914). *The Elements of Statics and Dynamics*. University Press.
- Nguyen, Q. S. (2000). *Stability and nonlinear solid mechanics*.
- Poinsot, L. (1847). *The elements of statics*. University Press.
- Synge, J. L. (1960). Classical dynamics. In *Principles of Classical Mechanics and Field Theory/Prinzipien der Klassischen Mechanik und Feldtheorie* (pp. 1-225). Springer, Berlin, Heidelberg.

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Environmental Studies (EVS)
(CODE: BSCBED-450)

Maximum Marks: 100

External: 70

Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcome: After completion of the course, student-teachers will be able -

- To understand background of EVS as a composite area of study that draws upon the science, social science and environmental education.
- To develop understanding about various ecosystems and biodiversity.
- Helping student to develop the ability to plan comprehensive units for environmental management and conservation.
- Understanding about the issues of conservation and environmental regeneration have been infused at appropriate places in all the textbooks.
- To analyze and understand environment concerns through the process of inquiry.
- To develop a sense of awareness about the environment hazards and its causes and remedies.

Unit – I Introduction to Environmental Studies

- Environmental studies: Historical background, concept, Nature and scope of EVS
- Natural and social environment: concept, its components, and relationship, man & Environment, man on environment,
- Disciplinary and Multidisciplinary approach of EVS

Practicum/Field Work

- Visit a natural or man-made site (park/forest/zoo/KVK/forest department etc) then discuss with student about their perception on natural environmental and its relation with social environmental.
- Conduct a play in school on man and environmental relationship for awareness about environmental protection among students, teachers and local people.
- Conduct awareness campaigning for plantation of *Tulsi*, *Neem*, and *Khejri* etc.

UNIT – II Eco-systems-

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Producers, Consumers and decomposers.
- Energy flow in ecosystem.
- Ecological Succession.
- Food Chain, Food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the following ecosystem-
- Forest ecosystem.
- Grassland ecosystem.

Practicum/Field Work

- Celebrate Important relevant days related to environmental conservation (such as earth day, world environmental days etc) in school or out of school with the help of students and make a systematic report on entire activities or work
- Make a bulletin board material on “role of individual in prevention of pollution” and analyse its impact on students and teachers of schools.
- Draft a report after analyse the scientific basis of Environment related to Indian traditional days present this report in class. (Basant Panchmi, Hariyali Amavasya etc.)

Unit- III Biodiversity, Its Conservation-

- Introduction – Definition: genetic, species and ecosystem diversity.
- Value of Biodiversity & Biodiversity at global, National & local levels.
- Hot-Spots of Bio-diversity.

**Assessment for Learning
(CODES: BSCBED-451)**

Maximum Marks: 100

External: 70

Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcome: After completion of the course, student-teachers will be able -

- To understand assessing children's progress, both in terms of their psychological development and the criteria provided by the curriculum.
- To provide broad outlook to go beyond the limited context of syllabus-based achievement testing, achievement scores in a subject linked with the child's overall development.
- Introduce student teachers to the history of evaluation and current practices.
- Understand the different dimensions of learning and related Evaluation procedures, tools and techniques. Analyse, Manage and interpret assessment data.
- Understanding the policy perspectives on examination and evaluation and their implementation practices. Assessment for culturally responsive in diverse classroom.
- Develop critical understanding of issues in evaluation and explore, realistic, comprehensive and dynamic assessment process which are culturally responsive for use in the classroom.
- Develop enabling processes which lead to better learning and more confident and creative learners.

Unit - I Concept of Evaluation

- Meaning & concept of assessment, Measurement & Evaluation and their Interrelationship, Purpose of Evaluation (Prognostic, Monitoring of Learning, Providing Feedback, Promotion, Diagnosing, Principles of Assessment, and Perspectives.)

Practicum/Field Work

- Observe the teaching learning process in class room and prepare a report and feedback on it.
- Prepare a diagnostic test of any subject and apply it on students there give suggestions for improvement.

Unit - II Type of Evaluation

- Classification of assessment: Base on purpose (Prognostic, Formative, Diagnostic and Summative), Scope (Teacher made, Standardized) Attribute measured (Achievement, Aptitude, Attitude, etc), Nature of information gathered (Qualitative, Quantitative) Mode of response (Oral and written, Nature of interpretation (norm referenced, criteria referenced).
- Evaluation of cognitive learning: Types and levels of Cognitive learning, understanding and application, thinking skills – convergent, divergent, critical, problem solving and decision making, items and procedures for their assessment.

Practicum/Field Work

- Assess thinking skills of students and suggest plan for improvement to their parents and teachers.
- Conduct a competition amongst students, giving them any topic and asking them to make a response oral or written. On the basis of response evaluate their personality or skills, ask them to take remedial measure, too measures.
- Presentation of papers on examination and evaluation policies.

Unit- III Continuous and Comprehensive Evaluation

- Meaning, concept need and process and characteristics of CCE.
- Assessment of affective learning: attitude and values, interest, self – concept items and procedures for their assessment.
- Grading: Concept, types and Application, Indicators for grading Psycho-Social and Political dimensions.

Agriculture
(CODES: BSCBED-452)

Maximum Marks: 50

External 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning outcomes: -

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

- Understand the meaning and scope of agriculture.
- Understand all about seeds, imported weed, manures etc.
- Acquire skills to practices of seed sowing, planting materials etc.
- Understand practices of different ornamental and horticulture crops.
- Recognise different field practices like earthing, hoeing, weeding watering etc.
- Inculcate healthy values related to work culture.

Unit I

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

Unit II

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

Unit III

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

Unit IV

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

Unit V

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

Practicum/Field Work (any two of the following)

Identification of an agronomy of following crops: Wheat, Bajra, Maize, Rose etc

Agricultural Processes: Irrigation, Training and Pruning, Hoeing and Weeding, Seed Bed

Suggested Readings:

- Bleasdale, J. K. A. (1973). *Plant physiology in relation to horticulture*. Macmillan International Higher Education.
- Dubey, D. K. (2008). *Fruit Production in India*. Meerut: Rama Publishing House.
- Edmond, J. B., Senn, T. L., Andrews, F. S., & Halfacre, R. G. (1975). *Fundamentals of horticulture* (No. 4th ed.). McGraw-Hill, Inc.
- Panda, S. C. (2005). *Agronomy*. Agrobios. Varanasi: Kushal Publications and Distributors.
- Sing, Jaiveer (2002). *Plant Propagation & Nursery Husbandry*. Meerut: Rama Publishing House.
- Singh, J. (2014). *Basic Horticulture*. New Delhi: Kalyani publishers.

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आदि-जाता
शिक्षा संकाय
आई.ए.एस.ई. (मिनिम डिप्लोमा)
गोंधी शिक्षा मंदिर, मल्हासरोवर

(Part II)
PEDAGOGY COURSES

Pedagogy of Mathematics
(CODE: BSCBED-453-I)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Develop insight into the meaning, nature, scope and objective of mathematics education.
- Learn important mathematics: mathematics is more than formulas and mechanical procedures.
- See mathematics as something to talk about, to communicate through, to discuss among them-selves to work together on; Pose and solve meaningful problems.
- Appreciate the importance of mathematics laboratory in learning mathematics.
- Stimulate curiosity, creativity and inventiveness in mathematics.
- Develop competencies for teaching-learning mathematics through various measures.

Unit -I Nature and Scope of Mathematics

- Meaning, Nature and Scope of Mathematics teaching.
- History of mathematics teaching and contribution of mathematician with reference to – Bhaskaracharya, Aryabhata, Ramanujan, Euclid, Pythagoras,
- Importance of Aims and Objectives of Mathematics Teaching.
- Nature of mathematical propositions, truth values, compound propositions,

Practicum/Field Work

- Prepare a model of Pythagoras Theorem/Cube, Cuboid, and Cone etc.

Unit -II Aims and Objectives of Teaching School Mathematics

- Nature of concepts, concept formation and concept assimilation, concept mapping.
- Aims and general objectives of teaching mathematics, Bloom's Digital Taxonomy, Vis-a Vis the objectives of school education; writing specific objectives and teaching points of various content areas in mathematics like algebra, geometry, trigonometry, etc.
- Approaches to teaching of mathematics – Analytic, Synthetic, Inductive-Deductive, Heuristic, Concept mapping, Project and Laboratory; using various techniques of teaching mathematics viz, oral, written, drill, assignment, supervised study and programmed learning.

Practicum/Field Work

- Draft a report on role of mathematics Teachers' association and its utility for rural teacher. After report writing conducts an awareness programme in rural area (or lab school) under mathematics teachers association.

Unit - III ICT & Materials in Teaching-learning of Mathematics

- Use of ICT: Video clips, Power points presentations, films etc.
- Dale cone of experiences, Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks, using audio-visual aids, CDs, multimedia and internet; case study approach.

Practicum/Field Work

- Prepare and present a lesson through power point presentation on any topic of your choice. Organize maths fair with the help of school students.
- Make five different teaching materials using different type of teaching aids at school level.

Unit -IV Teaching-learning Resources in Mathematics

- Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and

Pedagogy of General Science

(CODE: BSCBED-453-II)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: After completion of the course, student-teachers will be able to:-

- Develop insight on the meaning and nature of General science for determining aims and strategies of teaching- learning.
- Appreciate that science is a dynamic and expanding body of knowledge.
- Appreciate the fact that every child possesses curiosity about his/her natural surroundings.
- Identify and relate everyday experiences with learning of science.
- Appreciate various approaches of teaching- learning of science.
- Explore the process skill in science and role of laboratory in teaching- learning.
- Use effectively different activities / experiments/ demonstrations / laboratory experiences for teaching-learning of science.
- Integrate the science knowledge with other school subjects.
- Analyze the contents of science with respect to pots, branches, process skills, knowledge organization and other critical issues.
- Develop process-oriented objectives based on the content themes/units.
- Identify the concepts of science that are alternatively conceptualized by teachers and students in general.

Unit I: Nature and Scope of General Science

- Concept, Nature, Need& Importace of Science & Science Teaching.
- Main discoveries and development of science (special reference to ancient India) Science as a domain of enquiry, as a dynamic and expanding body of knowledge, science as a process of constructing knowledge. Science as interdisciplinary area of learning (Physics, chemistry, biology etc) science for environment, health, peace & equity, science and society. Fact, concept, principles, laws and theories- their characteristics in context of general science.

Practicum/ Field Work

- Visit a KVK/ Ayurveda college/ science labs to address their working process and draft a report on their contribution to prosperity.
- Discussion on development of New theories/ Principles.
- Instruct students to make use of her/his previous knowledge in science gained through classroom / environment / parents and peer group.
- Planning and organizing events on special days related to science such as earth day, environmental day, cancer and DIVAID& day.

Unit II: Teaching-learning of General science

- Scientific attitude and scientific temper: Nurture the natural curiosity, aesthetic senses and creativity in biology; essential skills, methods and process that lead to exploration: Generalization and validation of scientific knowledge in biological science.
- Team teaching, project method, problem solving method, program instruction, investigatory approach, concept mapping, collaborative learning, and experiential learning in science: Facilitating learners for self-study.

Pedagogy of Chemistry
(CODE: BSCBED-453-III)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: After completion of the course, student-teachers will be able to:-

- Gain insight on the meaning and nature of chemistry for determining aims and strategies of teaching-learning.
- Appreciate that science is a dynamic and expanding body of knowledge.
- Appreciate the fact that every child possesses curiosity about his/her natural surroundings.
- Identify and relate everyday experiences with learning chemistry.
- Appreciate various approaches of teaching-learning of chemistry.
- Understand the process of science and role of laboratory in teaching-learning situations.
- Use effectively different activities/*demonstration*/laboratory experiences for teaching-learning of chemistry.
- Integrate in chemistry knowledge with other school subjects.

Unit- I Nature and scope of chemistry

- Concept, Nature, scope, & importance of chemistry & chemistry Teaching.
- Relation of chemistry to the environment (natural environment, artifacts and people issues at the interface of science technology and society, imbibe the values (honesty, integrity, cooperation, concern for life and preservation of environment, solving problems of everyday life) facts and principles of chemistry its application consistent with the stages of cognitive development of learners. (e.g. Heat, carbon and its compound, acid, basis and salts, Thermodynamics, physical and chemical changes, stages of liquid nature and states of matter, metal, and non-metal. etc.) Specific objective of different content areas in science (Physics and Chemistry).
- Planning, organizing and conducting of small community survey.

Practicum work

- Drama or role plays activity in class on life sketch & their contribution of any chemistry scientist.
- Prepare anyone of the following related to environment
(1) Poster (2) article (3) story (4) play.

Unit-II Teaching-learning of Chemistry

- Scientific attitude and scientific temper: Nurture the natural curiosity, aesthetic senses and creativity in biology: essential skills, methods and process that lead to exploration: Generalization and validation of scientific knowledge in biological science.
- Team teaching, project method, problem solving method, programme instruction, investigatory approach, concept mapping, collaborative learning, and experiential learning in chemistry: Facilitating learners for self-study.

Practicum work:-

- Conducting two experiments useful at Sec/ Sr. sec level, ex-physics and chemistry changes, heat, acid, basis and salts.

Pedagogy of Biology
(CODE: BSCBED-453 IV)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: After completion of the course, student-teachers will be able to:-

- Develop insight on the meaning and nature of biological science for determining aims and strategies of teaching- learning.
- Appreciate that science is a dynamic and expanding body of knowledge.
- Appreciate the fact that every child possesses curiosity about his/her natural surroundings.
- Identify and relate everyday experiences with learning of biological science.
- Appreciate various approaches of teaching- learning of biological science.
- Explore the process skill in science and role of laboratory in teaching- learning.
- Use effectively different activities / experiments/ demonstrations / laboratory experiences for teaching-learning of biological science.
- To understand meaning, concept and various types of assessment.
- Integrate the biological science knowledge with other school subjects.
- Analyze the contents of biological science with respect to pots, process skills, knowledge organization and other critical issues.
- Develop process-oriented objectives based on the content themes/units.
- Identify the concepts of biological science that are alternatively conceptualized by teachers and students in general.

Unit - I Nature and Scope of Biology

- Concept, Nature, Need & Importance of Biological science & Biology Teaching.
- Science as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge: Biological science for environment and health, peace, equity: history of biological science, its nature and knowledge science independent of human application: origin of life and evolution, biodiversity, observations and experiments in biological sciences: interdisciplinary linkages, biological sciences and society.
- Photosynthesis, factors affecting the process of photosynthesis, respiration in plants and animal, transportation in plants, phytoplankton and zooplankton.

Practicum work

- Conduct a health awareness programme in community with the help of student (Programme may be based on knowledge of biological science).
- Poster presentation/drama on origin of life and evolution for awareness about biodiversity.
- Planning and organizing events on special days related to biological science such as earth day, environmental day, cancer and HIV AID & science day.
- Examine the water samples for qualitative Analyse of phytoplankton and zooplankton.
- Organize and plan excursions with school students of scientifically significant local areas.
- Participation in health-related national campaign such as pulse polio campaign.

Pedagogy of Physics
(CODE: BSCBED-453-V)

Maximum Marks: 50

External: 35 Mark

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Gain insight on the meaning and nature of Physics science for determining aims and strategies of teaching-learning.
- Identify and relate everyday experiences with learning Physics;
- Appreciate various approaches of teaching-learning of Physics;
- Use effectively different activities/demonstrations/laboratory experiences for teaching-learning of Physics;
- Integrate in Physics knowledge with other school subjects;

Unit -I Nature and Scope of Physics

- Meaning, Concept, Nature, Scope, Needs, Aims, Objective and Importance of Physics Teaching.
- Corelation of Physics with other School Subjects.
- Ohm's law, Magnetic field, reflection in of light, Refraction of light.

Practicum/Field Work

- Write a report on physical issues and concerns of the present-day, after analysis of News from News Papers, TV, and Radio etc.
- Observation, recording and interpretation of physical and social features and phenomena of your area / district / city).
- Identify and interpretate news related to positive social changes or initiation for improvement of physical environment.
- Prepare a practical file after conducting any two experiments on Ohm's Law/ reflection of light etc.

Unit -II Teaching-learning of Physics

- Scientific attitude and scientific methods: concept, components and steps.
- Aims and general objectives of teaching physics, Bloom's Digital Taxonomy, Vis-a-Vis the objectives of school education; writing specific objectives.
- Team teaching, project method, problem solving method, Inductive deductive, investigatory approach, concept mapping and experiential learning in Physics: Facilitating learners for self-study.

Practicum/Field Work

- Prepare a lesson plan based on team teaching and execute it in school.
- Role playing activities in relation to solving problems of everyday life
- Practical work with the help of low-cost material in schools.
- Make any two teaching aids with the help of low-cost material.

Unit -III ICT & Materials in Teaching-learning of Physics

- Use of ICT: Video clips, Power points presentations, films etc.
- Dale cone of experience, Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks, using audio-visual aids, CDs, multimedia and internet; and online recourses.

Practicum/Field Work

- Field projects related to Physics to develop knowledge of scientific methods in learners.
- Group discussion in peer groups, on the problems related to Physics.
- Make a lesson plan based on power point presentation and execute it in school.

BSCBED-IV
Group B: Core Courses (CC)
CC - 1 (I) PHYSICS
ATOMIC, MOLECULAR AND NUCLEAR PHYSICS
(CODE: BSCBED-454 a I)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to:-

- Understand atomic and molecular physics.
- Apply Theory of Nuclear Fission and fusion in further study.
- To explain Structure of Nuclei and Elementary Particles.

Unit - I

- Atomic Physics: Spectra of hydrogen, Frank-Hertz experiment and discrete energy states, Stern and Gerlach experiment, deuteron and alkali atoms, spectral terms, doublet fine structure, screening constants for alkali spectra for s, p, d and f states, selection rules, L-S and J-J couplings, Atoms in a magnetic field, Zeeman effect, Zeeman splitting.
- Weak spectra: continuous X-ray spectrum and its dependence on voltage, Duane and
- Hunt's law, Characteristics X-rays, Moseley's law, doublet structure of X-ray spectra, X-ray absorption spectra.

Unit II

- Molecular Physics: Discrete set of electronic energies of molecules, quantisation of vibrational and rotational energies, determination of internuclear distance, pure rotational and rotational-vibrational spectra, Dissociation limit for the ground and other electronic states, transition rules for pure vibrational and electronic vibrational spectra. Raman effect, Stokes and anti-Stokes lines, complimentary character of Raman and infrared spectra, experimental arrangements for Raman spectroscopy.
- Spectroscopic techniques: Sources of excitation, prism and grating spectrographs for visible, UV and IR, absorption spectroscopy, double beam instruments, different recording systems.

Unit III

- Accelerators: Ion sources, Cockcroft-Walton high voltage generators, Van deGraaff generators, Drift tube, Linear accelerators, Wave guide accelerators, Magnetic focusing in Cyclotron, Synchrocyclotron, Betatron, The electromagnetic induction Accelerator, Electron synchrotron, Proton Synchrotron.
- Detectors: Interaction of charged particles and neutrons with matter working of nuclear detectors, Geiger-Muller counter, proportional counter and scintillation counter, cloud chambers, spark chamber, emulsions.

Unit IV

- Nuclear Fission: Theory of Nuclear Fission, Liquid Drop Model, Shell Model, Barrier Penetration-Theory of Spontaneous Fission, Nuclear Fission as a source of Energy, The Nuclear Chain reaction, Condition of controlled Chain Reaction, The Principle of Nuclear Reactors, Classification of Reactors, Power of Nuclear

CC 2 CHEMISTRY
CC 2 (I) - Course-I - ADVANCE CHEMISTRY – I
(CODE: BSCBED- 454 b I)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to-

- Understand the spectral and magnetic properties of transition metal complexes.
- Get familiar with Heterocycles and Bioinorganic chemistry
- explain the nuclear magnetic resonance (NMR) spectroscopy.
- Apply the principles of Acid-base behavior isoelectric point and electrophoresis in real life.

Unit – I Electronic spectra of Transition Metal Complexes

- Types of electronic transitions, selection rules for d-d transitions, spectroscopic ground states, spectrochemical series, Orgel-energy level diagram for d1 to d9 states, discussion of the electronic spectrum of $[\text{Ti}(\text{H}_2\text{O})_6]^{3+}$ complex ion.

Unit - II Magnetic Properties of Transition Metal Complexes

- Types of magnetic behaviour, methods of determining magnetic susceptibility, spin-only formula, L-S coupling, correlation of μ_s and μ_{eff} values, orbital contribution to magnetic moments, application of magnetic moment data for 3d metal complexes.

Unit-III Heterocyclic Chemistry

- Introduction: Molecular orbital picture and aromatic characteristic of pyrrole, furan, thiophene and pyridine. Methods of synthesis and chemical reactions with particular emphasis on the mechanism of electrophilic substitution. Mechanism of nucleophilic substitution reactions in pyridine derivatives. Comparison of basicity of pyridine, piperidine and pyrrole.

Unit-IV Bioinorganic Chemistry

- Essential and trace elements in biological processes, metalloproteins with special reference to haemoglobin and myoglobin. Biological role of alkali and alkaline earth metals ions with special reference to Ca^{2+} . Nitrogen fixation.

Unit-V Nuclear magnetic resonance (NMR) spectroscopy

- Proton magnetic resonance (^1H NMR) spectroscopy, nuclear shielding and deshielding, chemical shift and molecular structure, area of signals and proton counting, splitting of signals, spin-spin coupling and coupling constant, interpretation of NMR spectra of simple organic molecules such as ethyl bromide, ethanol, acetaldehyde, 1, 1, 2-tribromoethane, ethyl acetate, toluene and acetophenone.
- Problems pertaining to the structure elucidation of simple organic compounds using UV, IR and NMR spectroscopic techniques.

Reference: -

- Abraham, R. J., Fisher, J., & Loftus, P. (1998). *Introduction to NMR spectroscopy* (Vol. 2). New York: Wiley.
- Anslyn, E. V., & Dougherty, D. A. (2006). *Modern physical organic chemistry*. University science books.
- Chambers, R. D. (2004). *Fluorine in organic chemistry*. CRC press.
- Colthup, N. (2012). *Introduction to infrared and Raman spectroscopy*. Elsevier.
- Gordon, P. F., & Gregory, P. (2012). *Organic chemistry in colour*. Springer Science & Business Media.
- Kalsi, P. S. (2007). *Organic reactions stereochemistry and mechanism (Through Solved Problems)*. New Age International.

CC – 3 Zoology
CC – 3 (I) -COURSE-1 MOLECULAR GENETICS
(CODE: BSCBED-454 c I)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes: -After completion of the course, student-teachers will be able to -

- To Comrehend the modern concepts and applied aspects of molecular genetics biotechnology and instrumentation.
- Get familiar with Concept of gene expression, spectrophotometry and gene amplification.
- Apply the principles of electrophoresis in separation technique of proteins and apply the principles spectrophotometer in real life situation.

Unit – I

- Introduction, concept and development of Molecular Genetics & Genetic engineering.

Unit – II

- Nucleic acids: DNA (prokaryotic and eukaryotic)- Structure, forms, chemical composition functions and units of DNA, Genetic Code, Replication of DNA

Unit –III

- RNA: Genetic RNA, non – genetic RNAs (mRNA, tRNA, and rRNA) – Structure and functions.

Unit –IV

- Gene mutation: nature of mutation, types of mutation and causes of mutation.
- DNA repair: mismatch repair, direct repair, base-excision, nucleotide-excision repair and other types of DNA repair. Genetic diseases and faulty DNA repair.

Unit –V

- Gene expression: Transcription and translation of prokaryotes and eukaryotes.
- Regulation of gene expression in prokaryotes (Lac and tryptophan operon)

Textbooks and References

- Alberts, B., Johnson, A., Lewis, J., Raff, M., Roberts, K., & Walter, P. (2015). *Molecular biology of the cell*. Garland Science. New York, 1227-1242.
- Blomquist, G. J., & Bagnères, A. G. (Eds.). (2010). *Insect hydrocarbons: biology, biochemistry, and chemical ecology*. Cambridge University Press.
- Conklin, K. F., Doerfler, W., Grafstron, R. H., Groudine, M., Hamilton, D. L., Jaenisch, R. & Langner, K. D. (2012). *DNA methylation: biochemistry and biological significance*. Springer Science & Business Media.
- Gupta, P. K. (2005). *Cell and molecular biology*. Rastogi Publications
- Karp, G. (2007). *Cell and Molecular Biology*. John Wiley & Sons Incorporated.
- Karp, G. (2009). *Cell and molecular biology: concepts and experiments*. John Wiley & Sons.
- Kotpal, R. L. (1967). *Annelida*. Jaipur: Rastogi Publications.
- Lodish, H., Berk, A., Kaiser, C. A., Krieger, M., Scott, M. P., Eretscher, A. & Matsudaira, P. (2008). *Molecular cell biology*. Macmillan.
- Rosen, F. S., Steiner, L., & Unanue, E. (1989). *Macmillan dictionary of immunology*.
- Tripathi, G. (2010). *Cellular and Biochemical Science*. IK International Pvt Ltd.
- WILSON, E. B. K., & Walker, J. (2005). *Biochemistry and Molecular Biology*. Knudes painos.

CC-4 Botany
Genetic Engineering, Biotechnology, Ecology & Economic Botany
(CODE: BSCBED- 454 d I)

Maximum Marks: 50

External: 40

Internal: 10 Marks (in which **two tests** of 5-5 marks each are included)

Learning outcomes

- Understand plant tissue culture, genomics and proteomics
- Get familiar with concept of cellular totipotency
- Explain the concept of genetic engineering
- Implement the application of biotechnology in real life.

Unit –I

- Tools and Techniques in Plant Tissue Culture, Media Preparations, Solid media, Liquid media, sterilization techniques, sterilization of glasswares and medium, Aseptic manipulation and Culture maintenance, Inoculation and Sub culture.
- Concept of Cellular totipotency, Methods of application of micro propagation, Haploid production, Zygotic embryo culture, Endosperm Culture, Somatic embryogenesis and Synthetic Seeds.

Unit-II

- An Overview of Genetic Engineering, Tools & Techniques of genetic engineering, recombinant DNA technology, Methods and applications in agriculture, horticulture, pharmaceuticals, Genetic markers, PCR.
- Concept of genomics and proteomics, application of biotechnology.

Unit III

- Atmosphere (gaseous composition), Climatic factors, Edaphic factors, morphological, anatomical and physiological, responses of plants to water, temperature light and Salinity.
- Population ecology with special reference to Growth Curves, ecotypes, ecads and plant Indicators.
- Community ecology with special reference to life forms, biological spectrum, ecological succession.

Unit IV

- Ecosystem, Structure and function, Abiotic & biotic components, food chain, food Web ecological pyramids, energy flow, biogeochemical cycles of carbon, nitrogen & phosphorous.
- General vegetation of India
- Intellectual property Rights (IPR) and Patent.

Unit V

- Economic Botany: - Origin, Cultivation and value-added products of following:
Cereals: Rice, Wheat and Maize
- Oil Yielding Plants: Mustard, Groundnut and Coconut Fibre Yielding Plants: Cotton, Sun-hemp
- Spices: Cardamom, Fennel, Cumin, Coriander Medicinal plants: Op.um, Cinchona, Sarpagandha. Beverages: Tea & Coffee
- Rubber: General Account

Suggested Readings

- Brintnall, S. B., & Molly, C. O. (1986). *Economic Botany: Plants in our world*. New Delhi: McGraw Hill.
- Kochhar, S. L. (2016). *Economic botany*. Cambridge University Press.
- Vasil, I. K., & Thorpe, T. A. (Eds.). (2013). *Plant cell and tissue culture* Springer Science & Business Media.

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Botany

**INSTITUTE OF ADVANCED STUDIES IN EDUCATION
(DEEMED TO BE UNIVERSITY)**

of

GANDHI VIDYA MANDIR, SARDARSHAHR

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*Page No. 01-127 of this
Syllabus has been approved
in A.C. Meeting 26.08.2020.*

Registrar

*IASE (Deemed to be University)
GVM, Sardarshahr*



IASE
(deemed to be
university)

SYLLABUS

SCHEME OF EXAMINATION AND COURSE OF STUDY

FACULTY OF HUMANITIES & SOCIAL SCIENCES

BACHELOR OF ARTS

B.A. I, II, & III (2020-23)



Dean
DEAN

FHSS, IASE (Deemed to be University)

G.V.M., Sardarshahr

अनिवार्य प्रश्न पत्र

बी. ए. प्रथम वर्ष (सामान्य हिन्दी)

प्रथम प्रश्न पत्र

पूर्णांक-100

सैद्धान्तिक प्रश्न पत्र - 80

आन्तरिक मूल्यांकन-20

समय: 03 घण्टे

BA-C-101

न्यूनतम उत्तीर्णांक -36

न्यूनतम उत्तीर्णांक-29

न्यूनतम उत्तीर्णांक -7

सामान्य हिन्दी

उद्देश्य

1. राष्ट्रीय भावना, नारी भावना को प्रगाढ़ करने की प्रेरणा देना।
2. दार्शनिक विचारधारा को विकसित करना।
3. मिथकीय चेतना और आधुनिकता बोध, आत्म संघर्ष तथा काव्य सौष्ठव से अवगत कराना।
4. मानवीय संदेदनाओं को कहानी और उपन्यास के माध्यम से विकसित कराना।
5. गद्य साहित्य को सामाजिक समस्याओं के संदर्भ में चिंतन हेतु तैयार कराना।

अधिगम सम्प्राप्तियाँ:-

1. आधुनिक कविता के अध्ययन से भारतीय काव्यधारा की संपूर्ण विवेचना में सक्षम हो सकेंगी। छायावादी काव्य में स्थापित नवीन भावबोध एवं नई काव्यशैलियों से परिचित हो सकेंगी।
2. हिन्दी काव्यधारा में युगीन परिस्थितियों यथा राजनीतिक, सामाजिक, आर्थिक, सांस्कृतिक कारणों के विश्लेषण क्षमता की वृद्धि हो सकेगी।
3. समाज के सामाजिक सन्दर्भों को रोचकपूर्ण तरीके से और सरल रूप से प्रेषित कराना।
4. छात्रों को गद्य साहित्य की लेखन शैली व पठन शैली से अवगत करवाना। उपन्यास कला तथा कहानी कला के मूलभूत अंतर को समझने में समर्थ हो सकेंगी।

इकाई - 1

साहित्य खण्ड -

(क) गद्य भाग :- निर्धारित रचनाएँ :-

भारतवर्ष की उन्नति कैसे हो सकती है
मेरा जीवन
मजदूरी और प्रेम
भारतीय संस्कृति की देन
सोना
राष्ट्रपिता महात्मा गांधी
सवालियों की नोक पर
गर्दिश के दिन
निन्दा रस
नेता नहीं नागरिक चाहिए
आज भी खरे हैं तालाब

- भारतेन्दु
- प्रेमचन्द
- पूर्ण सिंह
- हजारी प्रसाद द्विवेदी
- महादेवी वर्मा (रेखाचित्र)
- मुक्तिबोध
- मोहन राकेश
- गुलशेर अहमद खान 'शानी'
- हरिशंकर परसाई (व्यंग्य)
- रामधारी सिंह दिनकर
- अनुपम मिश्र

इकाई - 2

(ख) पद्य भाग :- निर्धारित रचनाएँ :-

अयोध्यासिंह उपाध्याय 'हरिऔध'
मैथिलीशरण गुप्त

- कर्मवीर
- भूलोक का गौरव (भारत-भारती)

14

DEAN

Examination of B.A. Part I
Content of B.A. General English (Compulsory Subject)

Paper Code- BA-C 102

Max. Marks – 100

Internal Max. Marks –20

Theory Paper – 80

Duration : 3 hrs.

Min. Pass Marks – 36

Min. Pass Marks – 07

Min. Pass Marks – 29

GENERAL ENGLISH

Learning Outcomes:

Students develop proficiency in English which equips them to:

- Understand the demands of audience, course, situation and purpose and the Use of language for effective communication.
- Analyse language in context to gain an understanding of grammar, vocabulary, spelling, punctuation and speech. Examine authentic literary and non literary texts and develop insight and appreciation.
- Gain an understanding of study and reference skills.
- To making students read English prose with a view to enhancing their comprehension of the language and encouraging them to develop reading habits.
- Developing basic skills in grammar, enriching their vocabulary and enabling them to write simple and correct English.

Section - A

Grammar

[10Marks]

- Determiners
- Tenses and Concord
- Auxiliaries
- Prepositions
- Basic Sentence Patterns

Section - B

Transformations

[10 Marks]

- Active to Passive Voice
- Simple to Compound / Complex
- Declarative into Negative/ Interrogative
- Direct to Indirect Speech


DEAN

Examination of B.A. Part I

(Compulsory Subject)

Paper Code- BA-C 103

ELEMENTARY COMPUTER APPLICATIONS

Max. Marks – 100

Theory Paper – 50

Practical - 40

Internal Max. Marks –10

Duration : 3 hrs.

Min. Pass Marks – 36

Min. Pass Marks – 18

Min. Pass Marks – 14

Min. Pass Marks – 04

Note:

1. Part – I Contain 60 multiple choice type question. Each question carries $\frac{1}{2}$ marks.
2. Part – II Contain 05 very short types question. (one mark each)
3. Part – III Contain 03 short question (five marks each)

Learning outcomes:

On the completion of the Course, the student teacher will be able to

1. To acquaint the students with the knowledge of latest computer technology and its use in education.
2. To acquaint the students with the various computer software packages available now a days.
3. To develop the capabilities to analyse the data using computers and already developed software
4. To acquaint the students with Author ware package.
5. To develop the skills of writing programs to analyse and process the statistical data.
6. Recognise, understand and appreciate ICT as an effective learning tool for learners and as an enormous functional support.

Course Outline:

Unit - I

Computer Fundamentals:- Introduction to Information Technology, Generation of Computers, Types of computers: Micro, Mini, Mainframe, Super, Architecture of Computer System: CPU, ALU Primary Memory: RAM, ROM, Cache memory, Secondary Memories, Input/Output device, Pointing device. Number System (binary, octal, decimal and hexadecimal) and their conversions, Logic gates, Languages: machine, assembly and high level languages including 3GL, 4GL.

Unit - II

Word Processing packages: Standard features like toolbar, word wrap, text formatting, paragraph formatting, effect to text, mail merge.

Spreadsheet Packages: Type of entries, Simple arithmetic calculations, formula and statistical functions, Different types of charts, Sorting, searching, formatting, printing.

Power point :- Slide creation, slide show, adding graphics, formatting, customizing and printing.

Unit – III

19



DEAN

FHSS, IASE (Deemed to be University)
G.V.M., Sardarshahr

Examination of B.A. Part I

Content B.A. Environmental Studies (Compulsory Subject)

Max. Marks – 100

Min. Pass Marks – 36

Theory Paper – 80

Min. Pass Marks – 29

Internal Max. Marks – 20

Min. Pass Marks – 07

Duration : 3 hrs.

Note: The question paper will contain 10 questions in all, i.e., two questions from each unit. Each question is divided into two Parts - Part A Part B having 12 and 4 Marks respectively. Candidate has to answer Part A in about 5 pages and part B in about one page selecting one question from each section.

Object :

Learning outcome:-

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

1. To understand background of EVS as a composite area of study that draws upon the science, social science and environmental education.
2. To develop understanding about various ecosystems and biodiversity.
3. Helping student to develop the ability to plan comprehensive units for environmental management and conservation.
4. Understanding about the issues of conservation and environmental regeneration have been infused at appropriate places in all the textbooks.
4. To analyze and understand environment concerns through the process of inquiry.
5. To develop a sense of awareness about the environment hazards and its causes and remedies.

UNIT I

Introduction and Environmental Studies-

- Environmental studies: Historical background, concept, Nature and scope of EVS.
- Natural and social environment: concept, its components, and relationship, man & Environment, man on environment,
- Disciplinary and Multidisciplinary approach of EVS
- Renewal and Non- Renewable Resources

UNIT II

Eco-systems-

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Producers, Consumers and decomposers.
- Energy flow in ecosystem.
- Ecological Succession.
- Food Chain, Food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the following ecosystem-
- Forest ecosystem.
- Grassland ecosystem.

Adinb
DEAN

बी. ए. प्रथम वर्ष (हिन्दी साहित्य)

प्रथम प्रश्न पत्र

पूर्णांक-100

सैद्धान्तिक प्रश्न पत्र - 80

आन्तरिक मूल्यांकन-20

समय 3 घंटे

न्यूनतम उत्तीर्णांक -36

न्यूनतम उत्तीर्णांक-29

न्यूनतम उत्तीर्णांक -7

उद्देश्य :-

ऐच्छिक प्रश्न-पत्र

1. विद्यार्थी हिन्दी साहित्य के इतिहास लेखन परम्परा से परिचित हो सकेंगे।
2. विद्यार्थी हिन्दी साहित्य के आदिकाल के प्रमुख कवियों एवं उनकी रचनाओं की जानकारी प्राप्त कर सकेंगे।
3. विद्यार्थी आदिकाल के वातावरण, लोक साहित्य का ज्ञान प्राप्त करेंगे।
4. विद्यार्थी को आदिकाल की प्रमुख प्रवृत्तियों की जानकारी प्राप्त हो सकेंगी।
5. विद्यार्थी भक्तिकाल की सांस्कृतिक, सामाजिक, साहित्यिक, धार्मिक आदि स्थितियों की जानकारी प्राप्त कर सकेंगे।

अधिगम समप्राप्तियाँ:-

1. विद्यार्थी हिन्दी काव्यशास्त्र में काव्यगुण, दोष, अलंकार आदि की जानकारी प्राप्त कर सकेंगे।
2. विद्यार्थी हिन्दी साहित्य के विविध कालों की जानकारी प्राप्त कर सकेंगे।
3. विद्यार्थी भक्तिकाल के प्रमुख कवि एवं उनकी रचनाओं से परिचित हो सकेंगे।
4. विद्यार्थियों में हिन्दी साहित्य के प्रति सकारात्मक अभिवृत्ति का विकास हो सकेगा।
5. विद्यार्थी राजस्थानी लोक साहित्य एवं लोकभाषा का ज्ञान प्राप्त कर सकेंगे।

प्रथम प्रश्न पत्र - प्राचीन एवं मध्यकालीन काव्य

इकाई - 1

1. बीसलदे रास- नरपतिनाल्ह - डॉ. ब्रजनारायण पुरोहित
गावण हारा मांडली गाइ, देस मालव माहे नगरी धार, नाल्ह वखाणइ नगरि जु धार, धार नगरी राजा भोज नरेस, राजमती कुमरी मन भाइ, भोज तणउ जुडयउ छइ दिवाण, पंडिया तेहि बोलावइ राइ, राजा भोज बोलइ तिणि ठाइ, ले महरत चाल्यो तिणि ठाइ, जोयो तोडउ जेसळभेर, पांडयो परधान आव्या बाहोडि।
2. ढोला मारु रा दूहा- सं. नरोत्तम स्वामी, सूर्यकरण पारीक, रामसिंह अम्हॉ मन अचरिज भयउ, जे जीवण तिन्हॉ-तणॉ, ससनेही समदाँ परइ, सखिए सज्जण वल्लहा, मारुनूँ आखइ सखी, सखीवयण सुंदरि सुण्या, हे सखिए परदेस प्री, बाबहियउ नइ विरहणी, बाबहिया, चढि गउखसिरि, बाबहिया चढि डूंगरे, बाबहिया तूँ चोर, बाबहिया निलपंखिया, बाबहिया तरपंखिया, बाबहिया निलपंखिया, बाबहिया रतपंखिया, बाबहिया प्रिउ प्रिउ न कहि, बाबहिया डूंगर-दहण, चहुँ, दिस दागिनि सघन घन, पावस आयउ साहिबा, गिरिवर मोर गहविकया, राजा परजा गुणियजण।
3. विद्यापति पदावली- सं. आनन्द प्रकाश दीक्षित

Amind
DEAN

बी. ए. प्रथम वर्ष (हिन्दी साहित्य)

द्वितीय प्रश्न पत्र

पूर्णांक-100

सैद्धान्तिक प्रश्न पत्र - 80

आन्तरिक मूल्यांकन-20

समय - 3 घण्टे

उद्देश्य:-

न्यूनतम उत्तीर्णांक -36

न्यूनतम उत्तीर्णांक-29

न्यूनतम उत्तीर्णांक -7

1. विद्यार्थी हिन्दी साहित्य के इतिहास एवं लेखन परम्परा से परिचित हो सकेंगे।
2. विद्यार्थी हिन्दी साहित्य के आदिकाल के प्रमुख कवियों एवं उनकी रचनाओं की जानकारी प्राप्त कर सकेंगे।

अधिगम समप्राप्तियाँ:-

1. विद्यार्थी आदिकाल के लोक साहित्यकी भाषा-शैली आदि का ज्ञान प्राप्त कर सकेंगे।
2. विद्यार्थी हिन्दी साहित्य के इतिहास की समकालीन प्रमुख प्रवृत्तियों की जानकारी प्राप्त हो सकेंगी।
3. विद्यार्थी भक्तिकाल के प्रमुख कवि एवं उनकी रचनाओं से परिचित हो सकेंगे।
4. विद्यार्थी काव्यशास्त्र का सामान्य ज्ञान अर्जित कर सकेंगे।
5. भक्तिकाल की सांस्कृतिक, सामाजिक, साहित्यिक, धार्मिक आदि स्थितियों की जानकारी प्राप्त कर सकेंगे।
6. विद्यार्थी हिन्दी काव्यशास्त्र में काव्यगुण, दोष, अलंकार आदि की जानकारी प्राप्त कर सकेंगे।
7. विद्यार्थी हिन्दी साहित्य के विविध कालों की जानकारी प्राप्त कर सकेंगे।
8. विद्यार्थियों में हिन्दी साहित्य के प्रति सकारात्मक अभिवृत्ति का विकास हो सकेगा।

द्वितीय प्रश्न पत्र - कथा साहित्य

इकाई - 1

उपन्यास - स्वप्नमयी - विष्णु प्रभाकर, वाणी प्रकाशन दिल्ली

इकाई - 2

कहानियाँ :-

- | | | |
|--------------|---|---------------|
| 1. परीक्षा | - | प्रेमचन्द |
| 2. बिसाती | - | जयशंकर प्रसाद |
| 3. चोर | - | जैनेन्द्र |
| 4. संवदिया | - | रेणु |
| 5. पराया शहर | - | कमलेश्वर |
| 6. छिपकली | - | अमरकान्त |

इकाई - 3

- | | | |
|---------------------|---|----------------|
| 1. नशा | - | मन्नू भण्डारी |
| 2. जिन्दगी और गुलाब | - | उषा प्रियम्बदा |
| 3. दूसरा चमत्कार | - | मृदुला गर्ग |
| 4. पाँचवा बेटा | - | नासिरा शर्मा |

बी. ए. प्रथम वर्ष (संस्कृत साहित्य)

प्रथम प्रश्न पत्र

पूर्णांक-100

सैद्धान्तिक प्रश्न पत्र - 80

आन्तरिक मूल्यांकन-20

समय 3 घंटे

न्यूनतम उत्तीर्णांक -36

न्यूनतम उत्तीर्णांक-29

न्यूनतम उत्तीर्णांक -7

प्रथम प्रश्न पत्र - प्राचीन संस्कृत साहित्य एवं अलंकार

उद्देश्य:-

- साहित्य तथा सन्दर्भ ग्रन्थों के प्रति रुचि विकसित करना।
- छात्रों में पदों, छन्दों, अलंकारों, समासों आदि के अर्थ ग्रहण करने की क्षमता का विकास करना व उनका विश्लेषण करने की क्षमता का विकास करना।
- छात्रों के द्वारा भाषा तत्त्वों, शैली, छन्द, अलंकारों का प्रयोग अपने व्यावहारिक जीवन में करना।
- संस्कृत रचनाओं का समालोचनात्मक विवेचन करने की क्षमता का विकास करना।

अधिगम सम्प्राप्तियाँ:-

1. छात्र विभिन्न गद्य शैलियों से परिचित हो पायेगें व छात्रों की लेखन-शैली का उत्तरोत्तर परिष्कार एवं विकास हो पायेगा।
2. कवि की मधुमयी भूमिका में स्थित होकर काव्योचित अभिव्यञ्जनापूर्ण शैली में भावबोधपूर्वक, आस्वादनयोग्य सस्वरपाठ करने में समर्थ बनाना।
3. उपादेय स्तुतियों, सूक्तियों, सुभाषितों तथा श्लोकों का कण्ठस्थीकरण कराते हुए, उनके व्यावहारिक ज्ञान का विकास करना अर्थात् मौखिक तथा लिखित भाषा में उनका सुप्रयोग कर भाषा-सौष्ठव का विकास कर पाने में समर्थ बनाना।
4. सुभाषितों एवं नीति-श्लोकों में निहित उपदेशों को जीवन में अपनाते हुए व्यक्तित्व या चरित्र के विकास में योगदान करना।
5. प्रभावोत्पादक तथा अभिव्यक्तिपूर्ण शैली में सस्वर-पाठ करने में दक्ष बनाना।

इकाई 1

- | | | |
|---|----|-----|
| 1. नाटक - स्वप्नवासवदत्तम् | 16 | अंक |
| (क) नाटक-स्वप्नवासवदत्तम्-एक श्लोक की हिन्दी में व्याख्या प्रथम अंक से) | 08 | अंक |
| (ग) सामान्य प्रश्न | 06 | अंक |

इकाई 2

- | | | |
|--|----|-----|
| 2. वाल्मीकि रामायण-बालकाण्ड (प्रथम सर्ग) | 16 | अंक |
| (क) दो श्लोकों का अनुवाद | 08 | अंक |
| (ख) सामान्य प्रश्न | 08 | अंक |

इकाई 3

- | | | |
|--------------------------------------|----|-----|
| 3. स्मृति - मनुस्मृति-द्वितीय अध्याय | 16 | अंक |
| (क) दो श्लोकों की व्याख्या | 08 | अंक |
| (ख) सामान्य प्रश्न | 08 | अंक |

इकाई 4

- | | | |
|--------------------------|----|-----|
| 4. कथा साहित्य- हितोपदेश | 16 | अंक |
|--------------------------|----|-----|


DEAN

बी. ए. प्रथम वर्ष (संस्कृत साहित्य)

प्रथम प्रश्न पत्र

पूर्णांक-100

सैद्धान्तिक प्रश्न पत्र - 80

आन्तरिक मूल्यांकन-20

समय 3 घंटे

न्यूनतम उत्तीर्णांक -36

न्यूनतम उत्तीर्णांक-29

न्यूनतम उत्तीर्णांक -7

उद्देश्य:-

1. छात्रों में भारतीय संस्कृति के तत्व को जानने की क्षमता विकसित करना।
2. मौलिक रचना विकसित करने की क्षमता उत्पन्न करना।
3. छात्रों में श्लोकों के अर्थ को समझने व उनका सार संस्कृत में लिखने की योग्यता विकसित करना।
4. संस्कृत विषय के व्याकरण सम्बन्धी ज्ञान को परिपूष्ट करना।
5. वाक्य रचना, शुद्ध लेखन की योग्यता विकसित करना।
6. शब्दों का संश्लेषण-विश्लेषण करने की क्षमता का विकास करना।

अधिगम सम्प्राप्तियाँ:-

1. शुद्धोच्चारण पूर्वक पढ़ने की क्षमता का विकास करना।
2. उपयोगी शब्द रूपों तथा धातुरूपों का अभ्यास करना।
3. पद्य साहित्य, अनुवाद एवं व्याकरण आदि का ज्ञान कराते हुए शुद्ध वाक्यों के निर्माण की क्षमता का विकास करना।
4. शुद्ध संस्कृत- माध्यम से लिखित रूप में अपने भावों को व्यक्त करने में समर्थ बनाना।
5. शुद्ध संस्कृत के माध्यम से अपने भावों को मौखिक रूप से व्यक्त करने में समर्थ बनाना।

द्वितीय प्रश्न पत्र - भारतीय संस्कृति के तत्व, पद्य साहित्य, अनुवाद एवं व्याकरण
इकाई-1

भारतीय संस्कृति के तत्व (वैदिक काल से सातवीं शताब्दी तक)	16	अंक
(क) भारतीय संस्कृति - पृष्ठभूमि एवं विशेषताएँ		
(ख) धार्मिक, सामाजिक, आर्थिक एवं राजनीतिक स्थिति		
(ग) वर्ण, आश्रम एवं संस्कार (विवाहों के प्रकार सहित)		
(घ) त्रिविध ऋण एवं पंच महायज्ञ		
(ङ) शिक्षा		

इकाई-2

पद्य साहित्य - (रघुवंश) (कालिदास) द्वितीय सर्ग	16	अंक
(अ) दो श्लोकों का सप्रसंग अनुवाद	(ब) एक सामान्य प्रश्न	

इकाई-3

अनुवाद-	16	अंक
(अ) हिन्दी से संस्कृत में अनुवाद	अथवा	(ब) अपठित गद्यखण्ड का अर्थावबोध

इकाई-4

व्याकरण लघुसिद्धान्त कौमुदी	16	अंक
(संज्ञा, प्रकरण, अच्, हल् एवं विसर्गसन्धि)		
1. संज्ञा प्रकरण से दो सूत्रों की व्याख्या		
2. अच् सन्धि (दो प्रयोगों की सन्धि)		
3. हल् सन्धि (दो प्रयोगों की सन्धि)		
4. विसर्ग सन्धि (दो सूत्रों की सोदाहरण व्याख्या)		

**B. A. First Year
HISTORY**

Two Papers

HISTORY OF INDIA FROM EARLIEST TIMES TO 1206 A.D.

Max. Marks – 100

Min. Pass Marks – 36

Theory Paper – 80

Min. Pass Marks– 29

Internal Max. Marks –20

Min. Pass Marks – 07

Duration : 3 hrs.

Learning Objectives:

1. Students will learn about the various Sources of Ancient India with special reference to Palaeolithic, Mesolithic, Neolithic, & Chalcolithic.
2. Students will learn about the Origin of the Harappan Civilization.
3. Students learn about the Republican States in Ancient India.
4. Pupils will learn about the Second Stage of the Urbanization & urban Centers.
5. Pupils will learn about the origin & Development of Varna System & Importance of the Asramas in Ancient Indian Society.
6. Pupils will learn about the How to transformations of Varna into Castes Systems in India.
7. Pupils will learn about the Rise of Nandas & Mauryas Empire & his Polity & Foreign Policy.
8. Pupils will learn about the trade & Commerce: Land Trade, Foreign Trade etc.
9. Students learn about the Sungas, Kanvas, Satvahana Empire & its Socio- Religious & Economic Conditions in India's during this Period.

Learning Outcomes:

1. Explain the Impact of Geography on Indian History and Culture.
2. To understand the Rise of Magadha upto the Nandas.
3. To study the India in the post-Gupta period.
4. To know the significance of India in the post-Gupta period.
5. To study Age of Satavahanas and Foreign Powers.

Note: The question paper will contain 10 questions in all, i.e., two questions from each unit. Each question is divided into two Parts -[Part-A][Part-B] having [12] and [4] Marks respectively. Candidate has to answer [Part-A] in about 5 pages and [Part-B] in about one page selecting one question from each section.

UNIT - I

Impact of Geography on Indian History and Culture, Main sources of Ancient Indian History, Features of Indus civilization, The Aryan Problem. Vedic Polity and Economic life, the rise of Janpadas and republics.

UNIT – II

Rise of Magadha upto the Nandas; Magadha Imperialism and role of Chandragupta Maurya; Chakravarti Ashoka – his policy and Dhamma; Mauryan Administration, Factors leading to disintegration of the Mauryan Empire.

UNIT – III

**B.A. Part I
Two Papers
Paper I**

FOUNDATIONS OF POLITICAL SCIENCE

Max. Marks – 100

Min. Pass Marks – 36

Theory Paper – 80

Min. Pass Marks– 29

Internal Max. Marks –20

Min. Pass Marks – 07

Duration : 3 hrs.

Note : The question Paper shall contain 10 questions in all, i.e. two questions from each unit. Each question is divided into two parts– Part A and Part B having 12 and 4 marks respectively. Candidate has to answer. part A in about 5 pages and part B in about one page.

OBJECTIVES -On completion of the course the students – Teacher will be able to:

- Understand the nature and scope of Political Science.
- Distinguish between the traditional and modern perspectives of Political Science.
- To understand some basic concepts of Political Science.
- Analyse state, its Component, Various theories of its origin and their bearing upon the nature of State
- Understand and analyses various systems of governance.
- Acquaint themselves with various aspects and agents involved in the political process.
- To understand and analyses the basis aspects of certain Political ideologies.

Learning outcome

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

- Understand the nature and scope of Political Theory.
- Distinguish between the traditional and modern perspectives of Political Theory.
- Understand some basic concepts of Political Theory.
- Analyse state, its Component, Various theories of its origin and their bearing upon the nature of State
- Understand and analyses various systems of governance.
- Acquaint themselves with various aspects and agents involved in the political process.
- To understand and analyse the basic aspects of major Political ideologies.

UNIT I Political Theory

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

UNIT II Concepts

PAPER II

REPRESENTATIVE INDIAN POLITICAL THINKERS

Max. Marks – 100

Min. Pass Marks – 36

Theory Paper – 80

Min. Pass Marks– 29

Internal Max. Marks –20

Min. Pass Marks – 07

Duration : 3 hrs.

Note : The question Paper shall contain 10 questions in all, i.e. two questions from each unit. Each question is divided into two parts– Part A and Part B having 12 and 4 marks respectively. Candidate has to answer. part A in about 5 pages and part B in about one page.

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

- To understand the fundamental of ancient Indian view regarding state, society and man and also the ancient Indian view point regarding human virtues, individuals place in social order.
- To understand and appreciate major streams of social and religious reforms in India in the 19th century and also the interaction between religion and political awakening.
- To understand and appreciate different streams of nationalism in Indian thinking.
- To understand the various aspects of Political thoughts of Mahatma Gandhi, Democratic socialism of J. L. Nehru, Redical humanism of M. N. Roy.
- Understand and analyses political and social philosophy of Ambedkar, J.P.Narayan and Ram Manohar Lohiya.

Learning outcomes: Students will be able -

- To understand the fundamentals of ancient Indian view regarding state, society and man and also the ancient Indian view point regarding human virtues, individuals place in social order.
- To understand and appreciate major streams of social and religious reforms in India in the 19th century and also the interaction between religion and political awakening.
- To understand and appreciate different streams of nationalism in Indian political thinking.
- To explain the various aspects of Political thoughts of M.K. Gandhi, Democratic socialism of Jawaharlal Nehru, Redical humanism of M. N. Roy.
- To analyse political and social philosophy of Ambedkar, J.P. Narayan and Ram Manohar Lohiya.

Unit I

Manu, Kautilya and Somdev Soori, Ziauddin Barani

Unit II

Raja Ram Mohan Ray, Swami Dayanand Saraswati and Jyotiba Phule

Unit III

Gopal Krishan Gokhale, Bal Gangadhar Tilak, Aurobindo Ghosh

B.A.- I (Geography)

PAPER – I Physical Geography

Max. Marks – 75

Theory Paper –60

Internal Max. Marks – 15

Min. Pass Marks – 27

Min. Pass Marks– 22

Min. Pass Marks – 05

Duration : 3 hrs.

Note: The question paper will contain 10 questions in all, i.e., two questions from each unit. Each question is divided into two Parts -Part A Part B having 10 and 2 Marks respectively. Candidate has to answer Part A in about 5 pages and part B in about one page selecting one question from each section.

Learning Objects :

- 1) The aim of this paper is to develop the better understanding about origin of earth, rocks, earth movements, atmosphere
- 2) The Students will also able to understand others aspects such as – Relief, Temperature, Marine Deposits.

Learning Outcomes:

- 1) Understand concept & cope and need of physical geography.
- 2) Apply Their Knowledge in daily life.
- 3) To compare various type of land forms.
- 4) Conceptualize Cycle of Erosion, soil formation and Volcanicity.
- 5) Examine Different type of reefs.

UNIT – I

- (a) Origin of the Earth : Nebular hypothesis, Tidal hypothesis, Big Bang Theory.
- (b) Physical and Chemical State of the interior of the Earth, Structure and Zones.
- (c) Alfred Wegener's theory of continental drift.
- (d) Plate tectonics.
- (e) Isostasy
- (f) Theories of mountains building – Joly, Kober and Holmes.


UNIT – II

- (a) Rocks – Their types and characteristics.
- (b) Weathering and soil formation.
- (c) Earth movements- Diastrophism – faults and folds.
- (d) Earthquake
- (e) Volcanicity – causes and land forms.

UNIT – III

- (a) Cycle of Erosion – Davis and Penck.
- (b) Fluvial land forms.
- (c) Karst land forms
- (d) Glacial land forms
- (e) Aeolian land forms
- (f) Coastal land forms

UNIT – IV


DEAN
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B.A.- I (Geography)

PAPER – II

Resources and Environment

Max. Marks – 75

Min. Pass Marks – 27

Theory Paper –60

Min. Pass Marks– 22

Internal Max. Marks – 15

Min. Pass Marks – 05

Duration: 3 hrs.

Note: The question paper will contain 10 questions in all, i.e., two questions from each unit. Each question is divided into two Parts -Part A Part B having 10 and 2 Marks respectively. Candidate has to answer Part A in about 5 pages and part B in about one page selecting one question from each section.

Learning Objects:

1. The aim of this paper is to develop the better understanding about Environmental Aspects.
2. The Students will also able to understand others aspects such as – Biotic & abiotic, forests, polluations & environment management.

Learning Outcomes: After completion of the course, student-teachers will be able to:-

1. Evolve a deeper understanding of its purpose and its relationship with society and Humanity.
2. Contextualize Environmental management.
3. Understand and components of resources and environment.
4. Appreciate diverse perspectives of storing rainwater for direct use.
5. Equips the prospective teacher with proactive perspective and sense of agency.
6. Engage with concepts which are drawn from a environmental education problems and its planning.
7. Learn about Major soil types and their distribution.

UNIT – I

Meaning, nature and components of resources and environment. Resources and environment interface. Classification of resources, renewable and non-renewable : biotic (forests, wild-life, live-stock, fisheries, agriculture crops) and abiotic (land, water, water mineral)

UNIT – II

Distribution and utilization of mineral and energy resources, their economic and environmental significance. Types and distribution of forests, flora, fauna and fisheries – their economic and environmental significance.

UNIT – III

Major soil types and their distribution. Problem of soil erosion and soil conservation. Distribution and utilization of water, water harvesting, need, forms of water, Ground water utility, storing rainwater for direct use. Economic and environmental significance.

UNIT – IV

Geography Practical

Particulars

Max. Marks – 50

Min. Pass Marks – 18

Learning Objective:

- 1) The aim of this paper is to develop the better understanding about cartography principals, maps, relief, shading, contours and profiles.

Learning Outcome:-

- 2) To develop ability to present geographical region through different types of diagram.
- 3) To develop the skills at reading maps and globe.
- 4) To develop drawing and measuring skills.
- 5) To develop the skill of using and manipulating geographical instruments.
- 6) To develop the in forest in field visit.
- 7) To develop an ability of preparing report of socio-economic survey of a village.

The nature and scope of cartography. Scale: Scale by statement, Representative Fraction, Linear Scale: Simple, Comparative and Diagonal.

Enlargement and Reduction of map.

Methods of Showing relief- hachure's, shading, contours and layer tints Representation of different landforms by contours.

Contour: interpolation, drawing of profiles: cross and longitudinal profiles.

Relevance of Profiles in landform mapping and analysis.

Diagrammatic Representation of Geographical data, types of diagram. Bar Diagram and Column charts, Line graph.

Environmental Survey of a nearby village Chain and Tape Survey.

Distribution of Marks

Lab Work	:	20
Field Work	:	10
Practical File	:	10
Viva-voce	:	10
Total	:	50

Suggested Readings :

1. Misra, R.P. and Ramesh (1998) A. Fundamentals of Cartography, Mc.Milian Co., New Delhi.
2. Robinson. All etal. (1999) Elements of Cartography, John Wiley & Sons, U.S.A.
3. Sarkar. A.K. Practical Geography (1998) A Systematic Approach Oriental Longman, Calcutta
4. शर्मा, जे.पी. (2000) प्रायोगिक भूगोल, रस्तोगी, प्रकाशन मेरठ।


DEAN

FHSS, (AISE Deemed to be University)
G.V.M., Sardarshahr

B.A. - I (SOCIOLOGY) PAPER - I

Paper I - PRINCIPLES OF SOCIOLOGY

Max. Marks – 100

Min. Pass Marks – 36

Theory Paper – 80

Min. Pass Marks– 29

Internal Max. Marks –20

Min. Pass Marks – 07

Duration : 3 hrs.

Objectives:

The main objective of this paper is to introduce students with the basic principles of sociology and train the students in the sociological discipline. This paper will create broad avenues for the students of sociology.

Learning Outcomes: After completion of the paper students will be able to:

- Develop perspective that gives students a clear purview on human behavior and its connection to society as a whole. It invites students to look for the connections between the behavior of individual people and the structures of the society in which they live.
- Look at our society and a way to set up through sociological lens.
- Understand interpersonal relations, conflicts, social crisis which exists around them.
- Understand how society is important in shaping our everyday life.

Note: The question Paper shall contain 10 questions in all, i.e. two questions from each unit. Each question is divided into two parts– Part A and Part B having 12 and 4 marks respectively. Candidate has to answer. Part A in about 5 pages and part B in about one page.

Unit I

Meaning, Nature and Scope of Sociology; The Sociological perspective; Sociology and other Social Sciences; The scientific and Humanistic Orientations to Sociological Study.

Unit II

Basic concepts: Society, Community, Institution, Association, Group, Social Structure, Culture, Status and Role.

Unit III

The Individual and Society; Society and Socialization - meaning, stages, agencies and theories; Relation between Individual and Society; Social Control: Norms, Values and Sanctions; Social Stratification and Mobility - meaning, forms and theories.

Unit IV

Social Change - Meaning and Type: Evolution and Revolution; Progress and development; Factors of Social Change-: Theories of Ogburn, Sorokin, and Karl Marx.

Unit V



B.A.- I (SOCIOLOGY)

Paper II - INDIAN SOCIETY

Max. Marks – 100

Min. Pass Marks – 36

Theory Paper – 80

Min. Pass Marks– 29

Internal Max. Marks –20

Min. Pass Marks – 07

Duration : 3 hrs.

Objectives:

The main objective of this paper is to introduce Indian social structure and their components through sociological lenses. This paper will primarily focus on the salient features of Indian social structure and their changing scenario.

Learning Outcomes:After the completion of the paper students will be able to:

- Give a clear definition of the contemporary Indian society.
- Develop the motto of our Indian system: Unity in Diversity.
- Evaluate the existing Indian social structures and institutions, their continuity and change.
- Identify and distinguish the Indian social structures and institutions, their unique features and changes it underwent through.

Note: The question Paper shall contain 10 questions in all, i.e. two questions from each unit. Each question is divided into two parts– Part A and Part B having 12 and 4 marks respectively. Candidate has to answer. Part A in about 5 pages and part B in about one page.

Unit I

Cultural and Ethnic Diversity: Language, Caste; Religion: Concept, Religious Beliefs and Practices And Cultural Patterns; Unity in Diversity:Structural Unity of Indian Society.

Unit II

Concepts of Varna; Ashram; Karma and Purushartha

Unit III

Basic Institutions of Indian society: Caste, Kinship, Family, Marriage; Caste and Class: meaning, features and changing dimensions

Unit IV

The Structure and Composition Of Indian Society: Villages, Towns, Cities, Rural-Urban Linkages, Tribes, Weaker Sections, Dalits, Women And Minorities, Population Profile And Related Issues.

Unit V


DEAN

बी. ए. प्रथम वर्ष (संगीत)

प्रथम प्रश्न पत्र

पूर्णांक-75

सैद्धान्तिक प्रश्न पत्र - 60

आन्तरिक मूल्यांकन-15

समय 3 घंटे

न्यूनतम उत्तीर्णांक -27

न्यूनतम उत्तीर्णांक-22

न्यूनतम उत्तीर्णांक -5

सैद्धान्तिक प्रश्न पत्र प्रथम: भारतीय संगीत (कंठ एवं वाद्य)

उद्देश्य-

1. संगीत की संरचना, प्रलेखन और प्रदर्शन के माध्यम से मानव आकांक्षा और कलात्मक अखंडता के उच्चतम स्तर को बढ़ावा देना!
2. एक सांस्कृतिक भाषा के रूप में संगीत की एक विश्लेषणात्मक, रचनात्मक और सहज समझ विकसित करना!
3. संगीत में सक्रिय भागीदारी के माध्यम से सांस्कृतिक और सौंदर्य संबंधी अनुभव के लिए अवसरों को बढ़ावा देना, उनकी समझ और कला की प्रशंसा करना और संगीत और उदार कलाओं के लिए बातचीत को बढ़ावा देना!

अधिगम सम्प्राप्तियां

1. विद्यार्थियों को संगीत का मानव जीवन में योगदान समझ में आया और संगीत का अध्यात्म से सम्बन्ध भी स्पष्ट हुआ।
2. संगीत में लय ताल और स्वर के सामंजस्य को स्पष्ट किया जायेगा।
3. ताल पक्ष में विद्यार्थियों को विभिन्न तालों के ठेके याद करवाये जायेंगे जैसे- तीन ताल, दादरा, रूपक, कहरवा, एकताल आदि।
4. राग भैरव, अहिर भैरव, यमन में छोटा ख्याल (बन्दिशों) तैयार करवाई जायेगी जिससे विद्यार्थियों का लय पक्ष और सुर मजबूत होगा।
5. रागों के समच को रागों के स्वरों के चलन के आधार पर परिवर्तित होता है जिससे विद्यार्थियों को सुरों के चलन के साथ सम्बन्ध स्पष्ट किया जायेगा।

इकाई 1

1. निम्नलिखित रागों का शास्त्रीय विवरण एवं तुलनात्मक अध्ययन
(1) यमन (2) भूपाली (3) भैरव (4) खगाज (5) वृन्दावनी सारं (6) दुर्गा (7) हिण्डोल (8) छायाण्ट (9) कामोद
2. पाठ्यक्रम की बन्दिशों/गतों को स्वरलिपि सहित लिखना।

इकाई- 2

1. निम्नलिखित तालों का ठेका, दुगुन, चौगुन सहित लिखना।
(1) त्रिताल (2) एक ताल (3) चौताल (4) दादरा (5) कहरवा
2. निम्नलिखित की परिभाषाएं :-
मीड, घसीट, कृत्तन, कण, जमजमा, झाला, मुरकी, आलाप, तान

इकाई- 3


DEAN

बी. ए. प्रथम वर्ष (संगीत)

द्वितीय प्रश्न पत्र

पूर्णांक-75

सैद्धान्तिक प्रश्न पत्र - 60

आन्तरिक मूल्यांकन-15

समय 3 घंटे

न्यूनतम उत्तीर्णांक -27

न्यूनतम उत्तीर्णांक-22

न्यूनतम उत्तीर्णांक -5

भारतीय संगीत (कंठ एवं वाद्य)

उद्देश्य-

1. छात्र कॉमन-प्रेक्टिस पीरियड की शैली में विश्लेषण और संगीत की संरचना की समझ हासिल करना।
2. ऐतिहासिक संगीत शैलियों, सूचना संबंधी तकनीकों और विभिन्न शैली अवधियों के प्रदर्शन प्रथाओं का ज्ञान प्राप्त करना।
3. छात्र बुनियादी कीबोर्ड तकनीकों में कौशल हासिल करना।

अधिगम सम्प्राप्तियां

1. विभिन्न प्रकार की रागो को विद्यार्थियों द्वारा तैयार करने से विद्यार्थियों में स्वरताल और लय का विकास होगा।
2. स्वर और श्रुतियों का अन्तर स्पष्ट होगा।
3. ताल और लय के बोध से विभिन्न प्रकार की तालों को पहचानने का ज्ञान विकसित होगा।
4. रागों के बोध से स्वरों के चलन का ज्ञान होगा जिनसे विद्यार्थियों को स्वयं नई कम्पोजिशन बनाने का बोध होगा।
5. ध्रुपद घमार आदि शैलियों का ज्ञान होगा।

इकाई-1

1. संगीत के उद्भव की विभिन्न मान्यताओं का प्रारम्भिक अध्ययन।
2. संगीत की हिन्दुस्तानी पद्धति के समय सिद्धान्त का अध्ययन।

इकाई- 2

1. विष्णु दिगंबर पलुस्कर एवं विष्णु
2. नारायण भातखंडे द्वारा निर्मित स्वरलिपि पद्धतियों का अध्ययन डायटोनिक स्केल, टोन, सेमी टोन, मेजर टोन, माइनर टोन

इकाई- 3

1. हिन्दुस्तानी संगीत पद्धति के चालीस सिद्धान्त
2. हारमनी और मेलोडी

इकाई- 4

1. निम्नलिखित नृत्यों की जानकारी - कथक, भरत नाट्यम, मणिपुरी, ओडिसी
2. निम्नलिखित वाद्यों की बनावट एवं उपयोगिता- सितार, तानपूरा, तबला, हारमोनियम

इकाई- 5

1. जीवन में संगीत का महत्त्व
2. संगीत की गुरुशिष्य परम्परा एवं संस्थागत शिक्षा प्रणाली
3. संगीत एवं रोजगार


DEAN

बी. ए. द्वितीय वर्ष (हिन्दी साहित्य)

प्रथम प्रश्न पत्र

पूर्णांक-100

सैद्धान्तिक प्रश्न पत्र - 80

आन्तरिक मूल्यांकन-20

समय 3 घंटे

न्यूनतम उत्तीर्णांक -36

न्यूनतम उत्तीर्णांक -29

न्यूनतम उत्तीर्णांक -7

रीति कालीन काव्य

उद्देश्य :-

1. इस प्रश्न पत्र के द्वारा हिन्दी साहित्य के रीतिकाल का अध्ययन किया जायेगा।
2. विद्यार्थी हिन्दी साहित्य के रीतिकाल का परिचय जान सकेंगे।
3. विद्यार्थी रीतिकाल समाज के बारे में जान सकेंगे।

अधिगम सम्प्राप्तियाँ:-

1. विद्यार्थी रीतिबद्ध, रीतिसिद्ध, रीतिमुक्त काव्यों के परिचय के साथ विशेषताओं का अध्ययन कर सकेंगे।
2. विद्यार्थी रीतिकालीन काव्यों का विस्तृत अध्ययन कर सकेंगे।
3. विद्यार्थी हिन्दी साहित्य के इतिहास के बारे में दृष्टिकोण विकसित कर सकेंगे।
4. विद्यार्थी श्रृंगार, कला, और अलंकारों की गूढ़ता को जान सकेंगे।
5. विद्यार्थियों में रीति काल के प्रसिद्ध कवियों के बारे में जानकारी पैदा होगी।
6. विद्यार्थी रीतिकाल के महत्वपूर्ण परिवर्तन एवं आंदोलनों के बारे में जान सकेंगे।
7. विद्यार्थी काव्यहेतु एवं काव्यप्रयोजन का ज्ञान प्राप्त कर सकेंगे।

इकाई- 1

1. केशव : रामचन्द्रिका-गणेश वन्दना, सरस्वती वन्दना, श्रीराम वन्दना, अवधपुरी शोभा वर्णन, सीता-स्वयम्बर, परशुराम संवाद, वन में राम, भरत-कैकेयी संवाद, लक्ष्मण-क्रोध, पंचवटी वर्णन, सिया हरण, अशोक वाटिका में रावण-सीता, सीता के विरह में राम दशा, रावण-हनुमान संवाद, लंका दहन, अंगद-रावण संवाद, सीता की अग्नि-परीक्षा, रामराज्य वर्णन।
2. बिहारी : दोहे- मेरी भव बाधा हरौ, सीस मुकुट कटि काछनी, मोर मुकुट की चन्द्रिकनु, सोहत ओढ़े पीत पट, तजि तीरथ, अधर धरत हरि, कीने हूँ कोटिन, अजौ तर्यौना, तो पर वारौं, बतरस-लालच, नेह न नैनजी, केसरि कै सरि, या अनुरागी वित्त, डीठि न परतु, अंग अंग नग, लिखन बैठि जाकी, दृग उरझत, मानहु बिधि तन, सघन कुंज छाया, भाल लाल बेंदी, इत आवति चलि, रनित भृंग घंटावली, कहलाने एकत बसत, अरुन सरोरुह कर, ज्यौं व्हैहौं त्यौं, करौ कुवत जगु, कब को टेरत, थोरेई गुन रीझते, स्वारथु सुकृत न, करि फलेल को,

बी. ए. द्वितीय वर्ष (हिन्दी साहित्य)

द्वितीय प्रश्न पत्र

पूर्णांक-100

सैद्धान्तिक प्रश्न पत्र - 80

आन्तरिक मूल्यांकन-20

समय 3 घंटे

न्यूनतम उत्तीर्णांक -36

न्यूनतम उत्तीर्णांक -29

न्यूनतम उत्तीर्णांक -7

नाटक एवं एकांकी

उद्देश्य :-

1. इस प्रश्न पत्र के द्वारा विद्यार्थी हिन्दी नाटक के अर्थ और तत्व को जान सकेंगे।
2. विद्यार्थी इससे हिन्दी नाटक के उद्भव एवं विकास की परम्परा को समझने का प्रयास करेंगे।
3. विद्यार्थी इससे एकांकी की विकास यात्रा को समझ सकेंगे।
4. विद्यार्थी नाटक एवं एकांकी में अंतर स्पष्ट कर सकेंगे।

अधिगम सम्प्राप्तियाँ:-

1. विद्यार्थी एकांकीकारों की भाषागत विशेषताओं को समझ सकेंगे।
2. विद्यार्थियों में रंगमंचीय अभिनय क्षमता का विकास होगा।
3. विद्यार्थी एकांकी की विभिन्न शैलियों से परिचित होंगे।
4. विद्यार्थी नाटक की विभिन्न शैलियों से परिचित होंगे।
5. नाटक एवं एकांकी के माध्यम से विद्यालय एवं समाज में अभिनय द्वारा जागरूकता आएगी।
6. विद्यार्थी नाटककारों की व्यक्तिगत प्रवृत्तियों का अध्ययन कर सकेंगे।

नाटक - आधे-अधुरे इकाई - 1
मोहन राकेश - राधा कृष्ण प्रकाशन, नई दिल्ली.

नाटक - मुक्तिपथ इकाई - 2
रवि चतुर्वेदी, श्याम प्रकाशन, जयपुर

इकाई - 3

एकांकी:-

1. एक तोला अफीम की कीमत -रामकुमार वर्मा
2. साहब को जुकाम है -उपेन्द्रनाथ 'अश्क'
3. परदे के पीछे -उदयशंकर भट्ट

इकाई - 4

1. काल पुरुष और अजंता की नर्तकी -लक्ष्मीनारायण लाल
2. हरी घास पर क्षण भर -सुरेन्द्र वर्मा
3. समरथ को नहीं दोष गुसाई -सफदर हाशमी

इकाई - 5

बी. ए. द्वितीय वर्ष (संस्कृत साहित्य)

प्रथम प्रश्न पत्र

पूर्णांक-100

सैद्धान्तिक प्रश्न पत्र - 80

आन्तरिक मूल्यांकन-20

समय 3 घंटे

न्यूनतम उत्तीर्णांक -36

न्यूनतम उत्तीर्णांक -29

न्यूनतम उत्तीर्णांक -7

प्रथम प्रश्न पत्र - नाटक, छन्द, संस्कृत साहित्येतिहास एवं व्याकरण

उद्देश्य:-

- वाक्य में प्रयुक्त संज्ञा व सर्वनाम के साथ क्रियापदों का अन्वय करना।
- अशुद्ध संस्कृत वाक्यों को शुद्ध करना।
- धातुओं के साथ वर्तमान कालिक, भूतकालिक, उत्तरकालिक व पूर्वकालिक प्रत्ययों को जोड़ने की क्षमता का विकसित करना।
- संस्कृत रचनाओं का समालोचनात्मक विवेचन करने की क्षमता का विकास करना।
- संस्कृत भाषा एवं साहित्य के प्रति छात्रों में अनुसन्धानात्मक दृष्टिकोण उत्पन्न करना।
- संवाद क्षमता में दक्षता विकसित करना।
- श्लोकों के सस्वर वाचन की योग्यता बढ़ाना।
- संस्कृत बोध के साथ संस्कृत गद्यांश को पढ़ने की क्षमता को विकसित करना।
- सौंदर्य बोध व सृजन शीलता का विकास करना।

अधिगम सम्प्राप्तियों:-

- भाषा तत्त्वों, शैली, छन्द, अंलकारों को प्रयोग अपने व्यावहारिक जीवन में करना।
- वाक्य रचना, शुद्ध लेखन की योग्यता विकसित करना।
- भावानुकूल वाचन करना शुद्ध उच्चारण करना।
- शब्दों-पदों, वाक्यों मुहावरों आदि का अर्थ ग्रहण करने की क्षमता विकसित करना।
- साहित्य तथा सन्दर्भ ग्रन्थों के अध्ययन में रुचि विकसित करना।

इकाई-1

नाटक से व्याख्या (अभिज्ञानशाकुन्तलम्, प्रथम व द्वितीय अध्याय)	16	अंक
(क) दो श्लोकों की संस्कृत में व्याख्या	08	अंक
(ख) सामान्य प्रश्न	08	अंक

इकाई-2

नाटक से व्याख्या (अभिज्ञानशाकुन्तलम्, तृतीय व चतुर्थ अध्याय)	16	अंक
(क) दो श्लोकों की हिन्दी में व्याख्या	08	अंक
(ख) सामान्य प्रश्न	08	अंक

इकाई-3

छंद (अभिज्ञानशाकुन्तलम् में प्रयुक्त सभी छन्द)	16	अंक
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इकाई-4

व्याकरण-	16	अंक
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(क) कृत प्रत्यय प्रकरण से निर्धारित प्रत्यय - तव्यत्, अनीयर्, क्त, क्तवत्, क्त्वा, ल्युट्, शतृ, शानच्, तुमन्, ल्यप् इन प्रत्ययों के विधायक सूत्रों का सोदाहरण अर्थज्ञान

06 अंक

(ख) तद्धित- मतुप्, इन्, ठक्, इन प्रत्ययों के विधायक सूत्रों का सोदाहरण अर्थज्ञान

06 अंक

(ग) स्त्रीप्रत्यय- टाप् इन प्रत्ययों के विधायक सूत्रों का सोदाहरण अर्थज्ञान

04 अंक
DEAN

बी. ए. द्वितीय वर्ष (संस्कृत साहित्य)

द्वितीय प्रश्न पत्र

पूर्णांक-100

सैद्धान्तिक प्रश्न पत्र - 80

आन्तरिक मूल्यांकन-20

समय 3 घंटे

न्यूनतम उत्तीर्णांक -36

न्यूनतम उत्तीर्णांक -29

न्यूनतम उत्तीर्णांक -7

द्वितीय प्रश्न पत्र - वैदिक साहित्य, गद्य साहित्य एवं व्याकरण

उद्देश्य:-

- संस्कृत भाषा तथा साहित्य का संरक्षण करना, उसे प्रोत्साहित करना तथा उसका विकास करना।
- छात्रों में संस्कृत की अन्य महत्वपूर्ण कृतियों को दूसरी भाषाओं में अनुवाद करने की क्षमता विकसित करना।
- वैदिक साहित्य के सम्पूर्ण इतिहास से परिचित होना।
- प्राचीन साहित्य की उपयोगिता व प्रभाव को अधिगम करना और उसे व्यवहारिक जीवन में उपयोग करना।
- प्राचीन साहित्य के अध्ययन के द्वारा छात्रों का मानवीय, नैतिक मूल्यों का विकास करना।

अधिगम सम्प्राप्तियाँ:-

- भारतीय मूल्य संस्कार व सद्बृति विकसित करना।
- विश्वबन्धुत्व एवं मानव परिवार की संकल्पना के प्रति स्वस्थ दृष्टिकोण विकसित करना।
- विद्यार्थियों की संस्कृत विषयक कठिनाइयों को दूर कर उनके व्यक्तित्व निर्माण में सहायक होना।
- संस्कृत गद्य, नाटक, व्याकरण आदि को धाराप्रवाह पढ़ सकने की क्षमता का विकास करना।
- छात्रों को प्राचीन संस्कृत साहित्य से परिचित कराना।

इकाई-1

ऋक्सूक्त - ऋग्वेद के निम्नलिखित सूक्त

16 अंक

1. अग्नि (1:1)
2. विष्णु (1:154)
3. इन्द्र (2:12)
4. संज्ञान (10:191)

(क) ऋक्सूक्त ऋग्वेद के दो मंत्रों का अनुवाद

08 अंक

(ख) निर्धारित किसी एक सूक्त का हिन्दी में सार

08 अंक

इकाई-2

ईशावास्योपनिषद् - यजुर्वेद का 40वां अध्याय

16 अंक

(क) दो मंत्रों की व्याख्या

08 अंक

(ख) सामान्य प्रश्न

08 अंक

इकाई-3

गद्य साहित्य -शुकनासोपदेश (कादम्बरीतः)

16 अंक

(क) दो गद्यांशों का हिन्दी में अनुवाद


08 अंक

(ख) निर्धारित अंश से सामान्य प्रश्न

08 अंक

इकाई-4

66


DEAN

B. A. Second Year

HISTORY

Two Papers

HISTORY OF MEDIEVAL INDIA (1206-1740 A.D.)

Paper-I

BAHY-201

Max. Marks – 100

Min. Pass Marks – 36

Theory Paper – 80

Min. Pass Marks– 29

Internal Max. Marks –20

Min. Pass Marks – 07

Duration : 3 hrs.

Learning Objectives:

1. Students learn about the Historical & Literary Sources for example Arabic Literature Sanskrit, Tamil, epigraphy etc.
2. Students learn about the Political Structure before Turkish & Mughal Rule in India.
3. Students learn about the establishment of Turkish Rule in India.
4. Students learn about the kingship of the Sultanate period.
5. Students learn about the innovations under Muhammad Tughlaq.
6. Students learn about the Religious policy and public works of Firuz Tughlaq.
7. Students learn about the rise of Vijaynagar and Bahamani Kingdom and cause of their decline.
8. Students learn about Growth of Economic Structure in this period: Just like Agrarian Economic, Trade, Craft, guilds, Traders etc.

Learning Outcomes:

1. Students will be able to recall & recognise the medieval period of Indian History.
2. Students will be able to understand the causes of the rise and fall of the medieval period of history.
3. To enable the students to understand the different emperors & establishment of different medieval dynasties.
4. To enable the students to explain the social, political, economical & religious condition of medieval history.
5. They will be able to make some chart models, pictures & maps on the medieval emperor & their administration.
6. They will be able to take interest in medieval history.
7. To enable the students to encourage to grasp concepts & to develop a positive attitude towards Indian history.

Note: The question paper will contain [10] questions in all, i.e., two questions from each unit. Each question is divided into two Parts—[Part-A][Part-B] having [12] and [4] Marks respectively. Candidate has to answer [Part-A] in about 5 pages and [Part-B] in about one page selecting one question from each section.

UNIT - I

Sources of Medieval Indian History, Establishment of Turkish Rule in India. Qutubuddin Aibak, Iltutmish, Razia and Balban, Khalji imperialism. Expansion in Rajputana and Deccan.

B. A. Second Year

HISTORY

Survey of Rajasthan History from the Earliest Times to 1956 A.D.

Paper-II

BAHY-202

Max. Marks – 100

Min. Pass Marks – 36

Theory Paper – 80

Min. Pass Marks– 29

Internal Max. Marks –20

Min. Pass Marks – 07

Duration : 3 hrs.

Learning Objectives:

The main objective of the course is to introduce students to the golden history of Rajasthan. The course also aims to give students a comprehensive knowledge about the political system, administration, economic system in Rajasthan from earliest period to 1956 A.D. This paper also gives students an in-depth knowledge about the rise and fall of various empires of Rajasthan and their causes. Lastly, it will also discuss and empower students by teaching them about the tribal movements during the said period.

Learning Outcomes:

1. Students will be able to recall & recognise the main sources of history of Rajasthan.
2. Students will be able to understand the causes of the rise and decline of Rajput's.
3. To enable the students to understand the different Rajputana's emperor & their administration.
4. To enable the students to explain the social, political, economical & religious condition of the Rajputana's states
5. They will be able to make some chart models, pictures & maps on the uprising movement 1857 in Rajasthan.
6. They will be able to take interest in the Indian Rajput's States.
7. To enable the students to differentiate the role & contribution of prajamandals in the freedom movement.

Note:- The question paper will contain [10] questions in all, i.e., two questions from each unit. Each question is divided into two Parts – [Part-A] [Part-B] having [12] and [4] Marks respectively. Candidate has to answer [Part-A] in about 5 pages and [Part-B] in about one page selecting one question from each section.

UNIT - I

Main Sources of History of Rajasthan, An outline of Proto-Historic Rajasthan with special reference to Kalibanga, Ahar and Bairath, Outline of Matsya Janapad

UNIT – II

The policy of Collaboration and Resistance of the Rajput States with special reference to Man Singh of Amer, Rai Singh of Bikaner, Maharana Sanga, Maharana Pratap and Swai Jai Singh-II.

UNIT - III

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DEAN

FHSS, IASE (Deemed to be University)

G.N.M., Bardiwala

B.A. Part II

Two Papers

PAPER I : COMPARATIVE GOVERNMENT AND POLITICS

Max. Marks – 100

Min. Pass Marks – 36

Theory Paper – 80

Min. Pass Marks– 29

Internal Max. Marks –20

Min. Pass Marks – 07

Duration : 3 hrs.

Note : The question Paper shall contain 10 questions in all, i.e. two questions from each unit. Each question is divided into two parts– Part A and Part B having 12 and 4 marks respectively. Candidate has to answer part A in about 5 pages and part B in about one page.

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

- Acquire knowledge about the constitutional systems of different countries of the world.
- Understand the different patterns of relationship between the Executive, Legislature and Judiciary prevailing in different kinds of political systems.
- Understand the composition, functions and position of legislatures in different countries.
- Understand the role of Judiciary and nature of Judicial Review prevalent in different political systems. • Acquaint themselves with various aspects and agencies of political process in different systems.

Learning Outcomes:-

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

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

CONTENTS

UNIT I

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

UNIT II

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

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DEAN

FHSS, IASE (Deemed to be University)

G.V.M., Sardarshahr

B.A. Part II

PAPER II : INDIAN POLITICAL SYSTEM

Max. Marks – 100

Theory Paper – 80

Internal Max. Marks –20

Duration : 3 hrs.

Min. Pass Marks – 36

Min. Pass Marks– 29

Min. Pass Marks – 07

Note : The question Paper shall contain 10 questions in all, i.e. two questions from each unit. Each question is divided into two parts– Part A and Part B having 12 and 4 marks respectively. Candidate has to answer. Part A in about 5 pages and part B in about one page.

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

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

Learning Outcome :-

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

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

B.A.- II (Geography)

PAPER – I Human Geography

Max. Marks – 75

Theory Paper –60

Internal Max. Marks – 15

Duration : 3 hrs.

Min. Pass Marks – 27

Min. Pass Marks– 22

Min. Pass Marks – 05

Note: The question paper will contain 10 questions in all, i.e., two questions from each unit. Each question is divided into two Parts -Part A Part B having 10 and 2 Marks respectively. Candidate has to answer Part A in about 5 pages and part B in about one page selecting one question from each section.

Learning Objective:

- 1) The aim of this paper is to develop the better understanding about Human Geography.
- 2) Students will be able to understand more about these aspects- Env. Relationship, division of mankind into racial groups, tribal groups and their economic activities.

Learning Outcome:-

- 3) To enable the students to acquire a knowledge of Branches of Human geography.
- 4) To enable the understanding of human adaptation to the environment.
- 5) To develop an understanding of the division of mankind into racial groups human races.
- 6) To introduce with distribution and growth of Population.
- 7) Students will be enabled to acquire the dynamic evaluation and development alienated.
- 8) To acquire basic knowledge of India's population programme and policies.
- 9) Students will be able to understand the overpopulation problem of India and its solution.

UNIT – I

Definition, Nature Scope and Branches of Human Geography, Principles and Approaches of Human Geography

UNIT-II

Division of Mankind into racial Groups-Human Races-Their Characteristics and Distribution. Tribal Groups in the world and India Primary Economic Activities of Human-food collection, Hunt, Herding, Fisheries and Shifting Agriculture.

UNIT-III

Human Adaptation to the environment:

1. Cold Region-Eskimo.
2. Hot Region- Bushman, Beduin
3. Plateau- Gonds, Masai.

B.A.- II (Geography)

PAPER – II Geography of Rajasthan

Max. Marks – 75

Theory Paper –60

Internal Max. Marks – 15

Duration : 3 hrs.

Min. Pass Marks – 27

Min. Pass Marks– 22

Min. Pass Marks – 05

Note: The question paper will contain 10 questions in all, i.e., two questions from each unit. Each question is divided into two Parts -Part A Part B having 10 and 2 Marks respectively. Candidate has to answer Part A in about 5 pages and part B in about one page selecting one question from each section.

Learning Objective:

1. The aim of this paper is to develop the better understanding about Rajasthan Geography.
2. Students will be able to understand more about these aspects such as – Physiography of Rajasthan, relief, climate, drainage, energy, industry, agriculture and population.

Learning Outcome :-

3. To understand the state building and administrative framework.
4. To acquire a geological Structure Physiography of Rajasthan Physical division.
5. To enable the understanding of agricultural and Economic Features of Rajasthan.
6. Students will be able to understand the food and Commercial Crops.
7. To introduce with animal and dairy development
8. To acquire basic knowledge of energy and power resources.
9. Students will be able to understand the demographic structure.
10. Students will be able to understand the physiographic region of Rajasthan.

UNIT – I

Introduction: State building and administrative framework, Geological Structure Physiography of Rajasthan-Physical Division

UNIT-III

Energy and Power Resources- Hydro. Electric-Coal, Petroleum, Natural gas, Solar energy, Bio-gas Mineral's Resources and Industries.

Books Recommended:

1. Mishra, V.C. (1967) : Geography of Rajasthan, National Book Trust, New Delhi.
2. एल.आर. भल्ला (2009): राजस्थान का भूगोल, कुलदीप प्रकाशन, अजमेर
3. एच.एम. सक्सेना (2010) : राजस्थान का भूगोल, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
4. एच.एस.शर्मा एवं एम.एल.शर्मा (2012): राजस्थान का भूगोल, पंचशील प्रकाशन, जयपुर


DEAN

FHSS, IASE (Deemed to be University)

G.V.M., Sardarshahir

Geography Practical Particulars

Max. Marks – 50

Min. Pass Marks – 18

Learning Objective:

- 1) The aim of this paper is to develop the better understanding about Rajasthan Geography.
- 2) Students will be able to understand more about these aspects such as – Physiography of Rajasthan, relief, climate, drainage, energy, industry, agriculture and population.

Learning Outcome:-

- 1) To develop ability to present geographical region through different types of diagram.
- 2) To develop the skills at reading maps and globe.
- 3) To develop drawing and measuring skills.
- 4) To develop the skill of using and manipulating geographical instruments.
- 5) To develop the in forest in field visit.
- 6) To develop an ability of preparing report of socio-economic survey of a village.

Cartographic Symbol's Types and its use, Classification of distribution map dot map, choropleth map and Isoleth map.

Circle Diagrams, Traffic Flow Diagram.

Mean, Median, mode & Standard Deviation.

Plane table survey- Radiation and Inter-Section method, Resectioning-Two point problems and three point problems.

Village Report: Socio-economic Survey of One Village.

Distribution of Marks

Lab Work	: 20
Field Work	: 10
Practical File	: 10
Viva-voce	: 10
Total	: 50

Suggested Readings :

1. Singh, R.L & P.K.Dutta (1979). : Elements of Practical Geography: Kalyani Pub. New Delhi.
2. Singh, R.L. (ed.) (1966): Applied Geography, Proc. Summer School.
3. Stride, M. (ed.) (1966): La Geographic Appique Dans Le Monde, Applied Geography in the World, Proc Prague Meeting
4. I.G.U. (1969) : Commission on Applied Geography, Czechoslovak Academy of Science, Prague,
5. Sarfalvi, B. (1969) : Research Problems in Hungarian Applied Geography, Academia Kiado, Budapest.
6. Applied Science and Development (Published under the revised title Applied Geography and Development since Vol. 18(1980).,
7. Geoforum (1970) : Journal of Physical, Human and Regional Geography, Pergamon press ltd. , Oxford., A quarterly journal beginning with Vol. 1,


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G.V.M., Sardarshahr

B.A.- II (SOCIOLOGY)

Paper I- SOCIAL RESEARCH AND STATISTICS

Max. Marks – 100

Min. Pass Marks – 36

Theory Paper – 80

Min. Pass Marks– 29

Internal Max. Marks –20

Min. Pass Marks – 07

Duration : 3 hrs.

Objectives:

The main objective of this paper is to train students in doing research. This paper will help students to understand different methods of doing social research and the means to avoid bias. The paper will try to inculcate researchers' values and ethics in the students.

Learning Outcomes:After completion of this paper students will be able to:

- Evaluate the scientific nature of sociology and why it is called a social science.
- Identify the social problems and to conduct research to find out the social problems' patterns and their solutions.
- Look into social affairs through sociological paradigms.
- Tabulate the qualitative and quantitative data and the method of data analysis.
- Describe the concept of social research and the methods of doing it.

Note: The question Paper shall contain 10 questions in all, i.e. two questions from each unit. Each question is divided into two parts - Part A and Part B having 12 and 4 marks respectively. Candidate has to answer Part A in about 5 pages and Part B in about one page.

Unit – I

Social Research and Social Survey: Meaning, Nature, Stages and Types.

Unit – II

Data: Forms and Sources; Hypothesis; Concept: Types and Sources.

Unit – III

Techniques of Data Collection: Observation, Interview, Schedule and Questionnaire

Unit – IV

Sampling: Concept, Type, Limitations; Case Study Method.

Unit – V

Tabular Presentation of Data; Graphical representation of Data; Measurement of Central Tendency: MeanMedian, Mode

References:

1. Elhance D.N. (2014) Fundamental of Statistics, Kitab Mahal: Delhi.
2. William J. Goode, Paul K. Hatt, (2013) Methods in Social Research, Surjeet Publication: Delhi.
3. Jahoda, M. and Others, (2001) Research Method in Social Relation, Wadsworth Publishing Co inc: New York

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B.A.- II (SOCIOLOGY)

Paper II - SOCIAL PROBLEMS IN CONTEMPORARY INDIAN SOCIETY

Max. Marks – 100

Min. Pass Marks – 36

Theory Paper – 80

Min. Pass Marks– 29

Internal Max. Marks –20

Min. Pass Marks – 07

Duration : 3 hrs.

Objectives:

This paper will introduce students with the social problems in the contemporary Indian society. The paper will give a wide idea about the reasons of social problems to the students and measures to resolve them.

Learning Outcomes:

After completion of the paper students will be able to:

- Know about the definitions of social problems and their types.
- Develop the social perspective among students in identifying the social problems in their locale as well as worldwide.
- Accumulate more information and data on various social problems and the concerned existing laws.
- Introduce the concept of subaltern, and orientalism.

Note: The question Paper shall contain 10 questions in all, i.e. two questions from each unit. Each question is divided into two parts– Part A and Part B having 12 and 4 marks respectively. Candidate has to answer Part A in about 5 pages and Part B in about one page.

Unit – I

Social Problem: Meaning, Concept and Types; Crime and Delinquency: Meaning, Causes, Types and Remedies.

Unit – II

Population Problem,; Population Education and Programs; Population Control : Causes For Success And Failure.

Unit – III

Problem of Youth: Drug Abuse and AIDS; Problems of Women in India

Unit – IV

Poverty, Unemployment and Illiteracy: Causes, Forms and Remedies; Human Rights

Unit – V

Social Problems In India: The Scheduled Castes, Scheduled Tribes And Other Backward Classes; Problems of Minorities

References:

1. Ahuja, Ram, (2014) Social Problems in India, Rawat: Jaipur.
2. Beteille, Andre. (1974) Social Inequality, Oxford University Press: New Delhi.
3. Beteille, Andre. (1992) Backward Classes in Contemporary India, Oxford University Press: New Delhi.
4. Berreman, G.D. (1979) Caste and Other Inequalities: Essay in Inequality. Folklore Institute: Meerut.
5. Guha, Ranjit, (1991) Subaltern Studies, Oxford University Press: New York.
6. Kothari, Rajni (Ed) (1973) Caste in Indian Politics, Orient Black Swan: London

बी. ए.द्वितीय वर्ष (संगीत)

प्रथम प्रश्न पत्र

पूर्णांक-75

सैद्धान्तिक प्रश्न पत्र - 60

आन्तरिक मूल्यांकन-15

समय 3 घंटे

न्यूनतम उत्तीर्णांक -27

न्यूनतम उत्तीर्णांक -22

न्यूनतम उत्तीर्णांक -05

सैद्धान्तिक प्रश्न पत्र प्रथमः भारतीय संगीत (कंठ एवं वाद्य)

उद्देश्य-

1. छात्रों के मध्य विशेष प्रदर्शन माध्यमों के लिए उपयुक्त बड़े और छोटे दोनों प्रकार के कलाकारों की टुकड़ी तकनीकों और प्रतिनिधि प्रदर्शनों की सूची तैयार करना!
2. छात्रों को सिद्धांत प्रदर्शनों की सूची, साहित्य, संगीत प्रौद्योगिकी या अन्य क्षेत्र में उन्नति ज्ञान से अवगत करना!
3. छात्रों को स्नातक और पेशेवर स्तर पर आगे के अध्ययन के लिए तैयार करना!

अधिगम सम्प्राप्तियां

1. विद्यार्थियों को विभिन्न संगीतकारों की जीवनियां एवं सहयोग का बोध कराया जायेगा।
2. डायटोनिक स्केल, टोन, सेमी टोन, मेजर टोन आदि का बोध कराया जायेगा।
3. लोक संगीत के महत्व को समझाया जायेगा।
4. संगीत व रोजगार के प्रति जागरूकता लायी जायेगी।

ईकाई- 1

निम्नलिखित रागों का शास्त्रीय एवं तुलनात्मक अध्ययन -

(1)बिहाग (2)देश (3)बागेश्वरी (4)रागेश्वरी (5)अहीर भैरव (6)जौनपुरी (7)हमीर (8)केदार(9) मालकौंस पाठ्यक्रम की बंदिशो/गतों को स्वरलिपि सहित लिखना।

ईकाई-2

निम्नलिखित तालों का ठेका, दुगुन एवं चौगुन सहित लिखना -

(1) आडा चौताल (2) पंजाबी त्रिताल (3) झपताल (4) रूपक (5) घमार

निम्नलिखित की परिभाषाएँ -

(1) मार्गी एवं देशी संगीत (2) गंधर्व एवं गीतिगान (3) आवर्तन एवं विभाग (4) सःशब्द एवं निःशब्द किया

ईकाई- 3

गायक, वादक एवं वाग्गेयकार की परिभाषा तथा गुण-दोष। ग्राम - मूर्च्छना की विस्तृत जानकारी।

ईकाई- 4

रवीन्द्र संगीत की सामान्य जानकारी।

कर्नाटक संगीत में प्रचलित गायनशैलियों की जानकारी वर्णम, कृति, जावलि, पदम्, तिल्लाना।

ईकाई- 5

निम्नलिखित लोकनृत्यों की संक्षिप्त जानकारी - कालबेलिया, घूमर, भवाई, गरबा, डांडिया, भंगड़ा, गिद्दा, लावणी, बिहू, बाऊल।

पाश्चात्य स्वरलिपि- पद्धति की विस्तृत जानकारी।

संदर्भ ग्रन्थ

1. क्रमिक पुस्तक मालिका भाग 1, 2, 3 और 4 - पंडित विष्णु नारायण भातखण्डे
2. संगीतांजली भाग 1, 2, 3 4, 5, और 6 - पंडित ओमकार नाथ ठाकुर
3. राग विज्ञान भाग 1, 2, 3, 4, 5 और 6 - पंडित वी.एन. पटवर्धन
4. रागबोध भाग 1, 2, और 3 - बी.आर. देवघर
5. तंत्रिनाद भाग 1, 2 और भारतीय संगीत वाद्य - डा. लालमणी मिश्रा
6. सितार मालिका (संगीत कार्यालय हाथरस)
7. सितार वादन - एस.जी. व्यास
8. संगीत विशारद (संगीत कार्यालय हाथरस)
9. सितार मार्ग भाग 1 और 2 - एस.पी. बेनर्जी


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FHSS, IASE (Deemed to be University)
G.V.M., Sardarshahr

बी. ए. द्वितीय वर्ष (संगीत)

प्रथम प्रश्न पत्र

पूर्णांक-75

सैद्धान्तिक प्रश्न पत्र - 60

आन्तरिक मूल्यांकन-15

समय 3 घंटे

न्यूनतम उत्तीर्णांक -27

न्यूनतम उत्तीर्णांक -22

न्यूनतम उत्तीर्णांक -05

भारतीय संगीत (कंठ एवं वाद्य)

उद्देश्य-

1. जिन छात्रों की प्रस्तुति गायन, वादन है, उन्हें मुख्य शिक्षा शास्त्र और कथा साहित्य में आगे के ज्ञान और कौशल को हासिल कराना!
2. छात्रों के लिए संगीत और संगीत में एक पृष्ठभूमि विकसित होती है जो आन्ने आगे की शैक्षिक और व्यवसायिक गतिविधियों की एक विस्तृत श्रृंखला के लिए तैयार करती है जिसमें संगीत एक घटक के रूप में शामिल होता है उससे अवगत करना!

अधिगम सम्प्राप्तियां

1. विद्यार्थियों को फिल्मी संगीत पर शास्त्रीय संगीत का प्रभाव समझाया जायेगा।
2. सितार, तानपुरा, तबला, हारमोनियम की बनावट एवं वादन करवाया जायेगा।
3. हिन्दुस्तानी पद्धति के 40 सिद्धान्त समझाये जायेंगे।
4. लय और स्वर के सम्बन्ध को सूक्ष्मता से समझाया जायेगा।
5. लय पक्ष को मजबूत करने के तरीके समझाये जायेंगे।

इकाई-1

निम्नलिखित ग्रन्थों एवं ग्रन्थकारों का परिचय एवं योगदान -

- (1) भरत - नाट्यशास्त्र
 - (2) शारंगदेव - संगीत रत्नाकर
 - (3) मतंग - बृहदेशी
 - (4) पं. अहोबल - संगीत पारिजात
- वाद्यों का वर्गीकरण - तत्, सुषिर, घन, अवनद्ध।

इकाई- 2

राग-लक्षण, स्वस्थान- नियम, आविर्भावि-तिरोभाव, अल्पत्व-बहुत्व, रागालाप- रूपकालाप की सामान्य जानकारी। भारतीय ताल - पद्धति का वर्णन (दस प्राणों सहित)

इकाई- 3

ललित कलाओं में संगीत का स्थान।

निम्नलिखित संगीतकारों का जीवन परिचय-लालमणि मिश्र, पं. भातखण्डे, आचार्य बृहस्पति, अली-अकबर, अल्लारखा खां।

इकाई- 4

स्वरलिपि - पद्धति का उद्गम एवं विकास (भारतीय संगीत के संदर्भ में)
भारतीय संगीत में वृन्दगान एवं वाद्यवृन्द का विस्तृत अध्ययन।

इकाई- 5

- (1) भारतीय संगीत में मंच - प्रदर्शन।
- (2) शास्त्रीय संगीत पर लोक-संगीत का प्रभाव।
- (3) धर्म और संगीत।
- (4) राष्ट्रीय एकता में संगीत की भूमिका।

संदर्भ ग्रन्थ

1. क्रमिक पुस्तक मालिका भाग 1, 2, 3 और 4 - पंडित विष्णु नारायण भट्ट

Term End Paper (Internship)

Particulars	Division of Credits\Marks	Credit/Marks Calculation	Duration
Attendance	06 credits/75 marks	1 credit for 5 hours per week for a month	6 months (Throughout the course)
Field Work	10 credits/125 marks	Work assigned by the MoU institution (No. of works assigned divided by 10)	Field projects in 5 months
Report Writing	04 credits/50 marks	3000 words report of the field work done by the students with the certification from the MoU organization/institution	01 report in 1 months (after field work)
Report Presentation	04 credits/ 50 marks	Presentation of the field work done by the student in 6 months in front of 2 external members and departmental committee	10 minutes presentation (within 6 months duration)
Total	24 credits/300 marks	24 credits/ 300 marks	6 months

Note: Each credit is of 12.5 marks, the total mark is 300 for the internship.

Division of marks in Grade:

S. No.	Letter Grade	Meaning	Grade Point
1	'O'	Outstanding	More than 90%
2	'A+'	Excellent	81-90%
3	'A'	Very Good	71-80%
4	'B+'	Good	61-70%
5	'B'	Above Average	51-60%
6	'C'	Average	41-50%
7	'F'	Fail	Below 40%
8	'AB'	Absent	-

Provisions for Result Declaration:

- The student has to complete the internship within 6 months duration from the time of initiation of the internship schedule.
- The summer and winter vacation will be included in the internship tenure.
- The provision of supplementary internship due to failure or absent will be given to the student after the final term examination of third year (B.A.).
- The mark sheet and degree will not be awarded to the students if they do not complete the course.

Course Learning Objectives:


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The main objectives of the internship are:

- To produce outcome-based learning
- To prepare student for identifying the needs of the society and their elucidations through skill development
- To promote vigorous linkage between society and students at grass root level
- To endorse linkage between the HEIs and industry, commercial and non commercial enterprises, organizations, trusts, etc.
- To improve the employability skill of the students pursuing undergraduate course
- To facilitate the society with enhanced young generation engrossed with skills

Course Learning Outcomes:

After the successful completion of the internship, student will be able to:

- Identify the immediate need of the society
- Develop interest-based skill to suit the requirements of the society at large and economy in particular
- Remodel their inner capability into a skill
- Enhance enormous potential to combine work-based learning with theoretical knowledge for the betterment of the society
- Develop skills such as problem-solving, administrative, creative thinking, digital skills, teamwork, work culture, ethos and ethics of profession, professionalism, etc.

The internship will include:

1. Regular attendance (work to be done in the institution/organization/trust/NGOs/allied industries with whom the MoU is done)
2. Practical training or field work
3. Report Writing (on the basis of the practical work done)
4. Presentation of the field work

The student will get Grade after completion of the internship along with a certification of completion from the collaborative institution.

Area of Internship:

The student can complete the internship into any institution/organization/trust/NGOs/ governmental organization, etc. available in the locality and had an outlook of social upliftment and development.

Curriculum:

The attendance for training tenure (field work) will be collected from the institution/organization/trust/NGOs/allied industries with whom the MoU is done.

बी. ए. तृतीय वर्ष (हिन्दी साहित्य)

प्रथम प्रश्न पत्र

पूर्णांक-100

सैद्धान्तिक प्रश्न पत्र - 80

आन्तरिक मूल्यांकन-20

समय 3 घंटे

न्यूनतम उत्तीर्णांक -36

न्यूनतम उत्तीर्णांक -29

न्यूनतम उत्तीर्णांक -7

प्रथम प्रश्न पत्र - आधुनिक काव्य

उद्देश्य:-

1. इस प्रश्न पत्र के द्वारा विद्यार्थी हिन्दी साहित्य के आधुनिक काल का ज्ञान प्राप्त कर सकेंगे।
2. इससे विद्यार्थियों को आधुनिक कालीन वातावरण का परिचय प्राप्त होगा।
3. इससे विद्यार्थी छायावाद, प्रगतिवाद, प्रयोगवाद से अवगत होंगे।
4. इससे विद्यार्थी में नई कविता की विशेषताएँ के बारे में समझेंगे।
5. इससे विद्यार्थी काव्यगुण: अर्थ एवं स्वरूप ज्ञान ले सकेंगे।

अधिगम समप्राप्तियाँ:-

1. इससे विद्यार्थियों को बिम्ब और प्रतीक के बारे में परिचय मिलेगा।
2. इससे विद्यार्थियों को रस का अर्थ एवं स्वरूप तथा सिद्धान्तों को परिचय प्राप्त होगा।
3. इससे विद्यार्थियों को साधारणीकरण: अर्थ एवं स्वरूप का ज्ञान प्राप्त कर सकेंगे।
4. इससे विद्यार्थियों को आधुनिक काल की प्रमुख प्रवृत्तियों ज्ञान प्राप्त होगा।
5. इससे विद्यार्थियों में आधुनिक काल की राष्ट्रीय चेतना का ज्ञान होगा।

निर्धारित रचनाएँ :-

इकाई - 1

संशय की एक रात - नरेश मेहता

इकाई - 2

1. हरिऔध - एक बूँद, फूल और काँटा, ब्रज पर इन्द्र का कोप।
2. मैथिलीशरण गुप्त - दोनों ओर प्रेम पलता है, सखी वे मुझसे कहकर जाते।
3. जयशंकर प्रसाद - अशोक की चिन्ता, शेरसिंह का शस्त्र समर्पण।
4. सुमित्रानन्दन पंत - नौका विहार, सुख-दुःख, भारत माता ग्रामवासिनी।
5. निराला - बादल राग, स्नेह निर्झर।
6. महादेवी वर्मा - रूपसी तेरे घन केश पास, पथ रहने दो अपरिचित, जाग तुझको दूर जाना।

इकाई - 3

7. हरिवंशराय बच्चन - बुद्ध और नाचघर।
8. रामधारी सिंह दिनकर - राष्ट्रदेवता का विसर्जन।
9. नागार्जुन - उनको प्रणाम, तुम किशोर तुम तरुण, मेरी भी आमा है इसमें।
10. अज्ञेय - असाध्य वीणा।
11. मुक्तिबोध - बबूल, एक भूतपूर्व विद्रोही का आत्मकथन।
12. भवानीप्रसाद मिश्र - सतपुड़ा के घने जंगल, दुनी हुई रस्सी।

बी. ए. तृतीय वर्ष (हिन्दी साहित्य)

द्वितीय प्रश्न पत्र

पूर्णांक-100

सैद्धान्तिक प्रश्न पत्र - 80

आन्तरिक मूल्यांकन-20

समय 3 घंटे

न्यूनतम उत्तीर्णांक -36

न्यूनतम उत्तीर्णांक -29

न्यूनतम उत्तीर्णांक -7

द्वितीय प्रश्न पत्र : निबन्ध एवं भाषा

उद्देश्य :-

1. विद्यार्थियों को निबन्ध के अर्थ एवं स्वरूप से परिचित करवाना।
2. विद्यार्थियों को निबन्ध लेखन शैली से परिचित करवाना।
3. विद्यार्थियों की निबन्ध लेखन में रुचि उत्पन्न करना।
4. विद्यार्थियों में भाषा का अर्थ एवं विशेषताओं का ज्ञान प्राप्त करवाना।
5. विद्यार्थियों में भाषा की महत्ता का ज्ञान करवाना।
6. विद्यार्थियों को हिन्दी भाषा के उद्भव एवं विकास की प्रक्रिया से परिचित करवाना।
7. विद्यार्थियों को आलोचना का अर्थ एवं स्वरूप का ज्ञान करवाना।
8. विद्यार्थियों को हिन्दी आलोचना व निबन्ध के मध्य तात्त्विक अंतर समझाना।
9. विद्यार्थियों को हिन्दी देवनागरी लिपि का अर्थ व स्वरूप का ज्ञान करवाना।
10. विद्यार्थियों को देवनागरी लिपि की वैज्ञानिकता से परिचित करवाना।
11. विद्यार्थियों में हिन्दी व उसकी सहायक भाषाओं के प्रति अभिरुचि जागृत करना।

इकाई - 1

1. मन की दृढ़ता - बालकृष्ण भट्ट
2. साहित्य का मूल्य - बाबू गुलाब राय
3. आचरण की सम्भ्यता - अध्यापक पूर्ण सिंह
4. उत्साह - आचार्य रामचन्द्र शुक्ल

इकाई - 2

5. नाखून - आचार्य हजारीप्रसाद द्विवेदी
6. प्रसाद और निराला - आचार्य नन्द दुलारे वाजपेयी
7. भूमि को देवत्व प्रदान (पृथ्वी पुत्र से) - वासुदेव शरण अग्रवाल
8. जीने की कला - महादेवी वर्मा

इकाई - 2

9. प्रेमचन्द और भाषा समस्या - डॉ. रामविलास शर्मा
10. तमाल के झरोखे से - विद्यानिवास मिश्र
11. आधुनिकता : नयी और पुरानी - कुबेर नाथ राय
12. परम्परा बोध और समकालीन साहित्य - नन्दकिशोर आचार्य

इकाई - 4

भाषा का वैज्ञानिक परिचय, आधुनिक भारतीय आर्य भाषाएँ। हिन्दी भाषा सामान्य परिचय। देवनागरी लिपि का सामान्य परिचय।

हिन्दी आलोचना एवं निबन्ध का तात्त्विक विवेचन और ऐतिहासिक विकास (परिचयात्मक इतिहास)।

बी. ए. तृतीय वर्ष (संस्कृत साहित्य)

प्रथम प्रश्न पत्र

पूर्णांक-100

सैद्धान्तिक प्रश्न पत्र - 80

आन्तरिक मूल्यांकन-20

समय 3 घंटे

न्यूनतम उत्तीर्णांक -36

न्यूनतम उत्तीर्णांक -29

न्यूनतम उत्तीर्णांक -7

प्रथम प्रश्न पत्र - काव्य, स्मृति एवं निबंध

समय 3 घंटे

पूर्णांक - 80

उद्देश्य:-

- काव्य में निहित श्लोकों के अध्ययन से छात्र सदाचार के मूल्यों को ग्रहण कर सकेंगे।
- छात्र का व्यगत सौंदर्य की अनुभूति कर सकेंगे।
- छात्र श्लोकों में निहित भावों को आचरित कर सकेंगे।
- छात्र व्याकरण गतविधाओं का बोध कर सकेंगे।
- पठितांश को हिन्दी में अनुवाद करने की योग्यता का विकास कर सकेंगे।
- छात्रों में निबन्ध लेखन की क्षमता का विकास करना।
- संस्कृत निबन्ध के माध्यम से सांस्कृतिक व नैतिक मूल्यों का विकास करना।

अधिगम संप्राप्तियाँ:-

- छात्रों में सुभाषितों एवं नीति-श्लोकों में निहित उपदेशों को जीवन में अपनाते हुए व्यक्तित्व या चरित्र के विकास में योगदान करना।
- छात्रों को सुभाषित कण्ठस्थ कराना तथा उनकी उपयोगिता बतलाना।
- छात्रों को सरल गद्य एवं पद्य पढ़ सकने की क्षमता प्रदान करना।
- छात्रों को सरल सुभाषितों के अर्थ समझाकर संस्कृत के अध्ययन की ओर प्रवृत्त करना।
- छात्रों को निबन्ध सम्बन्धी विविध प्रतियोगिताओं में भाग लेने का अवसर प्रदान करना।

इकाई-1

कुमारसंभवम् (कालिदास) सर्ग-1

(क) कुमारसंभवम् प्रथम सर्ग-4 श्लोकों में से 2 श्लोकों की व्याख्या

(ख) कुमारसंभवम् से सामान्य प्रश्न

16 अंक

08 अंक

08 अंक

इकाई-2

किरातार्जुनीयम् (भारवि) सर्ग-1

(क) किरातार्जुनीयम् में से दो व्याख्या

(ख) किरातार्जुनीयम् से सामान्य प्रश्न

16 अंक

08 अंक

08 अंक

इकाई-3

किरातार्जुनीयम् (भारवि) सर्ग-2

(क) किरातार्जुनीयम् (भारवि) सर्ग-2 में से दो व्याख्या

(ख) किरातार्जुनीयम् (भारवि) सर्ग-2 से सामान्य प्रश्न

16 अंक

08 अंक

08 अंक

बी. ए. तृतीय वर्ष (संस्कृत साहित्य)

द्वितीय प्रश्न पत्र

पूर्णांक-100

सैद्धान्तिक प्रश्न पत्र - 80

आन्तरिक मूल्यांकन-20

समय 3 घंटे

न्यूनतम उत्तीर्णांक -36

न्यूनतम उत्तीर्णांक -29

न्यूनतम उत्तीर्णांक -7

द्वितीय प्रश्न पत्र - भारतीय दर्शन, नीति एवं व्याकरण

उद्देश्य:-

- छात्रों में भारतीय दर्शन के इतिहास को जानने की क्षमता को विकसित करना।
- छात्रों में शास्त्रार्थ करने की योग्यता विकसित करना।
- छात्रों में समस्या पूर्ति करने की योग्यता विकसित करना।
- छात्रों में मौलिक रचना विकसित करने की क्षमता उत्पन्न करना।
- छात्रों में श्लोकों के अर्थ को समझने व उनका सार संस्कृत में लिखने की योग्यता विकसित करना।
- छात्रों में संस्कृत विषय के व्याकरण सम्बन्धी ज्ञान को परिपृष्ट करना।
- वाक्य रचना, शुद्ध लेखन की योग्यता विकसित करना।
- शब्दों का संश्लेषण-विश्लेषण करने की क्षमता का विकास करना।

अधिगम सम्प्राप्तियाँ:-

- छात्रों में भारतीय दर्शन से परिचित कराना।
- शब्दों के विभिन्न रूपों का ज्ञान प्रदान करना।
- शुद्ध वाक्य रचना की योग्यता प्रदान करना।
- व्याकरण के ज्ञान द्वारा भाषा के गुण और दोषों को परखने की क्षमता उत्पन्न कर भाषा को व्यवस्थित करने की योग्यता प्रदान करना।
- अनुवाद आदि रचना कार्य को सुगम बनाना।
- छात्रों में वाक्पटुता उत्पन्न करना तथा तर्कशक्ति और रचनात्मक वृत्ति का विकास करना।

इकाई-1

तर्क संग्रह (दीपिका सहित) - अन्नम्भट्ट

16 अंक

(क) तर्क संग्रह में से दो व्याख्या

08 अंक

(ख) तर्क संग्रह से सामान्य प्रश्न

08 अंक

इकाई-2

भारतीय दर्शन के सिद्धान्त

16 अंक

- (क) भारतीय दर्शन की विशेषताएँ
- (ख) सांख्य दर्शन का सत्कार्यवाद
- (ग) योग दर्शन का अष्टाङ्गयोग
- (घ) अद्वैत-वेदान्त का मायावाद
- (ङ) न्याय दर्शन की प्रमाण मीमांसा
- (च) वैशेषिक दर्शन के सप्त पदार्थों का सामान्य ज्ञान
- (छ) चार्वाक की तत्त्वमीमांसा
- (झ) जैन-दर्शन का अनेकान्तवाद
- (ञ) बौद्ध-दर्शन का क्षणिकवाद
- (ञ) इन निर्धारित बिन्दुओं पर सामान्य प्रश्न

16 अंक
DEAN

B. A. Third Year

HISTORY

Two Papers

MODERN INDIAN HISTORY (1740-1956 A.D.)

Paper-I

BAHY-301

Max. Marks – 100

Min. Pass Marks – 36

Theory Paper – 80

Min. Pass Marks– 29

Internal Max. Marks –20

Min. Pass Marks – 07

Duration : 3 hrs.

Learning Objectives:

1. The meaning and nature of colonialism.
2. Colonialism development in its various stages at the world level. Explain the issues facing modern India.
3. Colonial intervention in Economy, Society and Polity.
4. Students will learn the Establishment of British Power in Bengal & Third Battle of Panipat than British Expansion in Punjab & Decline of Maratha Empire.
5. Students will learn about the relations with frontiers States.
6. Students will learn the Growth of British Paramountcy in various Stages.
7. Students will learn the 1857 first attempt For Independence.
8. Analyze the Emergence of the National Movement Appreciate the Struggle for Freedom.
9. Identify with the Statement that freedom is our Birth Right.
10. Describe and Appreciate the role of Bal Gangadhar Tilak, Gopal Krishan Gokhale, Bipinchander Pal, Lala Lachapatrai and other Freedom fighter in the Freedom Struggle.
11. Students will learn the rise of National Congress & its Works.
12. Interpret the Social Reform Movement, Growth of Education, Press etc. Appreciate the leadership of Mahatma Gandhi. Describe and Appreciate the role of Gandhi in the Freedom Struggle. Student Will aware about Independence & the New Constitution of India. Debate on the Happenings Between 1919-1950.

Learning Outcomes:

1. To explain to you the different ways in which the Renaissance created the condition for the making of a new world
2. To understand the origin of the revolutionary thinking in modern Europe
3. To study the causes and nature of Revolution in French Revolution
4. To analyse the causes and impact of Second War in Europe.
5. To inculcate the spirit of Universal brotherhood
6. To know the significance of League of Nations
7. To study the impact of Great Depression in Europe.


DEAN

105

B. A. Third Year
HISTORY
FOUNDATIONS OF INDIAN CULTURE

Paper-II

BAHY-302

Max. Marks – 100

Min. Pass Marks – 36

Theory Paper – 80

Min. Pass Marks– 29

Internal Max. Marks –20

Min. Pass Marks – 07

Duration : 3 hrs.

Learning Objectives:

1. Pupils will be learn about the Birth, Growth & decline of Hindu civilization.
2. Pupils will be learn about the Hindu & Vedic Religion.
3. Pupils will be learn about the Religious Reform movement in Ancient India Special Reference to Buddhism & Jainism.
4. Pupils will be learn about the Varna Systems & Upanayana sanskars.
5. Pupils will be learn about the Cultural importance of Ramayana & Mahabharata
6. Pupils will be learn about the Developmet the Rock Arts in India.

Learning Outcomes:

1. To enable the students to recognise the various features of culture & civilization.
2. To understand the origin of sanskars & educational system of ancient India.
3. To study the causes & nature of ancient Indian education
4. To analyse the causes and impact of Bhakti movement with western culture.
5. To enable the students to differentiate among western, brahma and arya cultures.
6. To know the significance of pre and post vedic or varma system
7. To study the impact of science, art and architecture on Indian culture.

Note: The question paper will contain [10] questions in all, i.e., two questions from each unit. Each question is divided into two Parts—[Part-A] [Part-B] having [12] and [4] Marks respectively. Candidate has to answer [Part-A] in about 5 pages and [Part-B] in about one page selecting one question from each section.

UNIT - I

Main features of Indian culture, Indus religion, Vedic religion, Jainism and Buddhism, main features of Puranic religion.

UNIT – II

Varna System; Ashrama System; Upanayana and Vivaha Sanskars; Purusarthas, Main centres of Ancient Indian education.

UNIT – III

Ramayana; Mahabharata, Cultural importance of the Puranas. Development of Science during the Gupta period, Kalidas and Tulsidas.

UNIT – IV


DEAN
FHSS, IASE (Deemed to be University)
G.V.M., Sardarshahr

B.A. Part III

Two Papers

PAPER I: REPRESENTATIVE WESTERN POLITICAL THINKERS

Max. Marks – 100

Min. Pass Marks – 36

Theory Paper – 80

Min. Pass Marks– 29

Internal Max. Marks –20

Min. Pass Marks – 07

Duration : 3 hrs.

Note : The question Paper shall contain 10 questions in all, i.e. two questions from each unit. Each question is divided into two parts– Part A and Part B having 12 and 4 marks respectively. Candidate has to answer. part A in about 5 pages and part B in about one page.

OBJECTIVES -

- Understand the fundamental contours classical western political thoughts.
- Understand the basic features of medieval political thought, impact of reminiscence shift from medieval to modern era.
- Understand the social contract theory and appreciate its implications on the perception of state in terms of its purpose and role.
- Understand the fundamental terms of different schools of liberal and realistic streams of western political thoughts.
- Understand the Marxian philosophy to operate and analyses also some trends of western political theory in the post Marxian era.

Learning Outcome

- Understand the fundamental contours of classical western political thoughts.
- Understand the basic features of medieval political thought, impact of reminiscence shift from medieval to modern era.
- Understand the social contract theory and appreciate its implications on the perception of state in terms of its purpose and role.
- Understand the fundamental terms of different schools of liberal and realistic streams of western political thoughts.
- Understand the Marxian philosophy to operate and analyses also some trends of western political theory in the post Marxian era.

UNIT I

Plato: Ideal State, Justice, Rule of Philosophy, Education, Communism. Aristotle: State, Constitution, Citizenship, Property, Slavery, Revolution.

UNIT II

St. Augustine: Theory of Two Cities Thomas Aquinas: State, Law, Christianization of Aristotle
Machiavelli: Nation State, State Craft, Religion and Morality.

UNIT III

Thomas Hobbes: Contractual theory and Sovereignty John Locke: Contractual theory and Private Property J.J. Rousseau: Contractual theory and General Will

PAPER - II: INTERNATIONAL RELATIONS SINCE 1945

Max. Marks – 100

Min. Pass Marks – 36

Theory Paper – 80

Min. Pass Marks– 29

Internal Max. Marks –20

Min. Pass Marks – 07

Duration : 3 hrs.

Note : The question Paper shall contain 10 questions in all, i.e. two questions from each unit. Each question is divided into two parts– Part A and Part B having 12 and 4 marks respectively. Candidate has to answer. part A in about 5 pages and part B in about one page.

OBJECTIVE -

- Acquaint themselves with various approaches of the study of international politics.
- Understand important concepts which provide the framework for understanding international politics.
- Understand and take stock of the events and trends in International politics after the World War II.
- Understand the quest of developing countries for their identity and self determination in the era of cold War.
- Understand and critically appreciate the salient features of foreign policies of some major powers.
- Understand and appreciate the determinants and features of India's foreign policy and India's relations with her neighboring countries.
- Understand and acquaint themselves with recent developments and emerging trends in International politics.
- Understand and critically evaluate the role and functioning and impact of various organizations for regional cooperation.

Learning Outcome

- Acquaint themselves with various approaches to the study of international politics.
- Understand important concepts which provide the framework for understanding international politics.
- Understand and take stock of the events and trends in International politics after the World War II.
- Understand the quest of developing countries for their identity and self determination in the era of cold War.
- Understand and critically appreciate the salient features of foreign policies of some major powers.
- Understand and appreciate the determinants and features of India's foreign policy and India's relations with her neighboring countries.
- Understand and acquaint themselves with recent developments and emerging trends in International politics.
- Understand and critically evaluate the role and functioning and impact of various Organizations for regional cooperation.

B.A.-III (Geography)

PAPER – I Regional Geography

Max. Marks – 75

Min. Pass Marks – 27

Theory Paper –60

Min. Pass Marks– 22

Internal Max. Marks – 15

Min. Pass Marks – 05

Duration : 3 hrs.

Note: The question paper will contain 10 questions in all, i.e., two questions from each unit. Each question is divided into two Parts -Part A Part B having 10 and 2 Marks respectively. Candidate has to answer Part A in about 5 pages and part B in about one page selecting one question from each section.

Learning Objective:

- 1) The aim of this paper is to develop the better understanding about Regional Geography of U.S.A. China, Nepal, Sri Lanka
- 2) 2. Students will be able to understand more about all these country and there Physical Aspects.

Learning Outcome :-

- 1) To develop understanding at basic concept and classification of geographical and economic region.
- 2) To develop the skills of reading maps and globes.
- 3) To develop drawing and measuring skills and to develop the skill of using and manipulators geographical instrumentals.
- 4) To develop interest to more reading about natural regions of the world.
- 5) To help the pupils to acquire efficiency of understanding geographical relation ship between Bangladesh and Nepal.
- 6) To understand the Human life in a accordance with geographical circumstances
- 7) To acquire a conceptual understanding at different geographical economic.

UNIT – I

- (a) Concept of region, classification of regions – Geographical and economic.
- (b) Natural Regions of the world with special emphasis on monsoon, Mediterranean, hot desert and prairie.

UNIT – II

- (a) Regional study of United States of America.

UNIT – III

- (a) Regional study of China.

UNIT – IV

- (a) Regional study of South Africa and Argentina.

UNIT – V

- (a) Regional study of Bangladesh, Nepal, Sri Lanka.

Note :- Regional studies of the above Countries under the following heads –

1. Relief, Drainage, Climate, Chief Crops and Man Minerals, Power Resources and Industries like cotton, Iron and Steel, Paper and pulps and industrial Regions.

Books Recommended:

1. G.B.Crassey (1947) : Geography of China
2. Shaw, F.B. (1991) : Anglo America- A Regional Geography, John Willey and Co. New York.
3. Stamp, L.D. (1986) : Africa, John Willey and Sons, New York.
4. Trewartha, G.T.(1945): Japan, The University of Wisconsin.
5. बनवारी लाल (2012) : उत्तरी अमेरिका का भूगोल
6. एल.आर.मुल्ला (2008) : प्रादेशिक भूगोल, कुलदीप पब्लिकेशन्स, अजमेर

B.A.-III (Geography)
PAPER – II Geography of India

Max. Marks – 75

Theory Paper –60

Internal Max. Marks – 15

Duration : 3 hrs.

Min. Pass Marks – 27

Min. Pass Marks– 22

Min. Pass Marks – 05

Note: The question paper will contain 10 questions in all, i.e., two questions from each unit. Each question is divided into two Parts -Part A Part B having 10 and 2 Marks respectively. Candidate has to answer Part A in about 5 pages and part B in about one page selecting one question from each section.

Learning Objective:

- 1) The aim of this paper is to develop the better understanding about All Aspects of Indian Geography
- 2) 2. Students will able to understand more about such as – India in the contest of the south east Asia, Climate, Soil types, Forests and there conservation .

Learning Outcome:-

- 1) To enable the students to acquire Riginal and scasonal variations in climate.
- 2) Students will be enabling to understand the types of soil.
- 3) To introduce with agriculture.
- 4) To acquire knowledge of resources.
- 5) Students will be enabling to understand the changing nature of Indian economic.

UNIT – I

India in the context of the Southeast Asia; India: a land of diversities; unity within diversity. Major terrain elements of India and their role in shaping physical landscape of India. Drainage systems and their functional significance.

UNIT – II

Regional and seasonal variations in climate – the monsoon, western disturbance, norwesters climatic regions of India.

Soil types – their distribution and characteristics vegetations types and their distributions. Forest the status of its use and need for conservation.

UNIT – III

Agriculture, irrigation and multi purpose projects. Geographical conditions, distribution and production of wheat, Rice, Sugarcane, cotton, coffee, tea. Fruits and vegetables etc.

UNIT – IV

Resources : Minerals – iron- ore, mica manganese and power- coal, petrol, hydro power, atomic energy, industries –iron and steel, textile, cement, chemical fertilizer, paper and pulp, transportation – railways, road, air and water.

UNIT – V

Changing nature of Indian economic – Agricultural growth during the plan period : green revolution vis – a – vis traditional framing, regionalisation of Indian agricultural. Agricultural regions and relevance in


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**Geography Practical
Particulars**

Max. Marks – 50

Min. Pass Marks – 18

Learning Objective:

1. The aim of this paper is to develop the better understanding about Projection, Wether Map, Basic Principal of Plan Table Survey
2. Students will able to understand more about all these country and there Physical Aspects.

Learning outcome :-

1. To develop ability to drawing of map projection by different methods.
2. To develop a skill and interest in the study and interpretation of weather's map.
3. To understand difference among different type of projections.
4. To develop understanding about general principles and classification of map projections.
5. To develop the interest in the project work
6. To help the pupils to acquire efficiency the use of project method.
7. To enable pupils to understand environmental Problems.

Course Contents :

Map projections: general principles, classification. Drawing of the following map projections by graphical method-polar Zenithal projections: Gnomonic, Stereographic and Orthographic.

Conical Projection — One and Two standard parallels; , Bonne's projection and Polyconic projection.

Simple Cylindrical projection and Cylindrical equal area projection.

Climograph, Hythe graph, Wind rose Diagram,

Study and Interpretation of Weather Map's of January and July Month's

Basic principles of the Plane table Surveying. Plane table surveying (intersection and radiation methods).

Prismatic Compass survey

Project Report Based on field Survey of local Area's Pertaining To Problem's of Environmental Geography.

Distribution of Marks

Lab Work	: 20
Field Work	: 10
Practical File	: 10
Viva-voce	: 10
Total	: 50

Suggested Readings :

1. Singh, R.L & P.K.Dutta (1979). : Elements of Pratical Geography: Kalyani Pub. New Delhi.
2. Singh, R.L. (ed.) (1966): Applied Geography, Proc. Summer School.
3. Stride, M. (ed.) (1966): La Geographic Appique Dans Le Mondel, Applied Geography in the World, Proc Prague Meeting
4. I.G.U. (1969) : Commission on Applied Geography, Czechoslovak Academy of Science, Prague,
5. Sarfalvi, B. (1969) : Research Problems in Hungarian Applied Grogrophy, Academia Kiado, Budapest,
6. Applied Science and Development (Published under the revised title Applied Geography and Development since Vol. 18(1980).,
7. Geoforum (1970) : Journal of Physical, Human and Regional Geography, Pergamon press Ltd. , Oxford., A quarterly journal beginning with Vol. I,


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B.A.- III (SOCIOLOGY)

Paper I - SOCIAL THINKERS

Max. Marks – 100

Theory Paper – 80

Internal Max. Marks – 20

Duration : 3 hrs.

Min. Pass Marks – 36

Min. Pass Marks– 29

Min. Pass Marks – 07

Objectives:

- This paper will introduce the ideas and concepts of social thinkers to the students. This paper will highlight the basic concepts of sociological theories and their relevancy in the post-modern era.

Learning Outcomes: After completion of the paper students will be able to:

- Draw a theoretical base to study sociology.
- Identify the cause for development of sociology as a discipline in West as well as in India.
- Evaluate the theories of social thinkers and their prominent ideas.
- Identify the similarities and differences among the major sociological thinkers.

Note: The question Paper shall contain 10 questions in all, i.e. two questions from each unit. Each question is divided into two parts– Part A and Part B having 12 and 4 marks respectively. Candidate has to answer Part A in about 5 pages and Part B in about one page.

Unit I

August Comte: Law of three stages, Positivism, Hierarchy of Sciences.

Hebert Spencer: Organic Theory of Society, Social Evolution, and Types of Society.

Unit II

Durkheim: Social Fact, Division of Labor, Suicide

Max Weber: Bureaucracy, Religion and Capitalism.

Unit III

Karl Marx: Class-struggle, Dialectical Materialism, Historical Materialism.

Parsons: Structuralism, Social Action, Institutionalization.

Unit IV

M. N. Srinivas: Sanskritization, Westernization, Dominant Caste.

Radha Kamal Mukherjee: Social Values, Social Ecology, Theory of Social Science.

Unit V

G.S. Ghurye: Caste, Class and Occupation, Social Tension.

References:


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B.A.- III (SOCIOLOGY)

Paper II - SOCIAL ANTHROPOLOGY

Max. Marks – 100

Min. Pass Marks – 36

Theory Paper – 80

Min. Pass Marks– 29

Internal Max. Marks –20

Min. Pass Marks – 07

Duration : 3 hrs.

Objectives:

- This paper will introduce students with the concept of social anthropology, its development in India and its salient features. The paper will primarily focuses on the primitive structure of society, the problems of Tribal and their status in the contemporary world.

Learning Outcomes:After completion of the paper students will be able to:

- Evaluate the idea of social anthropology and the need for studying the social anthropology and tribal areas distinctly.
- Understand the structure of primitive society which is completely different from the society they are living in.
- Know about the importance of primitive political system, religion, and legal system.
- Explore the tribal social problems with a special reference toRajasthan tribes and their comparative views with other regions.

Note: The question Paper shall contain 10 questions in all, i.e. two questions from each unit. Each question is divided into two parts– Part A and Part B having 12 and 4 marks respectively. Candidate has to answer. Part A in about 5 pages and Part B in about one page.

Unit I:

Social Anthropology: Meaning, Definition, Nature and Scope.

Unit II:

Social Structure: Marriage, Family & Kinship.

Unit III:

Culture: Concept, theories of Cultural Growth, Magic and Religion.

Unit IV:

Primitive Political System and Economic System.

Unit V:

Problems of Tribes in India: Tribes in Rajasthan: Bhils, Meenas and Garasiyas.


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बी. ए. तृतीय वर्ष (संगीत)

प्रथम प्रश्न पत्र

पूर्णांक-75

सैद्धान्तिक प्रश्न पत्र - 60

आन्तरिक मूल्यांकन-15

समय 3 घंटे

न्यूनतम उत्तीर्णांक -27

न्यूनतम उत्तीर्णांक -22

न्यूनतम उत्तीर्णांक -05

सैद्धान्तिक प्रश्न पत्र प्रथम: भारतीय संगीत (कंठ एवं वाद्य)

उद्देश्य-

1. संगीत को बढ़ावा देने और छात्र अनुसंधान और सहयोग का समर्थन, अक्सर प्रकाशन और प्रदर्शन के माध्यम से संकाय के साथ संयुक्त रूप से आयोजन करना!
2. संकाय और छात्रों के बीच हुई ता को बढ़ावा देना!
3. इंटरनशिप, उद्यमशीलता अनुभव और शिक्षकों के रूप में प्रशिक्षण के माध्यम से संगीत में एक पेशेवर जीवन के लिए हमारे छात्रों को तैयार करना!

अधिगम सम्प्राप्तियां

1. विद्यार्थियों को पाठ्यक्रम के किसी एक राग में विलम्बित एवं मध्यलय ख्याल/गत, तान/तोड़ी सहित करवाया जायेगा।
2. जीवन में संगीत के महत्व को समझाया जायेगा।
3. संगीत की उपज प्राकृतिक और अप्राकृतिक कैसे हो सकती है ? समझाया जाएगा।
4. ध्वनि पहचान के प्रयास को समझाया जायेगा।
5. किसी वस्तु की आहत में कौनसा स्वर है पहचान करवाई जायेगी।

इकाई 1

1. निम्नलिखित रागों का शास्त्रीय एवं तुलनात्मक अध्ययन
(1) जयजयवन्ती (2) पूरीया (3) बहार (4) दरबारी कान्हड़ा (5) मियां की मल्हार
(6) मियां की तोड़ी (7) मारवा (8) बसंत (9) शुद्ध कल्याण
2. पाठ्यक्रम की बंदिशों/गतों को स्वर लिपिबद्ध करना।

इकाई- 2

- निम्नलिखित तालों का ठेका, दुगुन, तिगुन एवं चौगुन सहित लिखना (1) तिलवाड़ा (2) सूलताल (3) तीव्रा (3) झुमरा (4) दीपचंदी
- गमक एवं तान की परिभाषा और प्रकार।

इकाई- 3

1. श्रुति, स्वर का अध्ययन
 - भरत के अनुसार श्रुति स्वर व्यवस्था एवं सरणा चतुष्टयी का परिचय
 - भारतखण्डे अनुसार श्रुति स्वर व्यवस्था
 - पं. अहोबल एवं श्रीनिवास के अनुसार वीणा के तार पर शुद्ध एवं विकृत स्वरों की स्थापना।

इकाई- 4

- प्रबन्ध की परिभाषा, प्रकार, धातु एवं अंग
- राग एवं रस।

इकाई- 5

- संगीत और मनोविज्ञान (1) स्मृति - कल्पना। (2) अनुभूति - अभिव्यक्ति (3) वंशानुकम - वातावरण

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बी. ए. तृतीय वर्ष (संगीत)

द्वितीय प्रश्न पत्र

पूर्णांक-75

सैद्धान्तिक प्रश्न पत्र - 60

आन्तरिक मूल्यांकन-15

समय 3 घंटे

न्यूनतम उत्तीर्णांक -27

न्यूनतम उत्तीर्णांक -22

न्यूनतम उत्तीर्णांक -05

भारतीय संगीत (कठ एवं वाद्य)

उद्देश्य-

1. संगीत की व्यावहारिकता प्रस्तुति और प्रदर्शन के माध्यम से मानव का और कलात्मक अखंडता के उच्चतम स्तर को बढ़ावा देना!
2. गायन, वादन और प्रस्तुतीकरण में अखंडता का रूप प्रदान करना!
3. संगीत शिक्षा एक संस्कार के रूप में अपने जीवन में निर्वाहन करने के लिए छात्रों को प्रेरित करना!

अधिगम सम्प्राप्तियां

1. विद्यार्थियों को मंच प्रदर्शन के आयाम को समझाया जायेगा।
2. विद्यार्थियों को दर्शकों की भावनाओं का सम्मान करते हुए मंच प्रदर्शन सिखाया जायेगा।
3. स्वर को साधने तथा ताल को पहचानने के लिए तरीके बताए जायेंगे।
4. ध्रुपद धमार, टप्पा ठुमरी आदि तैयार करवाई जायेगी।
5. थाट, चलन, पकड़ एवं वादी संवादी को पहचानने के लिए तरीका बताया जायेगा।

इकाई-1

- आधुनिक काल में संगीत का विकास (स्वतंत्रता प्राप्ति पश्चात्)
- घरानों का उद्भव, विकास एवं वर्तमान संदर्भ में उसकी उपयोगिता।

इकाई-2

1. राग- वर्गीकरण
 - ग्रामराग-देसीराग-वर्गीकरण (2) राग-रागिनी-वर्गीकरण (3) मेल अथवा थाट वर्गीकरण (4) रागांग राग वर्गीकरण
 - व्यंकटमुखी के 72 मेल एवं भातखंडे के 32 थाट का सिद्धान्त।

इकाई-3

1. ग्रंथ एवं ग्रंथकारों का परिचय।
 - कुंभा- संगीतराज (2) रामामात्य - स्वरमेलकलानिधि (3) व्यंकटमुखी- चतुदण्डी प्रकाशिका(4) जयदेव-गीतगोविन्द
 - हिन्दुस्तानी एवं कर्नाटक संगीत पद्धतियों के शुद्ध एवं विकृत स्वरों का अध्ययन।

इकाई-4

1. निम्नलिखित संगीतकारों की जीवनियों एवं संगीत क्षेत्र में योगदान -
 - किशन महाराज (2) वी.डी पलुस्कर (3) किशोरी -अमोनकर (4) बड़े-गुलाम अली खां (5) अमजद अली खां (6) एस. एन. रातजंकर
 - हवेली-संगीत परंपरा।

इकाई-5

- संगीत में महिला कलाकारों का योगदान।
- समाज में संगीत का महत्व।



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**INSTITUTE OF ADVANCED STUDIES IN EDUCATION
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of

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*Page 01-125 of this
Syllabus has been approved
in A.C. meeting 06.06.2020.*

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SYLLABUS

SCHEME OF EXAMINATION AND COURSE OF STUDY

FACULTY OF EDUCATION

M.Ed. (TWO YEAR COURSE)

Master of Education Examination

Session – 2020-22



Psychology of learning and development
Course -1
MED-110

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 20 hrs.

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs., Field work: 9 hrs., Remedial: 2hrs.

Learning Outcomes: After completion of the course, student-teachers will be able:

- To understand concepts and principles of Educational Psychology as an applied science.
- To understand implications of psychological theories for education.
- To acquaint the learner with the process of development and assessment of various abilities and traits.
- To assess personalities and modified their teaching strategy according to needs of students.
- To understand mental hygiene & its Implications for education
- To use adjustment strategies in their day to day life.

Unit – I- Nature of Educational Psychology:

- Educational Psychology: Concept and Scope of Educational Psychology, contribution of Psychology to Education.
- Human Development: Concept, Principles, Sequential stages of Development; factors influencing Development and their relative role; general characteristics and problems of each stage.
- Theories of Piaget and Bruner- Major Concepts and stages and implications for Education.
- Indian theories of Psychological Development.

Practicum/Field Work

- Identify the factors which affect human development in diverse Culture and Society.
- Comparative study of Indian and western psychological theory on human development.

Unit –II- Learning & Individual Difference:

- Learning: Concept, kinds, levels of Learning, various view points on Learning, Concept, kinds & causes of Individual Difference.
- Intelligence, Emotional Intelligence and Cognitive abilities - Meaning, Concept, identification & Fostering.
- Motivation, Interests, Attitude and Aptitude – Concept, Kinds & Techniques.

Practicum/Field Work

- Administration and interpretation of IQ/EQ test on school student and give suggestions for improvement.
- Prepare a report of fostering on Intelligence and Cognitive abilities based on current Research

Unit-III- Personality & Creativity:

- Personality: Concept, development, structure and dynamics of personality
- Theories of Personality – Allport, Psychoanalytic approach of Bandura, Murray's need theory; Humanistic approach – Karl Roger, Maslow, Sri Aurobindo, Patanjali, Chanakya, Buddhism, Indian psychology on Personality & creativity.
- Techniques of Assessment of Personality –
 - a. Projective
 - b. Non-Projective
- Creativity – Nature, Process, Identification, fostering and guiding creative children.

Practicum/Field Work

- Administration and interpretation of personality test on school student.
- Write a report after applying at least one projective test on secondary school level students.

Historical, Political & Economic Foundations of Education**Course -2
MED-120**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 20 hrs.

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs., Field work: 9 hrs., remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able:

- To enable the students to understand Human Capital, Education and Employment analysis of earning, manpower planning and financing of education.
- To acquaint the students with the political economy of education.
- To develop among students understanding of labour markets.
- To enable the students to forecast man power requirements in various streams.
- To develop among the students an understanding of the financial aspects of education.
- To understand the Pre-independence and post-independence development of education in India.
- To understand the factors from historical perspective that contributed to present education system.
- To explain the important features of various reports, commissions and policies of education during pre and post-independence development of Education - in India.
- To understand that development of Education is influenced by political forces of the time.
- To acquire knowledge of characteristics features of ancient, medieval and British system of Education in India and of their strengths and limitations.

Unit- I- Foundation of Education

- Foundation of education: Meaning, need, nature, concept, type and role in shaping education.
- Historical Perspective on Education
- Political Perspective on Education
- Economical Perspective on Education

Practicum / Field Work:

- Debate on the most influencing Perspective on education with logical justification.
- Review of related literature to justify the role of Political/Economic/Historical foundations of education in shaping of education.

Unit- II- Historical Foundations of Education

- Origin and development of modern education in India.
- Education in India during – Vedic, Buddhist, Jainism Periods.
- Medieval Period & English period : Concept, ideas, Agencies of Education, organization of Education, teacher pupil relationship and their duties, curriculum, methods of Teaching, women Education, relevance to the Present day education.

Practicum / Field Work

- Student Teacher will write an analytical paper on one topic to perform one activity on the topics/ activities decided by the concerned teacher. The student teacher will present the report in class.
- Write a script on educational development in ancient India; after classroom discussion on the script organized a drama/play on it.

Unit- III- Political Foundation of Education

- Political ideology: Meaning, Concept, need and relation with education.
- Relationship of Education and Politics with special reference to Democracy and Secularism in Indian context
- Multiple School Contexts- rural/urban; minority/denominational/government
- Education and Monarchy, Democracy, Constitutional Provisions for Education, Nationalism

Educational Studies**Course-3****MED-130**

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs., Field work: 9 hrs., remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able to:

- Introduce the nature of education studies and map the fields.
- Introduce certain selected seminal educational texts representing the foundational perspectives.
- Orient to the institutions, systems and structures of education and flag the contemporary concerns of education policy and practice.
- Introduce Education studies as a 'discipline' with its own academic community, its own distinctive discourse and methods of enquiry.
- To develop their critical capabilities through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions on educational matters.
- Introduce, understand and to enable critical analysis to form current and future professionals.
- Analyse educational issues systematically
- Evaluate education policy in informed and systematic way and to accommodate new principles and new knowledge
- Highlight the underlying values and principles relevant to education studies and for developing personal stance which draws on their knowledge and understanding

Unit- I- Nature of Educational studies

- Meaning, concept, perspectives, aims and values of educational studies and educational issues.
- Defining principles of education studies.
- Field of Educational studies & education studies as a discipline.

Practicum / Field Work:

- Compile articles from newspapers, magazines, and the internet on educational issues. Prepare a report with suggestion for solutions.
- Seminar on Field of Educational studies

Unit- II- Foundational educational texts

- Contribution in development of education as a discipline - Ved, Vedanta, Upnishad, Geeta, Pestalozzi: - Leonard and Gertrude, John Dewey: The school and society, John Lock: Some Thoughts Concerning, Aristotle: - Policies: school & child Republic, Education, on Creation & Destruction, Rousso Jean-Jacques Rousseau: Emile & Education, Ravindra Nath Tagore: Gectanjali.

Practicum / Field Work:

- Play on educational contribution of any seminal text.
- Comparative study of educational contribution of Indian and western educationist.

Unit – III- Institution system and structure of Education:

- Structure & System of education in India from elementary to higher education.
- Commonalities & common challenges, in educational systems of world, (social injustice, , inclusion, gender discrimination,
- Restructure and standards based on reform: of elementary and secondary education.
- Mental & Physical wellbeing, Peace and Human Values.

Practicum / Field Work:

- Interview someone from a low-income background who has been successful in the educational system. To what does he or she attribute this success? What special obstacles did the person encounter, and how were they overcome?
- What nations stand out with regard to high or low percentages of girls or women enrolled in

Introduction to Educational Research
Course-4
MED-140

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs., Field work: 9 hrs., remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able to:

- Describe the nature, purpose, scope, areas, and types of research in education.
- Explain the characteristics of quantitative, qualitative and mixed research.
- Select and explain the method appropriate for a research study
- Conduct a literature search and develop a research proposal
- Explain a sampling design appropriate for a research study
- Examine the nature of hypothesis and their roles in research, and discuss possible alternatives to use hypothesis.
- Explain research design and procedure for collection of analysis
- Explain the importance of documentation and dissemination of researches in education
- Select and use appropriate statistics for analysis and interpretation.
- Familiarise with basic educational statistics so as to make them better equipped to Read educational research and literature.
- Understand Interdisciplinary research.

Unit-I- Research in Education:

- Conceptual Issues: Meaning, purpose, areas and philosophy of educational research & Interdisciplinary research.
- Source of knowledge, positivism and scientific inquiry, pure induction, deduction and hypothetic-deduction method, scientific approach to the knowledge generation: basic assumptions of science, scientific methods, Theory, nature and functions, the principle of evidence.
- Research paradigms in education: qualitative, mixed and quantitative, and their characteristics, Types of researches under each paradigm.

Practicum/field work-

- Prepare a report after classroom discussion on scientific approach to the knowledge generation.
- Seminar on Research paradigms in education.

Unit- II- Basic research concepts and skills:

- Sources of research problems, Review of the literature-purpose and resources; conducting the literature search: using databases and internet, internet search tools and quality of internet resources.
- Identification and Conceptualization of Research Problem: statement of problem, purpose, and research questions in qualitative and quantitative research.
- Meaning, concept, need and types of hypothesis, Formulation of Hypotheses and Variables.
- Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposals.

Practicum/field work-

- Identification of variables of a research study and classification of them in terms of functions and level of measurement.
- Preparation of a sampling design given the objectives and research questions/hypotheses of a research study.
- Development of a Research Proposal on an identified research Problem.

Communication and Expository Writing
Course-5
MED-150

Maximum Marks: 25
 Internal: 25 Credits: 1

Learning Outcomes: After completion of the course, student-teachers will be able to:

- Enhance the ability of the graduates to listen, converse, speak, present and explain ideas in groups and before an audience.
- Use of ICT in effective communication.
- Understand about writing skill and enhance their expository writing skill.
- Implement their knowledge of communication in classroom discussion and daily life.

Course content

Communication skills: Meaning, concept and components of effective communication

- Strategy of effective communication.
- Role of ICT in effective communication.
- Development of pre-academic skills (pre-reading, pre-writing and number)
- Expository writing: Meaning, concept, Types and tips for effective expository writing.
- Listening skill: meaning, concept and importance of listening skills academic listening- (lecturing) listening to talk and presentation. Asking for and giving information, giving instruction, listening for tone/mood and attitude at the other end, handling the stations especially trouble shooting, tele-conference, tele interviews handling.

Practicum/field work:

- Workshop on Development of Expository Writing skills for seven days.
- Workshop on Communication skills for ten days.

Note: Mode of transaction of this course will be workshop.

Websites to be visited:

- <https://education.rajasthan.gov.in/content/raj/education/en/school-sec-education/secondary-education/EducationServiceRules.html#>
- https://www.ugc.ac.in/pdfnews/7771545_academic-integrity-Regulation2018.pdf
- <https://ncte.gov.in/Website/Index.aspx>
- <https://www.ngu.ac.in/>
- <http://www.ncert.nic.in/>
- <https://www.scribd.com/>
- <https://www.ngu.ac.in/HandBook.aspx>


 नैति
 अधिष्ठाता
 शिक्षा संकाय
 आई.ए.एस.ई. (मानित विश्वविद्यालय)
 गांधी विद्या मंदिर, सरनगर, रायपुर

**Self-Development
Course-6
MED-160**

Maximum Marks: 25

Internal: 25 Marks


Credit: 1

Learning Outcomes: After completion of the course, student-teachers will be able:

- To understand what you are and what you want to be?
- To make self-exploration and self-evolution.
- To know oneself and through that knowing entire existence.
- To recognize one's relation with every unit in existence and fulfilling it.
- To know human conduct, human character and to live accordingly.
- To being in harmony in one self and in harmony with entire existence.
- It is a process of reflecting on the linkages between the self and one's professional practice.

Course Content:

- Themes such as gender, society and education, 'disability', psycho-social dimensions of exclusion, and inclusive education, will be central to these workshops.
- Sessions on mental and physical well-being (through modalities such as Yoga), will also be interwoven.
- Happiness, harmony: with/within I, body, other society, nature, existence
- Realization, understanding, desiring, thinking, selecting such, Shanti, Santosh, Anand.
- Prosperity- S2, D2 & S4 (Harmony: with body, in family, in society, in nature, in existence.)
- Human Values:
- Swatantrata
- Swarajya
- Moksha
- Idea of self: Self-concept and self-esteem
- Analysis of SWOT: Strength, Weakness, Opportunity and Threats
- Prayer & Meditation


 अधिष्ठाता
 शिक्षा संकाय
 आई.ए.एस.ई. (मानविक शिक्षा विभाग),
 गांधी विद्या मंदिर, इलाहाबाद

Philosophical Foundation of Education
Course-1
MED-170

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs., Tutorial: 5 hrs., Field work: 9 hrs., remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able:

- Understanding the nature and functions of philosophy of education.
- Logical analysis, interpretation and synthesis of various concepts, propositions and philosophical assumptions about educational phenomena.
- Understanding and use of philosophical methods in studying educational data.
- Critical appraisal of contributions made to education by prominent educational thinkers-both Indian and Western.
- To understand and relate philosophical theories with educational practices.
- To understand and relate philosophical traditions with educational practice.

Unit – I- Nature of Educational Philosophy:

- Meaning, Concept and nature of Educational Philosophy & Philosophical inquiry.
- Metaphysical problem and education related to nature, man and Society.
- Epistemology & Axiology of educational philosophy: Knowledge, Methods of acquiring valid knowledge with specific reference to analytic philosophy, Dialectical approach & scientific inquiry.

Practicum /field work:

- Visit a school to study the philosophical background of the school; and prepare a report based on it.
- Debate on Epistemology to acquire form the people valid knowledge/ Axiology.

Unit –II- Modern concept of Philosophy and Contributions of Thinkers:

- Analysis-Logical analysis, Logical empiricism and Positive relativism- (Morris L. Prigge) Contributions of Vivekananda, Tagore Gandhi Dewey, Krishnamurti, Montessori, Giju bhia, A.Nagraj and Swami Shree Ram sharan ji maharaj to educational thinking.

Practicum /field work

- Conduct a play on educational contribution of Swami Ramsaran Ji Maharaj.
- Analyze school activities in the light of Ideas of any thinkers.
- Analyse the contribution of Giju Bhai in the light of child centered Education

Unit-III- Indian Schools of Philosophy

- Sankhya, Geeta, Vedanta Yoga, Buddhism, Jainism, Islamic, Traditions with sepecialreference to the concept of knowledge, reality and values and their educational implications.

Practicum /field work:

- Conduct a competition examination on educational values of Geeta Darshan in school.
- Prepare a report after reviewing common factors to inculcate among Indian philosophy.

Unit-IV- Western Schools of Philosophy

- Idealism, Realism, naturalism, Pragmatism, Existentialism & Post existentialism; with special reference to the concepts of knowledge, reality and values; their educational implications for aims, contents and methods of education.

Practicum /field work:

- Drama or Play on Naturalism.
- Identify the common factors between Indian & western philosophies.

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 अधिष्ठाता
 शिक्षा संकेत
 आई.ए.एस.ई. (मानव शिक्षा विभाग)
 गाँधी विद्यापीठ, दिल्ली

Sociological Foundation of Education**Course -2****MED-180**

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs., Field work: 9 hrs., remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able:

- To enable the student to explain and reflect on-
- Gender ideology.
- Relationship between education and social change with special reference to modernization and globalization.
- Relationship between concepts and processes of sociology and education.
- Theories and characteristics of sociological analysis and its relation to education.
- Understand and explore the meaning, aims, purposes of education
- Develop understanding of sociological dimension of education.
- Identify and question one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more in for M.Ed., meaningful understanding of them.
- Expose students to divergent educational thoughts, perspectives and practices, which will help them in creating secure, egalitarian and pedagogically sound learning situations.

Unit – I- Sociology & Education

- Meaning & Nature of Educational Sociology & Sociology of education.
- Interrelationships between Education and Social Variables : Education and Family, Education and culture in general , Education and religion, Caste, Gender, Class

Practicum / Field Work:

- Make a questionnaire on different aspects of socialization and administration on at least 30 students (homogeneous group) to find out the most influencing aspect. Prepare a report on entire activity.
- Organise a debate on Education & Socialization.

Unit- II- Contexts of Socialization

- Concept of socialization: family and adult-child relationships; parenting, child rearing practices.
- Theory of Socialization
- Effect of Epidemic CORONA on relationship and social Institutions.
- Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.
- Social, economic and cultural differences in socialization: implications for inclusion.

Practicum / Field Work:

- Select a psychological tool of socialization and apply on at least 10 orphans and 10 students with parents to find out the result, if there is a difference, suggest proper remedial.
- Conduct a debate on Social changes after epidemic CORONA.

Unit- III- Education as a means of social change

- Concept and implications of social change
- Education for emotional & social Integration.
- Education for Nationalism and International understanding
- Meaning and need of Equality of Education opportunity and Social Justice with special reference with Indian Society
- Education of Socially, Economically under-developed society.
- De-Schooling and Change in schooling after COVID-19.

Curriculum Studies
Course-3
MED-190

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs., Tutorial: 5 hrs., Field work: 9 hrs., remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able:

- Conceptualize the meaning and different perspectives of curriculum
- Understand the epistemological, sociological and the psychological basis of curriculum development.
- Understand the different types of curriculum with respect to their main orientation and approaches
- Compare and analyse the National curriculum framework over the years with respect to their foundational considerations, concerns, priorities and goals.

Unit-I- Perspectives on curriculum

- Meaning, Concept and importance of curriculum
- Four perspectives on curriculum
 - Essentialist
 - Conceptual-Empiricists
 - Social constructivists
 - Social Engineering

Practicum / Field Work:

- Organise a Debate on perspective of curriculum.
- Find out the component of hidden curriculum in the syllabus of M.Ed. (any one)

Unit-II- Construction & Development of Curriculum

- Curriculum framework –need and importance; ramification of curriculum framework into curriculum, syllabus and textbooks.
- Different Models
- Grass Root
- Demonstration
- System Analysis
- Concept of Core curriculum, Hidden Curriculum, Spiral Curriculum, integrated curriculum and their relevance.

Practicum / Field Work:

- Preparation and presentation of papers on comparative study of National curriculum of other countries at different levels.
- Study of National Policies of Education –1986, 1992(modified version) and POA on NPE-1996 in relation to National curriculum frameworks that were developed later.
- Detailed study of National curriculum framework of school Education, India (1988, 2000, 2005) followed by seminar presentation.

Unit- III- Bases of Curriculum Development

- Philosophical bases
- Sociological bases
- Skills & attributes as foundations of curriculum
- Critical issues: environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

Practicum / Field Work:

- Study a curriculum of any level of education and find out their bases of construction. Prepare a report to this effect.
- Review a curriculum of Teacher education in the light of critical issues.

Pre-Service and In-Service Teacher Education
Course-4
MED-200-1

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs., Tutorial: 5 hrs., Field work: 9 hrs., remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able to:

- Gain insight and reflect on the concept and the status of pre-service and in-service teacher education
- Be acquainted with the content, and organisation of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation
- Examine the existing pre-service and in-service teacher education programmes from the view point of policy and its relevance to the demands of present day school realities
- Involve in various activities and processes of a teacher education institution, in order to gain an insight into the multiple roles of a teacher educator and understand the organisational culture.
- Develop competence in organisation and evaluation of various components of a preservice and in-service teacher education programmes
- Design in-service teacher professional development program/activities based on the needs of teachers
- Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- Understand and appreciate the research perspective on various practices in teacher education.
- Develop professional attitudes, values and interests needed to function as a teacher educator

Unit-I- Structure, Curriculum and Modes of Pre-service Teacher Education

- Pre-service teacher education – concept, nature, objectives and scope.
- The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE
- Components of pre-service teacher education – foundation courses, subject specialisation and pedagogy, special fields, school based practicum and internship – weightages in course work and evaluation
- Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations

Practicum / Field Work

- A “comparative study of state and national curricula” of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment – document analysis.
- A review of the understanding developed on teacher roles and functions from various relevant sources and presents the review report in class.

Unit- II- Organisation of Different Components of Teacher Education Curriculum

- The student teacher as an adult learner – characteristics. The concept of andragogy and its principles
- Organisation, transaction and evaluation of different components of teacher education curriculum – existing practices.
- Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organisation and evaluation
- Transactional approaches for the skill and competency development courses – need for awareness-modeling-analysis-practice-feedback cycle – scope and possibilities for organisation and evaluation – practicum records and portfolio assessment

Internship in Teacher Education Institution
Course-6
MED-220

Maximum Marks: 100

- Internship will be organized with attachment to both pre service teacher education and in service teacher education setting for 3 weeks.
- Necessary orientations to the students and mentor teacher educators from the respective institutions of teacher education need to be provided before organizing the internship.

Learning Outcomes: After completion of the course, the student-teachers will be able:

- To internalize the working of teacher training institution.
- To develop insight into the working of training college. To create an interface of theory and practice.
- To enhance practical competence of M.Ed. students regarding various function of teaching, management & organization of activities.

Assessment is based on the following activities –		Marks
Mode of transaction and gives suggestive plan for improvement		5
Observation of day-to-day * school activities and report of an in- depth study of two activities.		4
Participation and organization of Co-curriculum activities		8
1. Cultural	2. Literacy	
3. Games & sports	4. Shramdan.	
Teaching work Five period in any one compulsory paper of TEI and five period in methodology of teaching based		10
Reflective Journal		5
Observation & supervision of 10 lesson in teaching subjects		5
Select two students and mentoring on psychology, social, academics any perspective, prepare a report.		8
5-5 critical review with suggestions of lesson plan diaries, including supervisor's remarks.		5
Participation in any in service teachers training programme for preparation of depth report on it.		5
Analyze nature & type of in-service teachers training programme organized by the institution.		5
Prepare an evaluation preforma in service teachers training programme, apply it and prepare a report on its effectiveness of the programme with suggestive plan.		10
Prepare a module for in service teachers training programme and find its effectivity.		10
Review new trends in research of teacher education and Draft a report.		5
Training about arrangement of different department of the school.		10
1. Library management		
2. Administration and scoring of any five psychological tests.		
3. Science club.		
4. Office Records and maintenance of attendance register, teacher's diary & stock Register.		
5. Maintenance of technology department.		
Training for evaluation process: Construction of question paper Pre-Preparation for Examination. Evaluation of answer books and preparation of result		5
Total Marks		100

**Specialization in Elementary /Secondary &
Senior secondary school level
CORE –COURSE**

**Institutional Planning & Management of Secondary & Senior Secondary Education
Course - 1
MED-230 E**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 20 hrs.

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs., Tutorial: 5 hrs., Field work: 9 hrs., remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able to:

- To acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
- To help them determine and implement objectives of planning on the basis of individual needs of the students.
- To develop in them the skills in planning and implementing conventional administrative procedures.
- To develop in them the skills and attitudes to utilize human energy in getting the maximum work done.
- To understand the recommendations of different education commissions regarding secondary education commissions.
- To know different programmes and policies for realising the constitutional obligations related to secondary education in India.
- To develop an idea about the structure of secondary education in India.

Unit-I- Introduction to Secondary & Senior Secondary Education

- Meaning, aims ,objective of secondary & Senior Secondary education
- Purpose, function & Indigenous system of Secondary education.
- Secondary Education in India – Historical Perspective, pre and post-independence.
- Constitutional Provisions and center-state relationship in India.
- Recommendations of various committees and commissions: Secondary Education Commission, Kothari commission, Programme of Action, 1986, NPE, Ramamurti Review Committee Janardhan Reddy Committee, Yashpal, Committee, RMSA and NCF-2005.
- Constitutional obligations related to secondary education.

Practicum / Field Work:

- Prepare a report on major obstacles and challenges in universalization of secondary education.
- Organize a Seminar in secondary school on Constitutional obligations related to secondary education.

Unit –II- Institution Planning

- Concept, scope and nature of Institution Planning
- Need and importance of Institution Planning
- Types of Institution Planning
- Process of Institution Planning in India.
- Characteristics, - School Calendar.
- Evaluation of Institutional Planning.

Practicum / Field Work:

- Prepare a blue print of Process of Institution Planning in India. Present it in seminar.
- Prepare an annual school calendar for secondary/senior secondary school.

CORE –COURSE**Institutional Planning & Management of Elementary Education****Course - 1
MED-230 S**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30 Tutorials: 20 hrs.

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs., Tutorial: 5 hrs., Field work: 9 hrs., remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able to:

- Understand Indigenous system of Elementary Education.
- Contribute to strengthen elementary education system.
- Make a Critical review policies and programmes related to elementary education.
- Understand structure and system of elementary education.
- Understand monetary, planning and management of elementary education at national, state & local level.
- Read and understand global reports on elementary education and review state policies in the light of global trends.

Unit-I- Introduction to Elementary Education:

- Indigenous system of Elementary Education.
- Objectives of Elementary Education – Elementary, Upper Elementary.
- Elementary Education in India – Historical Perspective, pre and post-independence.
- Constitutional Provisions and center-state relationship in India.
- Recommendations of various committees and commissions: Secondary Education Commission, Kothari commission, Iswari Bhai Patel Committee NPE – '1986 and POA 92, Rama Murthy Committee, Janardhan Reddy Committee, Yashpal ,Committee and NCF-2005.

Practicum/Field work:

- Conduct a play to illustrate recommendations of various committees on elementary education.
- Organize a Seminar on indigenous system of elementary education.

Unit- II- Structure of Elementary Education: Structure of Elementary Education in India

- Structure of Elementary education in India and Rajasthan.
- Governance and administration of Elementary Education in India.
- Legal & Institutional Framework.
- UEE, District Elementary Education Programme & RTE Act.
- EFA Global Monitoring Report (UNESCO, 2005: 142)
- Education in facilitating change and development in society (Dreze and Sen, 1995, 2002)
- Education reform and reform-oriented state policies.
- NIOS, International schools, Islamic schools (Madrassah) & Autonomous schools.

Practicum work:

- Write a report on types of school in your state with special reference to their vision, mission and objectives.
- Organize a Seminar on governance & administration of elementary education in India.

Unit- III-Management in Elementary Education:

- National Level
Ministry of Education (MHRD) CABE – NCERT -RIE -NUEPA- NCTE – CIET
- State Level
Ministry of School Education
Directorate of School Education
Board of Education
SCERT – SSA – SIET – SRC – SIEMAT
- District Level

Core Course
Issues, Curriculum and Assessment (Elementary Level)
Course - 2
MED-240 E

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs., Field work: 9 hrs., remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able to:

- Understand various schemes & programmes of Govt. for elementary education.
- To make effective practices with various curriculum transaction strategies.
- To practice research trends in elementary education
- To actively engage with students after getting perception on various forms of learners engagement & pedagogies.
- To select and use appropriate assessment to meet the needs of the students.
- To practice continuous assessment of students for all sound development.
- To understand how various requirements of education are measured, evaluated interpreted and their results are recorded to help learners.
- To understand the concept of quality education in elementary level.
- To understand different programmes and agencies for ensuring the quality of elementary education in India
- To develop an idea about the structure of Elementary Education in India
- To reflect upon different issues, concerns and problems of Elementary Education in India.
- To understand principles, aims and features of Elementary School Curriculum.

Unit- I- Issues & concern of Elementary Education

- Major quality dimensions of elementary education and Quality monitoring tool of NCERT.
- Quality issues at upper elementary stage: teacher qualification, competency, subject specific deployment in schools, academic support through BRCs/CRCs, training needs of teachers, classroom based support and supervision issues.
- Alternative Strategies for achieving UEE -
- Dialect, drop out, socio-economic issues, inclusive education.
- Wastage, Stagnation, Culture, Capability Capacity, Reform Needs and Improvement of the System; building accountability

Practicum/field work:

- Make a critical review on schemes and programmes to achieve UEE in your state.
- Conduct a survey in a school to assess quality issues, and make an action plan to resolve it.

Unit- II- Teachers and Curriculum Transaction Strategies

- Thematic & Constructivism base of curriculum
- Joyful learning, Teachers and Pedagogical Attributes
- Research in curriculum
- Life skill education & creativity
- Analysis of Elementary Education Curriculum • Role of I.C.T.
- Research Trends in Elementary Education

Practicum/field work

- Visit DIET of your district to review on types and trends of research, actual practices in the institution and prepare a report on variation, between national or international trend (if any)
- Conduct an orientation programme on Construction of curriculum.

Issues, Curriculum and Assessment
(Secondary & Senior Secondary School Level)
MED-240 S

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs., Tutorial: 5 hrs., Field work: 9 hrs., remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able to:

- Understand the problem and challenges related to secondary and senior secondary education.
- Examine the status of development of secondary and senior secondary education in India after Independence.
- Reflect on various issues related with secondary education
- Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.
- Identify the problems issues of secondary school teachers and visualize the impact of Rights of children to free and Compulsory Education Act, 2009 for universalization of Secondary Education
- Identify critical issues related to universalization of secondary education.
- Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 for universalization of Secondary Education
- To understand the concept of quality education at secondary school level.
- To understand different programmes and agencies for ensuring the quality of secondary education in India
- To reflect upon different issues, concerns and problems of secondary education in India.
- To understand principles, aims and features of secondary school curriculum.
- To examine the present school curriculum.
- To analyze the present evaluation system at secondary school level.

UNIT- I- Quality in secondary Education

- Concepts, indicators of quality, setting standards for performance.
- Continuous professional development of teachers.
- Teacher selection test CTAT, SAT etc. and in-service programme
- Privatization of secondary education.
- Present status of quality education in India (status and prospects) - Delor's Commission Report regarding quality- Professional enrichment of secondary teachers (different in-service programmes for ensuring quality, - different agencies - SCERT – NCERT – CIET – NUEPA – IASE etc.

Practicum/field work:

- List out the training programmes organized by NUEPA/NCERT in previous session and find out number of teacher educators benefitted from your state mentioning various current issues of training.

List out the nation parameters of quality education in India and examine the quality of secondary education in your state.

Unit-II- Issues & Concerns

- Challenges related to universalization of Secondary Education
- Problems and Strategies of Alternative Schooling at Secondary school Stage
- Challenges / strategies / intervention in relation to access, enrolment, dropout, achievement and equality of Educational opportunities
- Problems of education for girls, disadvantaged and differently abled children and slow learners and interventions to solve the problems
- Type of schools and their contribution to society.
- Issues of quality in secondary and senior secondary education.
- Management system of secondary education - role of Department of Education, Directorate, Inspectorate and NGO's.

Advance Educational Research
Qualitative Educational Research
Course-3
MED-250 I

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs., Tutorial: 5 hrs., Field work: 9 hrs., remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able to:

- Understand concept, Characteristics & Themes of Qualitative Research.
- Examine different types of qualitative research and their characteristics.
- Examine the concept of Qualitative Research.
- Develop a tool which allows for the evaluation and data collection of Qualitative Research
- Design a framework or outline of Qualitative Research.
- Investigate appropriate methods of data analysis.
- Explain how to plan the research project of Qualitative Research.

Unit- I- Introduction to Qualitative Research

- Meaning, concept and types of Qualitative Research.
- Qualitative Research: Characteristics, issues, concerns & major approaches
- Relevance of Qualitative Research in education.
- Qualitative Research in education: Retrospect and prospect.
- Themes of Qualitative Research & research question.

Practicum/field work-

- Selection of a problem and developing a research synopsis.
- Identify five qualitative research problems and prepare at least five research questions for each with clear research title.

Unit- II- Approaches/Methods of Qualitative research

- Qualitative research approaches-Phenomenology, Ethnography, Case studies and Grounded theory Ethnography: Meaning, types, purpose, steps and common terms used by Ethnographers Grounded theory: Goals, perspectives, Methods and steps of Ethnography theory.
- Content & Trend analysis: Meaning, concept, assumption, and steps.
- Issues of reliability and validity of Discourse analysis.
- Case Study: Meaning, concept, assumption, and steps.
- Phenomenology: Meaning, concept, assumption, and steps.
- Historical Research-Meaning, significance, steps, elementary and secondary sources of information, external and internal criticism of the source.

Practicum/field work-

- Make a research strategy. Decide the types of questions you will be asking. You might add your own, based on another source. Also, you might use more than one in order to cover your topic.
- Make a chart or diagram of the different threads to your research considering the different perspectives you will be using to study them. (Use three perspectives i.e. Strategies, data collection/analysis, and approaches.)
- A critical analysis of the scope, merits and limitations of various approaches of research in Elementary Education/ Secondary Education.

Unit- III- Data Analysis in Qualitative Research

- Characteristics and applications
- Criticism of historical data
- Coding of qualitative data – Axial coding, Selective coding
- Methods of qualitative data analysis—content analysis, logical and inductive analysis, illustrative method; analogies.
- Meta-analysis & Triangulation of data.

Quantitative Educational Research
Course – 3
MED 250 II

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs., Tutorial: 5 hrs., Field work: 9 hrs., remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able to:

- Understand concept, Characteristics & Themes of Quantitative educational Research.
- Examine different types of Quantitative educational Research and their characteristics.
- Examine the concept of Quantitative educational Research.
- Develop a tool which allows for the evaluation and data collection of Quantitative educational Research.
- Design a framework or outline of Quantitative educational Research.
- Investigate appropriate methods of quantitative data analysis.
- Explain the processes of Quantitative educational Research.
- Explain how to plan the research project of Quantitative educational Research.

Unit- I- Introduction to Quantitative Research

- Quantitative Research: Meaning, concept, steps and characteristics.
- Nature, scope and trends of quantitative research
- Relevance of Quantitative Research in education.
- Research Data: Sources and Collection.
 - a) Sources of educational data: Individual, Institutions, Documents, Census, Journals, Books, Schools of thought etc.
 - b) Sampling techniques: Concept, need, probability and non-probability samples, sampling errors and their control.
 - c) Techniques and Tools of data collection: Observation, interview, questionnaire, scale, inventory, checklist, content analysis.

Practicum/field work-

- Preparation, administration and interpretation of any one tool i.e. observation, interview, questionnaire etc.
- Identify five quantitative research problems and prepare at least five research questions for each with clear research title.
- Conduct a training program on the use of digital library especially for secondary sources and reference material, such as dictionaries and encyclopedias.

Unit- II- Quantitative Methods of Research

- Experimental Research: Meaning, concept, Nature of experimental research, Variables in experimental research independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables.
- Descriptive studies: assessment, evaluation, and research.
- Follow-up study and The post Hoc fallacy
- Action Research: Meaning, concept, importance and strategies.

Practicum/field work-

- A critical analysis of the scope, merits and limitations of various approaches of Quantitative research.
- Select any one classroom based action research problem and prepare an action plan of its resolution.

Unit- III- Quantitative Research Designing:

- Experimental Research designs: Single-Group Pre-test-Post-test Design, Pre-test-Post-test Control-Group Design, Post-test only Control-Group Design, and Factorial Design
- Quasi-Experimental Designs: Non-equivalent Comparison Group Design, and Time-Series

Perspectives, Research and Issues in Teacher Education**Course -4****MED-260-II**

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs., Tutorial: 5 hrs., Field work: 9 hrs., remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able to:

- Develop competence in organisation and evaluation of various components of a pre-service and in-service teacher education programmes
- Design in-service teacher professional development programmes/activities based on the needs of teachers
- Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- Understand and appreciate the research perspective on various practices in teacher education.
- Develop professional attitudes, values and interests needed to function as a teacher educator

Unit- I- Perspectives and Policy on Teacher Education

- Teacher Development – Concept, Factors influencing teacher development – personal, contextual. Teacher Expertise – Berliner's stages of development of a teacher.
- Approaches to teacher development – self-directed development, cooperative or collegial development, change-oriented staff development.
- National and state policies on teacher education – A review
- Different organisations and agencies involved in teacher education– their roles, functions and networking
- In-service teacher education under DPEP, SSA and RMSA
- Preparation of teachers for art, craft, music, physical education and special education – need, existing programmes and practices
- Initiatives of the NGOs in designing and implementing in-service teacher education programmes

Practicum / Field Work:

- Designing training material on any one of art, craft, music, physical education and special education or any other for in-service teachers at secondary school level.
- Study of the Annual Reports of SCERT/ RIE/ NCERT/ NUEPA to identify various programmes for professional development of teacher educators.

Unit- II- Structure and Management of Teacher Education

- Structure of teacher education system in India – its merits and demerits.
- Universalisation of Secondary Education and its implications for teacher education at the secondary school level.
- Preparing teachers for different contexts of school education – structural and substantive arrangements in the TE programmes
- Vertical mobility of a school teacher - avenues
- Professional development of teachers and teacher educators – present practices and avenues
- Systemic factors influencing the quality of pre and in-service education of secondary school teachers

Practicum / Field Work:

- Select any one current practice in teacher education and trace the background of its formulation as a policy.
- Collect and analyze information about cooperation between schools and other institutions (such as businesses and colleges) in your community. To what extent has such cooperation helped the schools?

Academic Writing
Course- 6
MED- 280-II

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Total Hours: 50

Lectures: 15 hrs.

Tutorial: 15 hrs.

Field Work/Practicum: 15 hrs. Remedial: 5 hrs. For Each Unit available total Hours: 10, out of which hrs. for lectures: 3 hrs., Tutorial: 3 hrs., Field work: 3 hrs., remedial: 1 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able to:

- Sensitize to their communicative behaviour.
- Enable to reject and improve their communicative behaviour performance
- Build capacities for self criticism and facilitate growth.
- Enhance their listening & writing skill.
- Present effective lecture after enhancing their listening skills.
- Write or draft professional letters and mail etc.
- Use & differentiate different kinds of writings and writing styles according to co-curriculum activities.
- Reflect on essential requirements of academic writing & distinguish a good academic writing from others.
- Analyse academic sources and how to refer to them.
- Cite a source, paraphrase and acknowledge the source & edit one's own writing.

Unit – I-

- Meaning, concept and nature of different kinds of writings and writing styles.
- Meaning, concept and need of academic writing.
- Essential requirements of academic writing & distinguishing a good academic writing from others.
- Meaning, type, refer and analysis of academic sources.
- Meaning, concept and style of citing a source, paraphrase and acknowledging the source & editing one's own writing.

Practicum/field work:

- Workshop on academic writing skill.
- Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.
- Write a paragraph on any topic of your interest, then acknowledge the source & edit one's own writing. Prepare a report on the entire programme.

Unit –II-

- Writing Skills: Essential components of writing skills, writing standard, report writing, Email drafting and Etiquettes, preparing agenda and writing minutes for meeting, making notes on any academic conversations, Elective use of SMS case writing and documentation. Adaptation & text selection, academic articles.

Practicum/field work:

- Prepare a Programme on SMS case writing and documentation.
- Attend a seminar/workshop or conference and write a report on entire programme.
- Workshop on e-mail drafting.

Unit-III-

- Career Skills: Applying for job, covering letters, resume and effective profiling, interviews, group discussion intra personal/ interpersonal skills problem solving, reflective analysis of writing critical thinking, negotiation skill. Newspaper writing, public speech writing, academic proposal, developing story by listening.

INTERNSHIP (IN SCHOOL)

Course – 7
MED-289 I S

Maximum Marks: 100

Learning out comes: - After completion the internship, students will be able-

- To experience and understand the academic and social climate of school as social Institution.
- To observe and drive the developmental need of students.
- To identify and workout practical solution of different type of problems.
- Develop teaching competence through practice teaching and social modeling.

ACTIVITY**MARKS**

A journal by the student in which he/she records one's experiences, observations, and reflections during internship. **10**

Make lesson plan using 10- different methods in which 5 must involve, student could develop their own method (fusion based) with the help on teacher educator. **10**

Nashik
अधिष्ठाता
शिक्षा संकाय
आई.ए.एस.ई. (मानव शिक्षण विभाग),
गांधी विद्या मंदिर, नाशिक

Elective First theme:

**Curriculum, Pedagogy and assessment
(Elementary Level)
Course 1a
Advance Curriculum Theory
MED- 300 I E**

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs., Tutorial: 5 hrs., Field work: 9 hrs, remedial : 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able to:

- To enhance quality of syllabus, after understanding of curriculum and concept of syllabus \analysis.
- To expertise/ specialize in curriculum theories, models and analysis of syllabus.
- To develop capabilities of theoretical understanding of curriculum as well as practical abilities to work in these areas.
- To understand appropriate text books, syllabus and other curriculum material.
- To play their role in refining curriculum after understanding curriculum theories and model of evaluation.

Unit – I- Curriculum Theories:

- Major Characteristics of Curriculum Theory: - Logic Structure, conceptual structure, cognitive structure, Empirical structure, Existential Structure.
- Type of Curriculum in Elementary Level
- Curriculum Theories: Idealist, Realist, Naturalist, Pragmatic, Existential, conservatism Curriculum Theory.

Practicum/Field Work

- Analyse the curriculum theories in chronological order, find out the reason of change and evolution in ideas.
- Visit two schools, where different curricula are adopted and find out learning level or attain educational objective.

Unit – II- Analysis of Syllabus:

- Criteria for Analysing the syllabus
- Analysis of the syllabi for the elementary education in India
- Characteristics & Mechanism of the preparation of text book. Criteria for Text book Evaluation:
- Physical Aspects, presentation of content and its organization in the text books
- Content and Organization of curriculum.
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.
- Difference between curriculum and syllabus.

Practicum/Field Work:

- Critical study of existing school curriculum of state (at any level), preparing a training plan or design for the in service training or specified target group on a specified theme.
- Review of any school text book, in the light of physical aspects, presentation of content and its organization.

Unit – III- Model of Curriculum Evaluation:

- Objective model, Tradition Model, Illuminative Model, Decision-Making Model, Case study of portrayal Model, Research and Development Model, Professional Model.
- Parameters of Curriculum Evaluation- Curriculum Prescription, Evaluation Agency unit of evaluation, temporal context, Expected Impact of curriculum Evaluation.

Elective First
Curriculum, Pedagogy and assessment at Secondary & senior secondary school level
Advance Curriculum Theory
Course – 1 a
MED-300 I S

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs., Tutorial: 5 hrs., Field work: 9 hrs., remedial : 2 hrs.

Learning Outcomes: After completion of the course the student-teachers will be able to:

- To enhance quality of syllabus, after understanding of curriculum and concept of syllabus analysis.
- To expertise/ specialize in curriculum theories, models and analyst of syllabus.
- To develop capabilities of theoretical understanding of curriculum as well as practical abilities to work in these areas.
- To understand appropriate text books, syllabus and other curriculum material.
- To play their role in refining curriculum after understanding curriculum theories and model of evaluation.

Unit – I- Curriculum Theories:

- Major Characteristics of Curriculum Theory: - Logic Structure, conceptual structure, cognitive structure Empirical structure, Existential Structure.
- Type of Curriculum at secondary school level.
- Curriculum Theories: - Idealist, Realist, Naturalist, Pragmatic, Existential, conservatism Curriculum Theory.

Practicum/Field Work:

- Analyse the curriculum theories in chronological order, find out the reason of change and evolution in ideas.
- Visit two schools, where different curricula are adopted, find out learning level or attain educational objective.

Unit – II- Analysis of Syllabus:

- Criteria for Analysing the syllabus
- Analysis of the syllabi for the elementary education in India
- Characteristics & Mechanism of the preparation of text book. Criteria for Text book Evaluation:
- Physical Aspects, presentation of content and its organization in the text books
- Content and Organization of curriculum.
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.
- Difference between curriculum and syllabus.

Practicum/Field Work:

- Critical study of existing school curriculum of state (at any level), preparing a training plan or design for the in service training or specified target group on a specified theme.
- Review of any school text book, in the light of physical aspects, presentation of content and its organization.

Unit – III- Model of Curriculum Evaluation:

- Objective model, Tradition Model, Illuminative Model, Decision-Making Model, Case study of portrayal Model, Research and Development Model, Professional Model.
- Parameters of Curriculum Evaluation- Curriculum Prescription, Evaluation Agency unit of evaluation, temporal context, Expected Impact of curriculum Evaluation.
- Relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.
- Perspectives to curriculum transaction and their synthesis – behavioristic, cognitive and

Advance Level Subject Pedagogy
(4 Credit) at Elementary level. Any one of the Following-
Pedagogy of Science Education
Course – 1 b
MED-300 II E I

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 20 hrs.

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs., Field work: 9 hrs, remedial : 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able to:

- Understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;
- Understand the difference and relationship between Science and Technology;
- Understand the need to evaluate curricula;
- Know about and critical study of innovative curricular efforts in India;
- Understand diversity of instructional materials, their role and the need for contextualization in science education;
- Appreciate the role of Co-curriculum activities in science education;
- Understand the constructivist approach to science instruction;
- Understand the role of assessment in the teaching –learning process in science;
- Familiarize with innovative trends in assessment;
- Analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

Unit- I - Nature of Science

- Meaning, concept, scope and importance of science.
- Historical Development of Science
- Science - its origin and development Structure of Science – Syntactic, Process including Stretch Methods. Attitude inquiring. Substantive: Facts, concepts, laws, theories, generalization
- Correlation of science with other subjects.
- Nature of science; characteristics of different disciplines of science, their interrelationship and integration.
- Experiences in Science :Science Centers , Science museums , Science Clubs ,Science fairs ,Field Trips, Mobile science Lab, Herbarium, Vivarium, Aquarium, Terrarium

Practicum / Field Work

- A critical study of any two discoveries selected from different areas of science to illustrate the importance of history of science i.e. discovery of the electron; the development of electromagnetism, theory of evolution, Newtonian calculus and its importance to Physics, thermodynamics.
- Develop an action plan on an experiment for development of physical science concept.
- Development of a concept map of a selected topic in Physics/Chemistry/Biology.
- Develop science club in elementary school with help of their teachers, students and community. Conduct at least five activities related to club.

Unit- II -Curriculum of Science Education

- Meaning, concept and types of Curriculum, NCF – 1972, 77, 79 & 2005 related to Science.
- Principle for curriculum development in Science Education.
- Science curriculum at different stages of school education-at elementary, upper elementary secondary, senior secondary.
- Instructional materials including textbook: contextualization, criteria and concerns. —
- Integrating Co-curriculum activities with science education.

Pedagogy of Mathematics Education Elementary level**Course – I b
MED- 300 - II E II**

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs., Field work: 9 hrs. Remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able to:

- Appreciate the abstract nature of mathematics distinguish between science and mathematics
- Distinguish between the roles of pure and applied mathematics
- Develop the skill of solving real-life problems through mathematical modeling as an art
- Develop the understanding of using constructivist approach in mathematics develop the skill of using various methods of teaching mathematics
- Develop problem solving skills
- Highlight the significance of mathematics laboratory.
- Enable to distinguish between induction and mathematical induction
- Develop the skills required for action research in mathematics

Unit- I- Nature, Development and Significance of Mathematics

- Abstractness of mathematics; Distinction between mathematics and science; Distinct roles of pure and applied Mathematics; mathematization; aesthetic aspect of mathematic; historical development of mathematical concepts with some famous anecdotes such as Gauss, Ramanujan, etc.; teaching of mathematical modeling.
- Mathematical Reasoning: Processes of generalisation; pattern recognition and inductive reasoning process that Enable formation of Hypothesis, Structure of Mathematics: Axioms, Definitions, Theorems, Validation process of mathematical statements: Proof; Counter-Example; Conjecture.
- Algebra Thinking: Number Patterns, Functional relations, when and why we use variables, forming and solving simple linear equations, Mathematical investigations/puzzles that rely on algebraic thinking.

Practicum / Field Work:

- Analyse famous quotations on mathematics and prepare a report.
- A critical study of any two discoveries selected from different areas of mathematics to illustrate the importance of history of maths. I.e. discovery of the zero; the development of Pythagoras theorem etc.
- Develop an action plan on an experiment for development of any mathematics concept at senior/ secondary school level.

Unit- II- Curriculum of mathematics at secondary to senior secondary school level.

- Principle for curriculum development in mathematics Education.
- Mathematics curriculum at different stages of school education-at secondary, senior secondary.
- Instructional materials including textbook: contextualization, criteria and concerns.
- Integrating Co-curriculum activities with mathematics education.
- Approaches to organization of mathematics curriculum at various stages of school education.
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.

Practicum / Field Work:

- A critical study of math's curriculum of secondary school stage of Rajasthan.
- A critical appraisal/analysis of existing syllabi and textbooks at secondary/senior secondary level developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks.
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.

Pedagogy of Language Education Elementary level
Course – 1b
MED-300 II E III

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs., Field work: 9 hrs, remedial : 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able to:

- Understand of the nature, sanctions and the implications of planning for teaching language/languages.
- Understand the psychology of language learning.
- Understand in the pedagogy of language learning.
- Analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language.
- Evaluate various areas of research in language Education.
- Identify various problems with respect to language learning.
- Know and high light on factors affecting language policy.
- Gain an understanding of the nature, functions and the implications of planning for teaching language/languages
- Understand the psychology of language learning
- Gain an understanding in the pedagogy of language learning.
- Study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language.
- Evaluate various areas of research in language education.
- Survey various problems with respect to language learning.
- Identify and reflect on factors affecting language policy.

Unit- I- Conceptual Issues Language Learning

- Language acquisition and communication -- factors affecting language learning and language acquisitions and communication
- Linguistic, psychological and social processes involved in learning of languages.
- Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget cognitive constructivism and Language, recent theorization: intentionality; application of these theories to development of methodologies of teaching-learning of language.
- Preservation of heritage language, home language & school language-problem of tribal dialects.
- Issues of learning language in a multi-lingual/multi-cultural society: the multi-lingual
- Teaching of first language, second language and foreign language: developmental, socio-economic and psychological factors; the politics of teaching
- Language teaching in India; key factors affecting second language acquisition

Practicum / Field Work

- A study of letters, news articles and narratives in the first language to study its organization in terms of both coherence and cohesion of content. Make Comparison with writings in English.
- Identification of minority languages within their states and discussion of government plans and policies for their preservation and development.

Unit- II-Curriculum of Language Education

- Development of language curriculum.
- Syllabus: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques.
- Multilingual class room problem of curriculum text about development.

Pedagogy of Social Science Education Elementary level
Course – 1b
MED-300 II E IV

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 20 hrs.

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs., Field work: 9 hrs., remedial : 2 hrs.

Learning Outcomes: After completion of the course, the student-teachers will be able to:

- Develop an understanding about the meaning, nature, scope of social sciences and social science education
- To find out the distinction and overlap between social sciences, humanities and liberal arts
- Understand the role of various methods and approaches of teaching social sciences
- Employ appropriate methods for transaction of social science curriculum.
- Effectively use different media, materials and resources for teaching social sciences
- Construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation

Unit- I – Conceptualization of Social Science Education

- Concept, nature, and scope of social sciences.
- Place of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of school education.
- Evolution of social science as a discipline, social science as a dynamic expanding body of knowledge
- Interdisciplinary & Intra -disciplinary correlation of social science.
- Nature, types and factors of social change in historical cultural growth in 19th and 20th century in India.
- Contemporary and current problems in India, perspective of elementary education

Practicum / Field Work

- Develop an action plan on an experiment for development of physical science concept.
- Seminar on Evolution of social science as a discipline.

Unit- II – Social Science Curriculum

- Meaning of Curriculum and Core Curriculum.
- Approaches to Curriculum framing - concentric - spiral- Chronological -Topical and Unit-approaches.
- Curriculum - syllabus - Textbooks, workbook - Hand Book. Seminar/ Project work / Review
- Principle for curriculum development in social Science Education.
- Integrating Co-curriculum activities with social science education.
- Methodology of development & evaluation of curricular materials viz., textbooks, workbooks, teacher handbooks.

Practicum / Field Work

- A critical study of social science curriculum of secondary school stage of Rajasthan.
- Critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks.
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.

Unit- III – Approaches to Pedagogy and Resources for Teaching-Learning of Social Science

- Methods of Teaching Social Studies: Lecturer method, Discussion and debate, Socialized recitation method, Problem solving method, Source method, innovative methods,
- Play way methods and activity based approaches.
- Techniques: Observation, Questioning, Dramatization, Role Play, Simulation, Story Telling, Display & Exhibition, Survey, field trips, Educational games, Songs I Action Songs, Data Collection and Data representation through graphs, tables, charts, maps and cartoons Puppety.

**Advance Level Subject Pedagogy
(4 Credit) at Secondary to senior secondary school level.**

(Any one)

Pedagogy of Science Education

Course – 1b

MED- 300 II S I

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs., Field work: 9 hrs., remedial :2 hrs.

Learning Outcomes: After completion of the course, the student-teachers will be able to:

- Understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;
- Understand the difference and relationship between Science and Technology;
- Understand the need to evaluate curricula;
- Know about and make a critical study of innovative curricular efforts in India;
- Understand diversity of instructional materials, their role and the need for contextualization in science education;
- Appreciate the role of Co-curriculum activities in science education;
- Understand the constructivist approach to science instruction;
- Understand the role of assessment in the teaching –learning process in science;
- Familiarize with innovative trends in assessment;
- Analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

Unit- I - Nature of Science

- Evolution of science as a discipline, science as a dynamic expanding body of knowledge; development of scientific temper; scientific method.
- Science and technology, relationship between science and technology; Science and Mathematics and their relationship, role of mathematics in Science.
- Nature of science; characteristics of different disciplines of science, their interrelationship and integration.
- Concept, nature, and scope of sciences.
- Place of sciences in school curriculum; aims and objectives of teaching social sciences at various stages of school education.

Practicum / Field Work

- A critical study of any two discoveries selected from different areas of science to illustrate the importance of history of science i.e. discovery of the electron; the development of electromagnetism, theory of evolution, Newtonian calculus and its importance to Physics, thermodynamics.
- Develop an action plan on an experiment for development of physical science concept.
- Development of a concept map of a selected topic in Physics/Chemistry/Biology.

Unit- II -Curriculum of Science Education

- Principle for curriculum development in Science Education.
- Science curriculum at different stages of school education-at elementary, upper elementary secondary, senior secondary.
- Instructional materials including textbook: contextualization, criteria and concerns.
- Integrating Co-curriculum activities with science education.
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.

Head
 अधिकाता
 शिक्षा संकाय
 आई.ए.एस.ई. (मानित विश्वविद्यालय)
 गाँधी विद्या मंदिर, रायगढ़

Pedagogy of Mathematics Education
Course – 1 b
MED- 300 II S II

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 20 hrs.

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs., Field work: 9 hrs., remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able to:

- Appreciate the abstract nature of mathematics distinguish between science and mathematics
- Distinguish between the roles of pure and applied mathematics
- Develop the skill of solving real-life problems through mathematical modeling as an art
- Develop the understanding of using constructivist approach in mathematics
- Develop the skill of using various methods of teaching mathematics
- Develop problem solving skills
- Highlight the significance of mathematics laboratory.
- Enable to distinguish between induction and mathematical induction.
- Develop the skills required for action research in mathematics.

Unit-I- Nature, Development and Significance of Mathematics.

- Abstractness of mathematics; Distinction between mathematics and science; Distinct roles of pure and applied Mathematics; mathematization; aesthetic aspect of mathematic; historical development of mathematical concepts with some famous anecdotes such as Gauss, Ramanujan, etc.; teaching of mathematical modeling.
- Undefined terms and axioms; proofs and verification in mathematics and distinction between them; types of theorems such as existence and uniqueness theorems etc.; types of proofs- direct proofs, indirect proofs, proof by contradiction, proof by exhaustion, proof by mathematical induction and distinction between induction and mathematical induction.

Practicum / Field Work

- Analyse famous quotations on mathematics and prepare a report.
- A critical study of any two discoveries selected from different areas of mathematics to illustrate the importance of history of maths. i.e. discovery of the zero; the development of Pythagoras theorem etc.
- Develop an action plan on an experiment for development of any mathematics concept at senior/ secondary school level.

Unit- II- Curriculum of mathematics at secondary to senior secondary school level

- Principle for curriculum development in mathematics Education.
- Mathematics curriculum at different stages of school education-at secondary, senior secondary.
- Instructional materials including textbook: contextualization, criteria and concerns.
- Integrating Co-curriculum activities with mathematics education.
- Approaches to organization of mathematics curriculum at various stages of school education.
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.

Practicum / Field Work

- A critical study of maths curriculum of secondary school stage of Rajasthan.
- Critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks.
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.

Pedagogy of Language Education
Course – 1 b
MED- 300 II S III

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs., Field work: 9 hrs., remedial: 2 hrs.

Learning Outcomes: After completion of the course the student-teachers will be able to:

- Understand of the nature, sanctions and the implications of planning for teaching language/languages.
- Understand the psychology of language learning.
- Understand the pedagogy of language learning.
- Analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language.
- Evaluate various areas of research in language Education.
- Identify various problems with respect to language learning.
- Know and highlight on factors affecting language policy.
- Gain an understanding of the nature, functions and the implications of planning for teaching language/languages
- Understand the psychology of language learning
- Gain an understanding in the pedagogy of language learning.
- Study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language.
- Evaluate various areas of research in language education.
- Survey various problems with respect to language learning.
- Identify and reflect on factors affecting language policy.

Unit- I- Conceptual Issues Language Learning

- Language acquisition and communication -- factors affecting language learning and language acquisitions and communication
- Linguistic, psychological and social processes involved in learning of languages.
- Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget cognitive constructivism and Language, recent theorization: intentionality; application of these theories to development of methodologies of teaching-learning of language.
- Preservation of heritage language, home language & school language-problem of tribal dialects.

Practicum / Field Work

- A study of letters, news articles and narratives in the first language to study its organization in terms of both coherence and cohesion of content. Make a comparison with writings in English.
- Identification of minority languages within their states and discussion of government plans and policies for their preservation and development.

Unit- II- Curriculum of Language Education

- Development of language curriculum.
- Syllabus: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques.
- Multilingual class room problems of curriculum text about development.
- Three languages for rule constitution provision regarding language.

Practicum / Field Work

- A critical study of language curriculum of secondary school stage of Rajasthan.
- A critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary school developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks.
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.

Pedagogy of Social Science Education
Course – 1 b
MED- 300 II S IV

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs., Field work: 9 hrs., remedial: 2 hrs.

Learning Outcomes: After completion of the course the student-teachers will be able to:

- Develop an understanding about the meaning, nature, scope of social sciences and social science education
- To find out the distinction and overlap between social sciences, humanities and liberal arts
- Understand the role of various methods and approaches of teaching social sciences
- Employ appropriate for transaction of social science curriculum.
- Effectively use different media materials and resources for teaching social sciences
- Construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation

Unit- I – Conceptualization of Social Science Education

- Concept, nature, and scope of social sciences.
- Place of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of school education.
- Evolution of social science as a discipline, social science as a dynamic expanding body of knowledge
- Interdisciplinary & Intra -disciplinary correlation of social science.
- Science and technology, relationship between social science and technology.
- Nature of social science; characteristics of different disciplines of social science, their interrelationship and integration.

Practicum / Field Work

- Develop an action plan on an experiment for development of physical science concept.
- Seminar on Evolution of social science as a discipline.

Unit- II – Social Science Curriculum

- Principle for curriculum development in social Science Education.
- Social science curriculum at different stages of school education-at elementary, upper elementary secondary, senior secondary.
- Instructional materials including textbook: contextualization, criteria and concerns.
- Integrating Co-curriculum activities with social science education.
- Approaches to organization of social science curriculum at various stages of school education.
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.

Practicum / Field Work

- A critical study of social science curriculum of secondary school stage of Rajasthan.
- A critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks.
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.

Unit- III – Approaches to Pedagogy and Resources for Teaching-Learning of Social Science

- A critical appraisal of approaches to teaching learning social sciences – behaviorist approach; constructivist approach; inter disciplinary approach.
- A critical appraisal of various teaching learning strategies viz., lecture cum discussion, project method, investigative project, field survey problem solving, field visits and case studies; action research etc.

ELECTIVE-2

Theme- Education policy, economics and planning at Elementary/Secondary & senior secondary level

Advance course in Economics of Education

Course –2 a

MED-310 I E

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs., Field work: 9 hrs., remedial 2 hrs.

Learning Outcomes: After completion of the course the student-teachers will be able to:

- To reflect on financial sources and funding mechanism of elementary education at various levels.
- Understand economics of education and relation between education and economics.
- Reflect upon economics of elementary education.
- To implement their knowledge about school finance and budget in real social or professional life.
- Develop own perception about school in social context on the basis of knowledge about financial contribution of community to school.

Unit-I- Introduction to Economics of Education

- Concept of Economics and Education & Economics of Education.
- Meaning, Nature & Area of Economics of Education.
- Relation between Economics and Education.
- Relation among Economics, Economics of Education & Education contribution to Economics.
- Basic Education of Mahatma Gandhi

Practicum / Field Work

- Analyse similarities & differences of thoughts of Indian & western economists on economics of education.
- Prepare a note on education thoughts or thoughts on economics of education or analyse any economist and conduct a play/ or Present a speech on the note.

Unit-II- Financing on Elementary Education-

- Historical review and present status of Contribution to Elementary Education funding: Three level; Federal, State and Local.
- financial estimates by Tapas Mazumdar Committe (GoI, 1998)
- Capacity and credibility of the public education system
- State school system and financial resources.
- Educational organizations, especially in the backward and difficult areas.
- Curriculum and a massive fiscal commitment to funding UEE, de-saffronize, & Implementation of RTE Act.
- Relationship of financing & quality of education.

Practicum / Field Work

- Visit any Govt. / private school to study financial resources of the schools, giving suggestions for enhancement of the resources.
- Through internet surfing of literature review find out chronologically financial resources of elementary school/education.
- In a recent book, journal, or article available on the internet, find a proposal for a basic reform or restructuring in the public schools. What does the author propose to reform? How? Is the proposal realistic? What philosophic perspectives does it represent? What conditions or resources would be required to implement it successfully? What is the likelihood of success?

Advance course in Economics of Education**Course –2 a****MED-310 I S**

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs., Tutorial: 5 hrs., Field work: 9 hrs., remedial: 2 hrs.

Learning Outcomes: After completion of the course the student-teachers will be able to:

- To acquaint the students with the relationship between the financial support of education and quality of education,
- To develop familiarities with various sources of financing in India;
- To develop in them the understanding of school accounting and developing skill in school budgeting;
- To develop appreciation of the financial problems of educational administration critically analyse the policies of educational finance and its implications of efficiency of the system,
- Discuss the linkages of various state, district and local level functionaries
- To acquaint the students with the relationship between the financial support of education and quality of education.
- To develop familiarity with various sources of financing education in India.
- To develop in them the understanding of school accounting and developing skill in school budgeting.

Unit-I- Financing on Secondary Education-

- Educational Expenditure: Source of finance Government grants (central, state, local) Tuition fee, Taxes Endowment Donation and gifts, Foreign aids.
- School Budgetary and accounting procedure. Central grants, state grants and allocation of grants by U.G.C. Grant-in-aid policy in India and the states. Monitoring of expenditure control and utilization of funds, accounting and auditing. Central-State Relationship in Financing of Education.
- Financial estimates by Tapas Mazumdar Committee (Gol, 1998)

Practicum / Field Work

- Analyse similarities & differences of thoughts of Indian & western economists on economics of education.
- Prepare a note on education thoughts or thoughts on economics of education or analyse any economist and conduct a play/ or Present a speech on the note.

Unit – II- Economics of Educational System

- Cost of Education
- Increase in per pupil cost and its relation to per capital income.
- Methods of determining educational costs, unit costs, direct cost, opportunity costs.
- Decisive factors on costs: Size of class, teaching load, enrolment at different levels etc.
- Salary of teachers.

Practicum / Field Work

- Visit any Govt. / private school to study financial resources of the schools, giving suggestions for enhancement of the resources.
- Through internet surfing of literature review find out chronologically financial resources of elementary school/education.
- In a recent book, journal, or article available on the internet, find a proposal for a basic reform or restructuring in the public schools. What does the author propose to reform? How? Is the proposal realistic? What philosophic perspectives does it represent? What conditions or resources would be required to implement it successfully? What is the likelihood of success?

Issues, planning and Policies of Education at Elementary level
Course-2 b
MED-310 II E

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 20 hrs.

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs., Field work: 9 hrs., remedial :2 hrs.

Learning Outcomes: After completion of the course the student-teachers will be able to:

- Gain insight into the vision and mission of Elementary Education in the country.
- Develop understanding for enhancing learner's achievement.
- Reflect on various concerns of elementary education
- Gain insight into factors promoting success and participation in quality in elementary education.
- Develop understanding about quality dimensions of elementary education
- Promote understanding of vision and mission of elementary education.
- Examine the existing reports to gain insight into concerns of elementary education.
- Reflect on various issues related with elementary education.
- Understand about the policies and programmes of elementary education
- Contribute to reform the elementary education system of India.

Unit- I- Vision and mission

- Vision and Mission of Elementary Education
- School Systems across the States
- 12th Five-Year Plans –Objectives, key issues and focus.
- Constitutional Provisions, Right to Education and its implications
- Quality Assurance in Elementary Education
- Responsibility between the Union Government and the States.

Practicum/field work:

- Conduct a play in school to generate awareness among students & teachers on Child Right.
- Case study of a school or some innovative practice under SSA

Unit- II- Concerns in Elementary Education

- School Effectiveness, Classroom Climate and Teacher Attributes, Rewards and Punishment/ Order and Discipline, Law and Order in the Society and its Effect on School, quantity & quality of trained teachers.
- Systemic Reform- Strengthening Community Participation; Role of PTC/ MTC/SMC
- Management of Resources: Manpower Planning, Recruitment; Budget Constraints Planning for School
- Inspection, Supervision and Monitoring.
- Innovative Approaches: Activity Based learning Experiment

Practicum/field work:

- Preparation of research design on a theme, discipline and RTE act. 2009
- Students will be required to critically analyse any one of the following reports: Annual Status of Education Report (ASER); Achievement surveys; PROBE; Pratiche Report on Education; Global Monitoring; Report of UNESCO

Unit- III- Policies & Programs of Elementary Education

- District elementary education programme-goals and strategies.
- Sarva Shiksha Abhiyan & RTE Act 2009- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.
- Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels.

Issues, Planning and Policies of Education at Secondary level**Course- 2 b****MED-310 II S**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 20 hrs.

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs., Tutorial: 5 hrs., Field work: 9 hrs., remedial :2 hrs.

Learning Outcomes: After completion of the course the student-teachers will be able to:

- Acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
- Help them determine and implement objectives of planning on the basis of individual needs of the students.
- Develop in them the skills in planning and implementing conventional administrative procedures.
- Acquaint the students with the relationship between the financial support of education and quality of education,
- Develop familiarities with various sources of financing in India;
- Develop in them the understanding of school accounting and developing skill in school budgeting;
- Develop appreciation of the financial problems of educational administration;
- Enable the students to locate human and material resources and utilize them to the maximum benefit for education

Unit- I- Principles, Techniques and approaches of Educational Planning

- Guiding principles of educational planning
- Methods and techniques of educational planning.
- Approaches to educational planning. - Social demand approach - Man-power approach - Return of return approach
- Types of educational planning; process of district level planning including micro level planning exercise; institutional planning.

Practicum / Field Work

- Critical analysis of educational planning in Rajasthan, giving a suggestive plan of action.
- Conduct a survey in an excellent institute to know about adopted approaches to educational planning and prepare a report to present it in seminar.

Unit- II- Planning Mechanisms and Five-Year Plan in Education

- Perspective planning at central, state and local levels: concepts of macro, and micro level planning.
- Priorities to be given at central and state levels.
- Perspective plan for education in the 12th Five Year plan.
- District level planning: recent initiatives.
- Institutional Planning.
- School mapping exercises
- Availability of educational statistics at central, state and district levels.
- Main features of five year plans with special reference to education, impact of five year plans on education.

Practicum / Field Work

- Students will be required to critically analyse any one of the following reports: Annual Status of Education Report (ASER); Achievement surveys; PROBE; Pratiche Report on Education; Global Monitoring; Report of UNESCO.
- Each student is required to prepare and present in a seminar a status report on Elementary Education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.

Elective third-theme: Educational management, administration, leadership and planning
Education management and Planning of Elementary level

Course- 3 a
MED-320 I E

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs., Tutorial: 5 hrs., Field work: 9 hrs., remedial: 2 hrs.

Learning Outcomes: After completion of the course the student-teachers will be able to:

- Understand various policies, planning and initiation taken by Govt. at elementary level.
- Reflect on planning, management, policies and operational strategies at elementary level.
- Gain insight on school planning and educational management.
- Understand planning, policies, research and innovation at the school level.
- Contribute to enhance innovation in school & educational management & planning.
- Understand structure & programme of UEE.

Unit-I- Management of Elementary Education:

- Meaning, concept, need and nature of management & management of education.
- Present policies and operational strategies of central, state Govt., district & local level for Elementary Education.
- Management pattern of various kind school: Private/Govt., Aided, Central, Navodya, International, Public etc.
- Introduction- policies for strategy- Priority areas and Implementation machinery-training, Research and orientation.
- District-Planning and management of Education.
- Machinery of Local management DISE (District Information system for Education)

Practicum / Field Work

- Compile articles from newspapers, magazines, and the internet discussing Present policies and operational strategies of central & state Govt. for Elementary Education. Prepare a report of entire activity.
- Review research on educational management or management of elementary schools which are used in other countries but not in India.
- Evaluation of management of SSA activities in a district.

Unit-II- Planning & school management

- Planning, site & location- Design and Dimension, Equipment and infrastructure required for Elementary schools.
- Student teacher ratio, profession development programme for Elementary teachers. Managing committee: - Role. Constitution and functions
- Inspecting offices; Role, Duties, and functions.
- PTA- Need, Importance, formation and contributions
- School based Indicators, facility Indicators Teacher related Indicators.

Practicum / Field Work

- Collect data from relevant sources on student & teachers ratio for elementary level school of your district. Is it according to provision of RTE act? Prepare a report and send it to authorities.
- Make a comparative study of PTA of any one Govt and private school.

Unit-III- Universalization of Elementary Education (UEE)

- Meaning, concept importance nomenclature and present position of Elementary Education in India, measures for the promotion of UEE strategies for achieving RTE & UEE.
- Pattern of Education structure up to class VII, overview of Elementary Education in India.
- Control and support to Elementary schools.
- Free and compulsory Education Act 2009.
- Elementary Education, Comparative study of various countries.

Education management and Planning of secondary level
Course- 3a
MED-320 I S

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 20 hrs.

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs., Tutorial: 5 hrs., Field work: 9 hrs., remedial: 2 hrs.

Learning Outcomes: After completion of the course the student-teachers will be able to:

- To acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
- To help them determine and implement objectives of planning on the basis of individual needs of the students.
- To develop in them the skills in planning and implementing conventional administrative procedures.
- To develop an insight into the perspectives of management in the light of practices in education.
- To study educational management system in India with specific reference to national, state, district and village levels structures.
- To recognize the importance of Educational Resources and their effective management for quality education,
- To understand the issues and challenges in educational management and administration in India.

Unit - I- Concept need and process of Educational Planning

- Concept, scope and nature of Educational Planning
- Need and importance of Educational Planning
- Types of Educational Planning
- Process of Educational Planning in various type schools in India.

Practicum / Field Work

- Compile articles from newspapers, magazines, and the internet discussing Present policies and operational strategies of central & state Govt. for secondary Education prepare a report of entire activity.
- Review research on educational management or management of secondary education which are used in other countries but not in India.

Unit – II- planning at central, state and local levels

- Perspective planning at central, state and local levels.
- Priorities to be given at central and state levels.
- Schools for all and schools for the selected few
- Determine facilities to the needs :
 - School programme
 - School Building
 - Teaching training facilities
 - Location of Schools.

Practicum / Field Work

- Collect data for relevant sources on student & teacher ratio in secondary level school. Of your district. Is it according to constitution provision? Prepare a report and send it to authorities.
- Make a comparative study of PTA of any one Govt and private school.

Unit – III- some problems of educational Planning

- Calculating cost of education at various type of school.
- Comprehensive approach vs. selective approach.
- Public sector vs. private sector.
- Educational planning and exceptional children, gifted, backward and handicapped.

Educational Administration of Elementary level

Course – 3 b
MED-320 II E

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs., Tutorial: 5 hrs., Field work: 9 hrs., remedial: 2 hrs.

Learning Outcomes: After completion of the course the student-teachers will be able to:

- To equip with essential skills of successful administrators.
- To understand structure and system of administration at national state and local level.
- To understand the division of authorities among employees.
- To play their active role to enhance school community relationship
- To critically evaluate policies related to local and state authorities, which play important role in shaping school performance?

UNIT – I- Educational Administration at National & states Level

- Meaning concept, nature and types of structure of educational administration at national level.
- Role and responsibilities of center govt.
- National grants, to state Govt.
- Bureaus/ divisions of the ministry of HRD, Department of Education.
- Major activities and organization of Department of Education of MHRD.
- Kendriya Vidyalaya Sangathan,
- State level administration: - Need importance and limitations
- Recommendations of committees on role of state and local bodies.

Practicum/Field Work

- Prepare a report on the existing structure and function of educational administration at national level.
- Make a comparative study of management and administration of Kendriya Vidyalaya and state Govt school.

UNIT – II- Issues, Concern & challenges

- Issues and challenges in elementary educational administration of at national, state and local level.
- Local bodies: District boards and Municipalities. Present position of local administration in elementary education.
- Division of Authority between state and local bodies in respect of the administration of elementary education. State grants to local bodies.

Practicum/Field Work

- Interview some school administrative staff and local authorities to find out the status of local administration in elementary school.
- What special obstacles did they encounter, and how were they overcome?

UNIT – III- School Community Relationship

- Traditional and Modern view of School
- School as a miniature of society
- Ways and means of improving of school community relationship
- New Act, Oct, -2006 (School Management Committee) & RTE 2009, Education funds – PTA, Mothers Association, Old student Association
- Professional organization of teachers
- Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other Dept. such as Health, Women & child Welfare, Social Welfare, Minority Welfare, Disabled welfare and Panchayat Departments.
- Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other departments.

Educational Administration of secondary level
Course – 3b
MED-320 II S

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs., Field work: 9 hrs., remedial: 2 hrs.

Learning Outcomes: After completion of the course the student-teachers will be able to:

- To handle or solve problems and issues related to educational administration at elementary level.
- Understand types of educational administration.
- Select/ practice/and suggest appropriate types of educational administration according to situations.

Unit- I - Educational Administration at National Level

- Structure, Role and responsibilities Planning, Education reforms, organization, direction control, equalization of educational opportunities, pilot projects liaison with UNESCO, opening central institutes
- National grants, to state Govt.
- Bureaus/ divisions of the ministry of HRD, department of education.
- Major activities and organization of department of education of MHRD.
- NCTE, Kendriya Vidyalaya Sangathan,
- Suggestions regarding Administrative reforms at the central level.

Practicum/Field Work

- Prepare a report on the existing structure and function of educational administration at national level.
- Make a comparative study of management and administration of Kendriya Vidyalaya and state Govt School.

Unit- II- Role of states Govt. in Secondary Education

- State level administration: - Need importance and limitations Recommendations of committees on role of state and local bodies.
- Local bodies: Distract boards and municipalities. Present position of local administration in elementary education.
- Division of Authority between state and local bodies in respect of the administration of elementary education. State grants to local bodies.

Practicum/Field Work

- Interview some school administrative, staff and local authorities to find out the status of local administration in elementary school.
- What special obstacles did they encounter, and how were they overcome?

Unit- III- Types of Educational Administration

- (a) Totalitarian Educational Administration
 - Merits of Totalitarian Education
 - Demerits of Totalitarian Education
- (b) Democratic Educational Administration
 1. Factors Determining the Character of Administration
 - i. Personal Factors
 - ii. Environmental Factors
- (c) Professional organization of teachers
- (d) Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other Dept. such as Health, Women & child Welfare, Social Welfare, Minority Welfare, Disabled welfare and Panchayat Departments.
- (e) Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other

Towards Academic leadership at Elementary school level

Course – 3 c

MED-320 III E I

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorials: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs., Field work: 9 hrs., remedial: 2 hrs.

Learning Outcomes: After completion of the course the student-teachers will be able to:

- To critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- To sensitize the students about new changes and challenges in leadership of institutions.
- To develop capacities for being efficient and effective educational leaders.
- To equip the students with the leadership skills needed to emerge as Leaders.
- Understand school leadership and build a vision for change and improvement
- To enable school leaders to bring about a shift in their understanding of their current role as functional managers to proactive and innovative leaders.
- To prepare a critical mass of experts to take leadership development forward in the respective States.
- To build capacities of school heads in the areas of teaching learning, personal and professional development, innovations in school system processes, and partnerships .
- Establish linkages between school leaders and grass root level (field) administrators working closely with schools at cluster block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.
- Create Professional Learning Communities of school leaders across the district, state and region to generate collective learning experience for effective implementation of leadership development in the country

Unit-I- Introduction to Academic Leadership

- Meaning, Concept, Need Importance and Nature of Academic Leadership in Elementary Education.
- Meaning, Need and Importance to shift from management of schools to Leadership of school.
- Role and responsibilities of leadership (in reference to RTE & CCE)
- Component and characteristics of high quality school leadership.

Practicum / Field Work

- Make a survey of at least five schools to identify the most popular leadership style. Analyze the reason of its popularity.
- Orientation cum workshop on any topic related to nature of leadership.
- Organize a Workshop to equip the students with the leadership skills needed to emerge as Leaders who ignite minds and set path breaking trends in Institutional Management.

Unit-II- School leadership

- Curriculum framework, outline key areas for leadership development in elementary schools: (capacity building to transform function at managers to school leaders)
- Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.
- School leadership: Multiple Roles, Identities & grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.
- School & Community: - Interlink age, Role and responsibilities.
- School as a learning organization
- Developing a vision for school: - vision for school transformation, assessing context and constraints.

INCLUSIVE EDUCATION

Code- SC -310

Max Marks- 100 Marks

External: 70 Marks

Internal: 30 Marks

Learning Outcomes: After completion of the course the student-teachers will be able to:

- Understand concept, meaning and significance of inclusive education.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- Understand the nature of difficulties encountered by children
- Prepare teachers for inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Identify and utilize existing resources for promoting inclusive practice.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners,
- Prepare a conducive teaching learning environment in varied school settings,
- Develop the ability to conduct and supervise action research activities.

Unit- I- Introduction to Inclusive Education

- Conceptual Clarification and Definition,
- Prevalence, Myths & Facts.
- Types of inclusion
- Historical perspective of Inclusive education in India & world.
- Advantages of inclusive education for education for all children in the context of right to education.

Practicum / Field Work:

- Make a critical appreciation of right to education act in the context of inclusive education.
- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.

Unit –II- Factors related to Inclusion

- Access – In terms of proximity gender and socially backward children, minorities, physically challenged, Programme to equate deprived children.
- Barrier Free Environment (BFE): from Biwako Millennium Frame Work and BFE manual by CCD, New Delhi.
- Enrolment – Reasons for non-enrolment, probable strategies from educational social point of view, gross enrolment and net enrolment. Role of Community / Parents / Teachers in achieving 100% achievement.
- Achievement – Reasons for under achievement, strategies for enhancing achievement levels.

Practicum / Field Work:

- Study & review any two national policies in the light of inclusive education.
- Make a critical analysis of N. C. F 2005 for planning quality teacher preparation programme

Unit –III- Issues & Challenges for Implementation

- Constitutional provisions, important articles and their educational implications for General and disabled population.
- DENOs cascade model of Educational Placements for CWSN in Inclusive programmes.
- Universalization of Elementary Education
- Child rights – Acts.


 अध्येक्षा
 शिक्षा संकाय
 आई.ए.एस.ई. (मानव शिक्षा)
 गांधी विद्या मंदिर, अहमदाबाद

Information and Communication Technology in Education**Code- SC -320**

Max Marks- 100 Marks

External: 70 Marks

Internal: 30 Marks

Learning Outcomes: After completion of the course the student-teachers will be able to:

- To understand about Policy and Programs for developing ICT in Education
- To enable the trainees to understand the Role of ICT in education
- To enable the trainees to prepare and use of ICT and Self-instructional material in Education.
- To enable the trainees to prepare instructional aids in classroom instruction
- To enable the trainees to prepare and use of work book, worksheet and author work
- Understand the scope of ICT and its applications in teaching learning.
- Understand the means of ICT integration in teaching learning.
- Understand the computer components and software and hardware approach in education.
- Know the instructional applications of Internet and web resources.
- Understand the process of using the application software for creating documents, database, presentation and other Media applications. -
- Develop awareness about uses of computer technology in teaching learning training and research,
- Develop understanding about various aspects of data analysis software; develop various skills to use computer technology for sharing of information and ideas through the Blogs and Chatting groups.
- To understand the process of locating the research studies available in the Internet and use of on-line journals and books,
- Understand the utility of professional forums and professional associations in use of computer technology.
- Understand the concept of courseware and various formats of courseware, understand the process of preparation of courseware, understand the technical aspects of courseware.
- To understand the courseware management system in Intranet and Internet environments, understand the evaluation procedure of on-line courseware and off-line courseware.

Unit –I- Developing Potential to Effectiveness

- Educational Policies related to ICT in Education
- Approach to ICTs
- Infrastructure
- ICT-Enhanced Content
- Committed and Trained Personnel
- Financial Resources
- Integration

Practicum / Field Work

- Workshop on Information & communication basics.
- Preparation and presentation of slides for teaching a topic at the school level.

Unit –II- Instructional Technology:

- Usage of communication,
- Principles in Instructional Technology,
- Development of Computer Aided learning material
- MS Word
- MS PowerPoint
- MS Excel

Practicum / Field Work

- Prepare a data sheet, Attendance register, Tools, charts or prepare a work sheet showing data analysis of your dissertation.
- Develop self-instructional material on teaching any topic of B.Ed. syllabus.

Physical and Health Education
Code- SC -330

Max Marks- 100 Marks

External: 70 Mark

Internal: 30 Mark

Learning Outcomes: After completion of the course the student-teachers will be able to:

- Conceptualize health & Physical education.
- Run/conduct health awareness programme.
- Adopt healthy habits and also develop among their students also.
- Organise various major & minor games.
- Implement yoga philosophy in own personal & professional life.
- Comprehend the metaphysical concepts which support the Yoga Philosophy like the Purusha and Prakriti, Budhi (Mahat) and Ahamkar, etc.
- Understand the meaning and relevance of Yoga as a way to spiritual ascent of man via physical and mental integration.
- Understand different types of Yoga – The Ashtang Yoga, the Jnana Yoga, Bhakti Yoga and other modern off-shoots.
- Understand the socio-psychological basis leading to a dynamic transformation of personality.
- Understand the scientific basis and therapeutic values of Yoga Theory

Unit –I- Health Education

- Meaning of Health
- Nature and scope of Health Education
- Concept of Health Education
- Need of Health Education programme
- School Health programme :Concept, need and Importance of health education programme in school

Practicum/field work

- Orientation programme in school among parents, teachers, students & eminent social workers on health education.
- Debate on-Govt health policy for schools & their implementation.

Unit- II- Health habits

- Health habits – Concept, need and strategy: Personal Cleanliness, Environmental Cleanliness, Food and Nutrition Balanced Diet.
- Components of Balanced Diet.
- Safety education- Concept, need and strategy
- Pollution –concept, types, measure for prevention.
- Communicable diseases – transmission, symptoms, prevention, control & First Aid.

Practicum/field work

- Play or drama on balanced diet & its importance/ or prepare a documentary film on balanced diet & its importance.
- Garden management in the institution Campus cleaning (clean and green)
- Organization of Health activities camp in school
Plan & establish a health club in school and sew activities like regular health checkup of student, distribution of vitamins & mineral supplements etc.
- The health club should be run or planned in collaboration with community members.

Unit –III- Physical Education

- Meaning, nature, scope, Definitions of Physical Education.
- Aims & objectives of physical education – need for physical educational programmes.
- Foundations of physical education – Biological –Philosophical – Sociological – Psychological.
- Modern concepts of physical education
- Major games – Kabaddi, Volley Ball, Khokho,
- Athletics – Origin and history of the games –Court marking – Rules & Regulations of each game.

Teacher education for peace & harmony**Credits: 4****Code- SC -340**

Max Marks- 100 Marks

External: 70 Mark

Internal: 30 Mark

Learning Outcomes: After completion of the course the student-teachers will be able to:

- To appreciate the current challenges of teacher education in context with the introduction of education for peace harmony.
- To develop skills among teacher trainees in human values, harmonious living with co-existence.
- To create awareness among student teachers for development of activities for peace and harmony education.
- To articulate and identify the activities & programmes for promoting peace and harmony.
- To understand Vedic Darshan of international work for promoting peace values.

Unit-I -

- Peace & harmony: - concept, need and importance in teacher education.
- Teacher as Peacemaker, characteristics of the teacher, peace related value attitude.
- Physical & intellectual need of human being and peace values according to Vedic darshan.

Practicum /Field work:

- Analysis of morning assembly programme of a school from the point of view of peace and harmony education.
- Debate on characteristics of teacher as peacemaker.

Unit-II-

- Concept of harmonious society, co-existence, universal aspiration of human being: advantage & disadvantage of science and technology in prosperity and peace & harmony.
- Universal human values, faith based religious system to logic based society.
- Human relationship in family and in community, classification of values.

Practicum /Field work:

- Workshop on Chetna Vikas Mulya Shiksha for seven days. After workshop prepare a report on Human relationship in family and in community, classification of values.

Unit-III-

- Peace related societal concerns (special reference to teachers and teacher education) democracy, secularism, social justice, social reforms, protection of environment and national integration, role of UNESCO inculcating peace and harmony.
- Meaning and strategy to learning to live together (by UNESCO)

Practicum /Field work


- Make your own programme (based on activities) to conduct cooperative games and education activities for inculcation of harmony in students.
- List out the resources for effective implementation of peace education programme.

Unit-IV-

- Global trends and new scenario of teacher education in context of peace and harmony.
- Humanization of teacher education : meaning concept, (strategy and process)
- Role of teacher in multicultural and multiethnic society.
- Ecology in education for peace: implication for teacher education.
- Bad habits: drug, abuses, theft, indiscipline.
- Pedagogy of peace: conflict resolution, brain storming.
- Problem solving model, activity performance.

Practicum /Field work

- Case study of a child suffering from bad habits.
- Observation of classroom situation and identification of factors promoting peace.


 अधिष्ठाता
 शिक्षा संकाय
 आई.ए.एस.ई. (मानव विज्ञान विभाग)
 गांधी विद्या मंदिर, जयपुर

Guidance & Counselling
Code- SC -350

Max Marks- 100 Marks

External: 70 Mark

Internal: 30 Mark

Learning outcomes: After completion of the course, student-teachers will be able to:

- To develop an understanding of the concepts of guidance and Counselling.
- To develop an understanding of educational, vocational and personal guidance.
- To acquaint the students with the testing devices and techniques of guidance.
- To develop an understanding of collection and dissemination of occupational guidance.
- To sensitize student-teachers to the problems faced by students in the contemporary world.
- To create an awareness of the working of guidance centers.
- To provide guidance & Counselling for school level students.

Unit – I- Concept of Guidance

- Meaning, Nature & functions of Guidance.
- Principles of Guidance.
- Need of Guidance at various stages of life.
- Types of Guidance:,
 - (i) Educational Guidance – Meaning and need at Secondary and Higher Secondary level.
 - (ii) Vocational Guidance – Meaning and need at Secondary and Higher Secondary level.
 - (iii) Personal Guidance – Meaning and need at Secondary and Higher Secondary level.

Practicum/Field Work

- Organise a workshop in school on guidance of secondary to senior secondary level students.
- Group discussion among pupil teachers on types of guidance.
- Pupil Teacher should guide at least one school student in any area of guidance and prepare a report to this effect.

Unit – II- Counselling

- Concept of Counselling.
- Theories of Counselling:
 - (i) Theory of Self (Rogers)
 - (ii) Rational Emotive Behavioral Therapy (Albert Ellis).
- Types of Counselling: Directive, Non directive, Eclectic.
- Process of Counselling (Initial disclosure, in depth exploration and Commitment to action).

Practicum/Field Work

- Organise an orientation program for student teacher on skills in Counselling (listening, questioning, communicating etc.)
- Organise a Counselling program for the student who is guided by teacher student in the area/type of Guidance.
- Student teacher would practice on Counselling skill (at least three Time duration with 5-7 Minute per skill)

Unit – III- Testing and Non- testing devices for the study of an Individual

- Tests: Aptitude, Attitude, Interest, Achievement, personality, IQ and Emotional, Mental ability, Intelligence etc.
- Techniques used in guidance: Questionnaire, Interview schedule, Case study, Diary and Autobiography.
- Professional efficacy and interest.

Practicum/Field Work

- Apply “Professional Interest test” on secondary student on the basis of interpretation, and give professional guidance to the students.
- Prepare a case study of one student with special needs at school level and give suggestions for remedial measure, too.

Chetna Vikas Mulya Shiksha
Code- SC -360

Max Marks- 100 Marks

External: 70 Mark

Internal: 30 Mark

Learning outcomes: After completion of the course, student-teachers will be able to:

To develop the understanding about:

- Humanity, Human Mindset, Humane Conduct and Universal Order in Nature & Existence.
- Evaluating and understanding the difference between Animal and Human consciousness.
- To ensure sustainable happiness and prosperity, which are the core aspirations of all human beings?
- To facilitate the development of a holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living.
- Life and values pertaining to Individual, Family and Society.
- Harmony in Environment, Nature and Existence.

Unit-I- Understanding of Human Being and Human Values and Humane Conduct

- Understanding the harmony in Self and Body
- Understanding Human being and Human Goal
- Humane Character and Morality
- Relationships and Justice (Nyaya) within Family & Society
- Relationship of Human being with Nature (Environment)
- Human Behavior, Humane instincts and Personality

Unit-II- Significance of Value Education

- Problems faced by the Humanity related to human value
- Social and Family disintegration
- Stress and conflict in individuals
- Significance of Value Educations for solving the human problems

Unit-III- Understanding the Values

- Eternal Values : Trust, Respect, Affection, Care, Guidance, Reverence, Glory, Gratitude, Love
- Behavioral Values : Complementariness, Compliance, Ease, Commitment, Unanimity, Self-restraint, Obedience, Spontaneity, Generosity
- Human Values
- Self (Jeevan) Values : Happiness, Peace, Satisfaction, Continuous happiness Material Values

Unit-IV-Understanding Existence & co-existence and the Interrelationships in Nature.

- Understanding the Existence & Co-existence / Nature
- Understanding the order, co-existence and interrelationships, Mutual Fulfillment and Cyclicity (Avartansheelata) in nature
- Problems faced by the Humanity
- Ecological and Environmental imbalances

Unit- V- Harmony and Values in Family

Family and Relationships: meaning, need, importance and purpose.

- Human relation: types and purpose.
- Meaning and purpose of fulfillment in relationships and Justice in relationships.
- Understanding values in family-relations, Importance of ethics and character.
- Family-work and Goal (Living with resolution and a feeling of prosperity, and participation in society).
- Reasons for breaking up of families and relationships.
- Purpose and need of marriage (vivaah sambandh) and a study of reasons and tendencies for breaking up of marriages.
- Comparative study of concept of a family and a family-based village governance order.

Pandemic Management
Code- SC -370

Max Marks- 100 Marks

External: 70 Mark

Internal: 30 Mark

Learning Outcomes: After completion of the course students will be able to: -

- Understand natural history of virus transmission, prevention and diagnostics.
- Develop an understanding clinical characterization of virus.
- Understand local national and regional needs and produce.
- Develop guidelines and standard operating procedures to operational epidemic mitigation mechanism.
- Understand impact of covid-19 on water sector, food safety, food security and air pollution and its prevention measures.
- Understand crisis management.
- To maintain social and physical distance
- Understand changes in mode of curriculum and transmission of knowledge
- To identify the changes in schooling system.
- Create sensitivity about maintaining social and physical distance and personal hygiene.
- Understand impact of covid-19 on unemployment & Industries.
- Identify the role of stakeholder during the crisis
- Develop a counselling and social supports

Unit –I- Historical and Political Aspect of Pandemic

- History of Epidemic disease.
- Impact of Epidemic disease on society.
- Role of government in Epidemic disease(Systematic historical perspective of government to handle the situation)
- Law and order situation during of Epidemic disease in the world.

Assignment/Practicum:

- Create a historical timeline on Epidemic disease
- Prepare a report on indigenous treatment therapy of India to control epidemic.

Unit – II- Science of CORONA Virus

- Introduction & Structure of Corona Virus.
- Beta Corona Virus Similarities and dissimilarities of Sars Covid-2 & MersCov.
- Mode of Transmission Pathogenicity.
- Diagnostic, prevention and treatment of Covid-19.
- Chemical and equipment for prevention
- Development and discovery of vaccine and treatment of pandemics (with special reference to Ayurveda)
- Personal hygiene and sanitization.

Assignment/Practicum:

- Prepare a poster on prevention mechanism of virus
- Conduct an awareness program or support system during this crisis.
- Prepare a report on prevention or protection guideline suggested by ICMR or WHO.

Unit-III- the Socio-Economic effect of Covid-19

- Social structure and social institutions-Marriage family, transport and market
- Social and physical Distancing, Home isolation/ quarantine, concept, needs, and output.
- Effect of (Covid-19) on water sector, food safety, food security and air pollution and its prevention measures
- On employment & economy
- Role of indigenous economy in recovering India post corona crisis

Assignment/Practicum:

- Conduct a pilot study on impact of covid-19 in your area
- Present a report on civilian behaviors changes

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शिक्षा संसार
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गोंधी विद्या भवन, सरदार नगर

**INSTITUTE OF ADVANCED STUDIES IN EDUCATION
(DEEMED TO BE UNIVERSITY)**

of

**GANDHI VIDYA MANDIR, SARDARSHAHR
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*Page No. 01-62 of this
Syllabus has been approved
in A.C. Meeting 06.06.2020.*

*Registrar
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GVM, Sardarshahr*



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SYLLABUS

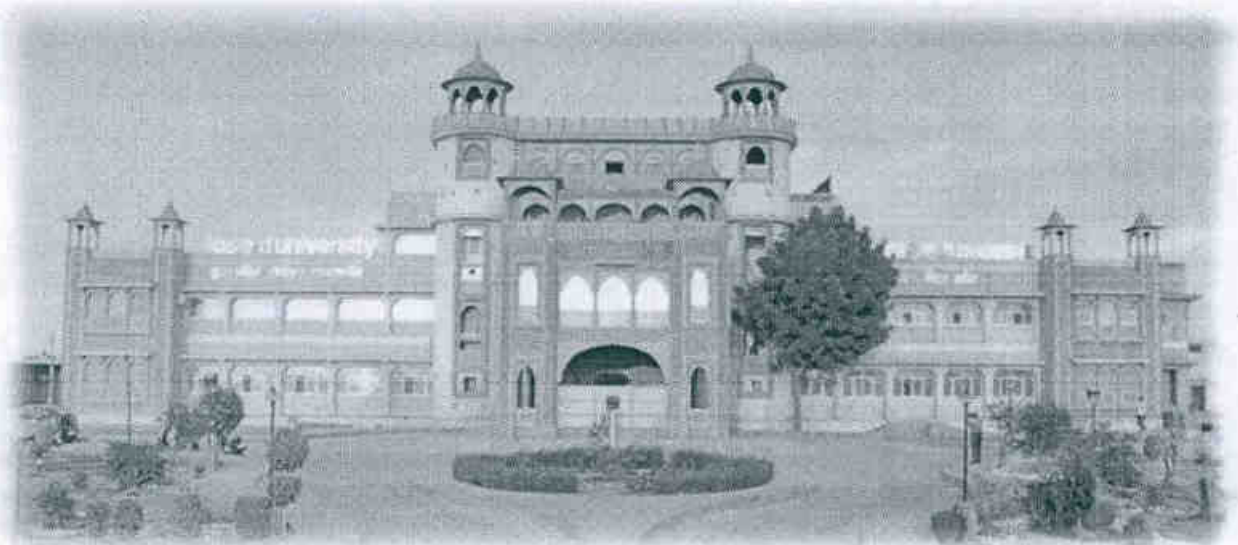
SCHEME OF EXAMINATION AND COURSE OF STUDY

FACULTY OF EDUCATION

M.A. (TWO YEAR COURSE)

Master of Arts (Education) Examination

Session – 2020-22



Psychology of learning and development
Course -1
MA-110

Maximum Marks: 100
External Marks: 70
Internal Marks: 30
Remedial: 08 hrs.

Total Hours: 100
Lectures: 36 hrs.
Tutorial: 20 hrs.
Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able:-

- To understand concepts and principles of Educational Psychology as an applied science.
- To understand implications of psychological theories for education.
- To acquaint the learner with the process of development and assessment of various abilities and traits.
- To assess personalities and modified their teaching strategy according to needs of students.
- To understand mental hygiene & its Implications for education
- To use adjustment strategies in their day to day life.

Unit – I Nature of Educational Psychology:

- Educational Psychology: Concept and Scope of Educational Psychology, contribution of Psychology to Education.
- Human Development : Concept, Principles, Sequential stages of Development; factors influencing Development and their relative role; general characteristics and problems of each stage.
- Theories of Piaget and Bruner- Major concepts and stages and implications for Education.
- Indian theories of Psychological development according to Bhagwat Geeta.

Practicum/Field Work

- Identify the factors which affect human development in diverse Culture and Society.
- Comparative study of Indian and western psychological theory on human development.

Unit -II Learning & Individual Difference:

- Learning: Concept, kinds, levels of Learning, various view points on Learning, Concept, kinds & causes of Individual Difference.
- Intelligence, Emotional Intelligence and Cognitive abilities - Meaning, Concept, identification & Fostering.
- Motivation, Interests, Attitude and Aptitude – Concept, Kinds & Techniques.

Practicum/Field Work

- Administration and interpretation of IQ/EQ test on school student and give suggestions for improvement.
- Prepare a report of fostering on Intelligence and Cognitive abilities based on current Research

Unit-III Personality & Creativity:

- Personality: Concept, development, structure and dynamics of personality
- Theories of Personality –Psychoanalytic approach of Bundura, Murray's need theory; Humanistic approach – Karl Roger, Sri Aurobindo, Patanjali ,Chanakya, Buddhism.
- Techniques of Assessment of Personality –
 - a. Projective
 - b. Non-Projective
- Creativity – Nature, Process, Identification, fostering and guiding creative children.

Practicum/Field Work

- Administration and interpretation of personality test on school student.
- Write a report after applying at least one projective test on secondary school level students.

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Historical, Political & Economic Foundations of Education**Course -2
MA-120**

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorial: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able:-

- To enable the students to understand Human Capital, Education and Employment analysis of earning, manpower planning and financing of education.
- To acquaint the students with the political economy of education.
- To develop among students understanding of labour markets.
- To enable the students to forecast man power requirements in various streams.
- To develop among the students an understanding of the financial aspects of education.
- To understand the Pre-independence and post-independence development of education in India.
- To understand the factors from historical perspective that contributed to present education system.
- To explain the important features of various reports, commissions and policies of education during pre and post-independence development of Education - in India.
- To understand that development of Education is influenced by political forces of the time.
- To acquire knowledge of characteristics features of ancient, Medieval and British system of Education in India and of their strengths and limitations.

UNIT I: Foundation of Education

- Foundation of education: Meaning, need, nature, concept, type and role in shaping education.
- Historical Perspective on Education
- Political Perspective on Education
- Economical Perspective on Education

Practicum / Field Work:-

- Debate on the most influencing Perspective on education with logical justification.
- Review of related literature to justify the role of Political/Economic/Historical foundations of education in shaping of education.

UNIT II: Historical Foundations of Education

- Origin and development of modern education in India.
- Education in India during – Vedic, Buddhist, Jainism Periods.
- Medieval Period & English period : Concept, ideas, Agencies of Education, organization of Education, Teacher pupil relationship and their duties, curriculum, methods of Teaching, women Education, relevance to the Present day education.

Practicum / Field Work

- Student Teacher will write an analytical paper on one topic to perform one activity on the topics/ activities decided by the concerned teacher. The student teacher will present the report in class.
- Write a script on educational development in ancient India; after classroom discussion on the script organized a drama/play on it.

UNIT III: Political Foundation of Education

- Political ideology: Meaning, Concept, need and relation with education. *readable*
- Relationship of Education and Politics with special reference to Democracy and Secularism in Indian context
- Multiple School Contexts- rural/ urban; minority/ denominational/ *government*
- Education and Monarchy, Democracy, Constitutional Provisions for Education, Nationalism and Education.
- National Policy on Education 2019.

Educational Studies
Course-3
MA-130

Maximum Marks: 100
External Marks: 70
Internal Marks: 30
Remedial: 08 hrs.

Total Hours: 100
Lectures: 36 hrs.
Tutorial: 20 hrs.
Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able to:-

- Introduce the nature of education studies and map the fields.
- Introduce certain selected seminal educational texts representing the foundational perspectives.
- Orient to the institutions, systems and structures of education and flag the contemporary concerns of education policy and practice.
- Introduce Education studies as a 'discipline' with its own academic community, its own distinctive discourse and methods of enquiry.
- To develop their critical capabilities through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions on educational matters.
- Introduce, understand and to enable critical analysis to form current and future professionals.
- Analyse educational issues systematically
- Evaluate education policy in inforMA and systematic way and to accommodate new principles and new knowledge
- Highlight the underlying values and principles relevant to education studies and for developing personal stance which draws on their knowledge and understanding

Unit – I Nature of Educational studies

- Meaning, concept, perspectives, aims and values of educational studies and educational issues.
- Defining principles of education studies.
- Field of Educational studies & education studies as a discipline.

Practicum / Field Work:-

- Compile articles from newspapers, magazines, and the internet on educational issues. Prepare a report with suggestion for solutions.
- Seminar on Field of Educational studies

Unit – II Foundational educational texts

- Contribution in development of education as a discipline - Ved, Vedanta, Upanishad, Geeta, John Dewey :-The school and society, John Lock:-Some Thoughts Concerning, Rousseau:- Emile & Education, Ravindra Nath Tagore:- Geetanjali.

Practicum / Field Work:-

- Play on educational contribution of any seminal text.
- Comparative study of educational contribution of Indian and western educationist.

Unit – III Institution system and structure of Education:-

- Structure & System of education in India from elementary to higher education.
- Commonalities & common challenges, in educational systems of world,(social injustice, , inclusion, gender discrimination,
- Restructure and standards based on reform of secondary education.

Practicum / Field Work:-

- Interview someone from a low-income background who has been successful in the educational system. To what does he or she attribute this success? What special obstacles did the person encounter, and how were they overcome?
- What nations stand out with regard to high or low percentages of girls or women enrolled in schools at various levels of education? What seem to be some of the determinants of high or low percentages? What changes appear to be likely in the next few years?

Introduction to Educational Research
Course-4
MA-140

Maximum Marks: 100
 External Marks: 70
 Internal Marks: 30
 Remedial: 08 hrs.

Total Hours: 100
 Lectures: 36 hrs.
 Tutorial: 20 hrs.
 Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able to:-

- Describe the nature, purpose, scope, areas, and types of research in education.
- Explain the characteristics of quantitative, qualitative and mixed research.
- Select and explain the method appropriate for a research study
- Conduct a literature search and develop a research proposal
- Explain a sampling design appropriate for a research study
- Examine the nature of hypothesis and their roles in research, and discuss possible alternatives to use hypothesis.
- Explain research design and procedure for collection of analysis
- Explain the importance of documentation and dissemination of researches in education
- Select and use appropriate statistics for analysis and interpretation.
- Familiarise with basic educational statistics so as to make them better equipped to Read educational research and literature.
- Understand Interdisciplinary research.

Unit I- Research in Education:

- Conceptual Issues: Meaning, purpose, areas and philosophy of educational research & Interdisciplinary research.
- Source of knowledge, positivism and scientific inquiry, pure induction, deduction and hypothetic-deduction method, scientific approach to the knowledge generation: basic assumptions of science, scientific methods, Theory, nature and functions, the principle of evidence.
- Research paradigms in education: qualitative, mixed and quantitative, and their characteristics, Types of researches under each paradigm.

Practicum/field work-

- Prepare a report after classroom discussion on scientific approach to the knowledge generation.
- Seminar on Research paradigms in education.

Unit II- Basic research concepts and skills:

- Sources of research problems, Review of the literature-purpose and esources; conducting the literature search: using databases and internet, internet search tools and quality of internet resources.
- Identification and Conceptualization of Research Problem: statement of problem, purpose, and research questions in qualitative and quantitative research.
- Meaning, concept, need and types of hypothesis, Formulation of Hypotheses and Variables.
- Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposals.

Practicum/field work-

- Identification of variables of a research study and classification of them in terms of functions and level of measurement.
- Preparation of a sampling design given the objectives and research questions/hypotheses of a research study.
- Development of a Research Proposal on an identified research Problem.

Communication and Expository Writing
Course-5
MA-150

Maximum Marks: 25

Internal: 25 Marks

Credit: 1

Learning Outcomes: After completion of the course, student-teachers will be able to:-

- Enhance the ability of the graduates to listen, converse, speak, present and explain ideas in groups and before an audience.
- Use of ICT in effective communication.
- Understand about writing skill and enhance their expository writing skill.
- Implement their knowledge of communication in classroom discussion and daily life.

Course content

Communication skills: Meaning, concept and components of effective communication

- Strategy of effective communication.
- Role of ICT in effective communication.
- Development of pre-academic skills (pre-reading, pre-writing and number)
- Expository writing: Meaning, concept, Types and tips for effective expository writing.
- Listening skill: meaning, concept and importance of listening skills academic listening-(lecturing) listening to talk and presentation. Asking for and giving information, giving instruction, listening for tone/mood and attitude at the other end, handling the stations especially trouble shooting, tele-conference, tele interviews handling.

Practicum/field work:-

- Workshop on Development of Expository Writing skills for seven days.
- Workshop on Communication skills for ten days.

Note: Mode of transaction of this course will be workshop.

Websites to be visited:

- <https://education.rajasthan.gov.in/content/raj/education/en/school-sec-education/secondary-education/EducationServiceRules.html#>
- https://www.ugc.ac.in/pdfnews/7771545_academic-integrity-Regulation2018.pdf
- <https://ncte.gov.in/Website/Index.aspx>
- <https://www.ngu.ac.in/>
- <http://www.ncert.nic.in/>
- <https://www.scribd.com/>
- <https://www.ngu.ac.in/HandBook.aspx>

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**Self-Development
Course-6
MA-160**

Maximum Marks: 25

Internal: 25 Marks


Credit: 1

Learning Outcomes: After completion of the course, student-teachers will be able:-

- To understand what you are and what you want to be?
- To make self-exploration and self-evolution.
- To know oneself and through that knowing entire existence.
- To recognize one's relation with every unit in existence and fulfilling it.
- To know human conduct, human character and to live accordingly.
- To being in harmony in one self and in harmony with entire existence.
- It is a process of reflecting on the linkages between the self and one's professional practice.

Course Content:-

- Themes such as gender, society and education, 'disability', psycho-social dimensions of exclusion, and inclusive education, will be central to these workshops.
- Sessions on mental and physical well-being (through modalities such as Yoga), will also be interwoven.
- Happiness, harmony: with/within I, body, other society, nature, existence
- Realization, understanding, desiring, thinking, selecting such, Shanti, Santosh, Anand.
- Prosperity- S2 D2 & S4 (Harmony: with body, in family, in society, in nature, in existence.)
- Human Values:
- Swatantrata
- Swarajya
- Moksha
- Idea of self: Self-concept and self-esteem
- Analysis of SWOT: Strength, Weakness and opportunity
- Prayer & Meditation


 Manoj
 अधिष्ठाता -
 शिक्षा संकाय
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Philosophical Foundation of Education
Course-1
MA-170

Maximum Marks: 100
External Marks: 70
Internal Marks: 30
Remedial: 08 hrs.

Total Hours: 100
Lectures: 36 hrs.
Tutorial: 20 hrs.
Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able:-

- Understanding the nature and functions of philosophy of education.
- Logical analysis, interpretation and synthesis of various concepts, propositions and philosophical assumptions about educational phenomena.
- Understanding and use of philosophical methods in studying educational data.
- Critical appraisal of contributions made to education by prominent educational thinkers-both Indian and Western.
- To understand and relate philosophical theories with educational practices.
- To understand and relate philosophical traditions with educational practice.

Unit – I Nature of Educational Philosophy:

- Meaning, Concept and nature of Educational Philosophy & Philosophical inquiry.
- Metaphysical problem and education related to nature, man and Society.
- Epistemology & Axiology of educational philosophy: Knowledge, Methods of acquiring valid knowledge with specific reference to analytic philosophy, Dialectical approach & scientific inquiry.

Practicum /field work:-

- Visit a school to study the philosophical background of the school; and prepare a report based on it.
- Debate on Epistemology to acquire form the people valid knowledge/ Axiology.

Unit -II Modern concept of Philosophy and Contributions of Thinkers:

- Analysis-Logical analysis, Logical empiricism and Positive, Contributions of Vivekananda, Tagore Gandhi Dewey, Krishnamurti, Montessori, Giju bhia to education.

Practicum /field work

- Analyze a school activities in the light of Ideas of any thinkers.
- Analyse the contribution of Giju Bhai in the light of child centered Education

Unit-III Indian Schools of Philosophy

- Sankhya, Geeta, Vedanta Yoga, Buddhism, Jainism, Islamic, Traditions with sepecialreference to the concept of knowledge, reality and values and their educational implications.

Practicum /field work:-

- Conduct a competition examination on educational values of *Geeta Darshan* in school.
- Prepare a report after reviewing common factors to inculcate among Indian philosophy.

Unit-IV Western Schools of Philosophy

- Idealism, Realism, naturalism, Pragmatism, Existentialism & Post existentialism; with special reference to the concepts of knowledge, reality and values; their educational implications for aims, contents and methods of education.

Practicum /field work:-

- Drama or Play on Naturalism.
- Identify the common factors between Indian & western philosophies.

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Sociological Foundation of Education
Course -2
MA-180

Maximum Marks: 100
External Marks: 70
Internal Marks: 30
Remedial: 08 hrs.

Total Hours: 100
Lectures: 36 hrs.
Tutorial: 20 hrs.
Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able:-

- To enable the student to explain and reflect on-
- Gender ideology.
- Relationship between education and social change with special reference to modernization and globalization.
- Relationship between concepts and processes of sociology and education.
- Theories and characteristics of sociological analysis and its relation to education.
- Understand and explore the meaning, aims, purposes of education
- Develop understanding of sociological dimension of education.
- Identify and question one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more informed MA, meaningful understanding of them.
- Expose students to divergent educational thoughts, perspectives and practices, which will help them in creating secure, egalitarian and pedagogically sound learning situations.

Unit – I: Sociology & Education

- Meaning & Nature of Educational Sociology & Sociology of education.
- Interrelationships between Education and Social Variables : Education and Family, Education and culture in general , Education and religion, Caste, Gender, Class

Practicum / Field Work:-

- Make a questionnaire on different aspects of socialization and administration on at least 30 students (homogeneous group) to find out the most influencing aspect. Prepare a report on entire activity.
- Organise a debate on Education & Socialization.

Unit- II: Contexts of Socialization


- Concept of socialization: family and adult-child relationships; parenting, child rearing practices.
- Theory of Socialization
- Effect of Epidemic CORONA on relationship and social Institutions.
- Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.
- Social, economic and cultural differences in socialization: implications for inclusion.

Practicum / Field Work:-

- Select a psychological tool of socialization and apply on at least 10 orphans and 10 students with parents to find out the result, if there is a difference, suggest proper Remedial.
- Conduct a debate on Social changes after epidemic CORONA.

Unit- III: Education as a means of social change

- Concept and implications of social change
- Education for emotional & social Integration.
- Education for Nationalism and International understanding
- Meaning and need of Equality of Education opportunity and Social Justice with special reference with Indian Society
- Education of Socially, Economically under-developed society.
- De-Schooling and Change in schooling after COVID-19.


 शिक्षा संकाय
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Curriculum Studies
Course-3
MA-190

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorial: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able:-

- Conceptualize the meaning and different perspectives of curriculum
- Understand the epistemological, sociological and the psychological basis of curriculum development.
- Understand the different types of curriculum with respect to their main orientation and approaches
- Compare and analyse the National curriculum framework over the years with respect to their foundational considerations, concerns, priorities and goals.

Unit I: Perspectives on curriculum

- Meaning, Concept and importance of curriculum
- Four perspectives on curriculum
 - Essentialist
 - Conceptual-Empiricists
 - Social constructivists
 - Social Engineering

Practicum / Field Work:-

- Organise a Debate on perspective of curriculum.
- Find out the component of hidden curriculum in the syllabus of MA (any one)

Unit II: Construction & Development of Curriculum

- Curriculum framework –need and importance; ramification of curriculum framework into curriculum, syllabus and textbooks.
- Different Models
- Grass Root
- Demonstration
- System Analysis
- Concept of Core curriculum, Hidden Curriculum, Spiral Curriculum, integrated curriculum and their relevance.

Practicum / Field Work:-

- Preparation and presentation of papers on comparative study of National curriculum of other countries at different levels.
- Study of National Policies of Education –1986, 1992(modified version) and POA on NPE-1996 in relation to National curriculum frameworks that were developed later.
- Detailed study of National curriculum framework of school Education, India (1988, 2000, 2005) followed by seminar presentation.

Unit III: Bases of Curriculum Development

- Philosophical bases
- Sociological bases
- Skills & attributes as foundations of curriculum
- Critical issues: environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

Practicum / Field Work:-

- Study a curriculum of any level of education and find out their bases of construction. Prepare a report to this effect.
- Review a curriculum of Teacher education in the light of critical issues.

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Pre-Service and In-Service Teacher Education
Course-4
MA-200-1

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorial: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able to:-

- Gain insight and reflect on the concept and the status of pre-service and in-service teacher education
- Be acquainted with the content, and organisation of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation
- Examine the existing pre-service and in-service teacher education programmes from the view point of policy and its relevance to the demands of present day school realities
- Involve in various activities and processes of a teacher education institution, in order to gain an insight into the multiple roles of a teacher educator and understand the organisational culture.
- Develop competence in organisation and evaluation of various components of a preservice and in-service teacher education programmes
- Design in-service teacher professional development program/activities based on the needs of teachers
- Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- Understand and appreciate the research perspective on various practices in teacher education.
- Develop professional attitudes, values and interests needed to function as a teacher educator

Unit I: Structure, Curriculum and Modes of Pre-service Teacher Education

- Pre-service teacher education – concept, nature, objectives and scope.
- The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE
- Components of pre-service teacher education – foundation courses, subject specialisation and pedagogy, special fields, school based practicum and internship – weightages in course work and evaluation
- Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations

Practicum / Field Work

- A “comparative study of state and national curricula” of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment – document analysis .
- A review of the understanding developed on teacher roles and functions from various relevant sources and present the review report in class.

Unit II: Organisation of Different Components of Teacher Education Curriculum

- The student teacher as an adult learner – characteristics. The concept of andragogy and its principles
- Organisation, transaction and evaluation of different components of teacher education curriculum – existing practices.
- Transactional approaches for the skill and competency development courses – need for awareness-modeling-analysis-practice-feedback cycle – scope and possibilities for organisation and evaluation – practicum records and portfolio assessment
- Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organisation and duration. Activities and experiences in preinternship, internship and post-internship

Course - 2
Issues, Curriculum and Assessment
MA-240 S

Maximum Marks: 100
 External Marks: 70
 Internal Marks: 30
 Remedial: 08 hrs.

Total Hours: 100
 Lectures: 36 hrs.
 Tutorial: 20 hrs.
 Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able to:-

- Understand the problem and challenges related to school education.
- Examine the status of development of secondary education in India after Independence.
- Reflect on various issues related with secondary education
- Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.
- Identify the problems issues of secondary school teachers and visualize the impact of Rights of children to free and Compulsory Education Act, 2009 for universalization of Secondary Education
- Identify critical issues related to universalization of secondary education.
- Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 for universalization of Secondary Education
- To understand the concept of quality education at secondary school level.
- To understand different programmes and agencies for ensuring the quality of secondary education in India
- To examine the present school curriculum.
- To analyze the present evaluation system at secondary school level.

UNIT I: Quality in secondary Education

- Concepts, indicators of quality, setting standards for performance.
- Teacher selection test CTAT, SAT etc. and in-service programme
- Privatization of secondary education.
- Present status of quality education in India (status and prospects) - Delor's Commission Report regarding quality- Professional enrichment of secondary teachers (different in-service programmes for ensuring quality, - different agencies - SCERT – NCERT – CIET – NUEPA – IASE etc

Practicum/field work:

- List out the training programmes organized by NUEPA/NCERT in previous session and find out number of teacher educators benefitted from your state mentioning various current issues of training.
- List out the nation parameters of quality education in India and examine the quality of secondary education in your state.

Unit-II Issues & Concerns

- Problems and Strategies of Alternative Schooling at Secondary school Stage
- Challenges / strategies / intervention in relation to access, enrolment, dropout, achievement and equality of Educational opportunities
- Problems of education for girls, disadvantaged and differently abled children and slow learners and interventions to solve the problems
- Type of schools and their contribution to society.
- Management system of secondary education - role of Department of Education, Directorate, Inspectorate and NGO's.

Practicum/field work:

- Critical review on education management system of secondary school education.
- Conduct a survey in a school to assess quality issues, and make an action plan to resolve it.

**Advance Educational Research
Course-3
MA-250 I**

Maximum Marks: 100
External Marks: 70
Internal Marks: 30
Remedial: 08 hrs.

Total Hours: 100
Lectures: 36 hrs.
Tutorial: 20 hrs.
Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able to:-

- Understand concept, Characteristics & Themes of Qualitative & Quantitative Research.
- Examine different types of advance research and their characteristics.
- Examine the concept of Qualitative & Quantitative Research.
- Develop a tool which allows for the evaluation and data collection of Qualitative & Quantitative Research
- Design a framework or outline of Qualitative & Quantitative Research.
- Investigate appropriate methods of data analysis.
- Explain how to plan the research project of advance Research.

Unit I: Introduction to Qualitative & Quantitative Research

- Qualitative & Quantitative Research: Meaning, concept and types, Characteristics, issues, concerns & major approaches
- Relevance of Qualitative & Quantitative Research in education.
- Qualitative & Quantitative Research in education: Retrospect and prospect.

Practicum/field work-

- Selection of a problem and developing a research synopsis.
- Identify five qualitative & quantitative research problems and prepare at least five research questions for each with clear research title.

Unit II- Approaches/Methods of Qualitative & Quantitative research

- Qualitative & Quantitative research approaches: Meaning, types, purpose, steps and common terms used by Ethnographers Grounded theory: Goals, perspectives, Methods and steps of Ethnography theory, Experiential, historical, descriptive, Phenomenology & Case study.
- Action Research: Meaning, concept, importance and strategies.

Practicum/field work-

- Make a research strategy. Decide the types of questions you will be asking. You might add your own, based on another source. Also, you might use more than one in order to cover your topic.
- Make a chart or diagram of the different threads to your research considering the different perspectives you will be using to study them.(use three perspectives i.e. Strategies, data collection/analysis, and approaches.)
- A critical analysis of the scope, merits and limitations of various approaches of research in Elementary Education /Secondary Education.

Unit III- Qualitative & Quantitative Research Designing:

- Experimental & Quasi-Experimental Research designs: meaning, concept , characteristics and types.
- Meta-analysis & Triangulation of data.
- Non- Experimental Research: concept and steps.
- Simple cases of Casual-Comparative and Correlational research; necessary conditions for causation.
- Techniques of control: matching, holding the extraneous variable constant and statistical control.

Handwritten: **Master**
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Perspectives, Research and Issues in Teacher Education**Course -4
MA-260-II**

Maximum Marks: 100
 External Marks: 70
 Internal Marks: 30
 Remedial: 08 hrs.

Total Hours: 100
 Lectures: 36 hrs.
 Tutorial: 20 hrs.
 Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able to:-

- Develop competence in organization and evaluation of various components of a pre-service and in-service teacher education programmes
- Design in-service teacher professional development programmes/activities based on the needs of teachers
- Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- Understand and appreciate the research perspective on various practices in teacher education.
- Develop professional attitudes, values and interests needed to function as a teacher educator

Unit I: Perspectives and Policy on Teacher Education

- Teacher Development – Concept, Factors influencing teacher development – personal, contextual.
- National and state policies on teacher education – A review
- Different organizations and agencies involved in teacher education– their roles, functions and networking
- In-service teacher education under DPEP, SSA and RMSA
- Initiatives of the NGOs in designing and implementing in-service teacher education programmes.

Practicum / Field Work:-

- Designing training material on any one of art, craft, music, physical education and special education or any other for in-service teachers at secondary school level.
- Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify various programmes for professional development of teacher educators.

Unit II: Structure and Management of Teacher Education

- Structure of teacher education system in India – its merits and demerits.
- Universalization of Secondary Education and its implications for teacher education at the secondary school level.
- Preparing teachers for different contexts of school education – structural and substantive arrangements in the TE programmes
- Professional development of teachers and teacher educators – present practices and avenues
- Systemic factors influencing the quality of pre and in-service education of secondary school teachers

Practicum / Field Work:-

- Select any one current practice in teacher education and trace the background of its formulation as a policy.
- Collect and analyze information about cooperation between schools and other institutions (such as businesses and colleges) in your community. To what extent has such cooperation helped the schools?

Unit III: Research in Teacher Education

- Paradigms for research on teaching – Gage, Doyle and Shulman.
- Methodological issues of research in teacher education – direct versus indirect inference, generalisability of findings, laboratory versus field research, scope and limitations of classroom observation
- Trends of research in teacher education – review of a few recent research studies in teacher Education with reference design, findings and policy implications.

Academic Writing
Course- 6
MA- 280-II

Maximum Marks: 50
External: 35 Marks
Total Hours: 50
Tutorial: 15 Hrs.
Remedial: 5 Hrs.

Internal: 15 Marks
Lectures: 15 Hrs.
Field Work/Practicum: 15 Hrs.

For Each Unit available total Hours: 10, out of which.....Hrs. for lectures: 3 hrs. Tutorial: 3 hrs. Field work: 3 hrs. Remedial: 1 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able to:-

- Sensitize to their communicative behavior.
- Enable to reject and improve their communicative behavior performance
- Build capacities for self-criticism and facilitate growth.
- Enhance their listening & writing skill.
- Present effective lecture after enhancing their listening skills.
- Write or draft professional letters and mail etc.
- Use & differentiate different kinds of writings and writing styles according to co-curriculum activities.
- Reflect on essential requirements of academic writing & distinguish a good academic writing from others.
- Analyze academic sources and how to refer to them.
- Cite a source, paraphrase and acknowledge the source & edit one's own writing.

Unit – I

- Meaning, concept and nature of different kinds of writings and writing styles.
- Meaning, concept and need of academic writing.
- Essential requirements of academic writing & distinguishing a good academic writing from others.
- Meaning, type, refer and analysis of academic sources.
- Meaning, concept and style of citing a source, paraphrase and acknowledging the source & editing one's own writing.

Practicum/field work:-

- Workshop on academic writing skill.
- Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.
- Write a paragraph on any topic of your interest, then acknowledge the source & edit one's own writing. Prepare a report on the entire programme.

Unit -II

- Writing Skills: Essential components of writing skills, writing standard, report writing, Email drafting and Etiquettes, preparing agenda and writing minutes for meeting, making notes on any academic conversations, Elective use of SMS case writing and documentation. Adaptation & text selection, academic articles.

Practicum/field work:-

- Prepare a Programme on SMS case writing and documentation.
- Attend a seminar/workshop or conference and write a report on entire programme.
- Workshop on e-mail drafting.

Unit-III

- Career Skills: Applying for job, covering letters, resume and effective profiling, interviews, group discussion intra personal/ interpersonal skills problem solving, reflective analysis of writing critical thinking, negotiation skill. Newspaper writing, public speech writing, academic proposal, developing story by listening.

INTERNSHIP (IN SCHOOL)

Course – 7

MA-289 I S

Maximum Marks: 100

Learning out comes: - After completion the internship, students will be able-

- To experience and understand the academic and social climate of school as social Institution.
- To observe and drive the developmental need of students.
- To identify and workout practical solution of different type of problems.
- Develop teaching competence through practice teaching and social modeling.

ACTIVITY

A journal by the student in which he/she records one's experiences, observations, and reflections during internship.

MARKS

10

Make lesson plan using 10- different methods in which 5 must involve, student could develop their own method (fusion based) with the help on teacher educator.

10

These two activities mention above are mandatory for all and Select any two activity from each group given below:-

Activity Group A	Marks
Prepare a report after analysis of private/innovative/ alternative schools which develop their own curricular or Co-curriculum activities/material or any innovation.	8
Working with community based on any project of social welfare. (submission of activity report)	8
Identify role and functions of key personnel like teachers, CRCs, BRCs, DIETs, community and others who will implement the programme and strategies for their capacity building.	8
Prepare a report on teacher/ community participation in material preparation and in developing a school vision with plan of action for enhancement of the participation.	8
Laying down of minimum levels of learning and their incorporation in curricula, textbooks and teaching process	8
Activity Group B	Marks
Preparing a suggested comprehensive plan of action for some aspects of school improvement	8
Prepare portfolio, including detailing of teaching-learning plans, resources used, Assessment tools, student observations and records.	8
Analysis of text book from peace perspective	8
Analyze any one course curriculum /text book to find out whether the values enshrined in the Constitution of India and the National Policy on Education have been incorporated or not.	8
Analyze any one course curriculum /text book in the light of reflecting sensitivity to gender, caste and class parity, peace, health and needs of children with disabilities/Link school knowledge in different subjects and children's everyday experiences.	8
Activity Group C	Marks
Preparation, administration analysis of diagnostic test (s) followed by Remedial teaching.	8
Learning achievement surveys (baseline, midterm and end term) would be made to track children's performance over the period.	8
Collect information about the background of children, their learning difficulties, challenges related to their performance along with the total number of	8

Curriculum, Pedagogy and assessment
MA- 300 I S

Maximum Marks: 100
External Marks: 70
Internal Marks: 30
Remedial: 08 hrs.

Total Hours: 100
Lectures: 36 hrs.
Tutorial: 20 hrs.
Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial : 2 hrs.

Learning Outcomes: After completion of the course, student-teachers will be able to:-

- To enhance quality of syllabus, after understanding of curriculum and concept of syllabus analysis.
- To expertise/ specialize in curriculum theories, models and analysis of syllabus.
- To develop capabilities of theoretical understanding of curriculum as well as practical abilities to work in these areas.
- To understand appropriate text books, syllabus and other curriculum material.
- To play their role in refining curriculum after understanding curriculum theories and model of evaluation.

Unit – I Curriculum Theories:-

- Major Characteristics of Curriculum Theory: - Logic Structure, conceptual structure, cognitive structure, Empirical structure, Existential Structure.
- Types of Curriculum
- Introduction to Curriculum Theories:- Idealist, Realist, Naturalist, Pragmatic, Existential, conservatism Curriculum Theory.

Practicum/Field Work

- Analyse the curriculum theories in chronological order, find out the reason of change and evolution in ideas.
- Visit two schools, where different curricula are adopted and find out learning level or attain educational objective.

Unit – II Analysis of Syllabus:-

- Criteria for Analysing the syllabus
- Content and Organization of curriculum.
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.
- Difference between curriculum and syllabus.
- Characteristics & Mechanism of the preparation of text book. Criteria for Text book Evaluation - Physical Aspects, presentation of content and its organization in the text books.

Practicum/Field Work:-

- Critical study of existing school curriculum of state (at any level), preparing a training plan or design for the in service training or specified target group on a specified theme.
- Review of any school text book, in the light of physical aspects, presentation of content and its organization.

Unit- III- Approaches to Teaching-Learning of Science

- Constructivist approaches: inquiry method, problem solving strategies, concept development; inductive method, project method and learner centered activity-based participatory learning.
- Role of experiments in science, integration of theories and experiments : planning and organization of laboratory work reporting skills, low cost teaching experiments.
- Encouraging and respecting children responses, integrating science across different disciplines and with real life situations.
- Approaches of teaching : Teacher - Centered approach ,Child - centered approach

Practicum / Field Work

- Visit to science centre/science museum and presenting the report
- Development of an action plan for organization of a science exhibition at different levels, framing guideline on a selected theme and various sub-themes.
- An action plan for adopting a multi-sensory approach to teach science to students with special needs.
- Development of a lesson design based on constructivist approach in a collaborative mode.

Education Planning, Economics and Policy
Course –2 a
MA-310 I E

Maximum Marks: 100
 External Marks: 70
 Internal Marks: 30
 Remedial: 08 hrs.

Total Hours: 100
 Lectures: 36 hrs.
 Tutorial: 20 hrs.
 Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

Learning Outcomes: After completion of the course the student- teachers will be able to:-

- To reflect on financial sources and funding mechanism of elementary education at various levels.
- Understand economics of education and relation between education and economics.
- To implement their knowledge about school finance and budget in real social or professional life.
- Develop own perception about school in social context on the basis of knowledge about financial contribution of community to school.
- Acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
- Help them determine and implement objectives of planning on the basis of individual needs of the students.
- Develop in them the skills in planning and implementing conventional administrative procedures.
- Acquaint the students with the relationship between the financial support of education and quality of education,
- Develop familiarities with various sources of financing in India;
- Develop in them the understanding of school accounting and developing skill in school budgeting;
- Develop appreciation of the financial problems of educational administration;
- Enable the students to locate human and material resources and utilize them to the maximum benefit for education

Unit I- Principles, Techniques and approaches of Educational Planning

- Guiding principles of educational planning
- Methods and techniques of educational planning.
- Approaches to educational planning. - Social demand approach - Man-power approach - Return of return approach
- Types of educational planning; process of district level planning including micro level planning exercise; institutional planning.

Practicum / Field Work

- Critical analysis of educational planning in Rajasthan, giving a suggestive plan of action.
- Conduct a survey in an excellent institute to know about adopted approaches to educational planning and prepare a report to present it in seminar.

Unit II- Educational Finance

- Need, Significance ,Principles and Concept of Educational Finance.
- Educational Financing in India: Historical Perspective
- Need and Significance of Educational Finance Rising Unit costs and resources constraints Demand for education, Supply of education, Constitutional responsibility for providing education.
- Principles of educational finance: Allocation of resources-economic and social basis for allocation of resources in education.

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 अधिष्ठाता
 शिक्षा संकाय
 आई.ए.एस.ई. (मानव विज्ञान विभाग),
 गांधी विद्या मंदिर, राजारामपुर

Educational Management, Administration and LeadershipCourse- 3a
MA-320 I S

Maximum Marks: 100
 External Marks: 70
 Internal Marks: 30
 Remedial: 08 hrs.

Total Hours: 100
 Lectures: 36 hrs.
 Tutorial: 20 hrs.
 Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

Learning Outcomes: After completion of the course the student-teachers will be able to:-

- To acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
- To help them determine and implement objectives of planning on the basis of individual needs of the students.
- To develop in them the skills in planning and implementing conventional administrative procedures.
- To develop an insight into the perspectives of management in the light of practices in education.
- To recognize the importance of Educational Resources and their effective management for quality education,
- To understand structure and system of administration at national state and local level.
- To understand the division of authorities among employees.
- To play their active role to enhance school community relationship
- To understand and implement the concept and various types of educational management and administration in the field.
- To equip with the leadership skills needed to emerge as Leaders.
- Understand school leadership and build a vision for change and improvement
- To enable school leaders to bring about a shift in their understanding of their current role as functional managers to proactive and innovative leaders.

Unit - I Concept, need and process of Educational Management

- Concept, scope and nature of Educational management
- Need and importance of Educational management
- Types of Educational management
- Process of Educational management in various type schools in India.

Practicum / Field Work

- Compile articles from newspapers, magazines, and the internet discussing Present policies and operational strategies of central & state Govt. for secondary Education prepare a report of entire activity.
- Review research on educational management or management of secondary education which are used in other countries but not in India.

Unit-II School Management

- Planning, site & location- Design and Dimension, Equipment and infrastructure required for schools.
- Student teacher ratio, profession development programme for teachers.
- Managing committee: - Role, Constitution and functions
- Inspecting offices; Role, Duties, and functions.
- PTA- Need, Importance, formation and contributions

Practicum / Field Work

- Collect data from relevant sources on student & teachers ratio for elementary level school of your district. Is it according to provision of RTE act? Prepare a report and send it to authorities.
- Make a comparative study of PTA of any one Govt and private school.

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 अविष्कार
 शिवा संकाय
 आई.ए.एस.ई. (मानित विश्वविद्यालय)
 गांधी विद्या मंदिर, सरदारशहर

Environmental Studies
(CODE: MA-340)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- To understand background of EVS as a composite area of study that draws upon the science, social science and environmental education.
- To develop understanding about various ecosystems and biodiversity.
- Helping student to develop the ability to plan comprehensive units for environmental management and conservation.
- Understanding about the issues of conservation and environmental regeneration have been infused at appropriate places in all the textbooks.
- To analyze and understand environment concerns through the process of inquiry.
- To develop a sense of awareness about the environment hazards and its causes and remedies.
- Understand natural history of virus transmission, prevention and diagnostics.
- Develop an understanding clinical characterization of virus.

Unit – I Introduction to Environmental Studies

- Environmental studies: Historical background, concept, Nature and scope of EVS
- Natural and social environment: concept, its components, and relationship, man & Environment, man on environment.
- Disciplinary and Multidisciplinary approach of EVS.

Practicum/Field Work

- Visit a natural or man made site (park/forest/zoo/KVK/forest department etc) then discuss with student about their perception on natural environmental and its relation with social environmental.
- Conduct a play in school on man and environmental relationship for awareness about environmental protection among students, teachers and local people.
- Conduct awareness campaigning for plantation of *Tulsi*, *Neem*, and *Khejri* etc.

UNIT – II Eco-systems

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Producers, Consumers and decomposers.
- Introduction, types, characteristic features, structure and function of the following ecosystem-
- Forest ecosystem.
- Grassland ecosystem.

Practicum/Field Work

- Celebrate Important relevant days related to environmental conservation (such as earth day, world environmental days etc) in school or out of school with the help of students and make a systematic report on entire activities or work
- Make a bulletin board material on “role of individual in prevention of pollution” and analyse its impact on students and teachers of schools.
- Draft a report after analyse the scientific basis of Environment related to Indian traditional days present this report in class. (Basant Panchmi, hariyali amavasya etc.)

Unit- III Biodiversity, Its Conservation

- Introduction – Definition: genetic, species and ecosystem diversity.
- Value of Biodiversity & Biodiversity at global, National & local levels.
- Hot-Spots of Bio-diversity.
- Threats to Bio-diversity: Habitat loss, poaching of wild life, man wild life conflicts.
- Conservation of Bio-diversity: In-situ and Ex-situ conservation of Bio-diversity.

Practicum/Field Work

- Conduct an activity in school, in which ask students to get opinion of their grandparents in changing life style and their merits and demerits/or collect their ideas on local products which can be helpful in healthy life style the pupil teacher will compile their experiences and draft a report then present it in class.

Pandemic Management

Max Marks- 100 Marks

External: 70 Mark

Internal: 30 Mark

Learning Outcomes: After completion of the course students will be able to: -

- Understand natural history of virus transmission, prevention and diagnostics.
- Develop an understanding clinical characterization of virus.
- Understand local national and regional needs and produce.
- Develop guidelines and standard operating procedures to operational epidemic mitigation mechanism.
- Understand impact of covid-19 on water sector, food safety, food security and air pollution and its prevention measures.
- Understand crisis management.
- To maintain social and physical distance
- Understand changes in mode of curriculum and transmission of knowledge
- To identify the changes in schooling system.
- Create sensitivity about maintaining social and physical distance and personal hygiene.
- Understand impact of covid-19 on unemployment & Industries.
- Identify the role of stakeholder during the crisis
- Develop a counselling and social supports

Unit -I Historical and Political Aspect of Pandemic

- History of Epidemic disease.
- Impact of Epidemic disease on society.
- Role of government in Epidemic disease(Systematic historical perspective of government to handle the situation)
- Law and order situation during of Epidemic disease in the world.

Assignment/Practicum:

- Create a historical timeline on Epidemic disease
- Prepare a report on indigenous treatment therapy of India to control epidemic.

Unit – II Science of CORONA Virus

- Introduction & Structure of Corona Virus.
- Mode of Transmission Pathogenicity.
- Diagnostic, prevention and treatment of Covid-19.
- Development and discovery of vaccine and treatment of pandemics (with special reference to Ayurveda)
- Personal hygiene and sanitization.

Assignment/Practicum:

- Prepare a poster on prevention mechanism of virus
- Conduct a awareness program or support system during this crisis.
- Prepare a report on prevention or protection guideline suggested by ICMR or WHO.

Unit-III The Socio-Economic effect of Covid-19

- Social structure and social institutions-Marriage family, transport and market
- Social and physical Distancing, Home isolation/quarantine, concept, needs, and output.
- Effect of (Covid-19) on water sector, food safety, food security and air pollution and its prevention measures
- On employment & economy
- Role of indigenous economy in recovering India post corona crisis

Assignment/Practicum:

- Conduct a pilotstudy on impact of covid-19 in your area
- Present a report on civilian behaviors changes

Unit-IV Impact of COVID-19 on education system

- Mode of curriculum and transmission of knowledge
- Changes in educational administration and management co-ordination
- Impact on classroom environment and platforms
- Changes the role of teacher as facilitators
- Assessment and evaluation process
- Impact on schooling system (Formal and Non-formal)


 अविचार
 शिक्षा संकाय
 आई. ए. एस. ई. (नामोल दिवसीयालय),
 गांधी विद्या नदिक, नरसिंहपुर

INSTITUTE OF ADVANCED STUDIES IN EDUCATION
(DEEMED TO BE UNIVERSITY)

of

GANDHI VIDYA MANDIR, SARDARSHAHR

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*Page No. 01-47 of this
Syllabus has been approved
in A. c. Meeting 06.06.2020.*

Y. S. R. S.
IASE (Deemed to be University)
GVM, Sardarshahr



SYLLABUS

SCHEME OF EXAMINATION AND COURSE OF STUDY
FACULTY OF HUMANITIES AND SOCIAL SCIENCES

M.A. GEOGRAPHY (SEMESTER SCHEME)

CHOICE BASED CREDIT SYSTEM

Master of Arts Examination

(SEMESTER I AND SEMESTER II) EXAMINATIONS 2020-2021

&

(SEMESTER III AND SEMESTER IV) EXAMINATIONS 2021-2022



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M.A GEOGRAPHY (SEMESTER I)

Core Course 01
Max. Marks – 100
Internal Max. Marks – 30
Theory Marks – 70 Marks
Duration: 3 hrs.

MAGY 101
Min. Pass Marks – 36
Min. Pass Marks – 11
Min. Pass Marks – 25

ADVANCED PHYSICAL GEOGRAPHY

OBJECTIVES: The aim of the paper is the study of the identification of landforms on the earth's surface, and of the processes that create and change them. Student will gain the knowledge of physical geography. Student will have a general understanding about the geomorphological and geotechnical process and formation. They will be able to correlate the knowledge of physical geography with the human geography.

LEARNING OUTCOMES:

1. The students can appreciate the interdisciplinary of landforms analysis.
2. The Students can recognize the methodologies, tools and data sources used by geomorphologists and physical geographers.
3. The students know the internal structure of the earth
4. The students will be understand the Theory regarding of Origin of Continents and oceans
5. Know Measurement of Atmospheric Pressure and formation of Pressure Belts.

Unit 1 : Interior of the earth, Isostasy, Continental drift, plate tectonics, Earth movements: folding and faulting;

Unit 2 : Work of sub-aerial denudation: Erosional and depositional work of rivers, winds, glaciers, Karst topography

Unit 3 : Heat balance of the earth and distribution of temperature, distribution of atmospheric pressure and winds; fronts; climatic classification- Koppen

Unit 4 : Oceanography : Ocean bottom relief, ocean currents, coral reefs, tides

RECOMMENDED READINGS

1. Crichfield : (1976) General climatology,
2. Davis, W.M. : (1973) Geographical Essays: 2nded,
3. Jeffereys, H. : (1963) The earth,
4. Jerkins, J.T. : , (1978) A Text-Book of Oceanography
5. Mäler, A.A. : (1953) Climatology,
6. Monkhouse, F.J. : (1964).The principal of Physical Geography,
7. Murray, J. : (1981).The ocean,
8. Patterson, S. :(2009) .Introduction to meteorology,
9. Kaushik, S.D. :(1983) Bhu-Akriti-Vigyan, Rustogi. & Co., Meerut,
10. SavindraSingh :(1976) Bhu-Akriti-Vigyan, Tara Publication, Varanasi,
11. Dayal, P. :(1982) Bhu- AkritiVigyan, Shukla Book Depot, Patan,

M.A GEOGRAPHY (SEMESTER I)

Core Course 02

Max. Marks – 100

Internal Max. Marks – 30

Theory Marks – 70 Marks

Duration: 3 hrs.

MAGY 102

Min. Pass Marks – 36

Min. Pass Marks – 11

Min. Pass Marks – 25

EVOLUTION OF GEOGRAPHICAL THOUGHT

OBJECTIVES: The course primarily aims in developing the thinking skills of students from historical perspective. The paper will employ comprehensive knowledge of historical techniques and methods among students. The aim of paper to developing the knowledge of Students about from where geography originated.

LEARNING OUTCOMES:

1. The students shall be able to demonstrate thinking skills by analyzing, synthesizing, and evaluating historical information from multiple sources.
2. The students will develop the ability to distinguish between fact and fiction while understanding that there is no one historical truth.
3. The students will be able to know that from where geography originated and in which phase's geography passes.
4. The students will employ a full range of techniques and methods used to gain historical knowledge.
5. The students will develop an ability to convey verbally their historical knowledge.
6. The students will be able to know Pre-Scientific ideas in ancient and medieval times and also the recent geographical ideas.
7. The students will be able to know the contribution of Greek, Roman and Arab Geographers in geography and how geography emerges as a scientific subject.
8. The students will be able to know the recent Geographical concepts and methodology and how in recent times geographical knowledge needed in all where.

Unit I: Contribution of Greek and Roman geographers

Unit II: Arab scholars, the dark age in geography Recent trends in Geography

Unit III: Main characteristics and contributions of different schools- German, French, American and British school

Unit IV: The study of man- land relationship; modern theme in geographical thought- positivism, idealism, Marxism, radicalism, behaviorism and humanism; Concept of areal differentiation

Recommended Readings:-

1. Ali, S.M.: (1983) Geography of Puranas.
2. Bunbury, E.H.: (1955) A History of Ancient Geography. (in two volumes).
3. Chatterjee S.P.: (1964) 50 years of Science in India, Development of Geography, Indian Science Congress Association.
4. Dickinson: (1964) Makers of Modern Geography.
5. Dickson and Howarth: (2016) The Makers of Geography.
6. East and Wooldridge: (1990) The Spirit and purpose of Geography.
7. Freeman: (1971) A Hundred years of Geography.
8. James, P.E. : (1980) All possible World A study of Geographical ideas, Indian Edition, Sachin Publication, Delhi
9. Sykes, P.: (1954) A History of Exploration, routledge and Kegan Paul, London.
10. Tylor, G. (ed.): (1964) Geography in the 29 Century Wooldridge: Geographers as a Scientist.

**M.A GEOGRAPHY
(SEMESTER I)**

Core Course 03

Max. Marks – 100

Internal Max. Marks – 30

Theory Marks – 70 Marks

Duration: 3 hrs.

MAGY 103

Min. Pass Marks – 36

Min. Pass Marks – 11

Min. Pass Marks – 25

FUNDAMENTALS OF AGRICULTURAL GEOGRAPHY

Objectives: The aim of the paper is to develop the better understanding about world and Indian Agricultural concepts.

Learning Outcomes:

1. The focus of the paper to developing the better understanding of Agriculture Patterns.
2. Students will be able to understand the agricultural theories, types and their problems in respect of their areas.
3. Students will be able to understand the fundamental concept, Landuse , survey techniques and etc.
4. The students will be able to enhance their knowledge and apply this agriculture knowledge in their respect of area.

Unit I:- The nature, subject matter and progress in agricultural geography, approaches:Commodity, systematic, regional.

Unit II:- Selected agricultural concepts and their measurement –intensity of cropping ,degree of commercialization, diversification and specialization, efficiency and productivity.

Unit III:- Land-use survey and classification (British and Indian), Land capability classification (U.S. and Britain).

Unit IV:- A critical evaluation of the classification of world agriculture with special reference to Whittlesey, New perspectives in agriculture : contract farming , agri- business and food security.

RECOMMENDED READINGS :

1. Hussain, M.,(1996) systematic Agricultural geography, Rawat Publications, Jaipur.
2. Ilbery,B.W,(1985) Agricultural Geography ,Oxford university press ,oxford.
3. Singh,J and Dhillon,S.S.,(1984) Agricultural geography TATA McGraw Hill ,New Delhi.
4. Singh ,Jasbir: (2003)Agricultural geography ,3rd edition, Oxford ,new delhi.
5. Symons ,L.,(1967) Agricultural Geography ,G.Bells ,London.
6. Alexander.j.w., (1968) economic geography ,prentice Hall.
7. Gosal,G.S.andKrishan, Gopal, (1984) Regional disparities in levels of socio-economic development in Punjab, Vishal publications,kurukshehra,.
8. Grigg D.B., (1978) The Agricultural systems of the world : An evolutionary approach, Cambridge university press ,Cambridge.


G.V.M.

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M.A GEOGRAPHY (SEMESTER I)

Core Course 04
Max. Marks – 100
Internal Max. Marks – 30
Theory Marks – 70 Marks
Duration: 3 hrs.

MAGY 104
Min. Pass Marks – 36
Min. Pass Marks – 11
Min. Pass Marks – 25

SOCIAL AND CULTURAL GEOGRAPHY

Objective: The aim is to development the better understanding about man's role as Socio-Cultural Aspect.

Learning Outcomes:

1. The Students will be able to understand better man's Environment, culture and resources.
2. The students will be able to understand about world population in terms of Ethics, Religious ad language groups.
3. The students will be able to understand about dry oriental and African, Pacific word.

Unit 1 : Nature, scope and contents M cultural geography; Evolution of cultural geography; Environment, culture and resources; Techniques and methods in cultural geography; Man's role as socio-cultural agent

Unit 2 : Analysis of world population in terms of ethnic, religious and language groups; World pattern of literacy

Unit 3 : Cultural regionalization of the world : A Study of the Culture, World with special reference to new world revolution – Polar World; European Worlds, American World

Unit 4 : Dry World, Oriental World, African World and Pacific World

RECOMMENDED READINGS

1. Carter, G.F. :(1968) Man and Land – A Cultural Geography, Holt, Rinehart and Winstom, Inc. New York.
2. De Blij, Harm, J.:(1974) Man Shapes the Earth – Topical Geography, Hamilton Publication Company, Santa Barbara, California.
3. De Blij, Harm, J.:(1977) Human Geography- Culture, Society and Space, John Wiley and Sons, Inc., New York.
4. Dicken, S.N. and Pitts, F.R.:(1970) Introduction to Cultural Geography- A Study of Man and His Environment, Exrox College Publishing, Waltmam, Massachusetts.
5. Dohrs, F.E. :(1967) Cultural Geography – Selected Readings, Dun-Donnelly Publishing Corporation, New York.
6. Eïdt. R.C.:(1977)Singhj K.N. and Rana, P.B. Singh (ed.) : Man Culture and Settlement, Kalyani Publishers, New York.
7. Haggett, P. :(1975)Geography A Modern Synthesis, Harper and Row, New York.
8. Jones E. (ed.) :(1975) Readings in Social Geography, Oxford University Press, London.
9. Jordon, T.G. and Rowtree, L. : (1976)The Human Mosaic – A Thematic Introduction in Cultural Geography7, Canfield Press, Harper and Row, New York
10. Kariel H.G. and Kariel, P.F. :(1972) Explorations in Social Geography, Addison-Wesley Publishing Company, Inc. Reading, Massachusetts,
11. Kotars, John, F., and John, D. Nysteen ; (1974)Geography The Study of Location, Cultural and Enviorment, jMcGraw Hill Book Company, New York,
12. Phillbrick, A.K. : (1967)The Human World, John Wiley and Sons. Inc., New York.
13. Raitz, Kari, B. :(1975) Cultural Geography on Topographic Maps, Hamilton Publishing Company, Santa Barbara, California.
14. Rolstlung, F. :(1963) Outline of Cultural Geography, California Book Company, Berkely, California.
15. Russel, R.J.F.B. Kniffen and E.L. Pruitt :(1969) Culture Worlds, the Max Million Company Ltd., London.
16. Saure, Carl O. :(1970) Agricultural Origins and Dispersal, The Domestication of Animals and Foods Stuffs, The M.L.T. Press, Massachuseets.
17. Sopher, David E.:(1967) Geography of Religions : Foundations of Cultural Geography Series, Prentice Hall Inc., Englewool Cliffs, New Jersey.
18. Spencer, E; & W.L. Thomas: (1971)Asia, East by South – A Cultural Geography Jon Wiley & Sons, Inc. New York.
19. Wagner, P.L. & M.W. Mikesell :(1962)Readings in Cultural Geography, The University of Chic age Press, Chicago.
20. Wagner, P.L.:(1964)The Human Use of Earth, The Free Press, New York.
21. जैन, जे.के. एवंबोहश, डी.एम. (1983) विश्वकासांस्कृतिकभूगोल, ऐकॅडेमिकपब्लिशर्स, जयपुर.
22. PrakasaRao, V.L.S. :(1983) Urbanization in India, Spatial Dimensions concept Publishers.

M.A GEOGRAPHY (SEMESTER I)

Core Course 05
Max. Marks – 100

Internal Max. Marks – 30

Theory Marks – 70 Marks

Duration: 3 hrs.

MAGY 105
Min. Pass Marks – 36
Min. Pass Marks – 11
Min. Pass Marks – 25

CARTOGRAPHY

Teaching in Geography Practical shall be imparted in groups of 15 students.

Out of 100 marks assigned for geography practical, 30 marks for CCA and 70 marks for ESE. The division of ESE marks will be as - 40 marks are reserved for Laboratory Work Test, 15 marks for the evaluation of record book and 15 marks for viva on record book.

Syllabus Contents –

Object : Modern science and technology have made tremendous progress in all possible fields. Geospatial technology has been emerged a new spatial information technology. Digital Cartography is a newly emerged field in Geospatial Technology. The main objective of the course is to impart adequate professional knowledge and computer skills so as to enable the students to take up career in the field of Geospatial Technology.

LEARNING OUTCOMES:

- 1) Students will be able to use and read various graph in geographical study.
- 2) Students will be able to profiles: Serial, Superimposed, composite, projected.
- 3) Students should be able to Map Projections; Projections and their classification; simple conical equal area
- 4) Students will be able to Statistical Methods: Classification and Tabulation of Statistical data, Frequency Distribution and graphs

Unit I: Laboratory Test: Scheme and nomenclature of Survey of India topographical maps.

Unit II: Profiles: Meaning and usefulness of profile in studying landforms, types of profiles: Serial, Superimposed, composite, projected.

Unit III: Map Projections; Projections and their classification; simple conical equal area (Lambert's Projection), Bonne's Projection, Mercators; Gnomonic Zenithal (Polar and Equatorial cases), Orthographic Zenithal (Polar and Equatorial cases).

Unit IV: Statistical Methods: Classification and Tabulation of Statistical data, Frequency Distribution and graphs, Measures of Central tendency (Arithmetic mean, geometric mean, median and mode).

RECOMMENDED READINGS

1. Monkhouse, J and Wilkinson, H.R.: (1972) Maps and Diagrams, Methuen & Co., London.
2. Raisz, E.: (1960) General Cartography, McGraw Hill, New York.
3. Sirees, J.A. : (2009) Maps Projections
4. Gregory, S : (1971) Statistical Methods and the Geographers, Methuen & Co., London.
5. Singh R.L. : (1979) Elements of Practical Geography, Kalyani Publishers, New Delhi
6. Singh R. and Kanujia, L.R.S. : (1987) Map Work and Practical Geography, Allahabad
7. Robinson, A.H. : (1960) Elements of Cartography, Chapman and Hall, London.
8. Lawrence, G.R.P. : (1971) Cartographic methods, Methuen & Co., London.

M.A GEOGRAPHY (SEMESTER II)

Core Course 06
Max. Marks – 100
Internal Max. Marks – 30
Theory Marks – 70 Marks
Duration: 3 hrs.

MAGY 201
Min. Pass Marks – 36
Min. Pass Marks – 11
Min. Pass Marks – 25

ENVIRONMENT GEOGRAPHY

Object: The aim of the paper is the study of the Environment. How human being impact on nature and nature respond back to human. We will focus on environment management, Man-Environment relationship, Ecological planning of sustainable development.

Learning Outcome:

1. The students will be able to know the concept of environment, scope of environment Geography.
2. The students will be able to describing human-environment, and nature-society interactions as well as global human and environment issues.
3. The students will be able to evaluating the impacts of human activities on natural environments.
4. The students will be able to showing an awareness and responsibility for the environment

- Unit 1:** Environmental Geography: Definition, Nature, And Scope.
- Unit 2:** Biosphere and Its Component; Concept of Ecology, Human Ecology And Ecosystem.
- Unit 3:** Biodiversity and Its Conservation, Concept of Biomes, Sustainable Development
- Unit 4:** Environment Pollution (Water, Air, Noise And Soil), Environmental Problems: Green House Effect, Ozone Deflection, Global Warming and Its Management


RECOMMENDED READINGS

1. Anderson, M.R.: (1995) Geography of Living Things.
2. Clark, G.R.: (1958) The study of Soils in the field.
3. Densereau, P.: (1959) Biogeography and Ecological Perspective.
4. Hall, A.D. & Russel, P.J.: (2007) Social Conditions and plant Growth.
5. Robinson, G.W.: (1936) Soils
6. Jones, R.L.: (2013) Biogeography-Structure, Process, Pattern and Change with Biosphere, Hulton Educational Publication Ltd., Amersham, Bucks.
7. Jain, Ritu (2017) : Kalyani Publishers, New Delhi



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M.A GEOGRAPHY (SEMESTER II)

Core Course 07
Max. Marks – 100

Internal Max. Marks – 30

Theory Marks – 70 Marks

Duration: 3 hrs.

MAGY 202

Min. Pass Marks – 36

Min. Pass Marks – 11

Min. Pass Marks – 25

URBAN GEOGRAPHY

Object: Aim of the Paper is to study the urban structure, to introduce students to a range of debate in Urban Geography and cognate debates in urban studies. The aim of the paper is to enable students to appreciate and understand the changing economic, political, social and cultural character of cities in the century.

Learning Outcome:

1. The students will be able know the urban structure during ancient, medieval and recent times.
2. The students will able to know the urban morphology, planned and unplanned growth of towns.
3. The students will be able to know the different theories and models of urban geography and with the help of these theories and model they can identify and evaluate any town and cities.
4. The Students will be able to know the trends of urbanization in the world.

Unit-1: Meaning, scope and methods of approach in urban geography, origin and growth of cities from the earliest to the modern times, forces and processes of urban growth, Theories of urban Structure

Unit-2: Urban morphology and land use pattern, City retail structure and delimitation of CBD, Residential land use, urban population, Characteristics, Functional Classification of towns

Unit-3: Location, spacing and size of towns, urban hierarchy; The Central Place Theory, Rank-size rule, Growth Pole Theory

Unit-4: Urban sphere of Influence- Methods and criteria of delimitation, Rural- urban fringe, Elements And principles of town planning, Law of Garden City.

RECOMMENDED READINGS

1. Abercrombie, P.:(1961) Town and Country Planning, Oxford University Press, London.
2. Alam, S.M. :(1965)Hyderabad-Secunderabad(Twin-cities) – A Study in Urban Geography, Allied Publishers, Bombay.
3. Bartholomew, H. :(1932)Urban Landuse, Harwad University Press, Harward.
4. Berry B.J. L. & A. Pred(1961) Central Place Studies-Bibliography of Theory Applications, Regional Science Research Institute, Philadelphia.
5. Chorley, R.J. & P. Hagget(1968) Socio-Economic Models in Geography(Part II and III or Models in Geography) Methuen, London.
6. Dickinon, R.E. (1964)The West European City, Rutledge and Kegan Paul, London.
7. Gallion, A.B. &S.E. Isner(1965) : The Urban Pattern, City Planning and Design, D. Van Nostrand, Princeton, New Jersey.
8. Garnier, B.J. & G. Chabot(1967) Urban Geography, Longmans Green and Co. Ltd., London.
9. Ghose, M.: (1972)Calcutta – A study in Urban Growth Dynamics.
10. Jackson, J.N.:(1954) Surveys for Town and Country Planning, Hutchinson University Press, Syracuse, N.Y.
11. Jonson, J.N.:(1967) Urban Geogrpahy- An Introductory Analysis, Pergamon Press.
12. Mayer, H.M. and Kohn, O.P.(ed.) (1959) Readings in Urban Geography, University of Chicago Press, Chicago.
13. Humford, L.:(1966)The city in History, Pelcan.
14. Norgorg, K (ed.) :(1975) Proceedings of the I.G.U. Symposium on Urban Geography, John Wiley & Sons.
15. Putnom, R.G. FJ – Taylor and P.G. Kettle (ed.) :1970A Geography of Urban Places, Methuen, London.
16. Robson, B.T. :(1963) Urban Growth, Methuen, Lodnon.
17. Singh, R.L. :(1965) Banaras – A Study in Urban Geography, Nand Kishore & Sons, Banaras
18. Singh O.P. :(1979)Urban Geography (in Hindi), Tara Publishers, Varanasi.
19. Smailes, A.E. :(1961) The Geography of Town, Hutchinson University Press, London.
20. Taneja, K.L. :(1971) Morphology of Indian Cities.
21. Taylor, T. :(1961)Urban Geography, Methuen, London.

FHSS, IAC (Assumed to be University)
G.V.M., Sardarshahr

**M.A GEOGRAPHY
(SEMESTER II)**

Core Course 08
Max. Marks – 100

Internal Max. Marks – 30

Theory Marks – 70 Marks

Duration: 3 hrs.

MAGY 203
Min. Pass Marks – 36

Min. Pass Marks – 11

Min. Pass Marks – 25

ECONOMIC AND RESOURCES GEOGRAPHY

Objectives: This course offers an introduction to the ways in which economic activities are organized over the earth surface. Students will learn the economic processes operating at different geographical scales are depending on the complex economic-political-social interactions that are framed at the global level.

LEARNING OUTCOMES:

1. The students will be able to recognize the significance of geographic concepts for understanding socio-economic processes and outcomes.
2. The students will be able to appraise the different ways in which time and space interact and constrain each other with regards to economic activities and articulate how economic processes can be broken down into changes over time and variations across space.
3. The students will be able to assess how society and economic actors organize themselves in space, the factors driving these complex spatial patterns, and the implications these spatial configurations have for the socio economic well-being of affected groups and societies.
4. The students will be able to appreciate the complexity of economic development processes taking place across the world and how these are influenced by space.
5. The students will be able to relate course content to current economic, social and political events.

Unit I: Factors affecting Production, Consumption and distribution of Principal raw materials

Unit II: Sectors of economy-primary, secondary and tertiary, quaternary; Agricultural Regions of the world; Von Thunen's model and its modifications

UNIT III: Definition and Concept of Resources, Classification of Resources

UNIT IV: Conservation and Management of Natural Resources: Meaning and Concept of conservation of Natural Resources, Resources Conservation and Management Methods of Natural resources: Soil Resource, Water Resource, Problems of Natural Resource Management in India

Recommended Readings:-

1. Chatterjee, S.R., (1984) ,Economic Geography of Asia, Allied Book Agency, Calcutta.
2. Morgan, W.B. and R.J.C. Munton,,(1997), Agricultural Geography, Methuen, London.
3. Robinson, H., (1982), Economic Geography, MacDonald and Evans.,
4. Rostow, W.W. (1960), The Stages of Economic Growth, Cambridge University Press, London.
5. Borton, I. and R.W. Kates. (1984) Readings in Resource Management and Conservation, University of Chicago Press, Chicag.
6. श्रीवास्तवकी.के. एवराव, वी.पी., (2000)आर्थिकभूगोल के मूलतत्त्व (वसुन्धराप्रकाशन, गोरखपुर)।
7. जैन, हरकचन्द्र(2000)सैद्धान्तिकआर्थिकभूगोल (कमलेश प्रकाशन, भौलवाडा)।
8. रजा, एन एव सिंह, ए.,(2002)संसाधनभूगोल।
9. नेगी, वी.एस., (2000)संसाधनभूगोल।
10. सिंह एव सिंह,(2001)आर्थिकऔरसंसाधनभूगोल,
11. कौशिक, एस.डी.,(2001)संसाधनभूगोल


DEAN

FHSS, IASE (Desired to be University)
G.V.M., Bardarshahr

**M.A GEOGRAPHY
(SEMESTERII)**

**Core Course 09
Max. Marks – 100**

Internal Max. Marks – 30

Theory Marks – 70 Marks

Duration: 3 hrs.

MAGY 204

Min. Pass Marks – 36

Min. Pass Marks – 11

Min. Pass Marks – 25

GEOGRAPHY OF TOURISM

Objectives : The aim of the paper is to develop the better understanding about International India & Rajasthan tourism. students will be exposed to historical, cultural and social tourism.

Learning Outcomes :

1. The Students will be able to indentifying and enjoying international, Indian and Rajasthan Tourism,
2. The students will be able to know Economic and Social significance of tourism.
3. The students will be able to know about tourism places, facilities and problems and role of Indian Tourism Development Corporation.
4. Students will be able to understand better about Rajasthan tourism, Bio-diversity Fairs and festivals.

Unit 1 : Tourism : Growth of travel through the ages, growth and development of modern tourism International organizations and tourism

Unit 2 : Elements of Tourism : Economic and social significance of tourism, Domestic and Foreign tourism, Tourism transport and accommodation

Unit 3 : Tourism in India : A land for all seasons; places of tourist interest, Cultural tourism, Problems and facilities, Role of Indian Tourism Development Corporation

Unit 4 : Tourism in Rajasthan : Salient Features of desert and wild life of Rajasthan, Survey of the places of tourist interest; Cultural Heritage of Rajasthan, Fairs and Festivals, A study of internal and foreign tourist influx

RECOMMENDED READINGS

1. Robinson, J.H. :2001 A Geography of Tourism, Macdonald and Evans Ltd.,
2. Bhatia, A.K. :1982 Tourism Development: Principles and Practices, Sterling Publishers, New Delhi.
3. Nagi, J.N. :1989 Tourism and Hostelling: A worldwide Industry, Gitanjali Publishing House, New Delhi.
4. Robinson, H. :1976 Geography and Tourism, Macdonald and Evans, New York ,
5. Bhatia, A.K. :1972 Tourism in India-History and Development, Sterling Publishers, New Delhi ,
6. Ram Acharya :2013 Tourism in India, National Publishers, New Delhi,
7. DassManoj :2010 India- A Tourist Paradise, Sterling Publishers, New Delhi,
8. Crowthor, Geoff Raj Prakash and Wheeler Tony:2014 India- A Travel- Survival Kit Lonely Plant Publications, Australia.
9. Dharampal :Idia 1972 - The Land People, National Book Trust, New Delhi.
10. Rathore, G.S. :1986, Marwar Ki SanskraticDharohar, SudhaPrakashan, Jodhpur.

M.A GEOGRAPHY (SEMESTER II)

Core Course 10
Max. Marks – 100

Internal Max. Marks – 30

Theory Marks – 70 Marks

Duration: 3 hrs.

MAGY 205

Min. Pass Marks – 36

Min. Pass Marks – 11

Min. Pass Marks – 25

CARTOGRAPHY AND PROJECT /INSTRUMENTAL SURVEY OF A REPUTED INSTITUTE/

GEOGRAPHICAL TOUR

Teaching in Geography Practical shall be imparted in groups of 15 students.

Out of 100 marks assigned for geography practical, 30 marks for CCA and 70 marks for ESE. The division of ESE marks will be as - 40 marks are reserved for Laboratory Work Test 10 marks for Project report & 05 marks for viva on project report or instrumental survey of a reputed institute or Geographical Tour (For every 15 students one teacher shall accompany the party), 10 marks for the evaluation of record book and 05 marks for viva on record book.

Syllabus contents:

Unit I: Laboratory Test: Interpolation of contours, methods of determination of intervisibility.

Unit II: Measures of dispersion: (Quartiles mean deviation and standard deviation),
Variability Indices

Unit III: Morphometric Analysis: Drainage density, stream length, stream orders and confluences;

Unit IV: Map Projections: Sinusoidal (Normal and Interrupted), Mollweide (Normal and Interrupted), Choice of Projections

PROJECT REPORT /GEOGRAPHICAL TOUR

The project will be selected by candidates in consultation with the Head of the Department and the study report, duly approved by the teacher(s) concerned, is to be submitted along with the Practical Record.

The geographical tour and study and field tour or execution of typical areas with particular attention to anyone of the following aspects: Structure, terrain and geomorphology; Drainage and river valley development; Vegetation forms, Agricultural Industrial land use; Communication, Regional synthesis and analysis of physical and cultural landscape

RECOMMENDED READINGS

1. Monkhouse, J and Wilkinson, H.R.:(2011) Maps and Diagrams, Methuen & Co., London
2. Raisze, E. :(1960)General Cartography, McGraw Hill, New york.
3. Strees, J.A. : 2009Maps Projections.
4. Gregory, S :1971Statistical Methods and the Geographers, Methuen & Co., London.
5. Singh R.L. : 1979Elements of Practical Geography, Kalyani Publishers, new Delhi,
6. Robinson, A.H. : 1989, Elements of Cartography, Chapman and Hall, London
7. Lawrence, G.R.P. : 1971Cartographic methods, Methuen & Co., London
8. Singh R. and Kanujia, L.R.S. 1979: Map Work and Practical Geography, Allahabad.
9. J. Kellaway2013: Map Projections.

DEAN

FHSS, IASE (Deemed to be University)
G.V.M., Sandarshahr

**M.A GEOGRAPHY
(SEMESTER III)**

Core Course 11
Max. Marks – 100

Internal Max. Marks – 30

Theory Marks – 70 Marks

Duration: 3 hrs.

MAGY 303

Min. Pass Marks – 36

Min. Pass Marks – 11

Min. Pass Marks – 25

RESEARCH METHODOLOGY

Object: The focus of the paper to developing the better understanding of Research methodology, Problem of Geographical Research, Project and Report Writing.

Learning Outcome:

1. The students will be able to know the concept of Problem of Geographical Research, Identification of Problems of Regional and Systematic Geography.
2. The students will be able to Project and Report writing.
3. The students will be able to Nearest Neighbor Analysis with Examples, Regional Interaction Analysis
4. The students will be able to Regional population analysis, Delimiting urban and market spheres of influence.

Unit 1:- Problem Of Geographical Research, Identification Of Problems Of Regional and Systematic Geography. Nature And Source Of Data To Be Used Hypothesis, Models

Unit 2:- Preparation of Research Project and Report Writing, Cartographic Representation Of Agricultural, Transport, Marketing And Industrial Data. Selected Techniques Of Spatial Analysis, Methods Of Measurement Of Concentration And Dispersion Of Economic Activities

Unit 3:- Nearest Neighbor Analysis With Examples, Regional Interaction Analysis

Unit 4:- Regional population analysis – population projection, population migration projection, network analysis with examples. Delimiting urban and market spheres of influence.

Recommended Readings:

1. David Unwin :1981 Introductory Spatial Analysis, Methuen, London.
2. Gregory, S. : 1978 Statistical Methods And The Geographer, Langman , London.
3. Mahmood, A. :1978 Statistical Methods In Geographical Studies, Delhi,.
4. Maruice Yeats :1997 An Introduction To Quantitative Analysis In Human Geography. Mcgraw Hill New York,.
5. Peter Haggett, Andrew 1978: Location Methods Vol.I And II Edward Arnold, London,



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FHSS, IASE (Dedicated to the University)

G.V.M., Sardarshahr

M.A GEOGRAPHY (SEMESTER III)

Core Course 12
Max. Marks – 100

Internal Max. Marks – 30

Theory Marks – 70 Marks

Duration: 3 hrs.

MAGY 302

Min. Pass Marks – 36

Min. Pass Marks – 11

Min. Pass Marks – 25

GEOGRAPHY OF POPULATION

Object: This paper introduces the spatial distribution of population with causative factor. Are also deals with various theories and concepts related with population?

Learning Outcome:

1. The students will be able to understand the Nature and Scope of population Geography, Population Theories.
2. The students will be able to understand population Growth, Trends and Factor
3. The students will be able to understand population policies and its importance.
4. Students will be able to understand the growth of population and India patterns of fertility and mortality.

Unit 1 : Nature And Scope Of Population Geography; Major Population Theories

Unit 2 : Components Of Population Growth, Trends And Factor Affecting Fertility, Mortality and Migration In The World; Laws Of Migration And Theories

Unit 3 : Population Structure Of India And Its Characteristics; Sex And Age Structure, Fertility And Mortality; Distribution, Density And Growth Of Population In India; Population Problems And Policies

Unit 4 : Distribution, Density And Growth Of Population In India; Population Problems And Policies

RECOMMENDED READINGS

1. Asha, A. Bhide and Mrs. Tara Kimitkar 1991, : Principles of Population Studies; Himalaya Publishing House, Girgaon, Bombay,.
2. Ashish Bose & D. Gupta :(1998) Population Studies in India, Vikas Publishing House, Ansari Road, New Delhi,.
3. Agarwal, S.N. :(1998) India's Population Problems, Tata McGraw Hill, New Delhi.
4. Chandra Shekar :(1987) Infant Mortality, Population Growth and Family Planning in India, London,
5. Mehta, B.C. :(2001) Regional Population Growth : A Case Study of Rajasthan, Research Books, Tilak Nagar, Jaipur ,
6. Lal, S.K. & Nahar, U.R. :(1994), Higher Education of SC & ST in Rajasthan, Jain Sons, Publication, New Delhi ,.
7. Purohit B.D. & S.D. (1990), Hand Book of reservation for SC & ST, Jain sons publication, New Delhi.
8. Singh, Munshihardaya; (1981), The castes of manivar, census report of 1891, book treasure, Sojati gate jodhpur

**M.A GEOGRAPHY
(SEMESTER III)**

Core Course 13
Max. Marks – 100

Internal Max. Marks – 30

Theory Marks – 70 Marks

Duration: 3 hrs.

MAGY 303 (a)

Min. Pass Marks – 36

Min. Pass Marks – 11

Min. Pass Marks – 25

(a) APPLIED GEOMORPHOLOGY

Object: The aim of the paper is identification of landform on the earth's surface, and of the processes that create and change them. In this students learn about orogenic/thrust events, glacial, aeolian, marine and fluvial processes as these dominate the landform in our area.

Learning Outcomes:

1. The students can appreciate the interdisciplinary of landform analysis.
2. Students can recognize the methodologies, tools and data sources used by geomorphologists and physical geographers
3. The students will be able to determine the physical, chemical and biological processes controlling the modern evolution of identified landform.
4. The Students can apply basic landform analysis techniques to own research interests.
5. The Students will be able to identify basic landform form tectonic, volcanic, fluvial, glacial, Aeolian and coastal environments.

Unit 1 : Earth as a member of the solar system; main theories regarding the origin of the Earth, distribution of land and sea; Isostasy and its bearing on surface configuration, Materials of the earth's crust: Minerals and rocks, classification of fold.

Unit 2 : Geological structure : Dip, Strike, Folds, formation of the earth's crust, joints, faults, tensional and compression forces and topographic effects, Geographical time scale: Basis of division, standard time scale and the Indian equivalence.

Unit 3 : Landforms : Classification into first, second and third order, Constructional and destructional land forms and Geomorphic process : Weathering, rivers, groundwater, wind, glacier, waves, currents.

Unit 4 : Cycle concept in geography- development of the fluvial cycle in young, mature and old stages, interruptions of the fluvial cycle and their consequences, Davisian and Walter Penck system; Geomorphic cycle in deserts, limestone area, glaciated lands, volcanic plains and plateaus, domes and mountains;

RECOMMENDED READINGS

1. Thornbury, W. D.: (2011) Principles of Geomorphology, John Wiley and Sons, New York.
2. Chorley, R. J., Schumm, S.A. and Sugden, D. E. (1984): Geomorphology, Methuen, London.
3. Kale, V. S. and Gupta, A.: (2011) Introduction to Geomorphology, Orient Longman, Calcutta.
4. Savindra Singh: (2011) Geomorphology, Prayag Pustak Bhawan, Allahabad
5. Spark B. W.: (1972) Geomorphology, Longman, New York
6. Steers, A. (1958). The Unstable Earth, Methuen, London
7. Ollier, C. D. (1981) Tectonics and Landforms, Longman, London
8. Strahler A. H and Strahler, A. N. (1992) Modern Physical Geography, John Wiley, New York:
9. Wooldridge and Morgan: (1978) Geomorphology
10. Holmes (1989) Physical Geology
11. Fairbridge, R. W. (1968): Encyclopedia of Geomorphology, Reinholdts, New York.

M.A GEOGRAPHY (SEMESTER III)

Core Course 13
Max. Marks – 100

Internal Max. Marks – 30

Theory Marks – 70 Marks

Duration: 3 hrs.

MAGY 303 (b)

Min. Pass Marks – 36

Min. Pass Marks – 11

Min. Pass Marks – 25

(b) GEOINFORMATICS

Object: The course primarily aims in developing the thinking skills of students about latest techniques of GIS and Remote Sensing. The paper will employ comprehensive knowledge of techniques and methods among students.

Learning Outcomes:

1. The Students will be able to demonstrate knowledge of the foundations and theorems of geographic information system (GIS) and use the tools and methods of (GIS)
2. Students will be familiar with modern techniques in geography.
3. Students will be prepared to apply their skill in professional careers.
4. Students will demonstrate their competence to work individually and as a team to develop and present a client-driven GIS solution.
5. Students will demonstrate their knowledge of Physical geography and the methods and techniques for observing, Measuring, recording and reporting on geographic phenomena.

Unit 1: Remote sensing techniques: meaning and scope, development; types of imagery; Elements of interpretation, Digital cartography.

Unit 2 : Development of air photo interpretation techniques elements interpretation Identification and mapping of natural and cultural landscape

Unit 3 : Fundamental of aerial photography system: types of photography, types of Stereoscopes; coverage and vision; geometry of aerial photographs, photographic Resolution, parallax equation, flight planning, stereoscopic parallax

Unit 4 : Fundamental of digital image processing; geographic information system; Application of remote sensing in geography

RECOMMENDED READINGS

1. Burrough; P.A. :(1986) Principles of Geographical Information Systems for Land Resources Assessment, Oxford University, Clarendon Press,
2. Chouhan, T.S. and K.N. Joshi :(1955) Applied Remote Sensing and Photo-interpretation, VigyanPrakashan, Jodhpur,
3. Colwell, Robert, N. :(1983) Manual of Remote Sensing, I & II editions, Vol. I & II, American Society of Photogrammetry,
4. Jensen, J.R. (1986) : Introductory Digital Image Precessing : A Remote Sensing Perspective, Prentice Hall, new Jersey,
5. Lillesand, T.M. and Kiefer, R.W. (1987) Remote Sensing and Image Interpretation, II edition, John Wiley and sons,
6. Wolf, Paul, K. :(1974)Elements of Photogrammetry(with air photo-interpretation an remote sensing) McGraw Hill Book co.,
7. Karani, P.J. :(1985) Remote Sensing, ELBS. London,
8. Gautam, N.C. :(1994) SPGU Technology of Geography, NRSA, Hyderabad,
9. Survey of India: (1972) Photogrammetry : Chapter Twelve, S.O.I., Dehradun,
10. Singh.S. :, (1996)Remote Sensing Technology, Scientific Publishers, Jodhpur

M.A GEOGRAPHY (SEMESTER III)

Core Course 13
Max. Marks – 100

Internal Max. Marks – 30

Theory Marks – 70 Marks

Duration: 3 hrs.

MAGY 303 (c)

Min. Pass Marks – 36

Min. Pass Marks – 11

Min. Pass Marks – 25

(c) GEOGRAPHY OF ARID LANDS

Object: The aim of the paper is identification of Geography of Arid Lands, Resources and Minerals of the Arid lands of the world, Irrigation and land reclamation, Great Indian Desert, Detailed study of arid regions of Israel and Egypt with reference to Physiography.

Learning Outcomes:

1. The students will be able to know the concept of Meaning and causes of aridity Indices of Aridity; Climate.
2. The students will be able to Desertification Extent of desertification in the world.
3. The students will be able to Detailed study of arid regions of Israel and Egypt with reference to Physiography.
4. The students will be able to Great Indian Desert, Origin, Physiography, Climate Agriculture, Irrigation,

Unit 1: Meaning and causes of aridity; Indices of Aridity; Climate; Topography, Soils, Water resources and Minerals of the Arid lands of the world

Unit 2: Desertification: Extent of desertification in the world; causes of desertification: Parameters of desertification measures to control desertification

Unit 3: Detailed study of arid regions of Israel and Egypt with reference to Physiography, Soil, Agriculture, Irrigation and land reclamation

Unit 4: Great Indian Desert: Origin, Physiography, Climate, Agriculture, Irrigation, Livestock rising and population

RECOMMENDED READINGS

1. Amiran, D.H.K. & Wilson, A.W. (ed.): (1973) Coastal Deserts- Their Natural and Human Environments, The University of Arizona Press, Tucson,
2. Arnon, I.: (1972) Crop Production in Dry Regions; Vols. I & II, Leonard and Hill, London,
3. Bhandari, M.M.: (1978) Flora of the Indian Desert, Scientific Publishers, Jodhpur,
4. Biswas, M.R. & Biswas, A.X. : (1982) Desertification, Pergamon Press, New York,
5. Chouhan, T.S. : (1997) Desertification in the World and its Control, Scientific Publishers, Jodhpur,
6. Drengé, H.E. : (1983) Desertification of Arid Lands, Harwood Academic Publishers,
7. Goudie, A. & J. Wilkinson: (1977) ,The Warm Desert Environment, Cambridge University Press, Cambridge,
8. Hills, E.S.(ed.): (1966) Arid Lands, UNESCO, London,
9. Hillel, D. : (1982) Negev Land, Water and Life in a Desert Environment, Praeger, N.Y. .
10. Heathcote: (1964) Arid Lands- Their Uses and Abuses, Longmans,
11. ICAR: (1977) Desertification and its Control, New Delhi,
12. Jeans, D.N.(1978) : Australia-A Geography, Routledge and Kegan Paul, London,
13. Mann, H.S. (ed.) (1980) Arid Zone Research and Development, Scientific Publishers, Jodhpur,
14. Matlook, W.G.: (1981) Realistic Planning for Arid Lands, Harwood Academic Pub.
15. Mann, H.S.(ed.) (1981): Scientific Reviews on Arid Zone Research, Scientific Publishers, Jodhpur,
16. Meginnies, W.G., B.J. Godman and P. Paylore (1968): Deserts of the World University of Arizona Press,
- 17- Ministry of Food and Agriculture (1967) : Proceedings of the symposium on the Problems of Indian Arid Zone, New Delhi,

M.A GEOGRAPHY (SEMESTER III)

Core Course 14
Max. Marks – 100
Internal Max. Marks – 30
Theory Marks – 70 Marks
Duration: 3 hrs.

MAGY 304 (a)
Min. Pass Marks – 36
Min. Pass Marks – 11
Min. Pass Marks – 25

(a) FUNDAMENTALS OF INDUSTRIAL GEOGRAPHY

Object: The aim of the paper is identification of Fundamentals of Industrial Geography, Locations of Industry, Theories and concepts of industrial Location, Manufacturing in selected regions..

Learning Outcomes:

1. The students will be able to Contents and scope of industrial geography, Locations of Industry.
2. The students will be able to Theories and concepts of industrial location.
3. The students will be able to The Locations pattern of selected industries.
4. The students will be able to Manufacturing in selected regions.

Unit 1 : Contents and scope of industrial geography: Locations of Industry: Factors of industrial location, Theories and concepts of industrial location- the least cost school, the market area school, the marginal location school and the behavioural school

Unit 2 : The location pattern of selected industries: iron and steel, cotton textile, pulp and paper industry, petroleum refining, machinery and machine tools

Unit 3 : The Locations pattern of selected industries: automobile industry, ship building industry, cement industry, aluminum industry

Unit 4 : Manufacturing in selected regions: Kwanto plain, the Ural Region, the ruhr Basin, the New England Region, Bengal Bihar Industrial Belt

TEXT BOOKS

1. Reley R.C. : (1984) Industrial Geography, Charto and Winpuls, London
2. Smith, Daird, M. (1998): Industrial Location, Wiley and Sons, New York
3. Miller, E.W. (1985): A geography of Manufacturing Prentice Hall, New Jersey
4. Jorred, A.R. (2003): A Geography of Manufacturing, MacDonal and Evans Ltd. , London
5. Hunter, H.L. and Wright, A.J. 1969: Factors of Industrial Location in Ohio, Columbus,
6. Choudhary, M.R. 1978: Indian Industries Development and Location, Calcutta,
7. Jarret, H.R. 1964: Geography Manufacturing, MacDonal and Evans Ltd. London,
8. Pounds, N.I.G. (2009): The Geography of Iron and Steel
9. Smith W. (1996): Geography of Location of Industry, Liverpool
10. Thoman, R.S. and Paltoh, D.H. ,(1964): Focus on Geographic Activity, New York
11. Mountjoy, A.C. (1963) : Industrialization and Underdeveloped Counties, London,
12. Howver, E.M. (1948): The Location of Economic Activity, London,
13. Alexander, J.W. (1963) : Economic Geography, Prentice Hall, New Jersey,
14. Alexanderson, G. (1967) : Geography of Manufacturing, Prentice Hall, New Jersey,
15. Bos, H.C.: (1965): Spatial Dispersion Activity, University Press, Rooterdam,


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G.V.M., Sardarshahr



M.A GEOGRAPHY (SEMESTER III)

Core Course 14
Max. Marks – 100

Internal Max. Marks – 30

Theory Marks – 70 Marks

Duration: 3 hrs.

MAGY 304 (b)

Min. Pass Marks – 36

Min. Pass Marks – 11

Min. Pass Marks – 25

(b) LAND USE PLANNING AND RURAL DEVELOPMENT

Object: This paper introduces Land use Planning and Geography of Rural Development, Agricultural geography and rural development, Rural settlement and land management, Rural development in Rajasthan.

Learning Outcome:

1. The students will be able to Geography and rural development Agricultural geography and Location theory,
2. The students will be able to rural settlement, Housing Population and employment.
3. The students will be able to Rural planning and land management.
4. Students will be able to Rural development in Rajasthan.

Unit 1 : Geography and rural development; Agricultural Geography and rural development; Agricultural location theory, Rural land use; Agricultural, pastoral and forestry land use competition. Land use and landscape. Approaches to rural development, growth centre approach, infrastructure reformist

Unit 2 : Rural settlement, Housing, population and employment, rural transport, service provision, derivation, recreation, health nutrition

Unit 3 : Rural planning and land management; Resource development and integrated rural development; Crop and soil management, livestock range and management; Water management, Ecological management, desertification – monitoring and control

Unit 4 : Rural development in Rajasthan; Major tools and techniques, Rural development schemes – Irrigation and land development schemes; Drought prone areas schemes, Desert Development programme ; integrated rural development in Rajasthan, Tribal areas development; Watershed development

REFERENCE READING

1. Allan J.A. (1980) : Remote Sensing in Land use Studies, Geography.
2. Tewari, A.K. (1988) : (ed.) : Desertification : Monitoring and Control, Scientific Pubs., Jodhpur,
3. Anderson, J.R.L.J. (1977) : Hardaker: Agricultural Decision Analysis, Ames: Iowa State University Press,
4. Andriase, B. (1981) : Farming Development and Space – World Agricultural Geography, New York: Water Gwyer,
5. Morgan, W.B. and R.J.G. Munom (1971): Agricultural Geography, Methuen, London,
6. Pacione, M. (1984) : Rural Geography, Pappur Clarks, (Ed.) and Row - Register of Research in Rural
7. Geography, Leicester (1981) : Rural Geography Study Group,
8. BOWler, I.R. : (1987) : Agricultural Geography – Profess in Human Geography.
9. Newbury, P.A.R.P. (1980) : Geography of Agriculture Machonald and Evans, plymouth,
10. Grigg, D.B. (1974): The Agricultural Systems of the World, Cambridge university Press,
11. Grigg, D.B. (1984) : An Introduction of Agricultural Geography, Hutchinson, London,
12. Jones, A : (1975) : Rural Housing – The Agricultural Tied College, Bell, London,
13. Lassey, W.R. (1973) : Planning in Rural Environment, McGraw hill, New York,
14. Lavety, P. (ed.) (1974) ; Recreational Geography, David and Charles, Newton Abbot,
15. Regions and Homes (ed.), (1981) : Oxford, Pergamon,
16. Menab, A. : (1984) Integrated Rural Development, Gloucester Collage of Arts,


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M.A GEOGRAPHY (SEMESTER III)

Core Course 14
Max. Marks – 100

Internal Max. Marks – 30

Theory Marks – 70 Marks

Duration: 3 hrs.

MAGY 304 (c)

Min. Pass Marks – 36

Min. Pass Marks – 11

Min. Pass Marks – 25

(c) QUANTITATIVE TECHNIQUES IN GEOGRAPHY

OBJECTIVES: The aim of the paper is to change the descriptive character of the subject and to make it a scientific discipline. The students will be able to explain and interpret the spatial pattern of geographical phenomenon in rational, objective and cogent matters.

LEARNING OUTCOMES:

- 1) Students will understand the quantitative methods in geography.
- 2) Students can make the precise statement about locational order.
- 3) Students can use different sampling techniques while their research.
- 4) Students will be able to use the various test in research.

Unit 1: Use of quantitative methods in Geography, Classification and tabulation of statistical data; Frequency distribution and graphs; Lorenz curve

Unit 2: Simple and multiple correlation; Linear and non-linear regression; Residuals from regression; Significance tests; Chi-square test; students 't' test

Unit 3: Sampling and its objective; Sampling techniques and their application to geographical problems; Measures of central tendency and measures of dispersion

Unit 4: Multivariate analysis; Principal component analysis; Theory of probability and normal frequency distribution

RECOMMENDED READINGS

1. Bunge, W. (1973) : Theoretical Geography and Studies in Geography, Ser. C. General and mathematical Geography, No. 1, Department of Geography, University of Lund, C.W.K. Gleerup, Lund,
2. Cole, J.P. and Kin, C.A.M. (1968) : Quantitative Geography, Wiley,
3. Dalton, R. and others (1972) : Correlation Techniques in Geography, George Phillip & Sons Ltd. London,
4. Dixon, C. and B. Lech (1978) : sampling Methods for Geographical Research, CAMOG 17, Geo Abstracts, University of East Anglia, Norwich, U.K.,
5. Duncan, O.D. (1961) : Statistical Geography- Problems in Analysing Areal Data.
6. Elhance, D.N. (1962) : fundamentals of Statistics, KitabMahal, Allahabad,
7. Fesguon, R. (1981) : Linear Regression in Geography, CATMOG, 15, Geo Abstract University of East Anglia,
8. Gregory, S. (1978) : Statistical Methods and the Geographers, Longman, London,
9. King, L.J. (1960) : statistical Analysis n Geography, Prentice Hall,
10. Monkhouse, F.J. and Wilkson, H.R. (1980) : Maps and Diagrams, B.I. Publication, Bombay,
11. Toyne, P. and Peter, T. Newby (1976) : Techniques in Human Geography, Macmillan, London,
12. Yeastes, M. (1974) : An Introduction to Quantitative Anlysis in Human Geography, MacGraw hillBook Company , New York
13. Mohammed, A. (1977) : Statistical Methods in Geography, Rajesh Publications, New Delhi,
14. David Ebon (1980) : Statistics in Geography- A Practical Approach,


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M.A GEOGRAPHY (SEMESTER III)

Core Course 15
Max. Marks -- 100

Internal Max. Marks – 30

Theory Marks – 70 Marks

Duration: 3 hrs.

MAGY 305

Min. Pass Marks – 36

Min. Pass Marks – 11

Min. Pass Marks – 25

CARTOGRAPHY AND SURVEYING

Out of 100 marks assigned for geography practical, 30 marks for CCA and 70 marks for ESE. The division of ESE marks will be as - 40 marks are reserved for Laboratory Work Test, 10 marks for the field survey/plotting and 05 marks for viva on field survey/plotting 10 marks for the evaluation of record book and 05 marks for viva on record book.

OBJECTIVES: Modern science and technology have made tremendous progress in all possible fields. Geospatial technology has been emerged a new spatial information technology. Digital Cartography is a newly emerged field in Geospatial Technology. The main objective of the course is to impart adequate professional knowledge and computer skills so as to enable the students to take up career in the field of Geospatial Technology.

LEARNING OUTCOMES:

- 1) Students will be able to use and read various graph in geographical study.
- 2) Students will be able to interpret and construct different types of maps.
- 3) Students should be able to show the rainfall distribution, variability, intensity and duration through climograph.
- 4) Students will be able to do the survey of any small area with the use of Theodolite, plane table and prismatic compass etc.

Syllabus Contents:

- Unit I:** Representation of geographical data by means of Graphs (Simple, Compound, Smoothed, Cumulative, Frequency and Triangular).
- Unit II:** Diagrams (Bar and Pie diagrams; Proportional bars, Circles, Spheres and Cubes) and Interpretation and construction of Climatic Maps :Choroschematic, Choropleth and Isopleths maps, Dot maps.
- Unit III:** Interpretation and construction of Climatic graphs: Rainfall distribution, variability, intensity and duration, hythograph, Climograph, Wind direction diagram, dispersion diagrams, Accessibility.
- Unit IV:** Surveying: Small Geographical surveys of given areas by Theodolite (vernier scale), Planetable and Prismatic compass. Leveling: Principles and method; Contouring of small areas through Dumpy level and Clinometers (Indian pattern)

Books recommended

1. Singh, R.L. (ed.) (1966): Applied Geography, Proc. Summer School.
2. Stride, M. (ed.) (1966): La Geographic Appique Dans Le Monde, Applied Geography in the World, Proc Prague Meeting
3. I.G.U. (1969): Commission on Applied Geography, Czechoslovak Academy of Science, Prague.
4. Sarfalvi, B. (1969): Research Problems in Hungarian Applied Geography, Academia Kiado, Budapesz.
5. Applied Science and Development (Published under the revised title Applied Geography and Development since Vol. 18(1980).,
6. Geoforum (1970): Journal of Physical, Human and Regional Geography, Pergamon press ltd., Oxford., A quarterly journal beginning with Vol. I,

M.A GEOGRAPHY (SEMESTER IV)

Core Course 16
Max. Marks – 100

Internal Max. Marks – 30

Theory Marks – 70 Marks

Duration: 3 hrs.

MAGY 401

Min. Pass Marks – 36

Min. Pass Marks – 13

Min. Pass Marks – 25

REGIONAL PLANNING AND DEVELOPMENT

OBJECTIVES: Regional Development and planning are the core areas of geographical inquiry. Decentralised planning has a profound role in managing the evolved situation.

LEARNING OUTCOMES:

- 1) The student will get familiarised with the theoretical foundations and conceptual grounding of this branch; understand and evaluate the concept of region in geography and its role and relevance in regional planning; and to comprehend the regional development and planning process in India.
- 2) The students will know about different national planning.
- 3) The students will know different dimensions of planning process i.e. sectoral, temporal and spatial dimensions.
- 4) Students will understand the different case studies of India.

Unit-I: Regional concept in Geography, merits and limitations for application to regional planning and development; changing concept of the region

Unit-II: Indicators of development and disparities - case study of India. Regional development strategies

Unit-III: Short-term and long term planning in a national context. Regional development in India - problems and prospects..

Unit-IV: Planning process - sectoral, temporal and spatial dimensions, Concept of Multi-level planning : Decentralized planning; Peoples participation in the planning process;

Books Recommended :

1. Abler, R. et.al (1971) : Spatial Organisation : The Geographer's View of the World, Prentice Hall, Englewood Cliffs, N.J.,
2. Bhat, L.S. : (1973) Regional Planning in India, Statistical Publishing Society, Calcutta,
3. Bhat, L.S.(1976) : Micro-Level Planning : A Case Study of Karnal Area, Haryana, K.B. Publications, New Delhi,
4. Chorley, R.J. & Hagget, P.(1967) : Models in Geography, Methuen, London,
5. Christaller, W. (1966) : Central Places in Southern Germany, Translated by C.W. Baskin, Prentice Hall, Englewood Cliffs, New jersey.
6. Friedmann, J. & Alonso, W.(1966) : Regional Development Policy - A Case Study of Venezuela, M.I.T. Press Cambridge, Mass,
7. Friedmann, J. & Alonso, W(1967): Regional Development and Planning - A Reader, M.I.T. Press Cambridge, Mass,
8. Glikson, Arthur (1955) : Regional Planning and Development, Netherlands Universities Foundation for International Co-operation, London,
9. Gosal, G.S. & Krishan, G.(1984) : Regional Disparities in Levels of Socio-Economic Development in Punjab, Vishal Publications, Kurukshetra,
10. Govt. of India, Planning Commission (1961)- Third Five Year Plan, Chapter on Regional Imbalances in Development, New Delhi,
11. Indian Council of Social Science Research (1972)- Survey of Research in Geography, Popular Prakashan, Bombay,
12. Johnson, E.A.J. (1970): The Organisation of Space in Developing Countries, Harvard University Press, Cambridge,
13. Misra, R.P. & others (eds.): (1974) Regional Development Planning in India - A Strategy, Institute of Development Studies, Mysore

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M.A GEOGRAPHY (SEMESTER IV)

Core Course 17
Max. Marks – 100
Internal Max. Marks – 30
Theory Marks – 70 Marks
Duration: 3 hrs.

MAGY 402
Min. Pass Marks – 36
Min. Pass Marks – 11
Min. Pass Marks – 25

ADVANCED GEOGRAPHY OF INDIA

OBJECTIVES: The aim of the paper is to develop the better understanding about India. Students will be exposed to historical, economic, cultural, social and physical characteristics of India. In addition to the ability of understanding and reading maps, students will develop cartography skills and will be able to create maps own their own.

LEARNING OUTCOMES:

- 1) The students will be able to identifying and explaining the Indian geographical environment, from global to local scale.
- 2) The students will be able to know about physical and social structure of India.
- 3) The students will be able to showing an awareness and responsibility for the environment and India.
- 4) Students will be able to evaluating the impact of human activities on natural environments special reference to India.
- 5) Students will be able to applying knowledge to everyday life.

- Unit 1 :** Terrain units of India(Northern Mountain Region) and their characteristics; Drainage systems; Origin and Mechanism of Indian Monsoon; Climatic divisions
- Unit 2 :** Population-growth, distribution and density; Population problems and policies; Agriculture-main characteristic and problems, Agricultural regions; Major Irrigation schemes-Damodar, BhakraNagal and Chamai
- Unit 3 :** Major minerals (Iron-ore, Manganese, Mica and Copper,) and Power Resources (Coal, Petroleum, Hydro-electricity and Nuclear)- their distribution, reserves, production and conservation
- Unit 4 :** Transportation and trade-different modes and their functional significance; International trade composition and trends; planning regions of India

RECOMMENDED READINGS

1. Choudhary, M.R (1976) : An Economic Geography of India, Oxford and IBH Publishing Co., New Delhi,
2. Chouhan, T.S.(1997) : Bharat KaBhugol, VigyanPrakashan, Jodhpur,
3. Nag. Pub. And S. Sengupta(1992) :Geography of India, Concept Publishing Co., New Delhi,
4. Sharma T.C. : and O. Coutinho(1993): Economic and Commercial Geography Geography of India, Vikash Publishing Pvt. Ltd., New Delhi,
5. Singh J (1995) : India-A Comprehensive Sysmatic Geography, GyanodayaPrakashan, 234, Daudpur, Gorakhpur,
6. Spate, O.H.K. and A.T.A. Learmouth(1967) : India, Pakistan and Ceylon, Methuen & Co., London,
7. Ramamoory and Gopalkrishan(1996) : Geography of India, Jawahar Publishers and Distributors, New Delhi,
8. Tirtha, R. (1996) : Geography of India, Rawat Publication, Jaipur,
9. Sharma, R.C (1992) . : Reading in General Geography and Geography of India, Jawahar Publishers and Distributors, New Delhi,
10. Mamoria, C.B. (1986) : Economic and Commercial Geography of India, shiva lap Agarwal& Co., Agra,
11. Despande, C.D. (1996) : India- A Regional Synthesis, new Delhi,
12. Tiwari, R.C.(2003) : Geography of India, PrayagPustakBhawan, Allahabad,

**M.A GEOGRAPHY
(SEMESTER IV)**

**Core Course 18
Max. Marks – 100**

Internal Mark. Marks – 30

Theory Marks – 70 Marks

Duration: 3 hrs.

MAGY 403 (a)

Min. Pass Marks – 36

Min. Pass Marks – 11

Min. Pass Marks – 25

(a) CLIMATOLOGY AND METEOROLOGY

Objectives: This focus of the paper to developing the better understanding of students about weather and climate, comprehensive knowledge of different atmospheric phenomenon, relationship of climatology with meteorology.

Learning Outcomes:

1. The students will be able to understand the introduction to climatology and role of climate in human life.
2. The students are able to compare the air masses and fronts.
3. The students are able to identify the air pressure, wind humidity and concept of precipitation.
4. The students will be able to understand reaction of man to climatic environment.

Unit 1 : Construction and use of chief meteorological instruments, physical process of atmosphere, radiation and heat balance; condensation, stability and instability

Unit 2 : Origin, Characteristics and transformation of air masses, fronts and cyclones, general circulation of atmosphere, weather forecasting, classification of climates

Unit 3 : Modification of atmosphere by surface features; evidence of climatic changes during geological and historical times and critical assessment of such evidences

Unit 4 : Reaction of man to climatic environment, modification of terrestrial climates by human agency

Recommended Readings

1. Conard, V. and Plok, L.W.(2008) : Methods in Climatology
2. Finch, V.C., Trewartha, G.T., Shearer and Candler (2003) : Elementary Meteorology
3. Geiger, H. (1996) : The Climate Near the Ground
4. Haynes, B.G. (1969) : Techniques of Observing the Weather
5. Hole, P.X. (1978) : The Restless Atmosphere
6. Kendrew, W.G. (1996) : Climatology
7. Middleton, W.G. (1987): Meteorological Instruments
8. Miller, A.A. (1968) Climatology
9. Petterson, S. (1987): Introduction to Meteorology
10. Petterson, S. 1999: Weather Analysis and Forecasting
11. Richi, H. (1987) : Tropical Meteorology


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**M.A GEOGRAPHY
(SEMESTER IV)**

Core Course 18
Max. Marks – 100

Internal Max. Marks – 30

Theory Marks – 70 Marks

Duration: 3 hrs.

MAGY 403 (b)

Min. Pass Marks – 36

Min. Pass Marks – 11

Min. Pass Marks – 25

**(b) FUNDAMENTALS OF NATURAL HAZARDS AND DISASTER
MANAGEMENT**

Objectives: The focus of the paper to developing the better understanding of student about Natural Hazards and Disaster Management.

Learning Outcomes:

1. The students will be able to understand Basic concept of hazards, classification types of hazards, disaster studies and its current status.
2. The students will be able to understand the Geo-Physical, Tectonic disasters: Earthquake, Landslide, Avalanche etc.
3. The students will be able to understand regional dimension of hazards/disasters.
4. The students will be able to understand phases of disaster management such as : pre-disaster phase, emergency phase and post-disaster phase.

UNIT-I: Basic Concept : Hazards, Vulnerability, Risk and Disaster; Classification/Types of Hazards/Disasters, Evolution of Disaster Studies and its Current Status

UNIT-II: Geo-Physical/Tectonic Disasters: Earthquake, Landslide and Avalanche; Hydrological Disasters: Flood, Cloud burst, Drought and desertification, Cyclone; Human Made Disasters: Chemical Disaster, Nuclear Disaster

UNIT-III: Regional Dimension of Hazards/Disasters in India. Earthquakes in India, Landslides in India, Drought in India; Disasters in Himachal Pradesh.

UNIT-IV: Disaster Management: Pre-disaster phase, Emergency phase and Post-disaster phase; Disaster Management Mechanism in India: Disaster Management Agencies

Recommended Readings:

1. Alexander, D. E.: (1993). Natural Disasters. London: University College London Press and; Dordrecht and Boston: Kluwer Academic Publishers.
2. Alexander, D. E.: (2000). Confronting Catastrophe: New Perspectives on Natural Disasters. Harpenden, U.K: Terra Publishing.
3. Allan, S., Adam, B. and Carter, C. (eds): (2000). Environmental Risks and the Media, Routledge, London.
4. Ahmed, Shaik Iftikhar: (2008) .Disaster Management in the Wake of a Flood, Twenty First Century Publications, Patiala.
5. Blaikie, P. and Others: (1994) .At Risk: Natural Hazards, People's Vulnerability, and Disasters, Routledge, London.
6. Birkmann, J.: (2006) :.Measuring Vulnerability to Natural Hazards: Towards Disaster Resilient Societies. US: United Nations University Press.
7. Hyndman, D. and D. Hyndman.: (2009) :.Natural Hazards and Disasters. 2nd edition. USA, Belmont: Brooks/Cole.
8. Burton, I., Kates, B.W. and White, G.F.: (1993) .Environment as Hazard, 2nd edition. Guilford Press, New York.
9. Hewitt, K.: (1997) :.Regions of Risk: A Geographical Introduction to Disasters, Longman, London.

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**M.A GEOGRAPHY
(SEMESTER IV)**

**Core Course 19
Max. Marks – 100**

Internal Max. Marks – 30

Theory Marks – 70 Marks

Duration: 3 hrs.

MAGY 404 (a)

Min. Pass Marks – 36

Min. Pass Marks – 11

Min. Pass Marks – 25

(a) ADVANCED OCEANOGRAPHY

Objectives: This paper developing the better understanding the students about advanced oceanography concepts.

Learning Outcomes:

1. The students will be able to understand origin of ocean basins, temperature, salinity and density distribution.
2. The students will be able to understand about tide types, theories etc.
3. The students will be able to understand about ocean currents, marine deposits and coral reefs.
4. The students will be able to understand about biotic, minerals and energy resources.

Unit I: Origin of ocean basins – Bottom Reliefs of Atlantic, Indian and Pacific oceans, Temperature, salinity and density distribution

Unit II: Tides: Origin, time differences, types and theories of tides, Oceanic waves and tsunamis

Unit 3: Ocean currents: Origin and distribution, Marine deposits and coral reefs, Climatic and eustatic changes

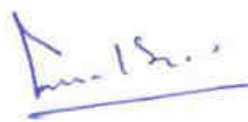
Unit 4: Marine resources – Biotic, minerals and energy resources; Pollution of ocean waters: Causes and Results

Recommended Readings:

1. Pinet, P. R.: (2009) Invitation to Oceanography, Jones and Bartlett Publishers, Boston ,
2. Gross, G. M.: (1990) Oceanography, Macmillan Publication, New York
3. Garrison, T.: (1993) Oceanography – An Invitation to Marine Science, Wadsworth Publication Co., California
4. Stowe, K. S.: (1979) Ocean Science, John Wiley and Sons, New York
5. Thurman, H. V. and Trujillo, A. P.: (1997) Introductory Oceanography, Prentice Hall, New Jersey
6. Joseph, W. S. and Parish, H. L.: (1974) Introductory Oceanography, McGraw Hill, Tokyo


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M.A GEOGRAPHY (SEMESTER IV)

Core Course 19
Max. Marks – 100
Internal Max. Marks – 30
Theory Marks – 70 Marks
Duration: 3 hrs.

MAGY 404 (b)
Min. Pass Marks – 36
Min. Pass Marks – 11
Min. Pass Marks – 25

(b) GEOGRAPHY OF ENERGY RESOURCES

Objectives: the focus of the paper to developing the better understanding in students about energy resources.

Learning Outcomes:

1. The students will be able to understand basic concept of energy such as: introduction, definitions, types etc.
2. The students will be able to understand about energy development and environment issues.
3. The students will be able to understand Sectoral and temporal pattern of energy, consumption in agriculture, transport, industries and Energy needs
4. The students will be able to understand about Energy Conservation, methods of energy conservation; traditional vs. modern, potential zones of energy conservation.

Unit I : Energy Resources: An introduction, Definitions, Types, Energy for livelihood and energy for activity. Concept of primary and secondary energy sources

Unit II : Energy development and environment: Issue related to energy use and environment, case studies of developed (Japan and U.K.) and developing countries (South Asia Except India)

Unit III: Energy in India: Sectoral and temporal pattern of energy consumption in agriculture, transport, industries and Energy needs

Unit IV: Energy Conservation, methods of energy conservation; traditional vs. modern energy management and sustainable development; potential zones of energy conservation.

Recommended Readings:

1. Blowers, Andrews, (1993) : 'Planning for a sustainable Environment', Earthscan Publication, London.
2. Chapman, J.D. (1989) : 'Geography and Energy: Commercial energy systems and National Policies, Longman Scientific & Technical Publication, USA,
3. Essam EL. Hinnawi: (1978) : 'The Environmental Impacts of Productions and use of Energy: Nairobi
4. Goldemerd, Jose: (1996) : 'Energy environment and Development; Earthscan publications, U.K.,
5. Ion, D.C. : (1980) : 'Availability of World Energy Resources, Great and Treiton Ltd. London,
6. Kursumoglu, B.N. et.al. (ed.): (1982) : 'A Global View of Energy: Lexington Books,
7. Mahajan, V.S. (ed.): (1991) : 'National Energy, Policies, Crisis and Growth: Ashish Publication, New Delhi,
8. O'Dell, P.R : (1977) : 'Energy Needs and Resources, McMillan, London,
9. Pachauri, R.K. (ed.) (1985) : 'Energy Policy in India An Interdisciplinary Analysis, Mac Millan, London,
10. Planning Commission (1997) : 'Ninth Five Year Plan, New Delhi.,
11. Read, P: (1994) : 'Responding to Global Warming: the Technology, Economics and Politics of Sustainable Energy; Zed book Ltd., London and New Jersey,
12. Schumacher, D: (1985) : 'Energy Crisis or Opportunity: An Introduction to Energy Studies: Mac Millan, London
13. Soussan, J: (1988) : ' Primary Resources and Energy in the Third World', Routledge Publications, London,

M.A GEOGRAPHY (SEMESTER IV)

Core Course 19
Max. Marks – 100

Internal Max. Marks – 30

Theory Marks – 70 Marks

Duration: 3 hrs.

MAGY 404 (c)

Min. Pass Marks – 36

Min. Pass Marks – 11

Min. Pass Marks – 25

(C) ADVANCED SYSTEMATIC AND REGIONAL GEOGRAPHY U.S.A.

Objectives: The students will be able to understand about regional case study of U.S.A.

Learning Outcomes:

1. The students will be able to understand about physiographic regions of U.S.A.
2. The students will be able to understand about Agriculture Crops of U.S.A.
3. The students will be able to understand about energy resources, Transport etc.
4. The students will be able to understand about a detailed study of Major Geographical Regions

Unit I : Physiographic regions, Soil , Natural Vegetation

Unit II: Agriculture Crops: Corn, Cotton, Wheat, Agriculture Belts; Minerals: Iron Ore, and Atomic Minerals

Unit III: Power resources: Coal, Petroleum and Hydroelectricity, Location and distribution of Industries: Iron and Steel, Cotton Textile, Automobile; Transport: Inland Waterways

Unit IV : A detailed study of Major Geographical Regions

RECOMMENDED READINGS

1. Atwood, E. (ed.): (1938) : The Physiographic Provinces of North America ,
2. Fenneman, N.M.: (1928) : Physiography of Western United States ,
3. Green, C.M. : (2006) : American Agriculture,
4. Loomis, F.B.: (1921) : Physiography of the United States ,
5. Monchouse, F.J & H.R. Cair, 2003. North America, Longman,
6. Peterson, J.H.: (1996) : North America, London,
7. White, C.L. and Foscoe, F.J. (1957) : Regional Geography of Anglo-America Watson, W.: North America, Methuen, London University Library, London,
8. Ullman, E.L. : (1998) American Geography: Inventory and Prospects, James and C.F. Jones (editors),
9. Kuhn, T.E. : (1962) Public Enterprise, Economic and Transport problems, University of California Press,
10. Ministry of Transport : (1967) Better use of Town Roads, HMSA, London,
11. Bingham, T. : (1998) Transportation – Principles and Problems McGraw Hill, New York,


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M.A GEOGRAPHY (SEMESTER IV)

Core Course 20
Max. Marks – 100

Internal Max. Marks – 30

Theory Marks – 70 Marks

Duration: 3 hrs.

MAGY 405

Min. Pass Marks – 36

Min. Pass Marks – 11

Min. Pass Marks – 25

CARTOGRAPHY AND SCIO-ECONOMIC SURVEY OF VILLAGE

Out of 100 marks assigned for geography practical, 30 marks for CCA and 70 marks for ESE. The division of ESE marks will be as - 40 marks are reserved for Laboratory Work Test, and 10 marks for the evaluation of record book and 05 marks for viva on record book. 20 marks for socio-economic survey of a village, (10 marks Survey Report, 05 marks viva on Survey Report).

Objectives: The students will be able to understand about Socio-Economic Condition of near by village which they visited.

Learning Outcomes:

1. The students will be able to understand about graphs showing pressure and relative humidity conditions, vegetation and land use
2. The students will be able to understand about numerical exercises, aerial photographs in given area.
3. The students will be able to understand about GIS, digital cartography.
4. The students will be able to understand about statistical techniques: correlation, spearman's rank correlation and Karl Parsons's product moment correlation.

Syllabus contents:

Unit I: Graphs showing pressure and relative humidity conditions, interpretation of air photos: Simple photo-interpretation with the help of pocket and mirror stereoscope as applied in identification and analysis of feature of landforms; geographic units, settlements, communication, vegetation and land use

Unit II: Numerical exercises pertaining to the aerial photographs; Calculation of flying height, number of strips of aerial photographs in given area, Fundamentals of digital image processing.

Unit III: Geographic information systems (GIS); Applications of remote sensing in Geography, Digital cartography, mapping organizations and services- survey of India. NATMO, NRSA, state organizations.

Unit IV: Statistical Techniques: correlation, Spearman's rank correlation and Karl Parsons product moment correlation, Simple linear, regression, residual from regression, Chi-square test and student 't' Test

SOCIO-ECONOMIC SURVEY OF A VILLAGE

Particular focus will be on population density, distribution, Caste Structure, Literacy Rate, and Creed work force, Land holding ratio, occupation structure, income gap, poverty analysis etc. (For every 15 students one teacher shall accompany the group).

TEXT BOOKS

1. Monkhouse, F.J. & Wilkerson, H.R. : (1977) : Maps and Diagrams, Methuen and Co. London
2. Raisz, E. : General Cartography, McGraw,
3. Gregory, S. : (1971) : Statistical Methods and the Geographers, Methuen and Co.,
4. Kanetkar, T.P. : (1998) : Surveying and Leveling, Parts I and II
5. Robinson, A.H. (1997) : Elements of Cartography, Chapman and Hall, London
6. Dickinson, G.C. : (1973) : Statistical Mapping and the Presentation of Statistics, Edward and Arnold.
7. Lawrence, G.H.Y. : (1971) Cartographic Methods, Methuen,
8. Lewis, P. : (1977) : Maps and Statistics, Methuen,
9. Sharma, J.P. : (1983) : Prayogic Bhoogol, Rastogi & Co. Meerut,

SKILL COURSE IV (MAGY404): ENVIRONMENTAL DEGRADATION, NATURAL HAZARDS AND THEIR MITIGATION

Objectives : To develop an understanding of environmental degradation, natural hazards and their Mitigation

Learning Outcomes:

1. The students will be able to understand about environmental issues.
2. The students will be able to understand about global warming: concept, causes and effects of global warming.
3. The students will be able to understand about different natural hazards and their mitigation.
4. The students will be able to understand about different environmental pollution.

Syllabus content-

Unit I: Environmental issues: Depletion of ozone Layer, Ecological significance of ozone, protection of ozone layer; Acid rain- causes and effects.

Unit II: Global warming: Concept, Causes and effects of global warming

Unit III: Natural Hazards and their Mitigation: Meaning and Types of hazards-Earthquake, cyclones, cloud Burst, Tsunami, Flood, Avalanches and their mitigation Strategies

Unit IV: Environmental pollution: Air pollution, water pollution, soil pollution, noise pollution.

Books Recommended

1. Singh, Savindra. (2012) :Environmental Geography. Reprinted. Prayag Pustak Bhawan, Allahabad
2. Gauthi, Alka. (2010) Environmental Geography. Sharda Pustak Bhawan, Allahabad, UP.
3. Shitole, G.Y. (2012) :Environmental Degradation Issues and Challenges. Serials Publications, New Delhi
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**INSTITUTE OF ADVANCED STUDIES IN
EDUCATION**

(DEEMED TO BE UNIVERSITY)

Of

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(CHURU) RAJASTHAN – 331403

Phone – 01564 – 220025, 223642, 223054

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Syllabus has been approved
in Anc. Meeting 06.06.2020*

*Registrar
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SYLLABUS

SCHEME OF EXAMINATION AND COURSE OF STUDY

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

M.A. HINDI (SEMESTER SCHEME)

CHOICE BASED CREDIT SYSTEM

Master of Arts Examination

**(SEMESTER I AND SEMESTER II) EXAMINATIONS 2020-
2021**

&

**(SEMESTER III AND SEMESTER IV) EXAMINATIONS 2021-
2022**



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—scg/13/4

सेमेस्टर प्रथम

पाठ्यक्रम संख्या-1
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिकमूल्यांकन-30
समय - 03 घण्टे

न्यूनतम उत्तीर्णांक-11

MAHI-101
न्यूनतम उत्तीर्णांक-36
न्यूनतम उत्तीर्णांक-25

आधुनिक काव्य

उद्देश्य

1. आधुनिक हिन्दी काव्य के विभिन्न विधाओं के शीर्ष साहित्यकारों से परिचित कराना।

अधिगमसम्प्राप्तियाँ:-

1. आधुनिक कविता के अध्ययन से छात्र भारतीय काव्यधारा की विभिन्न विधाओं से परिचित होंगे। छायावादी काव्य में स्थापित नवीन भावबोध एवं नई काव्य शैलियों से परिचित होंगे।
2. हिन्दी काव्यधारा में युगीन परिस्थितियों यथा राजनीतिक, सामाजिक, आर्थिक, सांस्कृतिक कारणों के वि. लक्षण क्षमता की वृद्धि हो सकेगी।
3. राष्ट्रीय स्वाधीनता संग्राम में साहित्य की भूमिका को सूक्ष्म रूप से विवेचित करने के दृष्टिकोण को विकसित कर सकेंगे।
4. भारतीय दर्शन और चिंतन की वर्तमान संदर्भों में प्रासंगिकता को समझ सकेंगे।

इकाई 1 : 'साकेत'-मैथिलीशरण गुप्त (निर्धारित काव्यांश-नवम सर्ग), साहित्य सदन, चिरगाँव, झॉंसी

इकाई 2 : कामायनी-जयशंकर प्रसाद (निर्धारित सर्ग-चिंता, श्रद्धा, लज्जा और इड़ा), भारती भंडार, लीडर प्रेस, इलाहाबाद

इकाई 3 : पल्लव-सुमित्रानंदन पंत (निर्धारित कविताएँ-मौन निमंत्रण, छाया, बादल, परिवर्तन)-राजकमल प्रकाशन, नई दिल्ली

इकाई 4 : राग-विराग-निराला (सं.) रामविलास शर्मा (निर्धारित कविताएँ-राम की शक्तिपूजा, सरोज स्मृति), लोक भारती, इलाहाबाद

परीक्षकों एवं विद्यार्थियों के लिए निर्देश:

1. प्रथम प्रश्न अविलंब उत्तर देना होगा। इस प्रश्न के अंतर्गत सम्पूर्ण पाठ्यक्रम से 10 प्रश्न होंगे, सभी दस प्रश्न हल करना अनिवार्य होगा। प्रत्येक प्रश्न एक अंक का होगा।
2. प्रत्येक इकाई में से दो प्रश्न चुने जायेंगे जिनमें से एक-एक प्रश्न का उत्तर देना आवश्यक होगा। प्रत्येक प्रश्न 15 अंक का होगा।

10X 1 = 10 अंक

व्याख्या 4X7 = 28 अंक

आलोचनात्मक प्रश्न 4X 8 = 32 अंक





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सेमेस्टर प्रथम

पाठ्यक्रम संख्या-2
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिक मूल्यांकन-30
समय - 03 घण्टे

न्यूनतम उत्तीर्णांक-11

MAHI-102
न्यूनतम उत्तीर्णांक-36
न्यूनतम उत्तीर्णांक-25

कथा साहित्य

उद्देश्य

1. मानवीय संवेदनाओं को कहानी और उपन्यास के माध्यम से विकसित कराना।
2. गद्य साहित्य को सामाजिक समस्याओं के संदर्भ में चिंतन हेतु तैयार कराना।

अधिगमसम्प्राप्तियाँ:-

1. कथा साहित्य के माध्यम से सामाजिक सन्दर्भों की व्याख्या व आलोचना करने में सक्षम होंगे।
2. छात्रों को गद्य साहित्य की लेखन शैली व पठन शैली से अवगत होंगे। उपन्यास कला तथा कहानी कला के मूलभूत अंतर को समझने में समर्थ हो सकेंगे।
3. साहित्य एवं समाज के अंतर्संबंध को समझने की क्षमता विकसित कर होंगी।
4. उपन्यास एवं कहानी के पठन - पाठन, मूल्यांकन एवं विश्लेषण की आलोचनात्मक दृष्टि विकसित कर सकेंगे।
5. हिन्दी कथा - साहित्य के विविध आयामों से परिचित होंगे।

इकाई 1 : गोदान-प्रेमचन्द

इकाई 2 : मेला आँचल- फणीश्वरनाथ 'रेणु'

इकाई 3 : कहानियाँ- 'एक टोकरी भर भिट्टी' (माधवराव सप्रे) 'उसने कहा था' (चन्द्रधर शर्मा गुलेरी), 'कफन' (प्रेमचन्द), 'पुरस्कार' (जयशंकर प्रसाद) 'पत्नी' (जैनेन्द्र कुमार) 'जिंदगी और जोक' (अमरकान्त), 'चीफ की दावत' (भीष्म साहनी) 'खोई हुई दिशाएँ' (कमलेश्वर), =कुल आठ कहानियाँ

इकाई 4 : कहानियाँ- 'परिन्दे' (निर्मल वर्मा), 'मछलियाँ' (उषा प्रियंवदा), 'बादलों के घरे' (कृष्णा सोबती), 'टूटना' (राजेन्द्र यादव), 'गुलकीबन्नो' (धर्मवीर भारती), 'यही सच है' (मन्नू भंडारी) 'संबंध' (ज्ञान रंजन), 'तिरिछ' (उदय प्रकाश) = कुल आठ

परीक्षकों एवं विद्यार्थियों के लिए निर्देश:

1. प्रथम प्रश्न अतिलघुत्तरी होगा। इस प्रश्न के अंतर्गत सम्पूर्ण पाठ्यक्रम से 10 प्रश्न होंगे, सभी दस प्रश्न हल करना अनिवार्य होगा। प्रत्येक प्रश्न एक अंक का होगा।

10 X 1 = 10 अंक

2. प्रत्येक इकाई में से दो प्रश्न पूछे जाएंगे जिनमें से एक-एक प्रश्न का उत्तर देना आवश्यक होगा। प्रत्येक प्रश्न 15 अंक का होगा।

व्याख्या 4 X 7 = 28 अंक

आलोचनात्मक प्रश्न 4 X 8 = 32 अंक





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सेमेस्टर प्रथम

पाठ्यक्रम संख्या-3
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
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समय - 03 घण्टे

MAHI-103
न्यूनतमउत्तीर्णांक-36
न्यूनतम उत्तीर्णांक-25
न्यूनतम उत्तीर्णांक-11

भारतीय काव्यशास्त्र एवं हिन्दी साहित्यालोचन

उद्देश्य:-

1. हिन्दी काव्य शास्त्र के अलंकारों व रस सिद्धान्तों से विद्यार्थियों को परिचित कराना।
2. भाषा के उच्चारण में शुद्धता के लिए ध्वनि सिद्धान्त की महत्ता एवं अनुप्रयोग से परिचय कराना।
3. साहित्यालोचना के मूल सिद्धान्तों की व्याख्या व अध्ययन।
4. विद्यार्थी विभिन्न अलंकारों का उपयोग दैनिक जीवन व साहित्य पठन-पाठन में कर सकेंगे।
5. काव्य शास्त्र आलोचना के अध्ययन व अभ्यास से विद्यार्थी विभिन्न साहित्य कृतियों की समालोचना व स्पष्ट व्याख्या करने में सक्षम होंगे।

अधिगमसम्प्राप्तियाँ:-

1. संवैधानिक स्तर पर भाषा की स्थिति से अवगत करवाना।
2. वैदिक और लौकिक संस्कृत और उनकी विशेषताओं से अवगत करवाना।
3. भाषा और बोलियों के विकास का इतिहास बताना
4. हिन्दी का भाषिक स्वरूप बताना
5. मध्यकालीन भारतीय आर्य भाषाएँ, पाली, प्राकृत तथा अपभ्रंश से अवगत करवाना।

- इकाई 1 :** संस्कृत काव्यशास्त्र-काव्यलक्षण, काव्यहेतु, काव्य-प्रयोजन, काव्य के प्रकार। रस-सिद्धान्त : रस का स्वरूप, रस निष्पत्ति,साधारणीकरण, सहृदय की अवधारणा
- इकाई 2 :** अलंकार-सिद्धान्त : मूल स्थापनाएँ, अलंकारों का वर्गीकरण, रीति सिद्धान्त : रीति की अवधारणा, रीति-सिद्धान्त की प्रमुख स्थापनाएँ वक्रोक्ति सिद्धान्त : वक्रोक्ति की अवधारणा, वक्रोक्ति के भेद, वक्रोक्ति एवं अभिव्यंजनावाद
- इकाई 3 :** ध्वनि सिद्धान्त : ध्वनि का स्वरूप, ध्वनि-सिद्धान्त की प्रमुख स्थापनाएँ, ध्वनिकाव्य के प्रमुख भेद, गुणोभूत व्यंग्य,चित्रकाव्य, औचित्य सिद्धान्त : प्रमुख स्थापनाएँ, औचित्य के भेद
- इकाई 4 :** हिन्दी काव्यशास्त्र और आलोचना-लक्षण-काव्य परम्परा, रीतिकालीन कवि-आचार्यों-केशव, चिन्तामणि, देव, निखारीदास का काव्यशास्त्रीय चिंतन।हिन्दी आलोचना की प्रमुख प्रवृत्तियाँ-शास्त्रीय, व्यक्तिवादी, ऐतिहासिक, तुलनात्मक, प्रभाववादी, मनोविश्लेषणवादी, सौन्दर्यशास्त्रीय, शैली वैज्ञानिक, समाजशास्त्रीय ।

परीक्षकों एवं विद्यार्थियों के लिए निर्देश :

1. प्रथम प्रश्न अतिलघुत्तरी होगा। इस प्रश्न के अंतर्गत सम्पूर्ण पाठ्यक्रम से 10प्रश्न होंगे, सभी दस प्रश्न हल करना अनिवार्य होगा। प्रत्येक प्रश्न एक अंक का होगा।
2. प्रत्येक इकाई में से दो प्रश्न पूछे जाएंगे जिनमें से एक-एक प्रश्न का उत्तर देना आवश्यक होगा। प्रत्येक प्रश्न 15 अंक का होगा।

10 X 1 = 10 अंक

व्याख्या 4 X 7 = 28 अंक

आलोचनात्मकप्रश्न 4 X 8 = 32 अंक

—सत्यनारायण

AN

सेमेस्टर प्रथम

पाठ्यक्रम संख्या-4
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिक मूल्यांकन-30
समय - 03 घण्टे

MAHI-104
न्यूनतम उत्तीर्णांक-36
न्यूनतम उत्तीर्णांक-25
न्यूनतम उत्तीर्णांक-11

हिन्दी साहित्य का इतिहास : आदिकाल एवं मध्यकाल

उद्देश्य:-

1. छात्र-छात्राओं को हिन्दी साहित्य का ऐतिहासिक परिवय देना।
2. सांस्कृतिक पुनर्जागरण, नवजागरण एवं स्वच्छन्दतावाद की जानकारी देना।

अधिगम समप्राप्तिय:-

1. विद्यार्थी हिन्दी साहित्य की विकास यात्रा से परिचित होकर भाषा के उद्विकास को जान सकेंगे जिससे आने वाले समय में भाषा का स्वरूप स्पष्ट होगा।
2. अमीर खुसरो के साहित्य में लोकोक्तियां रूबाई आदि का अध्ययन कर सकेंगे। भक्तिकाल का साहित्य एवं समाज पर प्रभाव का विरलेषण कर सकेंगे।
3. सगुण और निर्गुण लौकिक और पारलौकिक साहित्य से छात्र अवगत होंगे।
4. सामाजिक सांस्कृतिक चेतना और मूल्यों की शिक्षा से अवगत होंगे।
5. गद्य और काव्य की अनेक विधाओं की लेखन कौशल और पठन शैली को विकसित करना।

- इकाई 1 :** इतिहास-दर्शन और साहित्येतिहास, हिन्दी साहित्य के इतिहास लेखन की परम्परा, हिन्दी साहित्येतिहास के पुनर्लेखन की समस्याएँ। हिन्दी साहित्य का इतिहास-काल-विभाजन, सीमा-निर्धारण और नामकरण।
- इकाई 2 :** आदिकाल की पृष्ठभूमि, सिद्ध, नाथ एवं जैन साहित्य, रासो काव्य, आदिकालीन काव्यरूप, अब्दुरहमान, अमीर खुसरो एवं विद्यापति का योगदान।
- इकाई 3 :** पूर्व मध्यकाल (भक्तिकाल) की ऐतिहासिक पृष्ठभूमि। सांस्कृतिक चेतना एवं भक्ति आन्दोलन। प्रमुख निर्गुण सन्त कवि और काव्य-प्रवृत्तियाँ। भारत में सूफी मत का विकास तथा प्रमुख सूफी कवि और काव्य-प्रवृत्तियाँ, सूफी काव्य में भारतीय संस्कृति एवं लोकजीवन के तत्त्व। रामकाव्य-परम्परा और तुलसीदास। कृष्णकाव्य-परम्परा तथा प्रमुख कवियों का रचनागत वैशिष्ट्य।
- इकाई 4 :** उत्तर मध्यकाल (रीतिकाल) की ऐतिहासिक पृष्ठभूमि, दरबारी संस्कृति और लक्षण ग्रन्थों की परम्परा, रीतिगालीन कवियों की जीवन दृष्टि, रीतिबद्ध, रीतिसिद्ध, रीतिमुक्त कवि और काव्य, प्रमुख प्रवृत्तियाँ एवं विशेषताएँ, रीतिकाल की अवान्तर काव्य धाराएँ-भक्ति, वीर और नीति काव्य।

परीक्षकों एवं विद्यार्थियों के लिए निर्देश :

1. प्रथम प्रश्न अतिलघुत्तरी होगा। इस प्रश्न के अंतर्गत सम्पूर्ण पाठ्यक्रम से 10 प्रश्न होंगे, सभी दस प्रश्न हल करना अनिवार्य होगा। प्रत्येक प्रश्न एक अंक का होगा।
2. प्रत्येक इकाई में से दो प्रश्न पूछे जाएंगे जिनमें से एक-एक प्रश्न का उत्तर देना आवश्यक होगा। प्रत्येक प्रश्न 15 अंक का होगा।

10 X 1 = 10 अंक

व्याख्या 4 X 7 = 28 अंक

आलोचनात्मक प्रश्न 4 X 8 = 32 अंक

कौशल पाठ्यक्रम 1
प्रयोजनमूलक हिन्दी (MAHI-105)

उद्देश्य:-

1. भारतीय संविधान में प्रदत्त मौलिक अधिकार, सूचनाधिकार, मानवाधिकार की जानकारी देना।
2. छात्र-छात्राओं में समाचार लेखन, सम्पादन, समाचार पत्र की प्रस्तुति कौशल का विकास करना।
3. मीडिया (प्रिन्ट) इलेक्ट्रॉनिक मीडिया और पत्रकारिता का विकास करना।
4. रेडियो, टी.वी. विडियो आदि का ज्ञान करना।
5. इंटरनेट मीडिया की नई दिशा - ब्लॉग, टिवटर, फेसबुक आदि की जानकारी उपलब्ध करना। नई तकनीकी से जोड़ना।

अधिगमसम्प्राप्तियाँ:-

1. विद्यार्थी हिन्दी को सार्थक भाषा के रूप में उपयोग कर सकेगा।
2. कार्यालयी हिन्दी विद्यार्थी को अपने कार्यक्षेत्र में उपयोगी सिद्ध होगी।
3. आधुनिक संसाधनों व कम्प्यूटर आदि में हिन्दी के अनुप्रयोग की जानकारी प्राप्त रहेगी।
4. आवश्यकता अनुसार विद्यार्थी लेखों का अनुवाद करने में सक्षम होंगे।

इकाई 1 : प्रयोजनमूलक हिन्दी से अभिप्राय । हिन्दी के विविध रूप - सम्पर्क भाषा, राष्ट्रभाषा, राजभाषा के रूप में हिन्दी ।

इकाई 2 : पारिभाषिक शब्दावली - स्वरूप एवं महत्त्व, पारिभाषिक शब्दावली निर्माण के सिद्धान्त, कार्यालयी एवं प्रशासनिक शब्दावली ।

इकाई 3 : हिन्दी कम्प्यूटिंग - कम्प्यूटर- परिचय, रूपरेखा, उपयोग तथा क्षेत्र। इंटरनेट-सम्पर्क उपकरणों का परिचय। हिन्दी कम्प्यूटर टाइप की विधियाँ।

इकाई 4 : अनुवाद का स्वरूप, क्षेत्र, प्रक्रिया एवं परिधि । पुनरीक्षण (वैदितंग), आशु अनुवाद ।

सहायक पुस्तकें -

1. प्रशासनिक शब्दावली (अंग्रेजी-हिन्दी) - वैज्ञानिक तथा तकनीकी शब्दावली आयोग, नई दिल्ली.
2. मल्होत्रा, विजय कुमार. (1916) कम्प्यूटर के भाषिक अनुप्रयोग. वाणी प्रकाशन.
3. सकूनतला. (2005) हिन्दी अनुवाद एवं भाषिक संरचना. (प्र. सं.) कानपुर अभय प्रकाशन.
4. पाण्डे, लक्ष्मीकांत. (2006) प्रयोजनमूलक हिन्दी. (द्वि. सं.) कानपुर, आशीष प्रकाशन.
5. त्रिपाठी, रामछबीला. प्रयोजनमूलक हिन्दी. गोपाल, कैलाश पुस्तक सदन.
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8. गुप्ता, ओम. (2010). पत्रकारिता और कानून. नई दिल्ली, कनिष्क पब्लिशर्स.
9. गुप्ता-ओम. (2002). प्रसारण और फोटो पत्रकारिता. नई दिल्ली, कनिष्क पब्लिशर्स.
10. शर्मा, आलोक, ठाकुरदत्त. (2000). हिन्दी पत्रकारिता और दूरसंचार. नई दिल्ली, वाणी प्रकाशन.
11. गोदरे, विनोद (2000). हिन्दी पत्रकारिता-स्वरूप और सन्दर्भ, नई दिल्ली, वाणी प्रकाशन.
12. अगनानी, कन्हैयालाल. (1998). पत्रकारिता के मूल सिद्धान्त. राजस्थान, हिन्दी ग्रन्थ अकादमी.
13. भानावत, संजीव (1993). प्रेस कानून और पत्रकारिता. जयपुर, सिद्धश्री प्रकाशन.
14. सिंह, ओमप्रकाश. (2004). संचार और पत्रकारिता के विविध आयाम. नई दिल्ली. प्लासिकल पब्लिशिंग हाउस.
15. वापसी, जमनालाल. (1999). पत्रकारिता के सिद्धान्त. जयपुर, राजस्थान प्रकाशन.
16. कोठारी, गुलाब. (2008). समाचार पत्र प्रबंधन. दिल्ली, राधाकृष्ण प्रकाशन.

सेमेस्टर द्वितीय

पाठ्यक्रम संख्या-5
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिक मूल्यांकन-30
समय - 03 घण्टे

MAHI-201
न्यूनतम उत्तीर्णांक-36
न्यूनतम उत्तीर्णांक-25
न्यूनतम उत्तीर्णांक-11

आधुनिक काव्य (2)

उद्देश्य:-

1. हिन्दी साहित्य में आधुनिक काल के प्रमुख कवियों की कृतियों से विद्यार्थियों का परिचित कराना।
2. विभिन्न कवियों के साहित्य का तुलनात्मक अध्ययन व विश्लेषण करना।

अधिगमसम्प्राप्तियाँ:-

1. आधुनिक कवियों की काव्य शैली के आधार पर छात्र अध्यापन व लेखन लाभान्वित होंगे।
2. कविताओं के विभिन्न स्वरूपों द्वारा साहित्य की विवेचना कर पायेंगे।
3. विद्यार्थी अच्छे प्रकाशन की गुणवत्ता से परिचित होंगे।

इकाई 1 : आज के लोकप्रिय हिन्दी कवि -अज्ञेय-(सं.) विद्यानिवास मिश्र (निर्धारित कविताएँ-बावरा अहेरी, शब्द और सत्य, हिरोशिमा, सोन मछली, टेसू, नदी के द्वीप, असाध्य वीणा, कितनी नावों में कितनी बार), भारतीय ज्ञानपीठ प्रकाशन, दिल्ली

इकाई 2 : चाँद का मुँह टेढ़ा है-मुक्तिबोध (निर्धारित कविता-अंधेरे में), भारतीय ज्ञानपीठ प्रकाशन, नई दिल्ली

इकाई 3 : नागार्जुन : प्रतिनिधि कविताएँ (सं.) नामवर सिंह (निर्धारित कविताएँ-प्रतिबद्ध हूँ, तन गयीं रीढ़, खुरदरे पैर, यह तुम थी, बादल को धिरते देखा है, बहुत दिनों के बाद, मेरी भी आभा है, इसमें, फसल, प्रेत का बयान, सत्य), राजकमलप्रकाशन, नई दिल्ली

इकाई 4 : आत्मजयी : कुँवर नारायण, भारतीय ज्ञानपीठ प्रकाशन, नई दिल्ली

परीक्षकों एवं विद्यार्थियों के लिए निर्देश:

1. प्रथम प्रश्न अतिलघुत्तरी होगा। इस प्रश्न के अंतर्गत सम्पूर्ण पाठ्यक्रम से 10 प्रश्न होंगे, सभी दस प्रश्न हल करना अनिवार्य होगा। प्रत्येक प्रश्न एक अंक का होगा।


10 X 1 = 10 अंक

2. प्रत्येक इकाई में से दो प्रश्न पूछे जाएंगे जिनमें से एक-एक प्रश्न का उत्तर देना आवश्यक होगा। प्रत्येक प्रश्न 15 अंक का होगा।

व्याख्या 4 X 7 = 28 अंक

आलोचनात्मक प्रश्न 4 X 8 = 32 अंक

Sardarshahr


FHSS, IASE (Deemed to be University)
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G.V.M., Sardarshahr

सेमेस्टर द्वितीय

पाठ्यक्रम संख्या-6
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिक मूल्यांकन-30
समय - 03 घण्टे

MAHI-202
न्यूनतमउत्तीर्णांक-36
न्यूनतम उत्तीर्णांक-25
न्यूनतम उत्तीर्णांक-11

कथेत्तर साहित्य

उद्देश्य:-

1. चयनित कहानियों एवं उपन्यासों के अन्तर्भेद को स्पष्ट करना।
2. कहानियों एवं उपन्यासों की कथा के माध्यम से सामाजिक जीवन की समस्याओं की जानकारी देना। मानवीय संवेदनाओं को कहानी और उपन्यास के माध्यम से विकसित करना।
3. समाज के सामाजिक सन्दर्भों को रोचकपूर्ण तरीके से और सरल रूप से प्रेषित करना।
4. छात्रों को गद्य साहित्य की लेखन शैली व पठन शैली से अवगत करवाना।
5. गद्य साहित्य को सामाजिक समस्याओं के संदर्भ में चिंतन हेतु तैयार करना।

अधिगमसम्प्राप्तियाँ:-

1. आधुनिक कथेत्तर गद्य विधाओं के अध्ययन से साहित्य की समुचित एवम् व्यापक समझ विकसित हो सकेगी।
2. छात्राओं के तुलनात्मक ज्ञान के लिए सहायक सिद्ध होगा।
3. बौद्धिक क्षमता का विकास होगा।
4. विभिन्न प्रतियोगी परीक्षाओं के लिए भी यह अत्यंत लाभदायक सिद्ध होगा।

इकाई 1 : निबन्ध-जबान (बालकृष्ण भट्ट), मेघदूत (महावीर प्रसाद द्विवेदी), लोभ और प्रीति (रामचन्द्र शुक्ल), कुटज (हजारी प्रसाद द्विवेदी), तुलसी साहित्य के सागंत विरोधी मूल्य (रामविलास शर्मा), हल्दी, दूब और दधि अक्षत (विद्यानिवास मिश्र), निषाद बोंसुरी (कुबेरनाथ राय) = कुल सात(07)

इकाई 2 : आषाढ़ का एक दिन -मोहन राकेश

इकाई 3 : अतीत के चलचित्र -महादेवी वर्मा

इकाई 4 : क्या भूलूँ क्या याद करूँ : हरिवंश राय बच्चन

परीक्षकों एवं विद्यार्थियों के लिए निर्देश :

1. प्रथम प्रश्न अतिलघुत्तरी होगा। इस प्रश्न के अंतर्गत सम्पूर्ण पाठ्यक्रम से 10 प्रश्न होंगे, सभी दस प्रश्न हल करना अनिवार्य होगा। प्रत्येक प्रश्न एक अंक का होगा।
10 X 1 = 10 अंक
2. प्रत्येक इकाई में से दो प्रश्न पूछे जाएंगे जिनमें से एक-एक प्रश्न का उत्तर देना आवश्यक होगा। प्रत्येक प्रश्न 15 अंक का होगा।

व्याख्या 4 X 7 = 28 अंक

आलोचनात्मकप्रश्न 4 X 8 = 32 अंक


DEAN

FHSS, IASE (Deemed to be University)

सेमेस्टर द्वितीय

पाठ्यक्रम संख्या-7
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिक मूल्यांकन-30
समय - 03 घण्टे

MAHI-203
न्यूनतम उत्तीर्णांक-36
न्यूनतम उत्तीर्णांक-25
न्यूनतम उत्तीर्णांक-11

पाश्चात्य काव्य-सिद्धांत एवं वाद

उद्देश्य:-

1. हिन्दी साहित्य में विद्यार्थियों के कुछ प्रसिद्ध पाश्चात्य विद्वानों के साहित्य व शैली से परिचित कराना।
2. पाश्चात्य विद्वानों के कला के विभिन्न आयामों से परिचित कराना।
3. उत्तर आधुनिकतावाद के विभिन्न आयामों का अध्ययन।
4. भाषा की दृष्टि से व्याकरण का सही प्रयोग का ज्ञान देना।

अधिगमसम्प्राप्तियाँ:-

1. विद्यार्थी पाश्चात्य साहित्य से परिचित होंगे।
2. पाश्चात्य साहित्य की विभिन्न शैलियों का ज्ञान प्राप्त होगा जिससे हिन्दी साहित्य के अध्ययन व अध्यापन में उपयोगी होंगे।

इकाई 1: प्लेटो - काव्य संबंधी विचार, अरस्तू- अनुकरण और विरेचन सिद्धान्त, ट्रेजेडी विवेचन लॉजाइनस- उदात्त की अवधारणा, उदात्त के स्रोत

इकाई 2: वर्ड्सवर्थ- काव्यभाषा का सिद्धान्त, काव्य प्रयोजन एवं काव्यसत्य कॉलरिज- कल्पना सिद्धान्त और ललित कल्पना, सौन्दर्य कल्पना मैथ्यू आर्नल्ड - काव्य सिद्धांत

इकाई 3: टी.एस. इलियट-परम्परा की परिकल्पना, निर्व्यक्तिकता का सिद्धान्त, वस्तुनिष्ठ समीकरण आई.ए. रिचर्ड्स-सम्प्रेषण सिद्धान्त, रागात्मक अर्थ, संवेगों का सन्तुलन, व्यावहारिक आलोचना

इकाई 4: सिद्धान्त और वाद- स्वच्छन्दतावाद, अभिव्यंजनावाद, मार्क्सवाद, मनोविश्लेषणवाद, अस्तित्ववाद, उत्तर आधुनिकतावाद, संरचनावाद

परीक्षकों एवं विद्यार्थियों के लिए निर्देश :

1. इस प्रश्नपत्र के अंतर्गत कुल 9 प्रश्न होंगे। जिनमें से पाँच प्रश्न करने अनिवार्य हैं।
2. प्रथम प्रश्न अतिलघूत्तरी होगा। इस प्रश्न के अंतर्गत सम्पूर्ण पाठ्यक्रम से 10 प्रश्न होंगे, सभी दस प्रश्न हल करना अनिवार्य होगा। प्रत्येक प्रश्न एक अंक का होगा। **10X 1 = 10 अंक**
3. प्रथम प्रश्न के अलावा कुल आठ प्रश्न होंगे। सम्पूर्ण पाठ्यक्रम 4 इकाइयों में विभक्त है। प्रत्येक इकाई से दो-दो प्रश्न विकल्प सहित पूछे जायेंगे जिनमें से प्रत्येक इकाई से एक प्रश्न करना होगा। **4X 15 = 60 अंक**

सहायक पुस्तकें -

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4. भार्गव, कृष्णदेव. (1982). पाश्चात्य काव्य शास्त्र. आगरा, विनोद पुस्तक मन्दिर.
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10. तिवारी, भोलानाथ. (प्र.उ.न.) भाषा विज्ञान, (संस्करण 57वाँ), दिल्ली, किताब महल एजेन्सी.
11. मिश्र, भागीरथ. (1986). भाषा विज्ञान, जयपुर, पंचशील प्रकाशन.
12. सिंह, अजीत. (2005). काव्यशास्त्र. विजय प्रकाशन मंदिर.
13. बाजपेयी, नंद दुलारे. आधुनिक साहित्य. इलाहाबाद, भारती मंडार लीडरप्रेस प्रकाशन.

सेमेस्टर द्वितीय

पाठ्यक्रम संख्या-8
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिक मूल्यांकन-30
समय - 03 घण्टे

MAHI-208
न्यूनतमउत्तीर्णांक-36
न्यूनतम उत्तीर्णांक-25
न्यूनतम उत्तीर्णांक-11

हिन्दी साहित्य का इतिहास : आधुनिक काल

उद्देश्य-

1. आधुनिक काव्य के कवि और काव्यगत विशेषताओं से छात्र अवगत होंगे।
2. हिन्दी गद्य का उद्भव विकास एवं कहानी आन्दोलन से छात्र परिचित होंगे।
3. छात्र हिन्दी निबंध एवं नाटकों के विकास के चरणों अध्ययन करेंगे।
4. दलित लेखन/साहित्य के विकास से छात्र अवगत होंगे।

अधिगमसम्प्राप्तियाँ-

1. भारतीय पुनर्जागरण में भारतेन्दु के योगदान का विश्लेषण छात्र कर सकेंगे।
2. हिन्दी साहित्य के विकास विभिन्न चरणों से छात्र अवगत होंगे। आलोचनात्मक विश्लेषण कर सकने में सक्षम होंगे।

इकाई 1 : 1857 ई. की राज्यक्रान्ति और सांस्कृतिक पुनर्जागरण। आधुनिक काव्य-भारतेन्दु युग-प्रमुख कवि और काव्यगत विशेषताएँ। द्विवेदी युग-प्रमुख कवि और काव्यगत वैशिष्ट्य। राष्ट्रीय काव्यकारा और उसके प्रमुख कवि। छायावाद, उत्तर छायावादी काव्य, प्रगतिवाद, प्रयोगवाद, नई कविता, समकालीन कविता।

इकाई 2 : हिन्दी गद्य का उद्भव तथा विकास, हिन्दी उपन्यास-विकास के प्रमुख चरण, हिन्दी कहानी का विकास और प्रमुख कहानी आन्दोलन,

इकाई 3 : हिन्दी निबंध का विकास, हिन्दी नाटक-विकास के चरण, हिन्दी आलोचना का उद्भव और विकास।

इकाई 4 : हिन्दी गद्य की अन्य विधाओं-एकांकी, संस्मरण, रेखाचित्र, जीवनी, आत्मकथा के विकास-यात्रा। दलित लेखन, स्त्री लेखन। हिन्दीतर क्षेत्रों में हिन्दी भाषा और साहित्य।

परीक्षकों एवं विद्यार्थियों के लिए निर्देश :

1. प्रथम प्रश्न अतिलघुत्तरी होगा। इस प्रश्न के अंतर्गत सम्पूर्ण पाठ्यक्रम से 10 प्रश्न होंगे, सभी दस प्रश्न हल करना अनिवार्य होगा। प्रत्येक प्रश्न एक अंक का होगा।
10 X 1 = 10 अंक
2. प्रत्येक इकाई में से दो प्रश्न पूछे जाएंगे जिनमें से एक-एक प्रश्न का उत्तर देना आवश्यक होगा। प्रत्येक प्रश्न 15 अंक का होगा।
व्याख्या 4 X 7 = 28 अंक
आलोचनात्मक प्रश्न 4 X 8 = 32 अंक

Sachin Mishra

[Signature]

FHSS, IASE (Deemed to be University)
G.V.M., Sardarshahr

कौशल पाठ्यक्रमद्वितीय
हिन्दी मीडिया लेखन एवं अनुवाद(MAHI-205)

उद्देश्य:-

1. संचार माध्यमों से नई तकनीकी का ज्ञान कराना।
2. दृश्य एवं श्रव्य माध्यम से विषय को रोचक बनाना। संचार क्रान्ति से विद्यार्थियों में नई तकनीक का ज्ञान कराना।
3. समाचार-लेखन, संपादकीय लेखन, फीचर लेखन। श्रव्य माध्यम (रेडियो) लेखन समाचार से अवगत कराना।
4. ऑडियो-विडियो की नई तकनीक के माध्यम से शिक्षा को घर-घर पहुँचाना।

अधिगनसम्प्राप्तियाँ-

1. पत्रकारिता के क्षेत्र में रोजगार की संभावनाओं को खोजने में सक्षम होंगे।
2. हिन्दी दैनिक समाचार पत्रों में संवाददाता, विशेष संवाददाता और संपादक के पदों हेतु योग्यता अर्जित कर सकेंगे।
3. इलेक्ट्रॉनिक मीडिया में फीचर लेखन, समाचार लेखन, समाचार वाचन आदि के क्षेत्र में क्षमता विकसित कर विज्ञापन लेखन में विशेष कौशल प्राप्त होगा।
4. स्वतंत्र पत्रकारिता के गुणों एवं तार्किक क्षमता का विकास कर पायेंगी।
5. सामयिक परिस्थितियों में मीडिया की भूमिका से अवगत हो सकेंगी।

इकाई 1 : जनसंचार एवं पत्रकारिता – अर्थ , परिभाषा और स्वरूप, जनसंचार के प्रकार।

इकाई 2 : मुद्रित माध्यम (प्रिंट मीडिया) लेखन – समाचार –लेखन, संपादकीय लेखन, फीचर लेखन। श्रव्य माध्यम (रेडियो) लेखन – समाचार – लेखन एवं वाचन।

इकाई 3: दृश्य –श्रव्य माध्यम (टेलीविजन) लेखन- दृश्य एवं श्रव्य सामग्री का सामंजस्य, मार्श्व वाचन (वायस ओवर), विज्ञापन-लेखन।

इकाई 4 : अनुवाद का अर्थ, परिभाषा, स्वरूप और क्षेत्र, अनुवाद के प्रकार, आशु अनुवाद, पुनरीक्षण (वैटिंग)।

सहायक पुस्तकें -

1. प्रशासनिक शब्दावली (अंग्रेजी-हिन्दी) – वैज्ञानिक तथा तकनीकी शब्दावली आयोग, नई दिल्ली।
2. मल्होत्रा, विजय कुमार. (1916).कम्प्यूटर के भाषिक अनुप्रयोग. वाणी प्रकाशन।
3. सकुनतला. (2005). हिन्दी अनुवाद एवं भाविक संरचना. (प्र. सं.) कानपुर, अभय प्रकाशन।
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14. सिंह, ओमप्रकाश. (2004). संचार और पत्रकारिता के विविध आयाम. नई दिल्ली, क्लासिकल पब्लिशिंग हाउस।
15. बापती, जमनालाल. (1999). पत्रकारिता के सिद्धान्त. जयपुर, राजस्थान प्रकाशन।
16. कोठारी, गुलाब. (2008). समाचार पत्र प्रबंधन. दिल्ली, राधाकृष्ण प्रकाशन।

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FHSS, IASE (Deemed to be University)
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सेमेस्टर तृतीय

पाठ्यक्रम संख्या-9
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिक मूल्यांकन-30
समय - 03 घण्टे

MAHI-301

न्यूनतम उत्तीर्णांक-36

न्यूनतम उत्तीर्णांक-25

न्यूनतम उत्तीर्णांक-11

समय: 03 घण्टा

आदिकालीन एवं निर्गुण भक्तिकाव्य
न्यूनतम उत्तीर्णांक-25

अधिकतम अंक-70

उद्देश्य

1. रासो परम्परा का ज्ञान कराना।
2. आदिकालीन साहित्यकारों की रचना का ज्ञान कराना।

अधिगमसम्प्राप्तियाँ:-

1. विद्यार्थी तत्कालीन समाज में प्रचलित विवाह प्रथा से परिचित होंगे।
2. विद्यार्थी कृष्ण भक्ति में विरह रस का अध्ययन कर भक्तिकालीन कवियों की रचनाओं की तुलना कर सकेंगे।
3. कबीर की रचनाओं में वर्णित गुरु-शिष्य परम्परा के विभिन्न आयामों का ज्ञान प्राप्त होगा।

इकाई 1 : संक्षिप्त पृथ्वीराज रासो (सं.), हजारीप्रसाद द्विवेदी, नामवर सिंह (निर्धारित अंश-शशिप्रता विवाह प्रस्ताव)

इकाई 2 : विद्यपति : संपा. शिवप्रसाद सिंह, लोक भारती प्रकाशन, इलाहाबाद (निर्धारित अंश- रत्न वर्णन एवं विरह)

इकाई 3 : कबीर ग्रन्थावली-(सं.) श्यामसुन्दरदास

निर्धारित अंश-

गुरुदेव का अंग, साखी	1, 2, 6, 9, 11, 22, 24, 28, 30, 31	=	10
सुमिरन का अंग, साखी	1, 5, 7, 9, 27, 32	=	06
विरह का अंग, साखी	8, 18, 20, 23, 30, 32, 35, 44	=	08
रघुन विरह का अंग, साखी	3, 4, 6, 7, 8, 10	=	06
परछा का अंग, साखी	1, 3, 4, 8, 9, 17, 22, 23, 39, 45	=	10
ले का अंग, साखी	1, 2, 3	=	03
निहकर्म पतिव्रता का अंग, साखी	1, 2, 4, 5, 7, 16, 17	=	07

कुल 50 साखी

पद संख्या - 1, 7, 8, 10, 11, 16, 23, 32, 39, 40, 43, 55, 64, 69, 70, = कुल 15 पद

इकाई 4 : पद्मावत -जायसी (सं.) वासुदेवशरण अग्रवाल (निर्धारित अंश-सिंहलद्वीप वर्णन खण्ड, नखशिख खण्ड)

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DEAN

FHSS, IASE (Deemed to be University)
G.V.N., Sardarshahr

सेमेस्टर तृतीय

पाठ्यक्रम संख्या-10
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
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न्यूनतम उत्तीर्ण अंक-36
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न्यूनतम उत्तीर्णांक-11

हिन्दी भाषा

उद्देश्य

1. प्राचीन भारतीय भाषाओं के उद्भव एवं विकास के चरणों से विद्यार्थियों को अवगत कराना।
2. भारतीय आर्य भाषा समूह तथा हिन्दी की उपभाषाओं का वर्गीकरण कर छात्रों को परिचित करना।
3. देवनागरी लिपि के उद्भव एवं विकास से विद्यार्थियों का परिचित कराना।

अधिगमसम्प्राप्तियाँ:-

1. विद्यार्थी भाषा के विकासक्रम को जान सकेंगे।
2. भाषा वैज्ञानिक सिद्धांतों व मान्यताओं को समझ सकेंगे।
3. भाषा व समाज के सम्बन्ध में दृष्टि विकसित कर सकेंगे।
4. संसार की अन्यान्य भाषाओं की प्रकृति व संरचना से परिचित होंगे।
5. शोध के लिए भाषा विज्ञान जैसे नए विषयों के चयन में समर्थ हो सकेंगे।

इकाई1: हिन्दी की ऐतिहासिक पृष्ठभूमि-प्राचीन भारतीय आर्य भाषाएँ-वैदिक तथा लौकिक संस्कृत और उनकी विशेषताएँ। मध्यकालीन भारतीय आर्य भाषाएँ-पालि, प्राकृत तथा अपभ्रंश और उनकी विशेषताएँ।

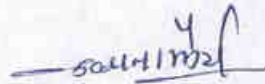
इकाई2: आधुनिक भारतीय आर्य भाषाएँ और उनका वर्गीकरण। हिन्दी का भौगोलिक विस्तार-हिन्दी की उपभाषाएँ-पश्चिमी हिन्दी, पूर्वी हिन्दी, राजस्थानी, बिहारी तथा पहाड़ी और उनकी बोलियाँ।

इकाई3: हिन्दी का भाषिक स्वरूप-हिन्दी की स्वनिम व्यवस्था-खण्ड्य, खण्ड्येतर। हिन्दी शब्द रचना-उपसर्ग, प्रत्यय, समास। रूप रचना-लिंग, वचन और कारक व्यवस्था के सन्दर्भ में हिन्दी के संज्ञा, सर्वनाम, विशेषण और क्रिया-रूप।

इकाई4: हिन्दी वाक्य-रचना-पदक्रम और अन्विति। देवनागरी लिपि-नामकरण, उद्भव और विकास, विशेषताएँ।

परीक्षकों एवं विद्यार्थियों के लिए निर्देश :

1. प्रथम प्रश्न अतिलघुत्तरी होगा। इस प्रश्न के अंतर्गत सम्पूर्ण पाठ्यक्रम से 10 प्रश्न होंगे, सभी दस प्रश्न हल करना अनिवार्य होगा। प्रत्येक प्रश्न एक अंक का होगा।
10 X 1 = 10 अंक
2. प्रत्येक इकाई में से दो प्रश्न पूछे जाएंगे जिनमें से एक-एक प्रश्न का उत्तर देना आवश्यक होगा। प्रत्येक प्रश्न 15 अंक का होगा।
व्याख्या 4 X 7 = 28 अंक
आलोचनात्मक प्रश्न 4 X 8 = 32 अंक





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सेमेस्टर तृतीय

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(अ) आदिकाल (वैलम्पिक प्रश्नपत्र-ब)

उद्देश्य

1. छात्रों के परम्परा, रीति रिवाज के हस्तान्तरण से अवगत कराना।
2. प्राचीन कवियों के चरित्रगत विशेषताओं द्वारा प्रेरणा प्रदान करना।
3. साहित्य के इतिहास की जानकारी उपलब्ध कराना।

अधिगमसम्प्राप्तियाँ:-

1. हिन्दी काव्य के उद्भव के कारणों एवं परिस्थितियों से परिचित हो सकेंगी।
2. प्राचीन काव्य की प्रमुख प्रवृत्तियों, काव्य धाराओं के आलोचनात्मक विवेचन में सक्षम हो सकेंगी।
3. पाठ्यक्रम में चयनित रचनाओं के व्याख्यात्मक विश्लेषण से साहित्य की तदयुगीन विवेचना की समझ विकसित हो सकेंगी।
4. अपभ्रंश के प्राचीन व्याकरणिक रूपों, काव्य शैलियों एवं काव्यगत अवधारणाओं से परिचित हो सकेंगी।
5. सिद्ध साहित्य, नाथ साहित्य एवं रासो साहित्य की प्रमुख रचनाओं का अभिज्ञान हो सकेंगी।

इकाई 1 : नोरखबानी (सं.) पीताम्बरदत्त बड़धवाल (निर्धारित अंश- प्रथम पच्चीस सबदी)

इकाई 2 : ढोला मारू रा दूहा (सं.) रामसिंह, सूर्यकरण पारीक, नरोत्तमदास न्वामी (निर्धारित अंश-छन्द संख्या 451 से 475 तक)

इकाई 3 : बीसलदेव रास-नरपति नाल्ह (सं.) माताप्रसाद गुप्त तथा अगरचन्द्र नहटा (निर्धारित अंश-प्रथम पच्चीस छन्द)

इकाई 4 : अमीर खुसरो (सं.) भोलानाथ तिवारी (निर्धारित अंश-गीत, कव्वाली, फारसी-हिन्दी मिश्रित छन्द, सूफी दोहे, गजल)

परीक्षकों एवं विद्यार्थियों के लिए निर्देश :

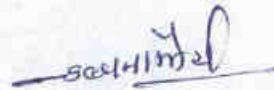
1. प्रथम प्रश्न अतिलघुत्तरी होगा। इस प्रश्न के अंतर्गत सम्पूर्ण पाठ्यक्रम से 10 प्रश्न होंगे, सभी दस प्रश्न हल करना अनिवार्य होगा। प्रत्येक प्रश्न एक अंक का होगा।

10 X 1 = 10 अंक

2. प्रत्येक इकाई में से दो प्रश्न पूछे जाएंगे जिनमें से एक-एक प्रश्न का उत्तर देना आवश्यक होगा। प्रत्येक प्रश्न 15 अंक का होगा।

व्याख्या 4 X 7 = 28 अंक

आलोचनात्मक प्रश्न 4 X 8 = 32 अंक




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सेमेस्टर तृतीय

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(आ) भक्तिकाल (वैकल्पिक प्रश्नपत्र- ब)

उद्देश्य

1. भक्तिकालीन संतों के साहित्य के विभिन्न आयामों का अध्ययन करना।
2. भक्तिकालीन विभिन्न संतों की विभिन्न रचनाओं का तुलनात्मक अध्ययन करना।

अधिगमसम्प्राप्तियें-

1. हिन्दी साहित्य के सर्वाधिक समृद्ध कालखण्ड 'भक्तिकाल' के उदय की परिस्थितियों एवं उसके विस्तार का अभिज्ञान प्राप्त करने में सक्षम होंगे
2. मध्ययुग में विभिन्न सगुण, निर्गुण धारा के विभिन्न सम्प्रदायों की उपासना पद्धतियों एवं भक्ति से परिचित होंगे।

इकाई 1: रैदास जी की बानी-बेलवीडियर प्रिण्टिंग वर्क्स, इलाहाबाद (निर्धारित अंश-प्रथम 25 पद)

इकाई 2: मधुमालती-मंडन, (सं.) माताप्रसाद गुप्त(निर्धारित अंश-छन्द संख्या 26 से 50 तक)

इकाई 3: रामचन्द्रिका-केशवदास, (सं.) लाला भगवानदीन(निर्धारित अंश-सातवाँ प्रकाश)

इकाई 4: मीरा मुक्तावली-(सं.) नरोत्तमदास स्वामी (निर्धारित अंश-प्रथम 25 पद)

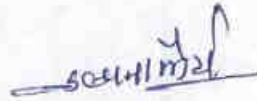
परीक्षकों एवं विद्यार्थियों के लिए निर्देश:

1. प्रथम प्रश्न अतिलघुत्तरी होगा। इस प्रश्न के अंतर्गत सम्पूर्ण पाठ्यक्रम से 10 प्रश्न होंगे, सभी दस प्रश्न हल करना अनिवार्य होगा। प्रत्येक प्रश्न एक अंक का होगा।
2. प्रत्येक इकाई में से दो प्रश्न पूछे जाएंगे जिनमें से एक-एक प्रश्न का उत्तर देना आवश्यक होगा। प्रत्येक प्रश्न 15 अंक का होगा।

10 X 1 = 10 अंक

व्याख्या 4 X 7 = 28 अंक

आलोचनात्मक प्रश्न 4 X 8 = 32 अंक





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सेमेस्टर तृतीय

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(इ) रीतिकाल (वैकल्पिक प्रश्नपत्र- ब)

उद्देश्य

1. रीतिकालीन कवियों के विभिन्न रचनाओं का विस्तृत अध्ययन करना।

अधिगमसम्प्राप्तियाँ:-

1. रीतिकालीन कवियों की रचनाओं के विभिन्न आयामों को जान सकेंगे।

इकाई 1 : कविता-रत्नाकर-सेनापति, (सं.) उमाशंकर शुक्ल, हिन्दी परिषद् प्रकाशन, प्रयाग विश्वविद्यालय, इलाहाबाद(निर्धारित अंश-प्रथम तरंग, छन्द संख्या 11 से 35 तक)

इकाई 2 : विरही सुभान दंपति विलास (बोधो-ग्रन्थावली), (सं.) विश्वनाथ प्रसादमिश्र नागरी प्रचारिणी सभा, वाराणसी(निर्धारित अंश-प्रथम खण्ड)

इकाई 3 : भूषण-ग्रन्थावली, (सं.) विश्वनाथ प्रसाद मिश्र(निर्धारित अंश-प्रकीर्णक-प्रथम 25 छन्द)

इकाई 4 : नीति सतसई (वृन्द ग्रन्थावली) (सं.) जनार्दन राव चेलेर(निर्धारित अंश-प्रथम पचास दोहों)

परीक्षकों एवं विद्यार्थियों के लिए निर्देश:

1. प्रथम प्रश्न अतिलघुत्तरी होगा। इस प्रश्न के अंतर्गत सम्पूर्ण पाठ्यक्रम से 10 प्रश्न होंगे, सभी दस प्रश्न हल करना अनिवार्य होगा। प्रत्येक प्रश्न एक अंक का होगा।

10 X 1 = 10 अंक

2. प्रत्येक इकाई में से दो प्रश्न पूछे जाएंगे जिनमें से एक-एक प्रश्न का उत्तर देना आवश्यक होगा। प्रत्येक प्रश्न 15 अंक का होगा।

व्याख्या 4 X 7 = 28 अंक

आलोचनात्मक प्रश्न 4 X 8 = 32 अंक

सहायक पुस्तकें -

1. शर्मा, मुंशीराम, (1958) भक्ति का विकास वाराणसी, चौखम्बा विद्याभवन.
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3. प्रेमशंकर, (1979), भक्तिकाव्य की सामाजिक सांस्कृतिक चेतना, नई दिल्ली, दि मैकगिलन कं. आफ इंडिया लि.
4. मलिक, मोहम्मद, (1971), वैष्णव भक्ति आन्दोलन का अध्ययन, नई दिल्ली, राजपाल एण्ड सन्स.
5. शुकल, कृष्णाशंकर, (1971), केशव की काव्यकला, बनारस, सुलभ पुस्तकमाला कार्यालय.
6. आम प्रकाश, (1978), बिहारी, दिल्ली, राजपाल एण्ड सन्स
7. सिंह, बच्चन, (2008), बिहारी का नया मूल्यांकन, इलाहाबाद, लोकभारती प्रकाशन.
8. रमाशंकर, (1970), बिहारी का काव्य लालित्य, प्रथम संस्करण.
9. नगेन्द्र, (1953), रीति काव्य की मूनिता, दिल्ली, नेशनल पब्लिशिंग हाउस.
10. मिश्र, डॉ. भगीरथ, (1973), हिन्दी रीति साहित्य, दिल्ली, राजकमल प्रकाशन.
11. गुप्त, जगदीश, (1983), रीति काव्य संग्रह, कानपुर, ग्रन्थम प्रकाशन.
12. गौड़, मनोहर लाल, (1959), घनानंद और स्वच्छन्द काव्यधारा, काशी, नागरी प्रचारिणी सभा.



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सेमेस्टर तृतीय

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द्वितीय

MAHI-304 (अ)

न्यूनतमउत्तीर्णांक-36

न्यूनतम उत्तीर्णांक-25

न्यूनतम उत्तीर्णांक-11

(अ) छायावादोत्तर काव्य (वैकल्पिक प्रश्नपत्र- स)

उद्देश्य

1. छायावादोत्तर साहित्यकारों की रचनाओं से परिचित कराना।
2. हिन्दी साहित्य में गजलों का प्रारम्भ।
3. भारतीय पूनर्जागरण के विविध चरणों से अवगत कराना।

अधिगमसम्प्राप्तियाँ:-

1. छायावादोत्तर काव्यांदोलनों के कारणों के विवेचन से छात्रों में साहित्यिक परिवर्तन का ज्ञान होगा।
2. स्वातंत्र्योत्तर राजनीतिक, सामाजिक, सांस्कृतिक परिस्थितियों का साहित्य और समाज पर पड़ने वाले प्रभावों का विश्लेषण करने में सक्षम हो सकेंगे।
3. काव्यांदोलनों की प्रमुख प्रवृत्तियों एवं कवियों के लेखन से परिचय प्राप्त कर सकेंगे।
4. नवीन शिल्प प्रविधियों से परिचय प्राप्त कर सकेंगे।

इकाई 1 : प्रवाद पर्व-नरेश मेहता

इकाई 2 : अन्धायुग-धर्मवीर भारती

इकाई 3 : संसद से सड़क तक-धूमिल (निर्धारित कविताएँ-अकालदर्शन, गोचौराम, प्रौढ शिक्षा, कवि 1970, पटकथा = कुल 5) कल सुनना मुझे-धूमिल (निर्धारित कविताएँ-रोटी और संसद, अन्तर, दूसरे का घर, मैं हूँ, कविता के द्वारा हरतक्षेप = कुल 5)

इकाई 4 : साये में धूप-दुष्यंत कुमार।

परीक्षकों एवं विद्यार्थियों के लिए निर्देश:

1. प्रथम प्रश्न अतिलघुत्तरी होगा। इस प्रश्न के अंतर्गत सम्पूर्ण पाठ्यक्रम से 10 प्रश्न होंगे, सभी दस प्रश्न हल करना अनिवार्य होगा। प्रत्येक प्रश्न एक अंक का होगा। **10 X 1 = 10 अंक**
2. प्रत्येक इकाई में से दो प्रश्न पूछे जाएंगे जिनमें से एक-एक प्रश्न का उत्तर देना आवश्यक होगा। प्रत्येक प्रश्न 15 अंक का होगा। **व्याख्या 4 X 7 = 28 अंक**
आलोचनात्मक प्रश्न 4 X 8 = 32 अंक

सहायक पुस्तकें -

1. शर्मा, मुंशीराम. (1958) भक्ति का विकास. चाराणसी, चौखम्बा विद्याभवन.
2. बड़थवाल, पीताम्बरदत्त. (संवत् 2007). हिन्दी काव्य में निर्गुण सम्प्रदाय. लखनऊ, अवध पब्लिशिंग हाउस.
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5. शुक्ल, कृष्णशंकर. (1971). केशव की काव्यकला. बनारस, सुलभ पुस्तकमाला कार्यालय.
6. सिन्हा, सावित्री. (1963). युगचरण दिनकर. दिल्ली, नेशनल पब्लिशिंग हाउस.
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9. सिंह, नामवर. (1968). कविता के नए प्रतिमान. दिल्ली, राजकमल प्रकाशन.
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11. मुक्तिबोध, गजानन माधव. (1977). नई कविता का आत्म संघर्ष तथा अन्य निबन्ध. नागपुर, विश्व भारती प्रकाशन.
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14. चतुर्वेदी, रामस्वरूप. (1997). तारसप्तक से गद्य कविता. इलाहाबाद, लोकभारती प्रकाशन.
15. निश्र, शिवकुमार. (2016). प्रगतिवाद. नई दिल्ली, राजकमल प्रकाशन.
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17. जैन, (संम्या.) निर्मला. (1994). अंतःस्तल का पुरा विप्लव-अंधेरे में. नई दिल्ली, राधाकृष्ण प्रकाशन.


DEAN

FHSS, IASE (Deemed to be University)

G.V.R., Sardarshahr

सेमेस्टर तृतीय

पाठ्यक्रम संख्या— ऐच्छिक प्रश्न-पत्र
पूर्णांक—100
सैद्धान्तिक प्रश्न-पत्र—70
आन्तरिक मूल्यांकन—30
समय — 03 घण्टे

द्वितीय

MAHE-304 (आ)
न्यूनतमउत्तीर्णांक—36
न्यूनतम उत्तीर्णांक—25
न्यूनतम उत्तीर्णांक—11

(आ) हिन्दी उपन्यास(वैकल्पिक प्रश्नपत्र- स)

उद्देश्य

1. बाणभट्ट की आत्मकथा के अध्ययन से छात्र तत्कालीन समाज, राजनैतिक एवं धार्मिक परिस्थितियों से परिचित होंगे।
2. मानवीय संवेदनाओं को कहानी और उपन्यास के माध्यम से विकसित करना। समाज के सामाजिक सन्दर्भों को रोचकपूर्ण तरीके से और सरल रूप से प्रेषित करना।
3. छात्रों को गद्य साहित्य की लेखन शैली व पठन शैली से अवगत करवाना।
4. गद्य साहित्य को सामाजिक समस्याओं के संदर्भ में चिंतन हेतु तैयार करना।

अधिगमसम्प्राप्तियाँ:-

1. हिन्दी उपन्यासों में युगीन प्रभावों एवं परिवर्तनों से परिचित हो सकेंगे।
2. चयनित उपन्यासकारों के कृतित्व एवं रचना शैली का विवेचनात्मक अध्ययन कर सकेंगे।
3. पाठ्यक्रम में चयनित उपन्यासों के माध्यम से मानवीय चेतना एवं विभिन्न साहित्यिक स्त्रोकारों का ज्ञान हो सकेंगे।
4. हिन्दी उपन्यासों में युगीन प्रभावों एवं परिवर्तनों से परिचित हो सकेंगे।
5. चयनित उपन्यासकारों के कृतित्व एवं रचना शैली का विवेचनात्मक अध्ययन कर सकेंगे।
6. पाठ्यक्रम में चयनित उपन्यासों के माध्यम से मानवीय चेतना एवं विभिन्न साहित्यिक स्त्रोकारों का ज्ञान हो सकेंगे।

इकाई 1 : बाणभट्ट की आत्मकथा—हजारीप्रसाद द्विवेदी

इकाई 2 : शेखर एक जीवनी (भाग 1 व 2)—अज्ञेय

इकाई 3 : कब तक पुकारूँ—रांगेय राघव

इकाई 4 : आपका बंटी—मन्नू भंडारी

परीक्षकों एवं विद्यार्थियों के लिए निर्देश :

1. प्रथम प्रश्न अतिलघुत्तरी होगा। इस प्रश्न के अंतर्गत सम्पूर्ण पाठ्यक्रम से 10 प्रश्न होंगे, स्नी दस प्रश्न हल करना अनिवार्य होगा। प्रत्येक प्रश्न एक अंक का होगा।
 $10 \times 1 = 10$ अंक
2. प्रत्येक इकाई में से दो प्रश्न पूछे जाएंगे जिनमें से एक-एक प्रश्न का उत्तर देना आवश्यक होगा। प्रत्येक प्रश्न 15 अंक का होगा।
व्याख्या $4 \times 7 = 28$ अंक

आलोचनात्मक प्रश्न $4 \times 8 = 32$ अंक

सहायक पुस्तकें —

1. राकेश, मोहन (1993) आधे अधूरे, नई दिल्ली, राधाकृष्ण प्रकाशन.
2. शुक्ल, रामचंद्र (2006) चितानणी, (द्वि. सं.), जयपुर, अनु प्रकाशन.
3. प्रभाकर, विष्णु (संपा.) रीढ़ की हड्डी आ, एकांकी सत्साहित्य प्रकाशन.
4. (2009) प्रेमचंद की सर्वश्रेष्ठ कहानियाँ, नई दिल्ली, प्रकाशन संस्थान.
5. पाण्डे, लक्ष्मीकांत (2006) प्रयोजनमूलक हिन्दी, (द्वि. सं.), कानपुर, आशीष प्रकाशन.
6. तिवरी, रामचन्द्र, (1992), हिन्दी का गद्य साहित्य, दिल्ली, विश्वविद्यालय प्रकाशन.
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10. मिश्र, रामदरश, (1990), हिन्दी उपन्यास : एक अंतर्गता, नई दिल्ली, राजकमल प्रकाशन.
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12. यादव, राजेंद्र (1981), अठारह उपन्यास समीक्षाएँ, नई दिल्ली, अक्षर प्रकाशन.
13. मधुरेश, (1989), समकालीन उपन्यास और संवेदना और सरोकार, गैकानेर, धरती प्रकाशन.
14. चौहान, सूरजपाल, (2000), समकालीन हिन्दी कथित साहित्य एवं विचार विमर्श, दिल्ली, वापी प्रकाशन.

कौशल पाठ्यक्रमतृतीय
राजभाषा हिन्दी (MAHI-305)

उद्देश्य

1. प्रशासनिक भाषा एवं संवैधानिक अधिनियम का ज्ञान कराना।
2. भाषा की दृष्टि से व्याकरण का सही प्रयोग का ज्ञान कराना।

अधिगमसम्प्राप्तियाँ:-

1. भारतीय और पाश्चात्य सिद्धान्तों और नियमों से अवगत होंगे।
2. गद्य की विधाओं के पठन और लेखन का कौशल विकसित कर सकेंगे।
3. हिन्दी आलोचना की परम्परा से अवगत हो सकेंगे।
4. भारतीय एवं पाश्चात्य काव्य शास्त्र का ज्ञान विकसित हो सकेगा।

इकाई 1 : प्रशासन व्यवस्था और भाषा । राजभाषा (कार्यालयी हिन्दी) की प्रकृति। राजभाषा विषयक सांविधानिक प्रावधान — अनुच्छेद 343 से 351, राष्ट्रपति के आदेश (1952, 1955, 1960) राजभाषा अधिनियम 1963 (यथा संशोधित 1967), राजभाषा संकल्प 1968 (यथानुमोदित 1991), राजभाषा नियम 1976

इकाई 2 : हिन्दीतर राज्यों के प्रशासनिक क्षेत्रों में हिन्दी की स्थिति, अन्तरराष्ट्रीय स्तर पर हिन्दी, हिन्दी के प्रचार-प्रसार में विभिन्न हिन्दी संस्थाओं की भूमिका, हिन्दी भाषा और देवनागरी लिपि का मानकीकरण।

इकाई 3: राजभाषा का अनुप्रयोगात्मक पक्ष — प्रारूपण — पत्रलेखन, टिप्पणी, संक्षेपण, पल्लवन, कार्यालय अभिलेखों के हिन्दी अनुवाद की समस्या

इकाई 4: बैंकिंग, बीमा और अन्य वाणिज्यिक क्षेत्रों में हिन्दी अनुप्रयोग की स्थिति, विधिक क्षेत्र में हिन्दी, सूचना प्रौद्योगिकी (संचार माध्यमों) के परिप्रेक्ष्य में हिन्दी और देवनागरी लिपि। भूमण्डलीकरण के परिप्रेक्ष्य में हिन्दी का भविष्य।

सहायक पुस्तकें-

1. द्विवेदी, महावीरप्रसाद.(1921). हिन्दी भाषा की उत्पत्ति.प्रयाग, इंडियन प्रेस लि.
2. शुक्ल, शिवकमार. (1963). हिन्दी भाषा ज्ञान. जयपुर, कालेज बुक डिपो.
3. तिवारी, उदयनारायण. (2007).हिन्दी भाषा का उद्गम और विकास. लोक भारती प्रकाशन.
4. तिवारी, भोलानाथ. (प्र.उ.न.). हिन्दी भाषा.
5. वर्मा, सरोज.(1958). भाषा विज्ञान एवं हिन्दी भाषा का इतिहास. दिल्ली, हिन्दी साहित्य संसार.
6. उपाध्याय, घण्डित, अयोध्यासिंह. (1934). हिन्दी भाषा और उसके साहित्य का विकास. पटना, प्रकाशन पटना विश्वविद्यालय.
7. वर्मा, धीरेन्द्र. (1963). हिन्दी भाषा का इतिहास. प्रयाग, हिन्दुस्तानी एकेडमी।

—*सत्यम*—


DEAN

FHSS, IASE (Deemed to be University)
G.V.M., Sardarshahr

सेमेस्टर चतुर्थ

पाठ्यक्रम संख्या-11
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिक मूल्यांकन-30
समय - 03 घण्टे

MAHI-401
न्यूनतमउत्तीर्णांक-36
न्यूनतम उत्तीर्णांक-25
न्यूनतम उत्तीर्णांक-11

सगुण भक्ति एवं रीतिकाव्य

उद्देश्य

1. छात्रों को परम्परा, रीति रिवाज के हस्तान्तरण से अवगत कराने का ज्ञान कराना।
2. प्राचीन कवियों के चरित्रगत विशेषताओं द्वारा प्रेरणा प्रदान करने का ज्ञान कराना।

अधिगमसम्प्राप्तियाँ:-

1. साहित्य के इतिहास की जानकारी उपलब्ध करेगे।
2. संतों के समाज सुधारक रूप से प्रेरणा प्राप्त कर सकेंगे।
3. गुरु शिष्य परम्परा का सच्चा ज्ञान प्राप्त होगा।

इकाई1 : भ्रमरगीत सार-सूरदास (सं.) रामचन्द्र शुक्ल(निर्धारित अंश-पद संख्या 51 से 100 तक)

इकाई 2 रामचरितमानस-तुलसीदास, नीताप्रेस, गोरखपुर(निर्धारित अंश-उत्तरकांड, दोहा संख्या 36 से 88 तक)

इकाई3: बिहारी-रत्नाकर, (सं.) जगन्नाथदास 'रत्नाकर'(निर्धारित अंश-दोहा संख्या 31 से 60 तक)

इकाई4: घनानन्द-कवित्त-(सं.) विश्वनाथप्रसाद मिश्र (निर्धारित अंश-प्रथम 50 छंद)

परीक्षकों एवं विद्यार्थियों के लिए निर्देश :-

1. प्रथम प्रश्न अतिलघुत्तरी होगा। इस प्रश्न के अंतर्गत सम्पूर्ण पाठ्यक्रम से 10प्रश्न होंगे, सभी दस प्रश्न हल करना अनिवार्य होगा। प्रत्येक प्रश्न एक अंक का होगा।

10 X 1 = 10 अंक

2. प्रत्येक इकाई में से दो प्रश्न पूछे जाएंगे जिनमें से एक-एक प्रश्न का उत्तर देना आवश्यक होगा। प्रत्येक प्रश्न 15 अंक का होगा।

व्याख्या 4 X 7 = 28 अंक

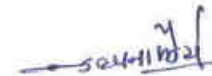
आलोचनात्मकप्रश्न 4 X 8 = 32 अंक

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DEAN

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सेमेस्टर चतुर्थ

पाठ्यक्रम संख्या-12
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिक मूल्यांकन-30
समय - 03 घण्टे

MAHI-402
न्यूनतम उत्तीर्णांक-36
न्यूनतम उत्तीर्णांक-25
न्यूनतम उत्तीर्णांक-11

भाषा विज्ञान

उद्देश्य

1. भाषा की दृष्टि से व्याकरण का सही प्रयोग का ज्ञान कराना। छात्रों का भाषिक कौशल व समझ विकसित कराना।
2. भाषा वैज्ञानिक सिद्धांतों व मान्यताओं को समझका ज्ञान कराना।
3. भाषा व समाज के सम्बन्ध में दृष्टि विकसित कर कराना।
4. संसार की अन्यान्य भाषाओं की प्रकृति व संरचना से परिचित कराना।
5. शोध के लिए भाषा विज्ञान जैसे नए विषयों के चयन में सामर्थ्य विकसित कराना।

अधिगम्यताप्रप्तियाँ

1. हिन्दी भाषा के साहित्यिक विकास से परिचय प्राप्त कर सकेंगे।
2. हिन्दी लेखन एवं उच्चारण में क्षेत्रीय प्रभावों के ज्ञान से लेखन में सुधार कर सकेंगे।
3. आधुनिक भारत के निर्माण में भाषा की भूमिका से छात्रों अवगत होंगे।
4. देवनागरी के व्याकरणिक एवं लिपिबद्ध ज्ञान से हिन्दी लेखन एवं भाषिक संरचना में एकलपता आ पाएगी।
5. भाषा और लिपि के ज्ञान से छात्रों की संप्रेषणीयता का विकास होगा।

इकाई 1 : भाषा और भाषा विज्ञान-भाषा की परिभाषा और अभिलक्षण। भाषा विज्ञान : स्वरूप एवं व्याप्ति, अंग, अध्ययन की दिशाएँ- वर्णनात्मक, ऐतिहासिक और तुलनात्मक।

इकाई 2 : स्वनप्रक्रिया-स्वन एवं ध्वनि विज्ञान का स्वरूप, स्वन एवं स्वनिमकी अवधारणा, वाग्यंत्र और उनके कार्य, ध्वनियों का वर्गीकरण, ध्वनि परिवर्तनके कारण और दिशाएँ।

इकाई 3 : रूप प्रक्रिया का स्वरूप और शाखाएँ, रूपिम की अवधारणा औत्प्रेद-मुक्त-आबद्ध, अर्थदर्शी और सम्बन्धदर्शी, सम्बन्ध दर्शी रूपिम के भेद और प्रकार्य।

इकाई 4 : वाक्य की अवधारणा, वाक्य-परिवर्तन के कारण और दिशाएँ, वाक्य के भेद, वाक्य-विश्लेषण, निकटस्थ-अवयव-विश्लेषण, गहन-संरचना और बाह्य संरचना। अर्थ-विज्ञान-अर्थ की अवधारणा, शब्द और अर्थ का सम्बन्ध, अर्थ-परिवर्तन के कारण और दिशाएँ।

परीक्षकों एवं विद्यार्थियों के लिए निर्देश :

1. प्रथम प्रश्न अतिलघुत्तरी होगा। इस प्रश्न के अंतर्गत सम्पूर्ण पाठ्यक्रम से 10 प्रश्न होंगे, सभी दस प्रश्न हल करना अनिवार्य होगा। प्रत्येक प्रश्न एक अंक का होगा।
2. प्रत्येक इकाई में से दो प्रश्न पूछे जाएंगे जिनमें से एक-एक प्रश्न का उत्तर देना आवश्यक होगा। प्रत्येक प्रश्न 15 अंक का होगा।

10 X 1 = 10 अंक

व्याख्या 4 X 7 = 28 अंक

आलोचनत्मक प्रश्न 4 X 8 = 32 अंक



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सेमेस्टर चतुर्थ

पाठ्यक्रम संख्या- ऐच्छिक प्रश्न-पत्र (ब) प्रथम
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिक मूल्यांकन-30
समय - 03 घण्टे

MAHI-403 (अ)
न्यूनतम उत्तीर्णांक-36
न्यूनतम उन्नीर्णांक-25
न्यूनतम उन्नीर्णांक-11

वैकल्पिक प्रश्नपत्र(ब) (अ) लोक साहित्य

उद्देश्य:-

1. लोक कला एवं लोक साहित्य की विस्तृत जानकारी कराना।
2. लोक साहित्य के अध्ययन से छात्र भारतीय संस्कृति के विभिन्न आयामों जान सकेंगे।

अधिगमसम्प्राप्तियाँ:-

1. विद्यार्थियों को लोकसंस्कृति और साहित्य से अवगत हो सकेंगे।
2. विद्यार्थियों को लोकगीत-संस्कार गीत, ब्रलगीत, श्रमगीत, ऋतुगीत से अवगत हो सकेंगे।
3. लोकनाट्य, ख्याल, तमाशा, लोकनृत्य और लोकोत्सवों का सीख सकेंगे।
4. लोककथा, लोकोक्तियाँ आदि के इतिहास का महत्व स्पष्ट करना।
5. लोक साहित्य का संकलन व संवर्धन करना।

इकाई 1 : लोक और लोकवार्ता, लोकमानस और लोकतत्त्व। लोकसंस्कृति-अवधारणा, लोकवार्ता और लोकसंस्कृति, लोकसंस्कृति और साहित्य। लोकसाहित्य-अवधारणा, लोकसाहित्य की अध्ययन प्रक्रिया एवं संकलन की समर्याएँ।

इकाई 2 : लोक साहित्य के प्रमुख रूपों का वर्गीकरण-लोकगीत, लोक-नाट्य, लोककथा, लोकगाथा, लोकोक्ति साहित्य-परिभाषा एवं वर्गीकरण। कथानक रूढ़ियाँ एवं अभिप्राय, लोककथा निर्माण में अभिप्राय।

इकाई 3 : राजस्थानी लोकगीत-वर्गीकरण एवं प्रतिपाद्य, राजस्थानी प्रमुख लोककथाएँ, छोने एवं बात बणाव। राजस्थानी लोकगाथा-वर्गीकरण, प्रमुख लोकगाथाओं-पाबूजी से पड़, बगडावत का परिचय।

इकाई 4 : राजस्थानी लोकनाट्य-विभिन्न रूपों-ख्याल, तमाशा, स्वींग, नौटंकी, नुरकलंगी, रम्मत- का परिचयात्मक अध्ययन। राजस्थानी लोकनृत्य-धूमर, अग्निनृत्य, चरीनृत्य, मेसताली, डाण्डिया-गेर। राजस्थानी लोक कलाएँ, राजस्थानी लोकोत्सव।

परीक्षकों एवं विद्यार्थियों के लिए निर्देश:

1. प्रथम प्रश्न अतिलघुत्तरी होगा। इस प्रश्न के अंतर्गत सम्पूर्ण पाठ्यक्रम से 10 प्रश्न होंगे, सभी दस प्रश्न हल करना अनिवार्य होगा। प्रत्येक प्रश्न एक अंक का होगा।

10 X 1 = 10 अंक

2. प्रत्येक इकाई में से दो प्रश्न पूछे जाएंगे जिनमें से एक-एक प्रश्न का उत्तर देना आवश्यक होगा। प्रत्येक प्रश्न 15 अंक का होगा।

व्याख्या 4 X 7 = 28 अंक

आलोचनात्मक प्रश्न 4 X 8 = 32 अंक

सहायक पुस्तकें -

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सेमेस्टर चतुर्थ

पाठ्यक्रम संख्या- ऐच्छिक प्रश्न-पत्र (ब) द्वितीय
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिक मूल्यांकन-30
घण्टे

MAHI-404 (आ)
न्यूनतमउत्तीर्णांक-36
न्यूनतम उत्तीर्णांक-25
न्यूनतम उत्तीर्णांक-11 समय - 03

वैकल्पिक प्रश्नपत्र(ब) (आ) भारतीय साहित्य

उद्देश्य:-

1. अनेकों भाषाओं के साहित्य का अध्ययन कराना।

अधिगमसम्प्राप्तियाँ:-

1. विद्यार्थी विविध भाषाओं में लिखित साहित्य से परिचित हो सकेंगे।
2. भारतीय साहित्य के अध्ययन से तुलनात्मक दृष्टि विकसित कर सकेंगे।
3. शोधपरक -दृष्टि विकसित कर सकेंगे।
4. विभिन्न प्रतियोगी परीक्षाओं के लिए भी यह अत्यंत लाभदायक सिद्ध होगा।

इकाई1: भारतीय साहित्य का स्वरूप, भारतीय साहित्य के अध्ययन की समस्याएँ, भारतीय साहित्य में आज के भारत का बिम्ब, भारतीय साहित्य में भारतीयमूल्यों की अभिव्यक्ति, भारतीय साहित्य की मूलभूत एकता।

इकाई2: पांचाली शपथम्(खंडकाव्य-तमिल)-सुब्रह्मण्य भारती,रूपंतरकार-नागेश्वरसुन्दरम्,विश्वनाथ सिंह विश्वासी, ग्रंथ सदन, दिल्ली,प्रथम संस्करण-2007

इकाई3: अग्निगर्भ (उपन्यास-बंगला) - महाश्वेता देवी, राधाकृष्ण प्रकाशन, दिल्ली,दूसरा संस्करण-200

इकाई4: घासीराम कोतवाल (नाटक-मराठी)-विजय तेन्दुलकर, अनुवादक-वसंत देव, राजकमल प्रकाशन, नई दिल्ली, पहली आवृत्ति- 2008

परीक्षकों एवं विद्यार्थियों के लिए निर्देश :

1. प्रथम प्रश्न अतिलघुत्तरी होगा। इस प्रश्न के अंतर्गत सम्पूर्ण पाठ्यक्रम से 10प्रश्न होंगे, सभी दस प्रश्न हल करना अनिवार्य होगा। प्रत्येक प्रश्न एक अंक का होगा। **10 X 1 = 10 अंक**
2. प्रत्येक इकाई में से दो प्रश्न पूछे जाएंगे जिनमें से एक-एक प्रश्न का उत्तर देना आवश्यक होगा। प्रत्येक प्रश्न 15 अंक का होगा। **व्याख्या 4 X 7 = 28 अंक**

आलोचनात्मकप्रश्न 4 X 8 = 32 अंक

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Sardarshahr



सेमेस्टर चतुर्थ

पाठ्यक्रम संख्या- ऐच्छिक प्रश्न-पत्र (स) द्वितीय
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिक मूल्यांकन-30

MAHI-404(अ)
न्यूनतम उत्तीर्णांक-36
न्यूनतम उत्तीर्णांक-25
न्यूनतम उत्तीर्णांक-11

वैकल्पिक प्रश्नपत्र(स) (अ) नवविमर्श

उद्देश्य-

1. राष्ट्रीय भावना, नारी भावना को प्रगाढ़ करने की प्रेरणा देना।
2. शिल्पगत अध्ययन के माध्यम से दीर्घकविताओं से प्रेरणा देना।
3. नवविमर्श, दलित विमर्श, नारी विमर्श, थर्ड जेंडर विमर्श, आदिवासी विमर्श एवं इनके साहित्य को पढ़ना और पढ़ाना।

अधिगनसम्प्राप्तियाँ-

1. दार्शनिक विचारधारा को विकसित कर सकेंगे।
2. मिथकीय चेतना और आधुनिकता बोध, आत्म संघर्ष तथा काव्य सौष्ठव से अवगत हो सकेंगे।
3. कविता के आधुनिक स्वरूप, शैली, विचार और जीवन दर्शन से अवगत हो सकेंगे।

इकाई 1 : सैद्धान्तिक पक्ष -- स्त्री विमर्श : अर्थ एवं स्वरूप, दलित साहित्य को अवधारणा और स्वरूप, आदिवासी साहित्य : स्वरूप, और अवधारणा, प्रवासी साहित्य : स्वरूप एवं अवधारणा।

इकाई 2 : नई सदी की पहचान : श्रेष्ठ महिला कथाकार , संपा.- ममता कालिया, लोक भारती प्रकाशन, इलाहाबाद (कुल 10 कहानियाँ- सिक्का बदल गया - कृष्णा सोवती, तीसरा हिस्सा- मन्नू भंडारी, मलबा- मंजुल भगत, तीन किलों की छोरी- नूतला गर्ग, बन्तो- नमिता सिंह, पीचवा बेटा- नासिरा रमा, एक पेड़ की मौत- अलका सरावगी, महानगर की मैथिली- सुधा अरेड़ा, सुनन्दा छोकरा की डायरी- सूर्यबाला, आपकी छोटी लड़की- ममता कालिया)

इकाई 3 : 'जूटन'-ओमप्रकाश वाल्मीकि भाग-1, राधाकृष्ण प्रकाशन, नई दिल्ली
कहानियाँ: 'साक्षि' -सूरजपाल चौहान, 'अपना गाँव'-मोहनदास नैमिशराय,
'खेत' - रत्नकुमार सांगरिया, 'सिलिया'-सुशीला टाकमोरे,
अस्थियों के अक्षर -श्रीराज सिंह बेदीन (कुल 05)

इकाई 4 : जंगल-जंगल जलियावाला- हरिराम मीणा (यात्रावृत्तान्त), शिल्पायन प्रकाशन, दिल्ली
कविताएँ: 'धरोहर' - प्रभात, 'बुहका सोरेन से' - निर्मला पुतुल, 'आ मेरे बिरसा'भुजंग मेश्रान,
'अघोषित उलगुलान'- अनुज लुगुन, 'हरियल जंगल में'-वाहरु सोनवणे (कुल 05)

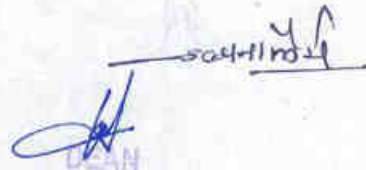
परीक्षकों एवं विद्यार्थियों के लिए निर्देश :

1. प्रथम प्रश्न अतिलघुत्तरी होगा। इस प्रश्न के अंतर्गत सम्पूर्ण पाठ्यक्रम से 10 प्रश्न होंगे, सभी दस प्रश्न हल करना अनिवार्य होगा। प्रत्येक प्रश्न एक अंक का होगा।
2. प्रत्येक इकाई में से दो प्रश्न पूछे जाएंगे जिनमें से एक-एक प्रश्न का उत्तर देना आवश्यक होगा। प्रत्येक प्रश्न 15 अंक का होगा।

10 X 1 = 10 अंक

व्याख्या 4 X 7 = 28 अंक

आलोचनात्मक प्रश्न 4 X 8 = 32 अंक


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सेमेस्टर चतुर्थ

पाठ्यक्रम संख्या- ऐच्छिक प्रश्न-पत्र (स) द्वितीय
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिक मूल्यांकन-30

MAHI-404 (आ)
न्यूनतम उत्तीर्णांक-36
न्यूनतम उत्तीर्णांक-25
न्यूनतम उत्तीर्णांक-11

वैकल्पिक प्रश्नपत्र(स) (आ) हिन्दी नाटक

उद्देश्य

1. राष्ट्रीय भावना के प्रति जागरूकता एवं समर्पण की भावना विकसित कराना।
2. अभिनय एवं रंगमंच के प्रति लगाव उत्पन्न कराना।

अधिगनसम्प्राप्तियाँ-

1. विद्यार्थियों में नाटक व रंगमंच के प्रति रूचि जागृत होगी।
2. विद्यार्थी हिन्दी नाटक व रंगमंच विधा से परिचित हो सकेंगे।
3. पठित नाटकों के आधार पर नाटक के क्रमिक बदलते स्वरूप से परिचित हो सकेंगे। छात्राएँ शोच हेतु नवीन क्षेत्र का चयन कर पायेंगे तथा रोजगार हेतु भी विविध रंगमंचीय संस्थानों से जुड़ सकेंगे।
4. छात्राएँ अपनी परम्परागत नाट्य विधा से जुड़ सकेंगे।

इकाई 1 : अंधेर नगरी : भारतेन्दु हरिश्चन्द्र

इकाई 2 : स्कन्दगुप्त : जयशंकर प्रसाद

इकाई 3 : मादा कैक्टस : लक्ष्मीनारायण लाल

इकाई 4 : शूतुरमुर्ग : ज्ञानदेव अग्निहोत्री

परीक्षकों एवं विद्यार्थियों के लिए निर्देश:

1. प्रथम प्रश्न अतिलघुत्तरी होगा। इस प्रश्न के अंतर्गत सम्पूर्ण पाठ्यक्रम से 10 प्रश्न होंगे, सभी दस प्रश्न हल करना अनिवार्य होगा। प्रत्येक प्रश्न एक अंक का होगा।

10 X 1 = 10 अंक

2. प्रत्येक इकाई में से दो प्रश्न पूछे जाएंगे जिनमें से एक-एक प्रश्न का उत्तर देना आवश्यक होगा। प्रत्येक प्रश्न 15 अंक का होगा।

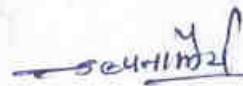
व्याख्या 4 X 7 = 28 अंक

आलोचनात्मक प्रश्न 4 X 8 = 32 अंक

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DEAN



कौशल पाठ्यक्रम चतुर्थ
लोक संस्कृति (MAHI-405)

उद्देश्य

1. लोक साहित्य एवं संस्कृति से परिचित कराना।
2. अभिनय एवं रंगमंच के प्रति लगाव उत्पन्न कराना।

अधिगमसम्प्राप्तियाँ—

1. विद्यार्थियों में नाटक व रंगमंच के प्रति रुचि जागृत होगी।
2. विद्यार्थी हिन्दी नाटक व रंगमंच विधा से परिचित हो सकेंगे।
3. पठित नाटकों के आधार पर नाटक के क्रमिक बदलते स्वरूप से परिचित हो सकेंगे। छात्राएँ शोध हेतु नवीन क्षेत्र का चयन कर पायेंगे तथा रोजगार हेतु भी विविध रंगमंचीय संस्थानों से जुड़ सकेंगे।
4. छात्राएँ अपनी परम्परागत नाट्य विधा से जुड़ सकेंगे।

इकाई 1 : लोक संस्कृति की अवधारणा, स्वरूपलोक साहित्य की परिभाषा और आभिजात्य साहित्य में अन्तर लोक संस्कृति का सामाजिक विकास में योगदानलोक संस्कृति के अध्ययन का इतिहास व उसकी विभिन्न पद्धतियाँ (भारतीय एवं पाश्चात्य)

इकाई 2 : लोक संस्कृति के प्रमुख अध्येता—राहुल सांकृत्यायन, देवेन्द्र सत्यार्थी, रामनरेश त्रिपाठी, कृष्णदेव उपाध्याय, श्याम परमार, विजयदान देशा, कोमल कोठारी, मनोहर शर्मा, अवेरचन्द्र मेघानी, विद्यानिवास मिश्र, कन्हैयालाल सहल, लक्ष्मी कुमारी चूण्डावत, देवीलाल सांमर, जॉन डी स्मिथ।

इकाई 3 : प्रमुख लोक साहित्य विधाएँ—लोक गीत, लोक कथा, लोक गाथा, लोक नाट्य, लोक नृत्य, लोकोक्तियाँ, लोक कलाएँ, प्रमुख लोक गाथाओं का परिचय: पाबूजी री पड़, बगड़ावत, वीर तेजा।

इकाई 4 : राजस्थानी लोक संस्कृति—प्रमुख लोक देवी-देवता और उनके प्रसिद्ध स्थान, लोकोत्सव, प्रमुख त्यौहार और मेले, लोक संगीत, लोक कलाकार, लोक व्यंजन, वेश-भूषा, लोक कलाएँ।

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6. हिन्दी साहित्य का वृहद् इतिहास. वाराणसी, नागरी प्रचारिणी सभा,
7. दिनकर, रामधारीसिंह. (1966). संस्कृति के चार अध्याय. मटना, उदयाचल प्रकाशन.
8. चारण, सोहनदान. (1980). राजस्थानी लोक-साहित्य का सैद्धान्तिक विवेचन. (प्र. सं.). जोधपुर, राजस्थान साहित्य मन्दिर.
9. दाधीच, रामप्रसाद. (1979). राजस्थानी लोकसाहित्य: अध्ययन के आयाम. (प्र. सं.). जोधपुर, जैनसन्स.
10. सहगल, कन्हैयालाल. (1964). राजस्थानी लोक कथाएँ. पिलानी, मरुभारती प्रकाशन.

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FHSS, IASE (Deemed to be University)
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INSTITUTE OF ADVANCED STUDIES IN EDUCATION

(DEEMED TO BE UNIVERSITY)

Of

GANDHI VIDYA MANDIR, SARDARSHAHR

(CHURU) RAJASTHAN – 331403

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*Page No. 01-74 of this
Syllabus has been approved
in A.C. meeting 06.06.2022
Regd. Secy
IASE (Deemed to be University)
G.V.M., Sardarshahr*

*Regd. Secy
IASE (Deemed to be University)
G.V.M., Sardarshahr*



SYLLABUS

SCHEME OF EXAMINATION AND COURSE OF STUDY
FACULTY OF HUMANITIES AND SOCIAL SCIENCES

M.A. HISTORY (SEMESTER SCHEME)

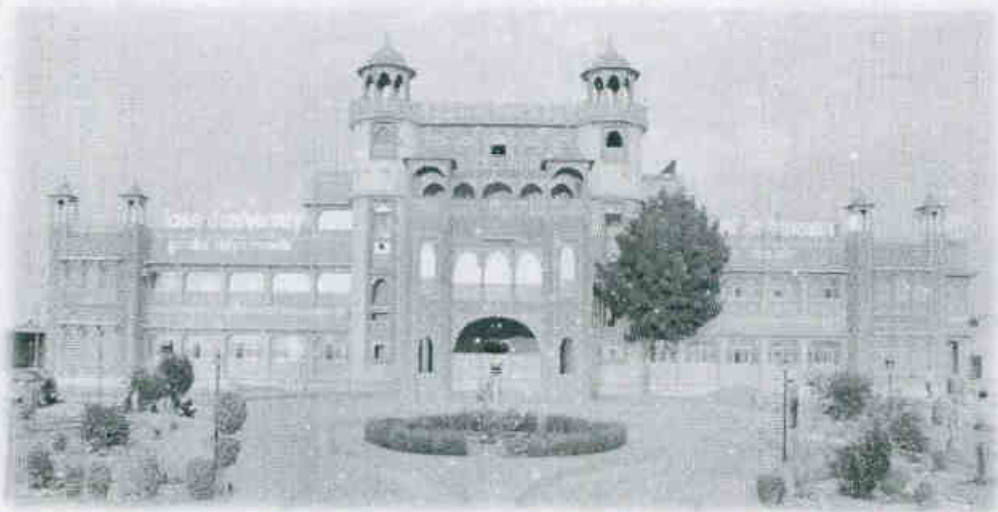
CHOICE BASED CREDIT SYSTEM

Master of Arts Examination

(SEMESTER I AND SEMESTER II) EXAMINATIONS 2020-2021

&

(SEMESTER III AND SEMESTER IV) EXAMINATIONS 2021-2022



Dr. S. K. Singh

[Signature]
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SEMESTER-I

Core Course 01
Max. Marks – 100
36

MAHY-101
Min. Pass Marks –

Internal Max. Marks –30
11

Min. Pass Marks –

Historiography, Historical Concepts, Methods and Tools

Duration: 3 hrs.

Min. Pass Marks: 25 Marks

Max. Marks: 70 Marks

Learning Objective:

1. Produce written work that incorporates consideration of the relevant historiography along with the theory that informs it.
2. Construct original historical arguments based on primary source material research.
3. Demonstrate a superior quality of writing both in terms of mechanics and in developing an argument effectively.
4. Develop an ability to convey verbally their thesis research and relevant historiography and theory.
5. Demonstrate thinking skills by analyzing, synthesizing, and evaluating historical information from multiple sources.
6. Develop the ability to distinguish between fact and fiction while understanding that there is no one historical truth.
7. Produce well researched written work that engages with both primary sources and the secondary literature.
8. Develop an informed familiarity with multiple Research Methodologies.
9. Employ a full range of techniques and methods used to gain historical knowledge.
10. Explain the nature of History.
11. Describe the scope of History.
12. Explain the aims and Learning Objectives of teaching History at Secondary level.
13. Describe the values of teaching History.
14. Read and learn to distinguish between primary and secondary written texts (sources) in the field of History.
15. Identify, comprehend, and explain the structure of written arguments and claims made in specific primary and secondary sources.
16. Learn and summarize key concepts presented in course activities and readings through identifying, analyzing, and explaining specific claims or ideas offered in primary and secondary sources.
17. Learn and practice skills of critical oral expression and dialogue through interpreting and analyzing primary and secondary sources in small-grOxford University Press.And largerOxford University Press.Discussions.
18. Learn and practice the evaluation of evidence (primary and secondary sources) as a means of forming and supporting a written or oral argument about a historical topic or question.

Learning Outcomes

1. Get introduced to the concept of research
2. Understand the stages of research
3. Understand the procedures involved in research
4. Become sensitized to the requirements of cohesion and coherence in continuous composition.
5. Understand the significance of systematic planning and execution of research activity.
6. Master the use of various tools and techniques of research.
7. Understand history and its forces in a better way
8. Gets ability to interrogate existing paradigms and challenge.


DEAN

9. Understand research in terms of formulating hypotheses and develop broad frames of interaction with other social sciences and attain certain level of interdisciplinary approach.

Unit-I

Nature and scope of History, Use and Misuses of History Philosophy and Theories of History, Problem of objectivity and Bias, History is a science or Art: History and other disciplines.

Unit-II

Tradition of Historical Writings - A brief survey of Arab, Greece-Roman and Chinese tradition Ancient Indian Tradition, Medieval and Modern Historiography of India.

Unit-III

Concept of History Approaches to history, Imperialist Nationalist, Sub-ultern and post modernist. Theories of causation, Concept of Progress in History.

Unit-IV

Major Theories of History - Historical Materialism, Theory of World System, Linear Cyclical Historical method, Oxford and Cambridge Schools of History.

Unit-V

Research in History –Subject of Proposed Research: Main sources - Primary and secondary evidence and its transmission Footnotes, Bibliography and Index preparation.

Reference Books:

1. Carr, E.H. (1965). What is History. Penguin.
2. Collingwood, R.G. (1957). The Idea of History. New York.
3. Gardner, Patrick. (ed.). (1959). Theories of History, New York.
4. Warder, A.K. (1972). An Introduction to Indian Historiography.
5. Gooch, G.P.(n.d.). History and Historians in the Nineteenth Century. Longmans, Green & Co.
6. Hardy, Peter.(1960). Historians of Medieval India. London.
7. Hasan, Mohibul.(1978).Historians of Medieval India, Meerut..
8. Pathak, V. S.(1966). Ancient Historians of India, Asia Publishing House Bombay.
9. Renier, G.I.(1950). History, its Purpose and Methods. Boston.
10. Sen, S.P. (ed.) Historians and Historiography in Modern India.
11. Shotwell, J.T. (n.d.).History of History.
12. Stern, Fritz (ed.)(1970). The Varieties of History, London,
13. Thomson, J.W. (1954). History of Historical Writing.
14. Walsh, (1967). An Introduction to Philosophy of History. London.
15. पाण्डे, जी.सी.(1973). इतिहास : स्वरूप एवं सिद्धान्त. ग्रंथ एकेडमी. जयपुर. ।
16. चौबे, झारखण्ड (1999). इतिहास दर्शन. वि.वि. प्रकाशन वाराणसी.
17. बुद्ध. प्रकाश (1968).इतिहास दर्शन.
18. पाण्डे, लालताप्रसाद(n.d.).भारतीय इतिहास दर्शन, अक्षयवट प्रकाशन वाराणसी. इलाहाबाद ।
19. सिंह, परमानन्द (n.d.). इतिहास दर्शन. मोतीलाल बनारसीदास. दिल्ली.
20. श्रीवास्तव, बी.के. (2015). इतिहास लेखन: अवधारणा, विधाएँ एवं साधन. एस.बी.पी.डी. प्रकाशन हाऊस.
21. खुराना, डॉ. के. एल एवं बंसल, आर के. (2017).इतिहास-लेखन, धारणाएँ तथा पद्धतियाँ. लक्ष्मीनारायण अग्रवाल.
22. कार, ई. एच. (2015). इतिहास क्या है?. लक्ष्मी पब्लिकेशन.
23. चौबे, झारखण्ड.(2013). इतिहास दर्शन. विश्वविद्यालय प्रकाशन.
24. शर्मा, (2007).रामविलासइतिहास दर्शन.(प्रथम संस्करण)वाणी प्रकाशन.

SEMESTER-I

Core Course 02
Max. Marks – 100

MAHY-102

Min. Pass Marks –36

Internal Max. Marks –30
11

Min. Pass Marks –

Twentieth Century World

Duration: 3 hrs.

Min. Pass Marks: 25 Marks

Max. Marks: 70 Marks

Learning Objective:

1. Identify significant historic events during the Middle Ages.
2. Understand what makes an event politically, socially, culturally, or religiously significant.
3. Understand and discuss how historical events can be significant in more than one way.
4. Identify individual members and classes of medieval society.
5. Understand the different roles held by members of medieval society, and the different expectations that came along with those roles
6. Students will Learn history of the colonial North America and the new nation (United States)
7. Students will Learn Critique the domestic and foreign policy of the United States .
8. Students will Learn Evaluate the historical importance of the pre-modern European past
9. Students will Learn Appraise the historical significance of modern Europe in the global
10. Students will Learn Examine the historical significance of pre-modern 'non-western' cultures.

Learning Outcomes

1. Get knowledge of Modern World and also acquainted with the Socio- economic & Political developments in other countries.
2. Get familiarized with political history of Modern World.
3. Get acquainted with the main developments in the Contemporary World (Understand the important development in the 20th century World.)
4. Understand the post world war II Scenario
5. Get acquainted with post world war II Scenario
6. Understand contemporary world from the historical perspective.

Unit- I

First World War: Causes and Consequences, Paris Peace Settlement and its impact. Bolshevik Revolution: Causes and results. Lenin – New Economic Policy.

Unit- II

League of Nations: Aim, Achievements and Causes of its failure. Great Depression :Causes and impact. Reparation. Rise of Fascism and Nazism: Causes. Second World War – Causes and results.

Unit- III

UNO and World Peace. Cold War – Causes and results. NATO-Warsaw Pact. National Movements : Egypt, Turkey. Non-Aligned Movement.

Unit - IV

Foreign Policy of India. Relations of India-China. Problem of Kashmir and Palestine Civil Rights Movement. Apartheid.

Unit - V

Disintegration of Socialist block and its impact on politics. Establishment of American Supremacy. International Terrorism. Globalization and its economic and political impact.


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Core Course 03

MAHY-103

Max. Marks – 100

Min. Pass

Marks – 36

Internal Max. Marks –30

Min. Pass

Marks – 11

Cultural Profile of India

Duration: 3 hrs.

Min. Pass Marks: 25 Marks

Max. Marks: 70 Marks

Learning Objectives

1. In this course Student will Learn about various types of source material used by ancient historians and identify changing traditions of history writing.
2. In this course Student will learn The student Identify and describe the emergence of the earliest civilizations in Asia: the Harappan and Aryan societies on the Indian subcontinent and the Shang and Zhou societies in China.
3. The general course of human history in multiple areas of the world.
4. To understand the world contextually, that is, to interpret human experiences and the meanings people have given them in relationship to the place and time in which they occurred.
5. To understand, analyze, and evaluate both evidence and arguments.
6. To explain how and why important events happen and change over time occurs.
7. To create knowledge and communicate it to others both orally and in writing.

Learning Outcomes

1. To enable the students to know about Indian culture.
2. To acquaint them with the teachings of great men of India.
3. To generate awakening about Indian culture.
4. To make the students the ambassadors of Indian culture.

Unit-I

Meaning and scope of culture; Indus Civilization religion, Vedic age-religion and society; Evolution of Vaishnavism, Saivism

Unit-II

Buddhism, Life and Teachings; Contribution of Buddhism to Indian Culture; Jainism. Life and Teachings; Contribution of Jainism to Indian Culture.

Unit-III

Literary Scenic : Vedic literature, Ramayan, Mahabharata and Puranas; Representative Literary Figures of India -Kalidas, Tulsi and Tagore.

Unit-IV

Evolution of Cave architecture, Stupas. Main features of Gandhara and Mathura art, Temple art and architecture of Gupta age., Evolution of Nagara and Dravid temple styles, Kishangarh Painting.

Unit-V

Main Centers of Learning in India – Taxila, Nalanda etc., Contribution of Sangam age; Contribution of Raja Ram Mohan Eao Dayanand and Vivekanand to the Indian Society.

Reference Books:

1. Altekar, A.S.(1935). Education in Ancient India. Nagpur, Suvichar Prakashan.
2. Ambedkar, B R.(1997). Buddha and His Dhamma. Mumbai, P.E. Society.
3. Barua, B. M.(1942). Asoka and his Inscriptions. Calcutta,
4. Chattarjee, A K.(n.d.) A Comprehensive History of Jainism Vol. 1 and Vol. 2.

SEMESTER-I

Core Course 04

MAHY-104

Max. Marks – 100

Min. Pass

Marks – 36

Internal Max. Marks –30

Min. Pass

Marks – 11

Political History of Rajasthan (1200-1761 A.D.)

Duration: 3 hrs.

Min. Pass Marks: 25 Marks

Max. Marks: 70 Marks

Learning Objectives

1. In this course Student will learn about various types of source material used by ancient historians and identify changing traditions of history writing.
2. In this course Student will learn the student Identify and describe the emergence of the earliest civilizations in Asia: the Harappan and Aryan societies on the Indian subcontinent and the Shang and Zhou societies in China.
3. The general course of human history in multiple areas of the world.
4. To understand the world contextually, that is, to interpret human experiences and the meanings people have given them in relationship to the place and time in which they occurred.
5. To understand, analyze, and evaluate both evidence and arguments.
6. To explain how and why important events happen and change over time occurs.
7. To create knowledge and communicate it to others both orally and in writing.

Learning Outcomes

1. To acquaint the students with the history of Rajasthan.
2. To enable them to have knowleble about Merwar Maharanas.
3. To make them know about important units of Rajasthan.
4. To familiarize them with the administrative system and culture of Rajasthan.

Unit - I

Sources of Political History of Rajasthan; Maharana Kumbha, Settlement of Rathors in Marwar; Kanhad Dev

Unit – II

Mewar : Consolidation under Maharana Sanga; his estimate; Udai Singh and his neighbours
Conflicts with the Mughals and the Afghans; Pratap : Battle of Haldighati.

Unit – III

Marwar : Maldeo; his estimate; Resistance of Chandra Sen to Mughal Power, achievements of
Maharaja Jaswant Singh, Marwar-Mughal Struggle.

Unit – IV

Amber : Early history of Kachhavaas of Amber; Mughal Amber alliance; Mirza Raja Jai Singh's
Contributions to Jaipur; Formation of Bikaner State- Maharaja Rai Singh.

Unit - V

Later Mughal And Rajputs; War of Succession feudalism and administrative system.

Reference Books:

1. Banerjee, A.C.(1980).Rajput Studies, Jaipure, Hindi Grantgar Samitee.

SEMESTER- I

Skill Course

ELEMENTS OF INDIAN ARCHAEOLOGY AND EPIGRAPHY(MAHY-105)

Learning Objectives

1. Pupils will learn about the Definition and scope & of concept of new archaeology.
2. Pupils will learn about the Relative dating methods & dating the past: Radio-carbon.
3. Pupils will learn about which of the main archaeological sites in India.
4. Pupils will learn about the origin and antiquity of the art of writing in India, Scripts: Brahmi and Kharoshthi etc.

Learning Outcomes

1. The students will be able to study the culture and civilization of India based on the archaeological and epigraphically sources
2. The students will be able to collect, document, preserve, analyse, edit and publish inscriptions, copper plates and related documents pertaining to the history of India.
3. The students will be able to explore the sites of archaeological importance to augment the cultural history of India.
4. The students will be able to understand the antiquity of India both in time and space and to study the political, social and economic development of India using primarily archaeological and epigraphically sources.
5. The students will be able to prepare a Historical atlas of India.

Unit

Definition and scope of archaeology, history of Indian archaeology, changing attitudes, recent trends and their application in India, concept of new archaeology.

Unit-II

Relative dating methods, dating the past: Radio-carbon; under-water archaeology; main archaeological sites of Rajasthan and Gujarat; Ahar, Kalibanga, Balathal, Dholavira, Lothal.

Unit-III

Value of inscriptions for historical reconstruction, origin and antiquity of the art of writing in India, Scripts: Brahmi and Kharoshthi, Dating and uses: potter's dating methods, Villuputur, Sri Lanka, Gupta.

Unit - IV

Historical and Cultural Study of the following inscriptions:

- i. Remmindei Pillar inscription of Asoka.
- ii. Besnagar inscription of Heliiodorus.
- iii. Hathigumpha inscription of Kharvela.
- iv. Girnar Rock inscription of Rudradamana.



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SEMESTER-II

Core Course-05

MAHY-201

Max. Marks – 100

Min. Pass Marks–36

Internal Max. Marks –30

Min. Pass Marks–11

History of Europe (1789-1870 A.D.)

Duration: 3 hrs.

Min. Pass Marks: 25 Marks

Max. Marks: 70 Marks

Learning Objectives

1. To understand the nature of the Ancient Regime that existed in France on the eve of the French Revolution of 1789.
2. To have an insight into the political, social and economic conditions in France which ultimately led to the Revolution of 1789.
3. To study the various achievements of the National and Legislative Assemblies and understand the work done by the National Convention and the Directory.
4. To study the background of Napoleon Bonaparte before his rise to power & study the military campaigns of Napoleon before his rise to power, understand the circumstances that led to the rise of Napoleon to political power.
5. To study of the measures undertaken by the Congress of Vienna to solve the problems created by the French revolution and Napoleonic Empire.
6. To critically analyze the European settlement brought about by the Congress of Vienna.
7. To study the consequences of the Revolution of 1830. To analyze the circumstances that led to the Revolution of 1848. To understand the themes of nationalism.
8. To analyze the various stages in the unification of Italy. To study the role of Mazzini, Count Cavour and Garibaldi in the process of the unification of Italy.

Learning Outcomes

1. To enable the students with the history of Europe.
2. To familiarize them with the great works of Napoleon Bonaparte.
3. To acquaint them with unification of Italy and Germany.
4. To make them know with the Ottoman empire etc.

Unit - I

Europe on the eve of French Revolution : The French Revolution of 1789 – Causes, Results and Impact.

Unit – II

Napoleon Bonaparte – Works and Achievements; Napoleon's Downfall.

Unit – III

Settlement of 1814-15; Concert of Europe; The Age of Metternich (1815-48)

Unit – IV

Progress of Nationalism; Unification of Italy; Unification of Germany.

SEMESTER-II

Core Course 06
Max. Marks – 70

Internal Max. Marks –30

MAHY-202

Min. Pass Marks – 36

Min. Pass Marks – 11

History of Europe (1870-1919 A.D.)

Duration: 3 hrs.

Min. Pass Marks: 25 Marks

Max. Marks: 70 Marks

Learning Objectives

1. To analyze the problems faced by the Germans towards their national unification.
2. To understand the various efforts made by the Germans towards the unification of Germany before the emergence of Bismarck & review the role of Bismarck in the unification of Germany.
3. To analyze the background of the Russo-Turkish War (1877- 78), understand the nature of rising of the Balkan Christian nationalities against the Turkish rule than study the attitude of the European Powers towards the problems in the Balkan Peninsula & review the consequences of the Russo-Turkish War (1877- 78) and the importance of the Congress and the Treaty of Berlin (1878).
4. To understand the chief aims of Bismarck's foreign policy after 1871. Than Learn To analyze the circumstances hat led to the emergence of the Triple Alliance between Germany, Austria-Hungary and Italy.
5. To trace the course of events that led to the formation of the Triple Entente between England, France and Russia & analyze the causes that led to World War I.
6. To briefly trace the course & Study the consequences of the World War I to trace the circumstances that led to the Paris Peace Conference (1919).
7. To understand the different approach of the Big Four & analyze the Treaty of Versailles (1919) and to point out its impact on Germany.
8. To analyze the causes of the Russian Revolution of 1917 & examine the background and course of the February Revolution of 1917.
9. To trace the circumstances that led to the Bolshevik Revolution of 1917.
10. To understand the impact of the Revolution of 1917 in Russia.

Learning Outcomes

1. To familiarize students with Bismarck and his work.
2. To acquaint them with Anglo-German relations etc.
3. To cultivate the thoughts in students related with the church etc.
4. To make them know with the First world war etc.

Unit - I

Europe in 1870, Bismarck-His Domestic and Foreign Policy. Alliance System, Bismarck and Colonies.

Unit – II

Kaiser William II and his Foreign Policy. Anglo-German Relations and Russo – German Relations. Diplomatic History (1890-1914) with special reference to various alliances and the Morocco Crisis.

Unit – III

Max. Marks – 100
36

Min. Pass Marks –

Internal Max.Marks –30
11

Min. Pass Marks –

International Relations (1919-1945 A.D.)

Duration: 3 hrs.

Min. Pass Marks: 25 Marks

Max. Marks: 70 Marks

Learning Objectives

1. Pupils will learn about after First world war world face many problems and Struggles for the peace, war debts and Economic Depression.
2. Pupils analyze after First world war rise of Fascism & Nazism, than Foreign Policy of Italy & Germany.
3. Pupils will learn about Russia after Bolshevik Revolution & Lenin Economic Policy.
4. Students will learn How to growth Chinese Nationalism & Communism, & Rise of Japan in Aisa.
5. Pupils will learn about after First world war world Political Economic, Imperialistic Condition & all events Leading to World War II.
6. Pupils will learn about after How to World Conditions Responsible to Birth of U.N.O.

Learning Outcomes

1. To cultivate in the students an understanding of international relations.
2. To familiarize them with Nazism and foreign policy of Germany etc.
3. To make them familiar with Kamal Ataturk etc.
4. To promote on understanding about the UNO etc.

Unit - I

Efforts for Peace.War Debts and Economic Depression.Collective Security and Disarmament.

Unit - II

Rise of Fascism, Foreign Policy of Italy and the Spanish Civil War.Rise of Nazism and Foreign Policy of Germany.British Policy of Munich Pact.

Unit - III

Lenin and his new Economic Policy.The Middle East, 1914-45 with Special reference to Kamal Ataturk and Regeneration of Turkey.

Unit - IV

Far East; Growth of Chinese Nationalism and Communism, Rise of Japan and relations with China.

Unit - V

Roosevelt and the New Deal. Events leading to World War-II and War time International Conferences. Birth of the U.N.O

SEMESTER-II

Core Course 08
Max. Marks – 100

MAHY-204
Min. Pass Marks – 36

Internal Max. Marks –30

Min. Pass Marks – 11

History and Culture of Ancient Rajasthan (Earliest Times To 1200 A.D.)

Duration: 3 hrs.

Min. Pass Marks: 25 Marks

Max. Marks: 70 Marks

Learning Objectives

1. In this course, students will learn to evaluate the relationship between history and archeology, identify examples of archeological discoveries, and explain what these discoveries reveal, Excavations of Kalibanga.
2. Define the time period outlining the Early Chalcolithic Culture of Ahar & Gilund Age/New Stone Age and describe the characteristics of this period.
3. Recognize the trends and patterns outlining Rajasthan Civilization and identify the questions one should ask in analyzing history.
4. Compare and contrast the diplomatic methods used today with those used by emperors in the Ancient Rajasthan Bronze Age and identify specific examples of diplomatic methods during this period.
5. In this course, students will learn to History of Matsya janpada & Establishment of Republican Tribes in Rajasthan.
6. In this course, students will learn to origin of Rajputs- Various Theories.

Learning Outcomes

1. Define the cultural features of ancient Rajasthan
2. Discuss the concepts of Paleolithic, Mesolithic, Chalcolithic and related concepts.
3. Identify the components of Matsyajanapada with special reference to Rajasthan.
4. Identify the origins of Rajputs and their cultural development in Rajasthan.
5. Understand the framework for assessing the assessment of Chahmanas and their decline in Rajasthan.
6. Assess the contribution of Chalukyas in development process in all the aspects.

Unit- I

Impact of Geography on Early History of Rajasthan-Brief study of main sources-Main features and extent of Paleolithic Cultures of Rajasthan.Problem of Mesolithic Culture (Bagor and Tilwara).

Unit- II

Early Chalcolithic Cultures of Ahar and Gilund.Excavations at Kalibanga- Problem of Black and Red Ware Pottery.

Unit- III

History of Matsya Janapada. Establishment of Republican tribes in Rajasthan with special reference to Sivas and Malavas.

Unit - IV

Origin of the Rajputs-various theories.A Short Survey of (i) Pratiharasof Mandayvapura, (ii) Guhilas of Medapata achievements and decline, Pratihara empire.

SEMESTER-II
Skill Course-2
Women In Indian History(MAHY-205)

Learning Objectives

1. This course will give emphasis to the study of the social change highlighting active role of women in modern Indian history.
2. This course will orient students about caste, class, gender aspects linked in social reform movement.
3. Role of Women's in National movement and other social movements of modern India.
4. This course will unfold woman's contribution in social change, political institutions' and other field of society.

Learning Outcomes

1. Recognize and evaluate the historical sources of literature which shows the prominent role of women in the Indian freedom movement.
2. Identify the linkage between religion and women in different religion and their significant role in several movements.
3. Know about the customary and legal status of women in ancient India and develop the ability to evaluate the role of women in both private and public sphere.
4. Know about the ancient women organizations and their role in developing the women empowerment in ancient India.
5. Know the position of women in educational institutions and their participation in education.
6. Evaluate the role of women in cultural development of India.

Unit- I

Sources of Study – Archival and non-archival: Govt. files, Census reports, private papers, auto-biographies. Role of Women in the Freedom Movement.

Unit- II

Religion and Women – Brahminical, Jainism, Buddhism, Christianity, Islam and Sikhism, Reform movement and Women – Bhakti movement, Brahma Samaj, Arya Samaj, Aligarh movement.

Unit- III

Customary and legal Status of Women – Ancient India, Medieval India, Colonial India, Post independence and Tribal Societies. Role of Women in household, Agriculture, Industry and rights of property.

Unit - IV

Education and Women – Ancient India, Medieval India, Colonial India, Post-Independence India. Women's organizations – Colonial, local, national, post-independence political participation of women, various movements of women in India.

Unit - V

Women and Culture – Women representation and Participation in Literature, Art, Sculpture, Music, Dance, Historical writings and media.

Reference Books:

1. Altekar, A.S. (1978). The Position of Women in Hindu Civilization. Delhi.
2. Basu, A., & Ray, B. (1927, 1990). Women's Struggle: A History of the All India Women Conference. Delhi.
3. Upadhyaya, B.S. (n.d.). Women in Rigveda.
4. Desai, Neera. (1957). Women in Modern India. Mumbai.

SEMESTER-III

Core Course 09
Max. Marks – 100

Internal Max. Marks –30

History (MAHY-301)
Min. Pass Marks – 36
Min. Pass Marks – 11

Social and Economic History of Modern India

Duration: 3 hrs.

Min. Pass Marks: 25 Marks

Max. Marks: 70 Marks

Learning Objectives

1. The general course of human history in multiple areas of the world.
2. To understand the world contextually, that is, to interpret human experiences and the meanings people have given them in relationship to the place and time in which they occurred.
3. To understand, analyze, and evaluate both evidence and arguments.
4. To explain how and why important events happen and change over time occurs.
5. To create knowledge and communicate it to others both orally and in writing
6. To gain an understanding of core economic principles and how they apply to a wide range of real-world issues.
7. To master the theoretical and applied tools necessary to critique and create economic research.
8. To learn how to articulate pragmatic, principles-based policies to enhance economic wellbeing and promote social justice.
9. To become familiar with salient developments in the world economy, in both present-day and historical contexts.

Learning Outcomes

1. To make the students familiar with social and economic history of modern India.
2. To acquaint them with social reforms of India etc.
3. To make them familiar with the land revenue administration.
4. To impart knowledge about the adverse effects of Britain on India.

UNIT-I

General Features of Social Life in the Later Half of the 18th Century. The position of women in the 19th Century and attempt to ameliorate their condition.

UNIT-II

Social and Religious Reform Movements- Raja Ram Mohan Roy, Dayanand Saraswati, Jyotiba Phule and Vivekananda.

UNIT III

The Growth and Importance of English Education. Social change in the first half of the 19th century with special reference to the change of the Social structure and growth of new social classes.

UNIT-IV

Land Revenue : administration- main features of the Permanent Settlement, Mahalwari and Rayyutwari System and their impact.

UNIT-V

The Drain of Wealth from India. Destruction of cottage industries and handicrafts. The Establishment of Railways and the beginning of Industrialization.



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Core Course-10

MAHY-302

Max. Marks – 100

Min. Pass

Marks – 36

Internal Max. Marks –30

Min. Pass

Marks – 11

**Social & Economic History of Rajasthan
(7th century A.D. To 1950 A.D.)**

Duration: 3 hrs.

Min. Pass Marks: 25 Marks

Max. Marks: 70 Marks

Learning Objectives

1. Students will learn about the social institutions of Rajasthan just like Cast System, Family Structure, Marriage & Slavery System etc.
2. Students will learn about the Nature of Feudal System of Rajasthan, Social Discrimination & Un-Touchability in Rajasthan.
3. Students will learn about Panchayat System in Rajasthan.
4. Students will learn about Socio-Religious Movements in Rajasthan special reference to Sufism, Bishnois, Dadupanth and Social Work of Christian Missionaries. etc.
5. Students will learn about Bhil & Cast Reform Movements

Learning Outcomes

1. To give exposure to students about the traditions of Rajasthan.
2. To familiarize them with socio-religious movements of Rajasthan.
3. To make them know about Arya Samaj etc.
4. To acquaint them with land grants, trade routes.

Unit-I

Main Social Institutions: Tribes, Clan and Caste, Family organization, Main Samskaras, Marriage, Slavery and Education. Social customs and Rituals their ramification: Purdah, Sati-Johar

Unit-II

Character of Feudalism, Forced Labour, social discrimination and untouchability, Panchayats, Fairs and Festivals and their contribution to society.

Unit-III

Socio-Religious Movements with reference to Sufism, Bishnois (Jambhoji), Dadupanth, Jasnathi, Western Cultural and Educational Impact: Social Work of Christian Missionaries.

Unit-IV

Arya Samaj, Bhil Reform movement. Caste Reform Sabhas with special reference to Walterkrit Rajputana Hitkarini Sabha.

Unit-V

Nature of Land Grants. Agrarian and Non-agrarian production. Trade and Trade routes. Famines. Growth of Railways and Its Impact.

Reference Books:

1. Bhati, N.S. (Ed.), (n.d.). Sources of Social and Economic History of Rajasthan.
2. Sharma, G.N. (n.d.). Social Life in Medieval Rajasthan: 1500-1800 A.D. Agra.
3. Sharma-G N (1968). Rajasthan Ka Sanskritik Itihas. Jaipur, Rajasthan Hindi Grantha Academy.
4. Sharma-G N (1965). A Bibliography of Medieval Rajasthan: Social and Cultural. Agra.

SEMESTER- III

Elective-I
Max. Marks – 100
Marks – 36

MAHY-303 A
Min. Pass

Internal Max. Marks –30
Marks – 11

Min. Pass

History of Rajasthan – 1800-1956 A.D.

Duration: 3 hrs.

Min. Pass Marks: 25 Marks

Max. Marks: 70 Marks

Learning Objectives

1. Students will learn about the maratha expansion & Treaties with East India Company than state of Rajputan & their Impact.
2. Students will learn about 1857 first attempt For Independence.
3. Students will learn about the Development of Transport & communication in India.
4. Students will learn about the British Monopoly over Salt & Opium Trade & age of Modernization.
5. Students will learn about the Political Awakening, activities in major state of Rajasthan.
6. Students will learn about the Praja Mandal Movements, & policy of AISPC towards the freedom struggle in Princely States of Rajasthan.

Learning Outcomes

1. Identify and define the causes for Maratha expansion and revolt of 1857.
2. Identify, describe, and compare/contrast the reasons for the development of means of transportation and communication in the post 1857.
3. Identify and describe the emergence of several taxes which affects the economic structure in post 1857 period.
4. Identify and describe the emergence of political awakening in Rajasthan.
5. Identify and describe the different movements in Rajasthan that characterized the freedom struggle.
6. Identify and describe the characteristics of the integration of princely states in Rajasthan.

Unit- I

Maratha expansion Circumstances leading to the treaties with East India Company by States of Rajputana and their impact. Upheaval of 1857 – Causes, main events, nature and results. Land Revenue and Judicial reforms.

Unit- II

Development of Means of Transport and Communication in Post 1857 period. Monopoly over Salt and Opium Trade, Famines. Social reforms through legislation. Age of modernization, with special reference to Jodhpur and Bikaner.

Unit- III

Causes of Political Awakening. Bijolia Movement, Bhil Movement. Revolutionary activities in Rajasthan. Early Political activities in major States of Rajasthan

Unit - IV

Praja mandal Movements with special reference to Jodhpur, Jaipur and Udaipur. Policy of AISPC towards the freedom struggle in princely states of Rajasthan. Attitude of Rajputana Princess towards Indian Federation. Attitude of princes towards the freedom struggle.



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SEMESTER-III

Elective-I

Max. Marks – 100

Marks – 36

Internal Max. Marks –30

Marks – 11

MAHY-303 B

Min. Pass

Min. Pass

Social and Economic Life and Institutions of Ancient India

Duration: 3 hrs.

Min. Pass Marks: 25 Marks

Max. Marks: 70 Marks

Learning Objectives

1. Pupils will learn about the origin & Development of Varna System & Importance of the Asramas in Ancient Indian Society.
2. Pupils will learn about the How to transformations of Varna into Castes Systems in India.
3. Pupils will learn about the aims & significance of the Sanskaras in Hindu Social Systems.
4. Pupils will learn about the Status of Women's in Ancient Indian Society.
5. Pupils will learn about the How to growth of Agriculture Industry in Ancient India.
6. Pupils will learn about which was the labour Systems in Ancient India.
7. Pupils will learn about the trade & Commerce: Land Trade, Foreign Trade etc.

Learning Outcomes

1. The students will be able to recognize the origin of Varna system and the reasons which made it prevalent in ancient India.
2. The students will be able to evaluate the benefits of Asrama system in ancient India and even have the idea about its importance till date.
3. The students will be able to identify and describe the values of Sanskaras and their importance in all societal institutions.
4. The students will get an in-depth knowledge about the land and revenue system in ancient India.
5. The students will be able to evaluate the agriculture, industry, trade and commerce and their performance and development critic

Unit- I

Purusharthas and their significance; origin and development of Varna organization, transformation of Varnas into castes; meaning and importance of Asrama system with special reference to the Brahmacharya and the Grihastha Asramas.

Unit- II

Sanskaras: aims and significance of the Sanskaras in Hindu Social system; The Upanayana and Vivaha Sanskaras; Status of women in ancient India. Educational ideas and institutions –ideals of Indian education; main centers of learning.

Unit- III

Land and revenue system in ancient India: ownership of land, types of land, land tenure, land grants; Land revenue; principles of taxation, other taxes.

Unit - IV

Agriculture industry and labour: Cultivation, and other main industries, Labour system– slave, forced and hired labour.

Unit V

Trade and Commerce: Inland trade, foreign trade; trade routes; Barter system; coins and currency, organization and functions of guilds.

SEMESTER- III

Elective-II

MAHY303 C

Max. Marks – 100

Min. Pass

Marks – 36

Internal Max. Marks –30

Min. Pass

Marks – 11

Society and Culture of India A.D. 1200-1750

Duration: 3 hrs.

Min. Pass Marks: 25 Marks

Max. Marks: 70 Marks

Learning Objectives

1. Pupils will learn about the Structure of Rural & Urban Society, Village Community, & Rural- Urban Relationship in this Period.
2. Pupils will learn about the Formation Of Regional Identities : Movements & Cults for Example Jagannath Cults in Odisa.
3. Pupils will learn about the origin of Islam's & Its Main Teachings, Sufism, Its Origin & Sikhism & its Main teaching.
4. Students wil learn about the Origin of Bhakti movements in india Its role of Cultural development
5. Students will learn about the Life & Teaching of the main Saints: Kabir, Nanak, Meerabai etc

Learning Outcomes

1. Read, interpret, and analyses primary source texts with attention to content, historical and cultural context, genre, and language.
2. Analyses authors' arguments by identifying perspectives, assumptions, strategies, and omissions
3. Describe the historical forces that created ancient, diverse human cultures and the ways rural and urban society are interconnected.
4. Demonstrate familiarity with the various modes of thought, interpretation, and analysis in the religion and their uses for understanding contemporary issues.
5. Articulate informed perspectives on the major historical and ideological debates of ancient times.
6. Recognize the origin and evolution of Bhakti Cult in India and their pioneers.

Unit- I

Structure of Rural and Urban Society :Composition and Stratification of rural Society, Village Community, Forms of dominance, resistance and conflicts; Composition of Urban Society: Classes and communities; Rural –Urban relationships and urban life.

Unit-II

Formation of regional identities: Movements and cults – Jagannath cult in Orissa, Vaishnavite movement in Eastern India, Ascendancy of Namboodries in Kerala.

Unit-III

Islam, Sufism and Sikhism –Islam – Origin and its main teachings; Sufism, its origin, concepts and main centers; Sikhism and its main teachings.


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SEMESTER-III

Elective-II

Max. Marks – 100

Marks – 36

Internal Max. Marks –30

Marks – 11

MAHY-304 A

Min. Pass

Min. Pass

History of India Upto E. A.D. 650

Duration: 3 hrs

Min. Pass Marks: 25 Marks

Max. Marks: 70 Marks

Learning Objectives

1. Students will learn about the various Sources of India up to India with special reference to Palaeolithic, Mesolithic, Neolithic, & Chalcolithic.
2. Students will learn about the Origin of the Harappan Civilization.
3. Students learn about the Republican States in Ancient India.
4. Pupils will learn about the second stage of the Urbanization & urban Centers.
5. Pupils will learn about the Rise of Nandas & Mauryas Empire & his Polity & Foreign Policy.
6. Students learn about the Sungas, Kanvas, Satvahana Empire & its Socio- Religious & Economic Conditions during the period.
7. Students learn about the Administrative Systems in Gupta & Vakatakas Empire.

Learning Outcomes

1. The students will be able to define the sources of various ancient cultures with special reference to Palaeolithic, Mesolithic, Neolithic, and Chalcolithic.
2. The students will be able to analyse the first urbanization i.e. Bronze age and their importance in development of Harappan civilization.
3. The students will be able to evaluate the dawn of Iron age and Megalithic culture.
4. The students will be able to identify the features of second urbanization and the impression of Asoka in initiation of second urbanization.
5. The students will identify an aspect of the importance of the second urbanization in defining our history.
6. The students will introduced to the ancient and well-planned administrative organizations of India upto E. A.D. 650 and its impact on Indian economy.

Unit- I

Sources, Paleolithic and Mesolithic Cultures; and Rock art; Neolithic and Chalcolithic Village cultures.

Unit- II

Bronze age: First urbanization; Early Harappa, Mature Harappan, Late and Post - Harappan ; Vedic Society: Polity; Economy; Religion; Early Iron Age : Disposal of the dead, Megalithic culture.

Unit- III

Janapadas and Mahajanapadas : Monarchical and republican; Second urbanization; Urban Centers. Towards Empire: Nandas and Mauryas: Polity, Foreign Relations, Art and Architecture, Asoka Edicts, Dhamma.

Unit - IV

Post Mauryan developments: Sungas and Kanvas; Indo-Greeks and Saka-Pahlavas- Social conditions; Satavahanas and the Western Kshatrapas; Kushanas; Sangam age.

SEMESTER-III

Elective-II
Max. Marks – 100
36

MAHY-304 B
Min. Pass Marks –

Internal Max. Marks –30
Marks – 11

Min. Pass

History of India A.D. 650-1200

Duration: 3 hrs.

Min. Pass Marks: 25 Marks

Max. Marks: 70 Marks

Learning Objectives

1. Students learn about the Historical & Literary Sources for example Sanskrit, Tamil, epigraphy etc.
2. Students learn about the Political Structure during this period in India.
3. Students learn about Growth of Economic Structure in this period: Just like Agrarian Economic, Trade, Craft, guilds, Traders etc.
4. Students learn about the Status of Women, Untouchability, Property Rights, Educational Ideas in Societies in this period.

Learning Outcomes

1. The students will be able to recognize and evaluate the importance of historical literature sources with special reference to integrative approaches.
2. The students will be able to define the features of India political systems during A.D. 650-1200.
3. The students will be able to evaluate the economic structures of ancient Indian society deeply and their changing nature.
4. The students will be able to draw chronological data on social system during A.D. 650-1200.
5. The students will be able to discuss about the status of women in various societal institutions.
6. The students will be able to compare the status of societal institutions then and today and the reasons for their change and development.
7. The students will be able to analyse the various religious movements and the reasons behind their proliferation during A.D. 650-1200.

Unit-I

Interpreting the period : Changing patterns of polity, economy and society; and integrative approaches; Sources : Sanskrit, Tamil, epigraphy and numisma

Unit- II

Polity : Political Structure and forms of legitimation; regional variations: northern and eastern India; Western and Central India, Deccan and South India.

Unit- III

Economy : Agrarian economy : Irrigation; urban settlements; trade and craft guilds; forms of exchange; coinage and currency; interest and wages; traders, merchants and craftsmen.

Unit - IV

Society : Social stratification; un touch ability; status of women; marriage; property rights; educational ideas and institutions

Unit V

Religion : Bhakti movements; Shaivism; Vaishnavism; Jainism; Buddhism; Christianity; Islam;
Philosophy : Main trends in literature : Sanskrit and Tamil.


DEAN



SEMESTER-III

Elective-II
Max. Marks – 100
Marks – 36

MAHY-304 C
Min. Pass

Internal Max. Marks –30
Marks – 11

Min. Pass

Modern India and Its Institutions (1740-1857 A.D.)

Learning Objectives

1. The meaning and nature of colonialism.
2. Colonialism development in its various stages at the world level. Explain the issues facing modern India.
3. Colonial intervention in economy, society and polity.
4. Students will learn the Establishment of British Power in Bengal & Third Battle of Panipat and British Expansion in Punjab & Decline of Maratha Empire.
5. Students will learn about the relations with frontier States.
6. Students will learn the Growth of British Paramountcy in various Stages.
7. Students will learn the 1857 first attempt For Independence.

Learning Outcomes

1. To acquaint the students with modern India and its institutions.
2. To enable them to know the main events of modern India.
3. To enable them to know about Nepal, Afghanistan, Burma and Britain etc.
4. To make the students able to have the glimpses of British-India relationship.

UNIT-I

Establishment of British power in Bengal (1740-1772). Marathas and the Third battle of Panipat, Mahadji Sindhia, Nara Phadnavis, Causes of the downfall of the Marathas.

UNIT-II

Ranjit Singh and the consolidation of his power in Punjab. Annexation of Sindh and Awadh.

UNIT-III

British relation with frontier States, Afghanistan and Burma. Development of British Indian Administrative System. 1756-1858.

UNIT-IV

Indian States and growth of British Paramountcy-various stages, Doctrine of Laps.

UNIT-V

British relations with the Mughal Emperor; 1857-First attempt for independence, its nature, Causes and results.


DEAN



SEMESTER- III
SKILL COURSE-3
Historical Application In Tourism (Rajasthan)

Learning Objectives

1. Pupil learn about the Tourism Characteristics and Designing of Tourism Product.
2. Pupil learn about the History as a Tourism Product – Monuement.

Learning Outcomes

1. Recognize tourism as a product of historical events.
2. Identify the process through which they can easily implement the historical knowledge in development of tourism/ tourism industry.
3. The students will gain an in-depth knowledge on the significant tourism sites in Rajasthan and their relevancy and importance.
4. Guide others on the historical tour of Rajasthan.
5. The students will surely come to know about the rich culture and historical heritages of Rajasthan.

Unit – I

Characteristic in Tourism Characteristics and Designing of Tourism Product.

Unit –II

History as a Tourism Product – Movements – Forts – Chittaurgarh, Kumbhalgarh, Kishangarh,

- (i) Places – City Palaces of Jaipur, Udaipur, Palaces of Lalgarh Palace (Bikaner), Umaid Bhawan Palace (Jodhpur).
- (ii) Temples & Other Religious Places – Dargah Sharif (Ajmer) Pushkar, Karimnata (Desimok), Jain temple Ranakpur, Delwara.
- (iii) Dunes, Forts & Forests
- (iv) Lakes, Havelies & other Monuments, Jantar – Mantar, Hawa Mahal, Mandore, Shahi Chattria (Alwar), Devikund Sagar (Bikaner), Havelies of Shekawati

Unit-III

Historical sites, Archaeological sites - Kalibanga, Ahar, Bairath.

Unit IV

Folk Culture & Arts. Folk culture - Folk dance and Folk songs. Ghumar, Gawari, Gair, Bhawai, Art with Special Reference of Paintings Mewar, Marwar & Kishangarh Styles. Festival & Religions

Unit V

Handicrafts, Textiles etc., Metal Art, Wooden, Stone, Terracotta, Guiding Skills

Reference Books:

1. Copper, Chris., & Fletcher, (2005). Tourism: Principles and Practices. Pearson Education.
2. Wahab, S. (1975). Tourism Marketing. United Kingdom. Tourism International Press. 154 Cromwell Road. London SW7.
3. Bakewell, Joan. (1979). The Complete Traveller. Hamlyn. (New edition).

SEMESTER- IV

Core Course-II

Max. Marks – 100
36

MAHY-401

Min. Pass Marks –

Internal Max. Marks –30
11

Min. Pass Marks –

Modern India and Its Institutions (1858-1919a.D.)

Duration: 3 hrs.

Min. Pass Marks: 25 Marks

Max. Marks: 70 Marks

Learning Objectives

1. Analyze the Emergence of the National Movement Appreciate the Struggle for Freedom.
2. Identify with the Statement that freedom is our Birth Right
3. Describe and Appreciate the role of Bal Gangadhar Tilak, Gopal Krishan Gokhale, Bipinchander Pal, Lala Lachapatrai and other Freedom fighter in the Freedom Struggle
4. Students will Learn the rise of National Congress & its Works
5. Students will Learn the Constructional Act for Example 1861, 1909, & 1919.
6. Debate on the Happenings Between 1858-1919.
7. Interpret the Social Reform Movement, Growth of Education, Press etc.

Learning Outcomes

1. To acquaint the students with the political trends of India.
2. To make the students aware about the dangers of communalism etc.
3. To make the students aware about neighboring countries.
4. To make them knowledgeable about British rule etc.

UNIT-I

Indian Nationalism —The Indian National Congress, the Moderates. Gokhale and Pherozeshah Mehta.

UNIT-II

The beginning of Radicalism and contribution of Tilak.Partition of Bengal and Swadeshi Movement.

UNIT-III

Growth of communalism and separatism-Sir Saiyyid Ahmed and the Aligarh Movement Growth of education, Prass..Administration and Finacial decentralization.

UNIT-IV

Relations with neighbouring State- Afghanistan.Burma and Tibet.

UNIT-V

The growth of British paramountcy, its nature, Indian Council Act of 1861, 1909 and 1919.

Reference Books:

1. Majumdar, A.K.(1969).Advent of Independence. Bombay,Bhartiya Vidya Bhavan.
2. Desai, A.R.(1976). Social Background of Indian Nationalism.(5th edition). Bombay,Popular Prakashan.
3. Seal, Anil.(1971).The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century. Cambridge University Press.
4. Ganachari, Arvind.(2005). Nationalism and Social Reform in a Colonial Situation, New Delhi, Kalpaz Publication.
5. Nanda,B.R.(ed).(1977). Gokhale: The Indian Moderates and the British Raj.New Jerssy, Princeton University Press.

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SEMESTER- IV

Core Course-12
Max. Marks – 100
36

MAHY-402
Min. Pass Marks –

Internal Max. Marks –30
11

Min. Pass Marks –

Modern India and Its Institution (1919-1950A.D.)

Duration: 3 hrs.

Min. Pass Marks: 25 Marks

Max. Marks: 70 Marks

Learning Objectives

1. Appreciate the leadership of Mahatma Gandhi.
2. Describe and Appreciate the role of Gandhi in the Freedom Struggle.
3. Student Will aware about Independence & the New Constitution of India.
4. Debate on the Happenings Between 1919-1950.
5. Interpret the result of the Salt March and Quit India Movement.
6. Student Will aware about the Jinnah's role on the partition of India.
7. Students Will learn about Growth of Socialist, Communal movement in India
8. Express Their Views on Independence And Partition.

Learning Outcomes

1. To acquaint the students with the Role of the Revolutionaries.
2. To make the students aware about India's Independence and the New Constitution of India.
3. To make the students aware about the Socialist Movement etc.
4. To make them knowledgeable about British rule etc.

UNIT-I

The Non-cooperation, Civil Disobedience and Quit India Movements, Role of the Revolutionaries with special reference to Chandra Shekhar and Bhagat Singh.

UNIT-II

Round Table Conference : A study of the Act of 1935. India's Independence and the New Constitution of India, a study of the main feature of the Constitution.

UNIT-III

All Brothers and Maulana Azad. The Communal Award. Jinnah's role on the Partition of India.

UNIT-IV

The Growth of the Socialist Movement: Jawahar Lal Nehru; Subhash Chandra Bose, and Jai Prakash Narayan.

UNIT-V

Gandhi's programmes. His political, Economic and social ideas. Depressed class movement and the problem of Untouchability.

Books Recommended:

1. Majumdar, A.K.(1969). Advent of Independence. Bombay, Bhartiya Vidya Bhavan.
2. Desai, A.R.(1976). Social Background of Indian Nationalism.(5th edition). Bombay, Popular Prakashan.
3. Seal, Anil(1971). The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century. Cambridge University Press.


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31. Singh, H. L.(1963). Problem and Politics of the British in India. London, Asia Publishing House.
32. Jain, M. S. (1965). Aligarh Movement.Sri Ram Mehra & CO. University of California.
33. Hasan, Mushirul. (ed.).(1993). India's Partition: Process, Strategy, Mobilization.New Delhi, Oxford University Press.

SEMESTER- IV

Elective-III
Max. Marks – 100

Internal Max. Marks –30

MAHY 403 A
Min. Pass Marks – 36

Min. Pass Marks – 11

Social and Economic Life and Institutions of Ancient India

Duration: 3 hrs.

Min. Pass Marks: 25 Marks

Max. Marks: 70 Marks

Learning Objectives

1. Pupils will learn about the origin & Development of Varna System & Importance of the Asramas in Ancient Indian Society.
2. Pupils will learn about the How to transformations of Varna into Castes Systems in India.
3. Pupils will learn about the aims & significance of the Sanskaras in Hindu Social Systems.
4. Pupils will learn about the Status of Women's in Ancient Indian Society.
5. Pupils will learn about the How to growth Agriculture Industry in Ancient India.
6. Pupils will learn about the which was the Labour Systems in Ancient India.
7. Pupils will learn about the trade & Commerce: Land Trade, Foreign Trade etc.

Learning Outcomes

1. The students will be able to recognize the origin of Varna system and the reasons which made it prevalent in ancient India.
2. The students will be able to evaluate the benefits of Asrama system in ancient India and even have the idea about its importance till date.
3. The students will be able to identify and describe the values of Sanskaras and their importance in all societal institutions.
4. The students will get an in-depth knowledge about the land and revenue system in ancient India.
5. The students will be able to evaluate the agriculture, industry, trade and commerce and their performance and development critic

Unit- I

Purusharthas and their significance; origin and development of Varna organisation, transformation of Varnas into castes; meaning and importance of Asrama system with special reference to the Brahmacharya and the Grihastha Asramas.

Unit- II

Sanskaras: aims and significance of the Sanskaras in Hindu Social system; The Upanayanaand VivahaSanskaras; Statusof women in ancient India. Educational ideas and institutions –ideals of Indian education; main centers of learning.

Unit- III

Land and revenue system in ancient India: ownership of land, types of land, land tenure, land grants; Land revenue; principles of taxation, other taxes.

Unit - IV

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SEMESTER- IV

Elective-III

Max. Marks – 100

Internal Max. Marks –30

MAHY403 B

Min. Pass Marks – 36

Min. Pass Marks – 11

The Art and Architecture of Medieval India A.D.1200-1700

Duration: 3 hrs.

Min. Pass Marks: 25 Marks

Max. Marks: 70 Marks

Learning Objectives

1. Students will learn about the Architecture during the Sultanate period: Main characteristics of the Islamic architecture.
2. Students will learn about the Development of architecture under the various dynasties of the Delhi Sultanate.
3. Students will learn about the Main Characteristics of the Mughal architecture Development of architecture under the Babar, Humayun, Shershah, Akbar, Jahagir, Shahjahan, Aurangzeb.
4. Students will learn about the Impact of Muslim architecture on Hindu architecture.
5. Students will learn about the Mughal painting.
6. Students will learn about the Temple art and architecture in Medieval India.

Learning Outcomes

1. Demonstrate an effective knowledge of architectural vocabulary appropriate for understanding historical incidences.
2. Recognize and understand major monuments, artists, methods and theories, and be able to assess the qualities of works of art and architecture in their historical and cultural settings.
3. Locate, interpret and analyse primary and secondary sources relevant to historical evidences and questions.
4. Use innovative theoretical and methodological approaches to generate new approaches to the history of representation understood within broader socio-cultural perspectives. They will demonstrate skills necessary for effective preparation of artwork for public presentation, using a variety of materials and techniques.
5. Construct a portfolio of works on historical monuments with special reference to Rajasthan that demonstrates their writing, and presentation skills through verbal, written, and constructive exercises.

Unit- I

Architecture during the Sultanate period: Main characteristics of the Islamic architecture; architecture under the various dynasties of the Delhi Sultanate. Regional styles –Deccan, Gujarat, Bahamani, Kashmir.

Unit-II

Main Characteristics of the Mughal architecture : Development of architecture during the reign of Babar, Humayun, Shershah, Akbar, Jahagir, Shahjahan, Aurangzeb. Impact of Muslim architecture on Hindu architecture.



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SEMESTER- IV

Elective III

Max. Marks – 100

36

Internal Max. Marks –30

11

MAHY-403 C

Min. Pass Marks –

Min. Pass Marks –

Medieval Rajasthan A.D.1400-1708

Duration: 3 hrs.

Min. Pass Marks: 25 Marks

Max. Marks: 70 Marks

Learning Objectives:

1. Students will learn about the Primary Sources of Medieval Rajasthan For example Inscriptions, Persian Histories, Khyats etc.
2. Students will learn about the 15th Centuries Political History of Rajasthan.
3. Students will learn about the Rajputs & Mughals Relation in Akbar's period.
4. Students will learn about the Administrative & Economic Conditions of Medieval Rajasthan.
5. Students will learn about the Rajputs & later Mughals Relations.

Learning Outcomes:

1. Gather in-depth knowledge about the Rajasthan during medieval period.
2. Identify the rise and fall of various kingdoms in Rajasthan and the reasons behind their dawn and fall.
3. Evaluate the mutual coordination and relationship between Mughals and Rajputs and its impact on the Indian society during medieval period.
4. Analyse the powers and administrative strengths of Rajputs and their well-accomplished theory of trade and commerce.
5. Identify the glorious Rajputana history and learn a lot about Rajasthan culture.
6. Evaluate the qualities of Rajputana kings during medieval period which put a glorious impact on Indian history.

Unit- I

Primary Sources :Inscriptions, Persian Histories, arsatthas and Khyats, Bat and Vigat, Nainsi'sKhyat and Vigat, Jain Literature.

Unit-II

Rise of Mewar and Marwar :Rajasthan in the 15th Century : Mewar and the Sultans, Political History of Mewar from Kumbha to Sangram Singh, Marwar till the death of Maldev.

Unit-III

Rajputs and Mughals : Akbar's early contact with Rajputs, Occupation of Mewar: Rana Pratap; Rajputs as mansabdars: Bhagwan Das and Man Singh, Composition of Rajput segment of Mughal nobility; Jahangir's policy towards Rajputs; ShahjahanandtheRathores.

Unit – IV

Rajput Polity, Administration and Economy: Position of ruler, concept of tan and rekh, Tankwah and Watan Jagirs, Rajput administration, Trade and commerce, Mahajans, the rise of the business community.

Unit V

Rajputs and Later Mughals: The Rajputs and the war of succession 1658-59, urangzeb's Rajput policy in the early years; share of the Rajputs in mansabs; Mirza Raja Jai Singh, Sawai Jai Singh; the Rajputs and the war of succession (1707-08) and the settlement with Bahadur Shah.

SEMESTER- IV

Elective-IV

Max. Marks – 100

36

MAHY- 404 A

Min. Pass Marks –

Internal Max. Marks –

30Min. Pass Marks – 11

History of Ideas (Religious, Political & Social Ideas)

Duration: 3 hrs.

Min. Pass Marks: 25 Marks

Max. Marks: 70 Marks

Learning Objectives

1. Student Will aware about the Religious idea in early India, Indus Religion, vedic Religion etc.
2. Students will learn the religious thoughts & Cultural Synthesis- Sufism & Sikism.
3. Analyze the reforms & Revivalism Brahma Samaj, Arya Samaj & Aligarh Movement.
4. Students will learn the Idea of Polity Monarchy & Oligarchy in ancient & Medieval India – Republicanism.
5. Students familiarize Colonialism & emergence New political Ideas For Exam. Democracy, Nationalism & Socialism, Communalism & Secularism.

Learning Outcomes

1. To propagate the religious, political and social ideas of India.
2. To acquaint students with ideas of polity, nationalism.
3. To familiarize them with Democracy, communalism and secularism etc.
4. To make the students aware about the negative effects of communalism etc.

Unit 1

Formation of religious ideas in early India. Indus Religion, Vedic Religion, Upanishads. Ideas of dissent and protest – heterodox sects.

Unit 2

Forms of religious thoughts and cultural synthesis – Sufism and Sikhism. Reforms and Revivalism : Brahma Samaj, and Arya Samaj, Aligarh Movement.

Unit 3

Ideas of polity – Monarchy and Oligarchy in ancient and medieval India – Republicanism. Rights and duties of subjects. Legitimacy of Political power – Theory & Practice in Ancient India.

Unit 4

Colonialism and Emergence of new political ideas : democracy, Nationalism and socialism. Communalism and secularism.

Unit 5

Formation and justification of early ideas of hierarchy : Varna, Jati and Family. Anti Caste Movements during colonial period : Satya Shodhak Samaj, Sree Narayan Movement. Social basis of Nationalism.

Reference Books:

1. Banerjee, S.C.(1962). Dharma-Sutras: A Study in Their Origin and Development. Calcutta, Punthi Pustak.
2. Basu, J.(1969). India in the Age of the Brahmanas. Calcutta, Sanskrit Pustak Bhandar.
3. Bloch, M.(n.d.). Marxism and Anthropology. Oxford, Clarendon Press.
4. Mencher, J. (ed.)(1983). Social Anthropology of Peasantry. Bombay, Soumya Pub.
5. Pathak, V.S.(1966). Ancient Historians of India. Bombay, Popular Prakashan.
6. Lang, A.(1984). Custom and Myth. London.
7. Lang, A.(1987). Myth, Ritual and Religion. London.
8. Partiger, F.E.(1922). Ancient Indian Historical Traditions. London.
9. Raichaudhary, H.C.(1952). Political History of Ancient India. Calcutta.

SEMESTER- IV

Elective-IV

Max. Marks – 100

36

Internal Max. Marks –30

11

MAHY-404 B

Min. Pass Marks –

Min. Pass Marks –

Gandhian Thought

Duration: 3 hrs.

Min. Pass Marks: 25 Marks

Max. Marks: 70 Marks

Learning Objectives

1. Students will learn about Mahatma Gandhi's Works in South Africa.
2. Students will learn about the M. Gandhi's Concept of Religion & Politics, Non- violence & Satyagraha.
3. This course traces Gandhian philosophy, the evolution and practical application of his ideas, techniques of non-violent resistance, and his attitudes toward the economy, society and state.
4. Students will learn about the M. Gandhi's Concept of Swaraj.
5. Students will learn about the M. Gandhi's Concept Trusteeship, Sarvodaya.
6. Students will learn about the M. Gandhi's Social, Economic Philosophy.
7. The objective of this course is to examine key principles of Gandhi's thought and the influences upon it, its development over time, and Gandhi's impact during his lifetime and in the decades since

Learning Outcomes

1. Describe the challenges faced by Gandhi in South Africa and Gandhi's involvement in the social issues.
2. Evaluate the peculiarities of community life in Gandhi's ashrams.
3. List out the basic idea of Satyagraha and the significance of Satyagraha in Indian culture.
4. Evaluate and implement the merit of Sarvadharm Samabhava.
5. Explain the core Gandhian philosophical ideas and will understand its relevancy till date.

Unit-I

Personality and role of Gandhi in South Africa and Indian National Movement,

Unit-II

His concept of religion and politics, Non-violence and Satyagraha.

Unit-III

Spiritualism as code of conduct.His concept of Swarajya.

Unit-IV

Social Economic philosophy, Concept of Trusteeship and Sarvodaya.

Unit-V

Gandhism-Gandhian Philosophy-Gandhi's writings-Hind Swaraj.My Experiment with Truth and Selected Works.

Reference Books:

1. Rosenberg, A.(1988). Philosophy of Social Science. Colorado, Westview Press.
2. Popper, Carl.(2005).The Logic of Scientific Discovery. London, Routledge.
3. Ruben, D.(1985). The Metaphysics of the Social World. London, RKP.
4. Gopal,Guru.,&Surkkai,S.(2012). Cracked Mirror. Delhi,Oxford University Press.
5. Reason,H. Putnam (1981). Truth, and History. Cambridge, Cambridge University Press.

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SEMESTER- IV

Elective-IV

Max. Marks – 100

36

Internal Max. Marks –30

11

MAHY-404 C

Min. Pass Marks –

Min. Pass Marks –

Polity and Economy of India A.D. 1200-1750

Duration: 3 hrs.

Min. Pass Marks: 25 Marks

Max. Marks: 70 Marks

Learning Objectives:-

1. Pupil learn about Which Sources of polity & Economy History of During this Peroid.
2. Pupil learn about the Structure of Institutions, Governments & Nature Of Kingship in This Period.
3. Pupil learn about the Growth Iqta, Mansab & Jagir Systems In This Period.
4. Pupil learn about the Emergence of regional Stats with Special Reference to Vijaynagar & Bahamani.
5. Pupil learn about the Agrarian systems in this Period.
6. Pupil learn about the Growth of Cities, Towns, Industries & Productions Technologys.

Learning Outcomes

1. Explain the key concepts of political economy in ancient India with special reference to primary literary sources.
2. Analyses the significant developments in the political ideologies in ancient India in structuring social institutions and pressure grOxford University Press.s.
3. Compare the polity and economy of ancient India with current political ideologies.
4. Describe the salient features of the ruling classes in ancient India and reasons for their prominence.
5. Interpret, integrate and critically analyse the political economy of ancient Indian international relations with reference to trade and commerce.
6. Identify the reasons behind development of cities and towns in ancient India and embark the changes in society as a whole.
7. Apply their knowledge and skills acquired to develop their analytical and evaluating skills.

Unit- I

Primary Sources – Inscription, Monuments and Sculpture, Tarikh-i-Firozshahi, Babarnama, Akbarnama, Muntakhabut-Tawarikh, Bernier, Manuchi.

Unit-II

State, Institutional Structure and System of Government –Nature, theory of Kingship: Pressure Oxford University Press.s, Iqta, Mansab and Jagir, State and rural society and village administration.

Unit-III

Ruling Classes –Evolving composition, local alliances and conflict; patterns of resistance, collapse of empire; Emergence of regional states with special reference to Vijayanagar and Bahamni.

Unit – IV

Agrarian Economy, Trade and Commerce –Control over land, relations of production resource base and the pattern of resource use in agrarian production; Nature and magnitude of taxation, agrarian relations; inland and maritime trade, structure of trade, role of Arab and European traders.

SEMESTER- IV
Skill Course-IV
Historical Application In Tourism (Rajasthan)

Learning Objectives:

1. Pupil learn about the Tourism Characteristics and Designing of Tourism Product.
2. Pupil learn about the History as a Tourism Product – Monuement.

Learning Outcomes:

1. Recognize tourism as a product of historical events.
2. Identify the process through which they can easily implement the historical knowledge in development of tourism/ tourism industry.
3. The students will gain an in-depth knowledge on the significant tourism sites in Rajasthan and their relevancy and importance.
4. Guide others on the historical tour of Rajasthan.
5. The students will surely come to know about the rich culture and historical heritages of Rajasthan.

Unit – I

Characteristic in Tourism Characteristics and Designing of Tourism Product.

Unit –II

History as a Tourism Product – Monuement – Forts – Chittaurgarh, Kumbhalgarh, Kishangarh, (Ajmer), Bikaner, Jodhpur.

- (i) Places – City Palaces of Jaipur, Udaipur, Palaces of Lalgarh Palace (Bikaner), UmmedBhawan Palace (Jodhpur).
- (ii) Temples & Other Religious Places – Dargah Sharif (Ajmer) Pushkar, Karnimata (Deshnok), Jain temple Ranakpur, Delwara.
- (iii) Other Places of tourist interest – Lakes, Havelies & other Monuments, Jantar – Mantar, HawaMahal, Mandore, Shahi Chhataria (Alwar), DevikundSagar (Bikaner).
- (iv) Havelies of Shekawati.

Unit-III

Historical sites, Archaeological sites - Kalibanga, Ahar, Bairath.

Unit IV

Folk Culture & Arts, Folk culture - Folk dance and Folk songs. Ghumar, Gawari, Gair, Bhawai, Art with Special Reference of Paintings Mewar, Marwar & Kishangarh Styles. Festival & Religions

Unit V

Handicrafts, Textiles etc. Metal Art, Wooden, Stone, Terracotta., Guiding Skills

Reference Books:

1. Copper, Chris., & Flestcher, (2005). Tourism: Principles and Practices. Pearson Education.
2. Wahab, S. (1976). Tourism Marketing. United Kingdom. Tourism International Press. 154 Cromwell Road. London SW7.
3. Bakewell, Joan. (1979). The Complete Traveller. Hamlyn. (New edition).
4. Morrison, James. W. (1980). Travel Agent and Tourism. James W. Morrison. Arco Publishing.
5. Edward, Millis. D. (1983). Design for Holidays Tourism. Publisher Butterworth-Heinemann.
6. Douglas, Pierce. (1996). Tourism Today: A Geographic Analysis. Pearson Education. (2 edition).
7. Bhatia, A. K. (2002). Tourism: Principles. Sterling Publishers private Limited. 2002.
8. Deva, Krishna. (2002). Temples of North India. National Book Trust.
9. Harle, J.C.L. (1987). The Art and Architecture of the Indian Subcontinent. Marmodsworth. Penguin.
10. पारीक, अविनाश. (2014). किशनगढ़ का इतिहास, जयपुर. हिन्दी ग्रंथ अकादमी.

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*Page No. 01-41 of this
Syllabus has been approved
in A.C. Meeting 06.06.2020.
Drinf*

*Principal
IASE (Deemed to be University)
GVM, Sardarshahr*



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SYLLABUS

SCHEME OF EXAMINATION AND COURSE OF STUDY
FACULTY OF HUMANITIES AND SOCIAL SCIENCES

M.A. SANSKRIT (SEMESTER SCHEME)

CHOICE BASED CREDIT SYSTEM

Master of Arts Examination

(SEMESTER I AND SEMESTER II) EXAMINATIONS 2020-2021

&

(SEMESTER III AND SEMESTER IV) EXAMINATIONS 2021-2022



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Nidhi

प्रश्न पत्रों का पाठ्यक्रम एवं अंक विभाजन
स्नातकोत्तर संस्कृत प्रथम सेमेस्टर

पाठ्यक्रम संख्या-1
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिक मूल्यांकन-30
समय - 03 घण्टे

MASN-101
न्यूनतम उत्तीर्णांक-36
न्यूनतम उत्तीर्णांक-25
न्यूनतम उत्तीर्णांक-11

न्याय एवं वेदान्त

उद्देश्य:-

- विद्यार्थियों को विषय की मौलिकता से परिचित कराना है।
- अद्वैत वेदांत, वेदांतसार और न्यायवैशेषिक के ग्रंथों का अध्ययन विद्यार्थियों को विश्लेषण की आधारभूत बौद्धिक समझ विकसित करना।

अधिगम सम्प्राप्तियाँ:-

- गंभीर रूप से विद्यार्थी अद्वैत वेदांत दर्शन की मौलिक अवधारणाओं की जांच करने में सक्षम होंगे।
- निर्धारित पाठ और वैचारिक शब्दावली को समझने और समझाने में सक्षम होंगे।
- निर्धारित सिद्धांतों का गंभीर रूप से विश्लेषण करने में सक्षम होंगे।
- न्याय-वैशेषिक और अद्वैत वेदांत के वैज्ञानिक दृष्टिकोण को जानकर इसके अध्ययन के द्वारा न्याय-वैशेषिक और अद्वैत वेदांत दार्शनिकों के योगदान को समझने में सक्षम होंगे।

इकाई-1

तर्क भाषा(केशव मिश्र) शास्त्र की त्रिविध प्रवृत्तियां, कारण, करण एवं अन्यथासिद्ध, प्रमाण स्वरूप एवं तदभ्रव प्रत्यक्ष

इकाई-2

तर्कभाषा (केशव मिश्र) अनुमान, उपमान एवं शब्द, अर्थापत्ती एवं अनुपलब्धि का स्वरूप तथा तद् विषयक विप्रतिपत्तियों का निरास, प्रमाण्यवाद, प्रमेय निरूपण, आत्मा, दुःख एवं अपवर्ग के साथ सभी प्रमेय, संशय, प्रयोजन, दृष्टांत, सिद्धांत, अवयव, तर्क, निर्णय, वाद, जल, वितन्डा एवं हेत्वाभास।

इकाई-3

वेदांतसार (सदानंद) अधिकारी निरूपण, वेदांत, अनुबंध चतुष्टय निरूपण, आरोप, अज्ञान का स्वरूप एवं अज्ञान की शक्तियां, प्रपञ्चनिरूपण-जाग्रदादि तीनों अवस्थाओं एवं शरीर में व्याप्त पंचकोशोपेत अज्ञान की समस्ती एवं व्यष्टि तथा तदुपहित चैतन्य का निरूपण, सृष्टि प्रक्रिया एवं पंचीकरण।

शिक्षकों एवं विद्यार्थियों के लिए सामान्य निर्देश—

प्रश्न-पत्र 70 अंकों का होगा। प्रश्न-पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे, प्रत्येक लघु प्रश्न अनिवार्य व 01 अंक का होगा। शेष 03 इकाईयों में दो-दो प्रश्न पूछे जाएंगे जिसमें से एक-एक प्रश्न हल करना अनिवार्य होगा, प्रत्येक प्रश्न 20 अंकों का होगा।

संदर्भ ग्रंथ सूची

1. मिश्र, केशव, व्याख्याकार आचार्य विश्वेश्वर सिद्धावती शिरोमणि (1963) *तर्कभाषा*, चौखंबा संस्कृत प्रकाशक, वाराणसी।
2. मिश्र, केशव, व्याख्याकार शुक्ल, आचार्य बद्रीनाथ (1968) *तर्कभाषा*, मोतीलाल बनारसीदास, वाराणसी।
3. मिश्र, केशव, व्याख्याकार, शास्त्री, श्रीनिवास, (1972) *तर्कभाषा*, साहित्य भंडार, मेरठ।
4. सदानंद व्याख्याकार, (1968) वेदांतसार, पीयूष प्रकाशन, इलाहाबाद।
5. सदानंद व्याख्याकार आचार्य शुक्ल, बद्रीनाथ (1979) वेदांतसार, मोतीलाल बनारसीदास, दिल्ली।
6. सदानंद व्याख्याकार, आचार्य शर्मा, राममूर्ति (2001) *वेदांतसार*, इस्टर्न बुक लिंकर्स, दिल्ली।

Additional Resources:

1. अवस्थी ब्रह्मनित्र, (1967) *भारतीय न्याय शास्त्र, एक अध्ययन*, इंदु प्रकाशन, दिल्ली।
2. Deussen, Paul -(1972) *Philosophy of Upanishads*, Education Enterprise, Calcutta.
3. Dasgupta, S.N. -(1975) *History of Indian Philosophy*, M.L.B.D., Delhi.
4. Hiriyanna, M. -(1975) *Outline of Indian Philosophy*, London, (also Hindi Translation)
5. Mahadevan, T.M.P. (2006) - *Philosophy of Advaita*, Bharatiya Kala Prakashan, Delhi.
6. Pandey, Ram Chandra -(1966) *Panorama of Indian Philosophy* (Hindi version), M.L.B.D., Delhi.

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Midh

स्नातकोत्तर संस्कृत प्रथम सेमेस्टर

पाठ्यक्रम संख्या-2
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिक मूल्यांकन-30
समय - 03 घण्टे

MASN-102
न्यूनतम उत्तीर्णांक-36
न्यूनतम उत्तीर्णांक-25
न्यूनतम उत्तीर्णांक-11

पुराण, भागवत, विष्णु एवं विष्णुधर्मोत्तर

उद्देश्य:-

- विद्यार्थियों को धर्मनिरपेक्ष मूल्यों से परिपूर्ण पुराणों और आध्यात्मिक पहलुओं से परिचित कराना है।
- भागवत महापुराण व विष्णु महापुराण में वर्णित सिद्धान्तों को जानकरी विद्यार्थियों को देंगे।

अधिगम सम्प्राप्तियाँ:-

- भागवत महापुराण के अलौकिक ज्ञान को प्राप्त करने में सक्षम होंगे।
- भागवत महापुराण के भक्ति और आध्यात्मिक मूल्यों को समझने और समझाने में सक्षम होंगे।
- विष्णु महापुराण के अध्ययन के द्वारा विद्यार्थी प्राचीन भारतीय दार्शनिक पद्धति के विषय में सक्षम होंगे।
- पुराण = विचार और भावना (भागवत पुराण) और भावना (रस) की व्याख्या करने में सक्षम होंगे।
- विश्व निर्माण के पौराणिक ब्रह्मांड विज्ञान और भारतीय सिद्धांत के बारे में जानने में सक्षम होंगे।

इकाई-1

भागवत पुराण, 10/29-30

इकाई-2

विष्णुपुराण: 1/1-5

इकाई-3

विष्णुधर्मोत्तरपुराण 3/30-34

शिक्षकों एवं विद्यार्थियों के लिए सामान्य निर्देश—

प्रश्न-पत्र 70 अंकों का होगा। प्रश्न-पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे, प्रत्येक लघु प्रश्न अनिवार्य व 01 अंक का होगा। शेष 03 इकाईयों में दो-दो प्रश्न पूछे जाएंगे जिसमें से एक-एक प्रश्न हल करना अनिवार्य होगा, प्रत्येक प्रश्न 20 अंकों का होगा।

संदर्भ ग्रंथ सूची -

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FHSS, IASE (Deemed to be University)
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स्नातकोत्तर संस्कृत प्रथम सेमेस्टर

पाठ्यक्रम संख्या-3

पूर्णांक-100

सैद्धान्तिक प्रश्न-पत्र-70

आन्तरिक मूल्यांकन-30

समय - 03 घण्टे

MASN-103

न्यूनतम उत्तीर्णांक-36

न्यूनतम उत्तीर्णांक-25

न्यूनतम उत्तीर्णांक-11

मेघदूत एवं उत्तररामचरितम्

उद्देश्यः

- विद्यार्थियों को संस्कृत के दो महानकवियों के साहित्यिक रचनाओं के विषय में परिचित करना है,
- कालिदास रचित मेघदूत (कविता) और भवभूति रचित उत्तररामचरित (नाटक) के माध्यम से दो विभिन्न साहित्यिक शैलियों से परिचित कराना है।

अधिगम सम्प्राप्तियाँ:-

- संस्कृत साहित्य को विश्व साहित्य में गौरवपूर्ण बनाने वाली रचनाओं के अदभूत सौंदर्य अभिव्यक्तियों को विद्यार्थी जानने व समझने में सक्षम होंगे।
- विद्यार्थी काव्य की रचना में योगदान करने वाले रस, ध्वनि और अन्य साहित्यिक तत्वों के भावों की समीक्षा करने में सक्षम होंगे।
- साहित्य समीक्षा व प्रकृति के चित्रण को विभिन्न मानवीय रूपों और भावनाओं में देखने में सक्षम होंगे।
- अलंकार और छन्दों की कला को व काव्य में उसके सौन्दर्य प्रस्तुतिकरण करने की कला को ध्वद्यार्थी जानेंगे।

इकाई-1

मेघदूत: (पूर्वमेघ, उत्तरमेघ)

इकाई-2

उत्तररामचरित, (प्रथम से तृतीय अंक तक)

इकाई-3

उत्तररामचरित,(चतुर्थ से सप्तम अंक तक)

शिक्षकों एवं विद्यार्थियों के लिए सामान्य निर्देश—

प्रश्न-पत्र 70 अंकों का होगा। प्रश्न-पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे, प्रत्येक लघु प्रश्न अनिवार्य व 01 अंक का होगा। शेष 03 इकाईयों में दो-दो प्रश्न पूछे जाएंगे जिसमें से एक-एक प्रश्न हल करना अनिवार्य होगा, प्रत्येक प्रश्न 20 अंकों का होगा।

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स्नातकोत्तर संस्कृत प्रथम सेमेस्टर

पाठ्यक्रम संख्या— ऐच्छिक प्रश्न-पत्र प्रथम

पूर्णांक—100

सैद्धांतिक प्रश्न-पत्र—70

आन्तरिक मूल्यांकन—30

समय — 03 घण्टे

MASN-104(अ)

न्यूनतम उत्तीर्णांक—36

न्यूनतम उत्तीर्णांक—25

न्यूनतम उत्तीर्णांक—11

वैदिक साहित्य

उद्देश्य

1. विद्यार्थियों को वैदिक साहित्य-लेखन व मन्त्रों और उनकी व्याख्या से लेकर निरुक्त तक का व्यापक परिचय देना है।
2. इसमें वैदिक देवताओं, और वैदिक ज्ञान विशेष रूप से ब्रह्मांड और विश्व कल्याण के बारे में जानने के लिए एक गहन अध्ययन के लिए सम्मिलित छन्दों का ज्ञान कराना।
3. वैदिक व्युत्पत्ति विज्ञान को समझने के लिए निरुक्त के कुछ अंशों का अध्ययन पाठ्यक्रम में निर्धारित करना है।

अधिनाम सम्प्राप्तियों—

- वेदों को कुछ आधारभूत अवधारणाओं की एक आधारभूत समझ बनेगी।
- विद्यार्थी वैदिक देवताओं की प्रकृति, क्रिया और प्रतिनिधित्व के बारे में जानेंगे।
- प्राचीन और आधुनिक टीकाकारों के कुछ प्रसिद्ध लेखकों के वैदिक छंदों का अर्थ समझने में सक्षम होंगे।
- निरुक्त या व्युत्पत्ति के अनुप्रयोग के माध्यम से वैदिक छंदों के सार को समझने के लिए निरुक्त की भूमिका की उपयोगिता को समझने में विद्यार्थी सक्षम होंगे।
- वैदिक स्तोत्र, स्तुति मन्त्रों और व्याकरण के ज्ञान से वैदिक मन्त्रों को उनके वास्तविक रूप में सुनाने का प्रयास करेंगे।
- वेदों को हमारी बहुमूल्य प्राचीन विरासत के रूप में समझने में सक्षम होंगे।
- अन्य वैदिक ग्रंथों की खोज के लिए इस ज्ञान को उपयोग करने में सफल होंगे।

इकाई—1

निम्नलिखित सूक्त अध्ययन के लिये निर्धारित हैं तथा आचार्य सायण सहित दयानन्द, सातवलेकर आदि के भाष्यों का ज्ञान अपेक्षित है—

- (अ) ऋग्वेद — 1. अग्नि (1/1), 2. सूर्य (1/115), 3. रुद्र (2/33) & हिरण्यगर्भ (10/121),
5 नासदीयसूक्त (10/129)

इकाई—2

(आ) पदपाठ (ऋग्वेद के निर्धारित सूक्तों में से किसी एक मन्त्र का पदपाठ)

इकाई—3

(अ) यजुर्वेद का 34वां अध्याय (शिवसंकल्पसूक्त)

शिक्षकों एवं विद्यार्थियों के लिए सामान्य निर्देश—

प्रश्न-पत्र 70 अंकों का होगा। प्रश्न-पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे, प्रत्येक लघु प्रश्न अनिवार्य व 01 अंक का होगा। शेष 03 इकाईयों में दो-दो प्रश्न पूछे जाएंगे जिसमें से एक-एक प्रश्न हल करना अनिवार्य होगा, प्रत्येक प्रश्न 20 अंकों का होगा।

सहायक ग्रन्थ—

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स्नातकोत्तर संस्कृत प्रथम सेमेस्टर

पाठ्यक्रम संख्या- ऐच्छिक प्रश्न-पत्र द्वितीय

MASN-104(ब)

पूर्णांक-100

न्यूनतमउत्तीर्णांक-36

सैद्धान्तिक प्रश्न-पत्र-70

न्यूनतम उत्तीर्णांक-25

आन्तरिक मूल्यांकन-30

न्यूनतम उत्तीर्णांक-11

समय - 03 घण्टे

धर्मशास्त्र एवं ज्योतिष

उद्देश्य:

- धर्मशास्त्र एवं ज्योतिष के विषय में निषेधाज्ञाओं,कर्तव्यों, आचरण, और अन्य पहलुओं के विषयों को स्पष्ट करना।
- शिक्षार्थियों को ज्योतिषशास्त्र व प्राचीन खगोल विज्ञान, समय की गणना और वैदिक कैलेंडर प्रणाली को सिखाना।

अधिगम सम्प्राप्तियाँ:-

- विद्यार्थी राजनीति, सामाजिक, आर्थिक, धार्मिक स्थिति, कानूनी प्रणाली की गहन समझ प्राप्त करेंगे।
- विभिन्न प्रकार के श्रुत, अनुष्ठानों और प्राचीन धार्मिक कार्यों सामाजिक कार्यों से परिचित होंगे।
- धर्मशास्त्र परंपरा के निर्माण में आचार्यों के व्यक्तिगत योगदान से परिचित होंगे।
- प्राचीन भारतीय खगोलीय गणना को जानने में सक्षम होंगे।
- कैलेंडर प्रणाली के विकास को जानने में सक्षम होंगे।
- प्राचीन भारतीय समय इकाइयों को जानने में सक्षम होंगे।
- सृष्टि-प्रज्ञा का ज्ञान प्राप्त कर सकेंगे।

इकाई-1

धर्मशास्त्र का इतिहास, धर्मशास्त्र के आचार्य मेघा तिथि, ज्ञानेश्वर लक्ष्मीधर, जीमूतवाहन, देवन भट्ट चंद्रेश्वर माधवाचार्य वाचस्पति मिश्र, कमलाकर भट्ट, रघुवंदन मिश्र,।

इकाई-2

धर्म शास्त्र का इतिहास, धर्मशास्त्र के प्रमुख सिद्धान्त- वर्णाश्रम, संस्कार, स्त्रियों की स्थिति, श्रोतयाग, राजधर्म, दंड व्यवस्था, धर्मशास्त्र विषयक आधुनिक अध्ययन।

इकाई-3

भारतीय ज्योतिष

1. पंचाग परिचय- तिथि, वार, नक्षत्र, योग, करण, तिथिवृद्धि एवं तिथि क्षय,नवग्रहों का स्वरूप, द्वादश राशियों का स्वरूप।
2. फलादेश का सामान्य सिद्धान्त
3. उत्तरभारतीय जन्मकुण्डली के आधार पर बारह भावों के फलादेश।
4. पंचधा मैत्री
5. हस्तरेखा विज्ञान (प्रथम खण्ड)

शिक्षकों एवं विद्यार्थियों के लिए सामान्य निर्देश—

प्रश्न-पत्र 70 अंकों का होगा। प्रश्न-पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे, प्रत्येक लघु प्रश्न अनिवार्य व 01 अंक का होगा। शेष 03 इकाईयों में दो-दो प्रश्न पूछे जाएंगे जिसमें से एक-एक प्रश्न हल करना अनिवार्य होगा, प्रत्येक प्रश्न 20 अंकों का होगा।

सहायक पुस्तकें—

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Additional Resources:

1. Gangadhar, Lokamanya Bai, Vedic Chronology and Vedang Jyotish, Messrs Tilak Bros., Gaikwar Wada, Puna City.

स्नातकोत्तर संस्कृत प्रथम सेमेस्टर

पाठ्यक्रम संख्या— ऐच्छिक प्रश्न—पत्र

तृतीय

MASN-104(स)

पूर्णांक—100

न्यूनतम उत्तीर्णांक—36

सैद्धान्तिक प्रश्न—पत्र—70

न्यूनतम उत्तीर्णांक—25

आन्तरिक मूल्य क्रम—30

न्यूनतम उत्तीर्णांक—11

समय — 03 घण्टे

भाषाविज्ञान

उद्देश्य:

- पाठ्यक्रम वैदिक आर्यों के जीवन व कर्मकांड के विभिन्न स्वरूप का विद्यार्थियों को ज्ञान कराता है।
- नाष विज्ञान का एक छोटा सा हिस्सा पाठ्यक्रम में प्रस्तुत किया गया है जो कि महान वैज्ञानिक के विचारों की कल्पना करता है।
- वैदिक देवताओं की समझ प्रदान करना है।

अधिगम सम्प्राप्तियाँ—

- व्युत्पत्ति के प्राचीन भारतीय भाषा विज्ञान को पाठ्यक्रम में दर्शाया गया है जिसको विद्यार्थी जानने में सक्षम होंगे।
- भाषा विज्ञान के प्राचीन विचारों और दिव्यता के मूल स्वरूप को जानने में सक्षम होंगे।
- वैदिक ऋषियों के विशाल कर्मकांडी जीवन का एक मूल विचार बनाने में सक्षम होंगे।
- वैदों में वर्णित धार्मिक गतिविधियों के प्रतीकात्मक अर्थों को जानेंगे।
- साहित्यविदों के अलग-अलग यज्ञों को श्रुति साहित्य के अनुसार जानने में सक्षम होंगे।

इकाई—1

भाषा विज्ञान एवं अन्य भाषाएँ

भाषा विज्ञान

(क) भाषाविज्ञान — रूपरेखा, क्षेत्र, भाषा की उत्पत्ति तथा विकास, उच्चारण संस्थान, ध्वनियाँ — स्वर तथा व्यञ्जन

इकाई—2

(ख) ध्वनि-परिवर्तन के कारण व दिशाएँ, ध्वनि-नियम,

इकाई—3

(ग) भाषाओं का वर्गीकरण (भारोपीय भाषापरिवार के संदर्भ में), अर्थविज्ञान-अर्थ-परिवर्तन के कारण

शिक्षकों एवं विद्यार्थियों के लिए सामान्य निर्देश—

प्रश्न-पत्र 70 अंकों का होगा। प्रश्न-पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे, प्रत्येक लघु प्रश्न अनिवार्य व 01 अंक का होगा। शेष 03 इकाईयों में दो-दो प्रश्न पूछे जाएंगे जिसमें से एक-एक प्रश्न हल करना अनिवार्य होगा, प्रत्येक प्रश्न 20 अंकों का होगा।

सहायक पुस्तकें—

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2. चक्रवर्ती श्रीरामधीन,(2011)संस्कृत भाषा विज्ञानम् — चौखम्बा विद्या भवन।
3. द्विवेदी, लपिलदेव,(2012)भाषाविज्ञान एवं भाषाशास्त्र, विश्वविद्यालय प्रकाशन, वाराणसी।

DE 23

FHSS, IASE (December to be University)
G.V.M., Sardarshahr

Nidhi

स्नातकोत्तर संस्कृत द्वितीय सेमेस्टर

पाठ्यक्रम संख्या- 4

पूर्णांक-100

सैद्धान्तिक प्रश्न-पत्र-70

आन्तरिक मूल्यांकन-30

समय - 03 घण्टे

MASN-201

न्यूनतमउत्तीर्णांक-36

न्यूनतम उत्तीर्णांक-25

न्यूनतम उत्तीर्णांक-11

भारतीय दर्शन सांख्य एवं मीमांसा

उद्देश्य:

- विद्यार्थियों को क्रमशः मौलिक ग्रंथ सांख्यकारिका और अर्थसंग्रह के मूल पाठ के माध्यम से विद्यार्थियों को मौलिक ज्ञान और मीमांसा से परिचित कराना है।
- शिक्षार्थियों को विचार की इन दो प्रणालियों की समझ विकसित करना है।

अधिगम सम्प्राप्तियाँ:-

- सांख्याकारिका और अर्थसंग्रह के श्लोक और अर्थ व तात्पर्य समझने में इन दो प्रमुख ग्रंथों सांख्य और मीमांसा दर्शन की मौलिक अवधारणाएँ से अन्वेषण करने में विद्यार्थियों को सहायता प्राप्त होगी।
- विद्यार्थी कई महत्वपूर्ण सांख्य और मीमांसा की शब्दावली से परिचित होंगे।
- सांख्य द्वारा प्रतिपादित तत्त्वमीमांसा और मीमांसा दार्शनिक को स्पष्ट करने में सक्षम होंगे।
- विभिन्न प्रकार के वैदिक वाक्यों और उनके शुद्धिकरण से परिचित होंगे।
- मीमांसकों के भाषाई पहलुओं का अवलोकन और व्याख्या करने में सक्षम होंगे।

इकाई-1

सांख्यकारिका (ईश्वर कृष्ण) दुःखवाद, प्रमाण, सत्कार्यवाद, प्रकृति का स्वरूप, सिद्धि एवं गुण, पुरुष का स्वरूप एवं सिद्ध, सिद्ध प्रकृति या भौतिक सर्ग एवं प्रत्यय सर्ग सूक्ष्म शरीर, बन्धन एवं मोक्ष

इकाई-2

अर्थसंग्रह, (लौगाक्षिभास्कर) धर्म, भावना, वेद की अपौरुषेयता, विविध, गुण विधि और विशिष्ट विधि उत्पत्ति विधि, विनियोग विधि, प्रयोग विधि, अधिकारिक विधि

इकाई-3

अर्थ संग्रह (लौगाक्षिभास्कर) मन्त्र, नामधेय, निषेध एवं अर्थवाद, अपूर्व विधि और नियम विधि, परिसांख्यिकी विधि और ग्रवत्त के शेष भाग का अध्ययन

शिक्षकों एवं विद्यार्थियों के लिए सामान्य निर्देश—

प्रश्न-पत्र 70 अंकों का होगा। प्रश्न-पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे, प्रत्येक लघु प्रश्न अनिवार्य व 01 अंक का होगा। शेष 03 इकाईयों में दो-दो प्रश्न पूछे जाएंगे जिसमें से एक-एक प्रश्न हल करना अनिवार्य होगा, प्रत्येक प्रश्न 20 अंकों का होगा।

सहायक पुस्तकें—

1. भास्कर, लौगाक्षि, (1983) अर्थ संग्रह, हिंदी व्याख्याकार कामेश्वर नाथ मिश्र, चौखंबा सुरभारती प्रकाशन वाराणसी।
2. भास्कर, लौगाक्षि (1983), अर्थसंग्रह (हिंदी व्याख्याकार) कामेश्वर नाथ मिश्र, चौखंबा सुरभारती प्रकाशन वाराणसी।
3. भास्कर, लौगाक्षि, (1977) अर्थ संग्रह, हिंदी व्याख्याकार वाचस्पति उपाध्याय चौखंबा ओरिएंटलिया वाराणसी संस्कृत संस्थान, वाराणसी, तृतीय (संशोधित व परिवर्धित संस्करण) 2019
4. शर्मा तुलसीराम, (1973) श्वेताश्वतरोपनिषद् - (व्याख्याकार), इस्टर्न बुक लिंकर्स, दिल्ली
5. चतुर्वेदी ब्रजमोहन, (1988) सांख्यकारिका, ईश्वरकृष्ण, व्याख्या कार, नेशनल पब्लिशिंग हाउस, दिल्ली
6. ईश्वर कृष्ण (1988) सांख्यकारिका व्याख्या कार विमला कर्नाटक चौखंबा ओरिएंटलिया वाराणसी
7. ईश्वर कृष्ण (2004) सांख्यकारिका व्याख्या का अर्थ राकेश शास्त्री संस्कृत ग्रंथागार, दिल्ली।

Additional Resources

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2. Deussen, Paul -(1972) Philosophy of Upanishads, Education Enterprise, Calcutta,

स्नातकोत्तर संस्कृत द्वितीय सेमेस्टर

पाठ्यक्रम संख्या-5
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिक मूल्यांकन-30
समय - 03 घण्टे

MASN-202
न्यूनतम उत्तीर्णांक-36
न्यूनतम उत्तीर्णांक-25
न्यूनतम उत्तीर्णांक-11

साहित्यदर्पण

उद्देश्य:

- विद्यार्थियों को काव्य के स्वरूप से अवगत कराना है।
- शब्द, भाव ध्वनि और गुणभूत व्यंग्य काव्य के रस, प्रकार और उपप्रकार और काव्य की विभिन्न विधाओं का ज्ञान करना है।

अधिगम सम्प्राप्तिस्थान:-

- विद्यार्थी काव्य की विभिन्न अवधारणाओं जैसे कि काव्य के उद्देश्य, परिभाषा, आदि का परिचय प्राप्त करेंगे।
- काव्य-शब्द, संवेदना, रस, ध्वनि और उसके प्रकार और उपप्रकार के परिचय के द्वारा और 13 वीं -14 वीं शताब्दी ईस्वी तक विशेष रूप से परिभाषित और परिष्कृत के रूप में काव्य की विभिन्न शैलियों की समझ प्राप्त कर सकेंगे।
- साहित्यदर्पण के निर्धारित पाठ और शब्दों को समझने में सक्षम होंगे।
- काव्य की समीक्षा के लिए काव्य के सभी प्रकारों के ज्ञान की समझ प्राप्त करेंगे।
- प्राचीन और आधुनिक भाषाओं के साहित्य का ज्ञान प्राप्त करेंगे।

इकाई-1

साहित्यदर्पण (प्रथम एवं द्वितीय परिचय) काव्य प्रयोजन, काव्य स्वरूप, काव्य लक्षण एवं तत्संबंधी विप्रतिपत्तियों का निरास, गुण, दोष स्वरूप

इकाई-2

वाक्यवत्तदमेद, पद, शब्दव्यापार।

इकाई-3

साहित्यदर्पण (तृतीय परिच्छेद) निरूपण वेभाग, आलम्बन, उद्दीपन, भावाभास, अनुभव, व्यभिचारी भाव, स्थाई भाव, रसमात्र, साहित्यदर्पण (तृतीयपरिच्छेद) रसनिरूपण, विभाव (आलम्बन, उद्दीपन, परभाषान), भावान्धकार।

शिष्यों एवं विद्यार्थियों के लिए सामान्य निर्देश—

प्रश्न-पत्र 70 अंकों का होगा। प्रश्न-पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे, प्रत्येक लघु प्रश्न अनिवार्य व C+ अंक का होगा। दोष 03 इकाईयों में दो-दो प्रश्न पूछे जाएंगे जिनमें से एक-एक प्रश्न हल करना अनिवार्य होगा, प्रत्येक प्रश्न 20 अंकों का होगा।

सहायक पुस्तकें—

1. विश्वनाथ, (2004), साहित्य दर्पण, व्याख्याकार, निरूपण अलंकार, साहित्य भंडार, मेरठ।
2. विश्वनाथ, (2004) साहित्य दर्पण, व्याख्याकार, शालिग्राम शास्त्री, मोतीलाल बनारसीदास, दिल्ली।
3. विश्वनाथ, (1988) साहित्य दर्पण, व्याख्याकार, सत्यव्रत सिंह, चौखंबा विद्याभवन, वाराणसी।
4. रेग्नी, शर्म, श्रेष्ठराज, (2005) साहित्यदर्पण, चौखम्बा कृष्णदास अकादमी, वाराणसी।

Additional Resources

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2. राय, विक्रमादित्य, (1967) काव्य समीक्षा, भारतीय विद्या प्रकाशन, वाराणसी।

G.V.M. Prasad
FHS, IASE (Deemed to be University)
25
DEAN

Nick

स्नातकोत्तर संस्कृत द्वितीय सेमेस्टर

पाठ्यक्रम संख्या-6

पूर्णांक-100

सैद्धान्तिक प्रश्न-पत्र-70

आन्तरिक मूल्यांकन-30

समय - 03 घण्टे

MASN-203

न्यूनतमउत्तीर्णांक-36

न्यूनतम उत्तीर्णांक-25

न्यूनतम उत्तीर्णांक-11

यजुर्वेद अथर्ववेद एवं प्रातिशाख्य

उद्देश्यः

- यजुर्वेद और अथर्ववेद के ज्ञान को व्यवस्थित सीखने का अवसर प्रदान करना।
- ये दो समिधाएँ विभिन्न देवताओं के विषयों को प्रकाशित करती हैं और जीवन और ब्रह्मांड से संबंधित अन्य विषयों का वर्णन करती हैं इस प्रकार भारतीय दर्शन और सभ्यता के विविध वैदिक ज्ञान की जानकारी देना।
- पाठयात्मक और संबंधित जानकारी के विभिन्न पहलुओं को पाठ के रूप में शिक्षण नियमों के माध्यम से अधिकृत करना।

अधिगम सम्प्राप्तियाँ:-

- विद्यार्थी यजुर्वेद व अथर्ववेद की विषय वस्तु, विधियों और भाषा के बारे में विस्तृत रूप से जानकारी प्राप्त करेंगे।
- विद्यार्थी निर्धारित मंत्रों के स्पष्टीकरण के माध्यम से प्रकृति, राष्ट्र, सृष्टि के लिए वैदिक द्रष्टाओं के विचारों और भावनाओं को समझेंगे।
- विद्यार्थी वैदिक विचारों के व्यापक दृष्टिकोण का एहसास करने में सक्षम होंगे।
- साहित्य जिसने हमारी संस्कृति और सभ्यता की जड़ों को पोषण दिया, इसके ज्ञान प्राप्त करने के बाद वैदिक छंद का वास्तविक अर्थ समझेंगे।

इकाई-1

यजुर्वेद-अध्याय 1 एवं 2

इकाई-2

अथर्ववेद - 1.2 (पर्जन्य), 1-29 (राष्ट्राभिवर्धन), 2.27 (औषधी), 3.17 (सीता), 12.1 (भूमि), 19.53 (काल)

इकाई-3

वाजसनेयिप्रातिशाख्य अध्याय 1 अध्याय 2 एवं 3

शिक्षकों एवं विद्यार्थियों के लिए सामान्य निर्देश—

प्रश्न-पत्र 70 अंकों का होगा। प्रश्न-पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे, प्रत्येक लघु प्रश्न अनिवार्य व 01 अंक का होगा। शेष 03 इकाईयों में दो-दो प्रश्न पूछे जाएंगे जिसमें से एक-एक प्रश्न हल करना अनिवार्य होगा, प्रत्येक प्रश्न 20 अंकों का होगा।

सहायक पुस्तकें—

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4. मालंकार जयदेविवद, (1935) अथर्ववेदसंहिता (अनुवादक) चौखम्बासंस्कृतसीरीज, वाराणसी
5. मिश्ररामकुल, (1913-14), यजुर्वेदसंहिता (वाजसनेयिसंहिता) - ईब्वटमहीधरभाष्यसहित, (सम्पादक) चौखम्बा विद्या भवन, वाराणसी,
6. सातवलेकरपाद दामोदर, (1942) यजुर्वेदसंहिता, मैत्रायणी संहिता, सायण, संपादक, वैदिक स्वाध्याय मंडल, पारडी
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8. सातवलेकर, श्रीपाददामोदर, (1963) यजुर्वेद (वाजसनेयिसंहिता) - (सम्पादक) मोतीलालबनारसीदास, दिल्ली
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Additional Resources:

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2. Oldenberg, H. (1988).-Religion of the Veda, M.L.B.D.

स्नातकोत्तर संस्कृत द्वितीय सेमेस्टर

पाठ्यक्रम संख्या- ऐच्छिक प्रश्न-पत्र प्रथम

MASN-204(3)

पूर्णांक-100

न्यूनतम उत्तीर्णांक-36

सैद्धान्तिक प्रश्न-पत्र-70

न्यूनतम उत्तीर्णांक-25

आन्तरिक मूल्यांकन-30

न्यूनतम उत्तीर्णांक-1

समय - 03 घण्टे

व्याकरण एवं निबंध

उद्देश्य:-

- विद्यार्थियों को नडत्वपूर्ण सिद्धांतों, व्याकरण, निबन्ध, भाषाविज्ञान और आधुनिक भाषाविज्ञान से परिचित कराना।
- संस्कृत के स्वर विज्ञान, आकृति विज्ञान, वाक्य रचना और शब्दार्थ के साथ शिक्षार्थियों को परिचित कराना।
- यह पेपर विद्यार्थियों को संस्कृत निबंध लेखन और अन्य भाषाओं से संस्कृत में अनुवाद की कला का प्रशिक्षण देने का प्रयास है। लघुसिद्धान्त-कौमुदी के पाठ से व्याकरण के कुछ अनुप्रयोग भी विद्यार्थियों को संस्कृत भाषा के कौशल को विकसित करने के साथ पढ़ाया जाएगा, जो आगे विद्यार्थियों में संस्कृत में अच्छा निबंध और अनुवाद लिखने की क्षमता को विकसित करेगा।

अधिगम संप्राप्तियां:-

- अन्य भाषा के साथ हुई तन्मयता के संदर्भ में संस्कृत भाषा का अवलोकन और विश्लेषण करने में सक्षम होंगे।
- ऐतिहासिक भाषा विज्ञान की मूल अवधारणाओं को समझने और संस्कृत में परिवर्तन उनके अनुप्रयोग के नियमों को जानने का प्रयास करेंगे।
- संस्कृत में ध्वन्यात्मक परिवर्तन और शब्दार्थ परिवर्तन के महत्वपूर्ण कारणों और दिशाओं को जानने में सक्षम होंगे।
- संस्कृत में अनुवाद की तकनीक सीखेंगे।
- वास्तविक भाषा स्थितियों में संस्कृत के उपयोग और यौगिकों और उनके प्राथमिक मामलों के नियमों, सूत्रों, और प्राथमिक-द्वितीयक प्रत्ययों को जानने का प्रयास करेंगे।

इकाई-1

लघुसिद्धान्त कौमुदी

लघुसिद्धान्त कौमुदी (तद्धित प्रकरण) - अपत्याधिकार, शेषिक, ठगाधिकार, भवनार्थक एवं मत्वर्धाय प्रकार

इकाई-2

लघुसिद्धान्त कौमुदी - स्त्री प्रत्यय

(क) दो अवतरणों को प्रस्तुत कर उनमें से एक अवतरण का संस्कृत में अनुवाद कराया जाना अपेक्षित है।

(ख) 10 में से किन्हीं 5

संस्कृत-वाक्यों में अशुद्धि शोधन।

इकाई-3

निबन्ध (वेद, दर्शन, साहित्य, धर्मशास्त्र, ज्योतिष व व्याकरण सम्बन्धी विषयों पर)

शिक्षकों एवं विद्यार्थियों के लिए सामान्य निर्देश-

प्रश्न-पत्र 70 अंकों का होगा। प्रश्न-पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे, प्रत्येक लघु प्रश्न अनिवार्य व 01 अंक का होगा। शेष 03 इकाईयों में दो-दो प्रश्न पूछे जाएंगे जिसमें से एक-एक प्रश्न हल करना अनिवार्य होगा, प्रत्येक प्रश्न 20 अंकों का होगा।

सहायक पुस्तकें-

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3. शास्त्री, भीमसेन (2009), लघुसिद्धान्त कौमुदी, भैमी प्रकाशन, दिल्ली।
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स्नातकोत्तर संस्कृत द्वितीय सेमेस्टर

पाठ्यक्रम संख्या- ऐच्छिक प्रश्न-पत्र द्वितीय

पूर्णांक-100

सैद्धान्तिक प्रश्न-पत्र-70

आन्तरिक मूल्यांकन-30

समय - 03 घण्टे

MASN-204(ब)

न्यूनतमउत्तीर्णांक-36

न्यूनतम उत्तीर्णांक-25

न्यूनतम उत्तीर्णांक-11

साहित्य: मृच्छकटिकम् एवं नैषधीयचरितम्

उद्देश्य:-

- विद्यार्थियों को प्राचीन संस्कृत साहित्यिक काव्य से परिचित कराना है।
- मृच्छकटिकम् (नाटक) और नैषधीयचरितम् (महाकाव्य) की दो बहुत महत्वपूर्ण साहित्यिक रचनाओं के अध्ययन के माध्यम से विद्यार्थी साहित्यिक परंपरा को समझने का प्रयास करना।

अधिगम सम्प्राप्तियाँ:-

- विद्यार्थी निर्धारित रचनाओं में व्यक्त महत्वपूर्ण सामाजिक, राजनीतिक, सांस्कृतिक आदि मूल्य की सराहना करने में सक्षम होंगे।
- संस्कृत नाटक नाटकीय रचनाओं की समझ और संरचनात्मक स्वरूप को बनाएंगे।
- विद्यार्थी नाटक से प्रकर्ण के अंतिम और न्यूनतम मानदंडों को पूरा करने में सक्षम होंगे।
- प्राचीन भारत के सामाजिक संस्कृत को जान सकेंगे।
- संस्कृत के दो महानतम लेखकों की व्यक्तिगत शैली से परिचित होंगे।

इकाई-1

मृच्छकटिकम् (प्रथम अंक से तृतीय अंक तक)

इकाई-2

मृच्छकटिकम् (पंचम अंक षष्ठम अंक दशम अंक शेष अंकों का परिचय)

इकाई-3

नैषधीयचरितम् प्रथम सर्ग (पदमसं. 1-35)

शिक्षकों एवं विद्यार्थियों के लिए सामान्य निर्देश—

प्रश्न-पत्र 70 अंकों का होगा। प्रश्न-पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे, प्रत्येक लघु प्रश्न अनिवार्य व 01 अंक का होगा। शेष 03 इकाईयों में दो-दो प्रश्न पूछे जाएंगे जिसमें से एक-एक प्रश्न हल करना अनिवार्य होगा, प्रत्येक प्रश्न 20 अंकों का होगा।

सहायक पुस्तकें—

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- 2 शर्माशेषराज, (1983), नैषधीयचरितम्, चौखम्बासुरभारती प्रकाशन, वाराणसी
- 3 त्रिपाठी, राम शंकर, (1969, 2007), शुद्रक रचित मृच्छकटिकम्, मोतीलाल बनारसी दास, दिल्ली
- 4 मृच्छकटिकम्— (पृथ्वीधरकृतटीकासहित), निर्णयसागरप्रेस, बम्बई

Additional Resources:

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4. द्विवेदी, शिवबालक, (1981), नैषधीयचरित का अभिनव समीक्षात्मक एवं व्याख्यात्मक अध्ययन, शिक्षक प्रकाशन, कानपुर।
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6. शुक्ल, चण्डिकाप्रसाद, (1960), नैषध-परिशीलन, हिंदुस्तान एकेडमी, इलाहाबाद।


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Nidhi

स्नातकोत्तर संस्कृत द्वितीय सेमेस्टर

पाठ्यक्रम संख्या— ऐच्छिक प्रश्न—पत्र तृतीय

पूर्णांक—100

सैद्धान्तिक प्रश्न—पत्र—70

आन्तरिक मूल्यांकन—30

समय — 03 घण्टे

MASN-204 (स्)

न्यूनतम उत्तीर्णांक—36

न्यूनतम उत्तीर्णांक—25

न्यूनतम उत्तीर्णांक—11

मनुस्मृति

उद्देश्य—

- पाठ्यक्रम मनुस्मृति के पाठ के माध्यम से प्राचीन भारतीय व्यवस्था की कानूनी, राजनीतिक, धार्मिक, संवैधानिक संस्थानों की समझ प्रदान करेगा।

अधिगम सम्प्राप्तियों—

- विद्यार्थी प्राचीन कानूनी प्रणाली सीखने में सक्षम होंगे।
- राजनीतिक और धार्मिक संस्थानों के ज्ञान को प्राप्त करने में सक्षम होंगे।
- आधुनिक भारतीय प्रणालियों के साथ संवैधानिक प्रणाली मनुस्मृति के प्राचीन भारतीय कानूनी, राजनीतिक, धार्मिक की तुलना करने में सक्षम होंगे।

इकाई—1

मनुस्मृति (कुल्लूकभट्ट सम्मत व्याख्यान) अध्याय 2 अध्याय 6

इकाई—2

मनुस्मृति (कुल्लूकभट्टसम्मत व्याख्यान) अध्याय 7 एवं 9 श्लोक 1— 102

इकाई—3

मनुस्मृति (कुल्लूकभट्ट सम्मत व्याख्यान) अध्याय 12

शिक्षकों एवं विद्यार्थियों के लिए सामान्य निर्देश—

प्रश्न—पत्र 70 अंकों का होगा। प्रश्न—पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे, प्रत्येक लघु प्रश्न अनिवार्य व 10 अंक का होगा। शेष 03 इकाईयों में दो-दो प्रश्न पूछे जाएंगे जिसमें से एक-एक प्रश्न हल करना अनिवार्य होगा, प्रत्येक प्रश्न 20 अंकों का होगा।

सहायक पुस्तकें—

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2. शास्त्री हरगोविंद.(2013) मनुस्मृति कुल्लूक भट्ट टीकासहित, चौखंबा संस्कृत प्रतिष्ठान, दिल्ली।

Additional Resources:

1. Buhler, G.(1964) - Laws of Manu, (Reprint), MLBD, Delhi,



DEAN

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स्नातकोत्तर संस्कृत तृतीय सेमेस्टर

पाठ्यक्रम संख्या- 7

पूर्णांक-100

सैद्धान्तिक प्रश्न-पत्र-70

आन्तरिक मूल्यांकन-30

समय - 03 घण्टे

MASN-301

न्यूनतमउत्तीर्णांक-36

न्यूनतम उत्तीर्णांक-25

न्यूनतम उत्तीर्णांक-11

सिद्धांत कौमुदी कृदंत एवं संस्कृत व्याकरण का इतिहास

उद्देश्य:-

- विद्यार्थियों में व्याकरण सम्बन्धी ज्ञान को विकसित करना है।
- विद्यार्थी भट्टोजी दीक्षित सिद्धान्तकौमुदी के पाठ को पढ़ने से प्राथमिक प्रत्ययों का ज्ञान और शब्दों की व्युत्पन्न प्रक्रियाएं के ज्ञान को प्राप्त कराना।
- इस पाठ्यक्रम से संस्कृत व्याकरण की विभिन्न प्रणालियों की उत्पत्ति और विकास के साथ शिक्षार्थियों को परिचित कराना है।

अधिगम संप्राप्तियां

- प्राथमिक संस्कृत प्रत्यय के संरचनात्मक स्वरूप और अर्थ संबंधी पहलुओं को जानेगें।
- प्राथमिक शब्दों के साथ समाप्त होने वाले संस्कृत शब्दों की व्युत्पन्न प्रक्रिया सीखेंगें।
- प्राथमिक प्रत्ययों के सामान्य और असाधारण स्वरूप और उनकी विनिमयशीलता की पहचान करना सीखेंगें।
- संस्कृत व्याकरण के विभिन्न प्रकार के संस्कृत और संरचनाओं का ज्ञान प्राप्त करेंगें।
- पाणिनि व्याकरण के शिक्षण की अष्टाध्यायी परंपरा और कौमुदी परंपरा का गहन विचार करेंगें।
- पाणिनि व्याकरण के अन्य टीकाकार आचार्यों के योगदान का ज्ञान प्राप्त करेंगें।
- पाणिनि के व्याकरण के साथ व्याकरण शास्त्र के संस्कृत से परिचित होंगें।

इकाई-1

सिद्धांत कौमुदी, कृदंत प्रकरण, पूर्व कृदंत, उत्तर कृदंत (उणादि रहित)

इकाई-2

संस्कृत व्याकरण शास्त्र का संस्कृत, पाणिनि पूर्व व्याकरण आचार्यों का योगदान, मुनित्रय पाणिनि कात्यायन पतंजलि का काल एवं योगदान।

इकाई-3

संस्कृत व्याकरण शास्त्र का संस्कृत, अष्टाध्यायी की वृत्ति, परंपरा, पाणिनी व्याकरण में प्रक्रिया ग्रंथों का योगदान, पाणिनि परंपरा के दार्शनिक आचार्य भर्तृहरि, भक्तो जी दीक्षित, भट्ट, नामेश आदि।

शिक्षकों एवं विद्यार्थियों के लिए सामान्य निर्देश—

प्रश्न-पत्र 70 अंकों का होगा। प्रश्न-पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे, प्रत्येक लघु प्रश्न अनिवार्य व 01 अंक का होगा। शेष 03 इकाईयों में दो-दो प्रश्न पूछे जाएंगे जिसमें से एक-एक प्रश्न हल करना अनिवार्य होगा, प्रत्येक प्रश्न 20 अंकों का होगा।

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Nidhi

स्नातकोत्तर संस्कृत तृतीय सेमेस्टर

पाठ्यक्रम संख्या- 8
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिक मूल्यांकन-30
समय - 03 घण्टे

MASN-301
न्यूनतमउत्तीर्णांक-36
न्यूनतम उत्तीर्णांक-25
न्यूनतम उत्तीर्णांक-11

भारतीय दर्शन का सर्वेक्षण

उद्देश्य:-

- विद्यार्थी को भारतीय दर्शन के कुछ महत्वपूर्ण स्वरूप व विभिन्न सिद्धांतों की गहराई और गहन समझ से परिचित कराना है।

अधिगम संप्राप्तियां:-

- दर्शन की विभिन्न प्रणालियों द्वारा विभिन्न दार्शनिक सिद्धांतों के ज्ञान के माध्यम से भारतीय दर्शन का समीक्षात्मक अध्ययन करेंगे।
- भारतीय दर्शन में दिए गए पदों में उन्नत विचारों की तुलना और इसकी समझ को विकसित करने में सक्षम होंगे।
- योग और उद्देत वेदांत प्रणालियों की अवधारणाओं से मूलभूत सिद्धांतों के गहन ज्ञान का अधिग्रहण करने में सक्षम होंगे।
- विभिन्न दार्शनिक प्रणालियों की उत्पत्ति और विकास को समझने में सक्षम होंगे।

इकाई-1

सर्वदर्शन संग्रह- चार्वाक मत एवं जैन मत

इकाई-2

भारतीय दर्शन का आलोचनात्मक सर्वेक्षण: भारतीय दर्शन के प्रमुख विचारणीय पक्षों का आलोचनात्मक अध्ययन- आत्मा एवं परमात्मा, (ईश्वर) कार्य कारण सिद्धांत, मोक्ष, कर्म एवं पुनर्जन्म, प्रमाप, प्रमाण्यवाद एवं ख्यातिवादसादि।

इकाई-3

भारतीय दर्शन का आलोचनात्मक सर्वेक्षण प्रमुख भारतीय दार्शनिक मतों सांख्य, योग, न्याय, वैशेषिक, मीमांसा, वेदांत का ऐतिहासिक सर्वेक्षण। भारतीय दर्शन के प्रमुख आचार्य जैमिनि, बादरायण, कपेल, पतंजलि, गौतम, कणाद, शंकर और बाचस्पति मिश्र तथा उनके अवदानोंका परिचय।

शिक्षकों एवं विद्यार्थियों के लिए सामान्य निर्देश—

प्रश्न-पत्र 70 अंकों का होगा। प्रश्न-पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे, प्रत्येक लघु प्रश्न अनिवार्य व 01 अंक का होगा। शेष 03 इकाईयों में दो-दो प्रश्न पूछे जाएंगे जिसमें से एक-एक प्रश्न हल करना अनिवार्य होगा, प्रत्येक प्रश्न 20 अंकों का होगा।

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स्नातकोत्तर संस्कृत तृतीय सेमेस्टर

पाठ्यक्रम संख्या-9
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिक मूल्यांकन-30
समय - 03 घण्टे

MASN-301
न्यूनतमउत्तीर्णांक-36
न्यूनतम उत्तीर्णांक-25
न्यूनतम उत्तीर्णांक-11

नाट्यशास्त्र एवं ध्वन्यालोक

उद्देश्य:-

- नाट्य शास्त्र के पाठ के माध्यम से भारतीय नाट्यशास्त्र की बहुआयामी नाटक की विधियों का परिचय देना है,
- पाठ्यक्रम से शिक्षार्थियों को उनके सिद्धांत या सौंदर्य संबंधी रस के सिद्धांत से परिचित कराया जा सकेगा।

अधिगम संप्राप्तियां:-

- भरत और आनंदवर्धन द्वारा प्रस्तुत काव्य नाट्यशास्त्र नाट्य की कुछ आधारभूत शब्दावली को विद्यार्थी जान पायेंगे।
- विद्यार्थी रस और ध्वनि के सिद्धांतों का गहराई से ज्ञान प्राप्त करेंगे।
- इसमें निर्धारित पाठ और उसमें दी गई शर्तों को समझने और समझाने में सक्षम होंगे।
- नाटक और कविता में विचारोत्तेजक अभिनय से युक्त इस ज्ञान को प्राप्त करने में सफल होंगे।
- ध्वन्यालोक कविता के भावों की सराहना और आनंद लेने में सक्षम होंगे।

इकाई-1

नाट्यशास्त्र, अभिनवभारती, संवत् व्याख्यान षष्ठं व्याख्यान रस विषयक प्रश्न, स्थायी भाव, संचारीभाव, सात्विकभाव, नाट्याश्रित अभिनयधर्मी, वृत्तिप्रवृत्ति, नाट्यसिद्धि, स्वर, गान, आतोघ।

इकाई-2

नाट्यशास्त्र, अभिनवभारती, व्याख्यान सम्मत अष्टाध्यायी रस सूत्र, रस सूत्र पर विभिन्न आचार्यों के मत तथा अभिनवगुप्त के द्वारा उनका खंडन, मूलरूप से चार प्रकार के रस का उदभव व रसों की संख्या

इकाई-3

ध्वन्यालोक, (लोचन संवत् व्याख्यान) ध्वनि-स्वरूप एवं आनंद वर्धन की स्थापना, ध्वनि सिद्धांत की भूमिका, सहृदय का स्वरूप, ध्वनि विरोधी मत एवं उनका खंडन, वचन, प्रतिमान, अर्थविविध ध्वनि, वस्तु, अलंकार एवं रस ध्वनि का काव्यात्मत्व।

शिक्षकों एवं विद्यार्थियों के लिए सामान्य निर्देश—

प्रश्न-पत्र 70 अंकों का होगा। प्रश्न-पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे, प्रत्येक लघु प्रश्न अनिवार्य व 01 अंक का होगा। शेष 03 इकाईयों में दो-दो प्रश्न पूछे जाएंगे जिसमें से एक-एक प्रश्न हल करना अनिवार्य होगा, प्रत्येक प्रश्न 20 अंकों का होगा।

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5. चतुर्वेदी, ब्रजमोहन, (1992) नाट्यशास्त्र, विद्यानिधि प्रकाशन दिल्ली।

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DEAN

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स्नातकोत्तर संस्कृत तृतीय सेमेस्टर

पाठ्यक्रम संख्या- ऐच्छिक प्रश्न-पत्र प्रथम
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिक मूल्यांकन-30
समय - 03 घण्टे

MASN-304(अ)
न्यूनतमउत्तीर्णांक-36
न्यूनतम उत्तीर्णांक-25
न्यूनतम उत्तीर्णांक-1

काव्यप्रकाश

उद्देश्य:-

1. मम्मट के काव्यप्रकाश संस्कृत के काव्यशास्त्र का एक मौलिक ग्रन्थ है, जिसमें काव्य की आकर्षक शैली के लिए विभिन्न कारकों के निबंधात्मक समझ के लिए अलग-अलग काव्य पाठ को एकीकृत करने के लिए संकल्पन पर आधारित संकल्पनात्मक काव्यलेख, वाणी, गुण, रीति और अलंकार में संतुलित दृष्टिकोण है। जिनका विस्तृत परिचय विद्यार्थियों को कराना है।
2. कवियों के विभिन्न आयामों के साथ कविताओं को प्रस्तुत करना है, अर्थात् प्रभाव (प्रयोजन), कारण (हेतु), परिभाषा (लक्ष्य) और विभाजन (काव्यबोध) काव्यप्रकाश के पाठ के माध्यम से पाठ्यक्रम सीखने वालों को नानान्य रूप से शब्दों की शक्ति और विशेष रूप से शब्द शक्ति जैसे बहुत महत्वपूर्ण सिद्धांतों के ज्ञान प्रदान कराना है।

अधिगम संप्राप्तियां:

- विद्यार्थी मम्मट द्वारा प्रस्तुत किये गये काव्य की मौलिक शब्दावली की गहरी समझ प्राप्त करेंगे।
- कविता में अर्थ और रस सिद्धांतों के महत्व का गहराई से ज्ञान प्राप्त करेंगे।
- काव्यप्रकाश में महत्वपूर्ण विश्लेषण के लिए इस ज्ञान को प्राप्त करने में सफल होंगे।
- निर्धारित ग्रंथों को समझने और गभीर रूप से विश्लेषण करने की क्षमता हासिल करेंगे।
- कविता के भवों की प्रशंसा और आनंद लेने में सक्षम होंगे।

इकाई-1

काव्य-प्रयोजन, काव्यहेतु, काव्यलक्षण (पूर्वाचार्यों के मतों की समीक्षा के साथ), काव्यभेद, शब्दार्थ स्वरूप एवं भेद, तात्पर्यार्थ अनीहेता अन्वयवाद एवं अन्विता अभिधानवाद, अभिधा, व्यापार, संकेतग्रह-सिद्धान्त एवं विविध शास्त्रीयन्त।

इकाई-2

लक्षणाःस्वरूप एवं भेद, मुकुलमड्ड का लक्षणा विषयक मत एवं ताटस्थ्य सिद्धांत न्याय का अनुव्यवसाय सिद्धांत, मीमांसा का ज्ञातता सिद्धांत, लक्षणा मूलाव्यञ्जना, अभिधा मूलाव्यञ्जना, आर्थाव्यञ्जना एवं उसके भेद, लक्षणा मूलध्वनि एवं उसके भेद, अभिधा मूला ध्वनि एवं उसके भेद।

इकाई-3

मुक्तिवाद अभिव्यक्ति (दाशनेक पृष्ठभूमि के साथ), रस की अलौकिकता श्रृंगाराकद नवरसों का स्वरूप, स्थाईभाव, रसाभास एवं भावामात्र, ध्वनि के अन्य भेद, मम्मटीयध्वनि, वेदों की गणना में प्राप्त त्रुटि एवं ध्वनि भेदों की सही संज्ञा।

शिक्षकों एवं विद्यार्थियों के लिए सामान्य निर्देश—

प्रश्न-पत्र 70 अंकों का होगा। प्रश्न-पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे, प्रत्येक का उत्तर अतिशय कम से कम 20 शब्दों का होगा। प्रश्न 03 शब्दों में दो-दो प्रश्न पूछे जाएंगे। प्रश्न-पत्र का उत्तर करके आनवसत कक्षा प्रत्येक प्रश्न 20 अंकों का होगा।

सहायक पुस्तकें—

1. विवेकी काव्यप्रकाश (1996) मम्मट, काव्यप्रकाश (विश्व) विवेक प्रकाश, वाराणसी
2. काव्यप्रकाश (1996) मम्मट, काव्यप्रकाश (विश्व) विवेक प्रकाश, वाराणसी

Additional Resources:

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2. Kane, P. V., (2002), *History of Sanskrit Poetics* (also Hindi translation), M.L.B.D., Delhi,
3. Pandey, Karti Chandra, *Comparative Aesthetics*, (1972), Vol. 1, (also Hindi translation) Chaukhamba Sanskrit Series Office, Varanasi

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DEAN

FHSS, IASE (Deemed to be University)

G.V.M., Sardarshahr

Nidhi

स्नातकोत्तर संस्कृत तृतीय सेमेस्टर

पाठ्यक्रम संख्या- ऐच्छिक प्रश्न-पत्र
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिक मूल्यांकन-30
समय - 03 घण्टे

द्वितीय

MASN-304 (ब)

न्यूनतम उत्तीर्णांक-36

न्यूनतम उत्तीर्णांक-25

न्यूनतम उत्तीर्णांक-11

काव्यप्रकाश

उद्देश्य:-

1. मम्मट के काव्यप्रकाश के इस पाठ्यक्रम का उद्देश्य मम्मट के काव्यप्रकाश के द्वारा शिक्षार्थियों को काव्य की ध्वनि, अलंकार, काव्य के दोष आदि के द्वारा अन्य काव्यों का समीक्षात्मक अध्ययन कराना है।

अधिगम सम्प्राप्तियाँ:-

- विद्यार्थी काव्य ज्ञान की गहरी समझ और काव्य-विमर्श के द्वारा काव्य के गुण दोषों से परिचित होंगे।
- काव्यप्रकाश में महत्वपूर्ण विश्लेषण के लिए कविता के उपरोक्त तत्व को जानने में सक्षम होंगे।
- निर्धारित ग्रंथों की व्याख्या और आलोचनात्मक विश्लेषण करने की क्षमता हासिल करेंगे।
- ध्वनि की व्यापक अवधारणा व काव्य के भावों की समझ और आनंद ले सकेंगे।

इकाई-1

गुणीभूतव्यङ्ग्य के भेद, व्यञ्जना की अपरिहार्यता, विभिन्न ध्वनि भेदों में व्यञ्जनों की अनिवार्यता, मीमांसा मतों का निराकरण, व्यञ्जना साधन में अन्य विमतियों का निराकरण, काव्य दोष के सामान्य लक्षण, रस दोष एवं उसके अपवाद एवं परिहार।

इकाई-2

गुण स्वरूप, अलंकार स्वरूप, गुण अलंकार भेद निर्णय, वामन, आनंद वर्धन, मम्मट एवं भट्ट उदभट्ट के गुण अलंकार भेद विषयक मतों की समीक्षा, गुण भेद, माधुर्य और एवं प्रसाद, वामन के 10 गुणों का गुणसूत्र में अंतर भाव।

इकाई-3

वक्रोक्ति एवं उसके भेद अनुप्रास व उसके भेद वृत्ति, अनुप्रास में गुण, वृत्ति, प्रीति आदि का समन्वय नियम श्लेष एवं उसके भेद शब्द श्लेष में भिन्नता।

शिक्षकों एवं विद्यार्थियों के लिए सामान्य निर्देश—

प्रश्न-पत्र 70 अंकों का होगा। प्रश्न-पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे प्रत्येक लघु प्रश्न अनिवार्य व 01 अंक का होगा। शेष 03 इकाईयों में दो-दो प्रश्न पूछे जाएंगे जिसमें से एक-एक प्रश्न हल करना अनिवार्य होगा। प्रत्येक प्रश्न 20 अंकों का होगा।

सहायक पुस्तकें—

1. द्विवेदी, पारस नाथ, मम्मट, (1986), काव्यप्रकाश (व्या.) विनोद पुस्तक मंदिर आगरा।
2. शास्त्री, श्रीनिवास, मम्मट, काव्यप्रकाश (व्या.) साहित्य भंडार, मेरठ।

Additional Resources:

1. De, Sushil Kumar, (2006), *History of Sanskrit Poetics* (also Hindi translation), Orient Black Swan, Delhi
2. Kane, P.V., (2002,) *History of Sanskrit Poetics* (also Hindi translation), M.L.B.D., Delhi


DEAN



स्नातकोत्तर संस्कृत तृतीय सेमेस्टर

पाठ्यक्रम संख्या- ऐच्छिक प्रश्न-पत्र तृतीय
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तर्दिक मूल्यांकन-30
समय - 03 घण्टे

MASN-304 (स),
न्यूनतम उत्तीर्णांक-36
न्यूनतम उत्तीर्णांक-25
न्यूनतम उत्तीर्णांक-11

दशरूपक एवं संस्कृत काव्यशास्त्र का सर्वेक्षण

उद्देश्य-

- शिक्षार्थियों को नाटक जैसे विभिन्न घटकों से परिचित कराना है।
- नाटककार, नाटक के अभिनय, रस, और अलंकार शास्त्र के प्रसिद्ध रसवादियों के सैद्धांतिक योगदान से परिचित कराना है।

अधिगम संप्राप्तियां:-

- विद्यार्थी निर्धारित ग्रंथों की व्याख्या और गहन रूप से विश्लेषण करने की क्षमता हासिल करेंगे।
- एक नाटकीय रचना की आलोचना के लिए अभिनेता और रस आदि का विभिन्न शब्दावली यानि कथानक ले विषय को गहराई से जानने में सक्षम होंगे।
- मम्मट के प्रसिद्ध काव्यशास्त्र के सर्वेक्षण क्षेत्र के एक व्यापक परिप्रेक्ष्य को महत्वपूर्ण विश्लेषण के लिए इस ज्ञान को प्राप्त करने में सफल होंगे।

इकाई-1

दशरूपक ग्रंथ के प्रयोजन, रूपक के भेद, रूप के भेदकतत्व, वस्तु का स्वरूप एवं भेद, अर्थ प्रकृतियाँ, कार्य अवस्थाएं, संधियाँ, अर्थापक्षेपक, नायक के गुण, नायक के प्रकार, नायिका के भेद, नायक के सहायक एवं नायिका की सहकारिकाएँ, नाट्य वृत्तियाँ, व्रतियों के विषय में उदभव आदि के मत का निराकरण एवं अवशिष्ट भाग का अध्ययन

इकाई-2

रस योजना, रसयोजना के अंग व्यभिचारी भाव स्थाई भाव भाव के विरोध विरोध के विचार नाट्य में शांत रस का निषेध, स्थायीभाव तथा रस का काव्य से संबंध, रस का आश्रय भव्य भावक सिद्धांत, रस की प्रक्रिया तथा स्वरूप एवं अवशिष्ट भाग का अध्ययन।

इकाई-3

अलंकार सिद्धांत, गुण शैली सिद्धांत, ध्वनि सिद्धांत, रस सिद्धांत, वक्रोक्ति सिद्धांत एवं अचिंत्य सिद्धांत।

शिक्षकों एवं विद्यार्थियों के लिए सामान्य निर्देश-

प्रश्न-पत्र 70 अंकों का होगा। प्रश्न-पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे, प्रत्येक लघु प्रश्न अनिवार्य व 01 अंक का होगा। शेष 03 इकाईयों में दो-दो प्रश्न पूछे जाएंगे जिसमें से एक-एक प्रश्न हल करना अनिवार्य होगा, प्रत्येक प्रश्न 20 अंकों का होगा।

सहायक पुस्तकें-

1. शास्त्री, श्रीनिवास, दशरूपक (सम्पादक), साहित्य भंडार, मेरठ।
2. दाहल, लोकमणि, (2010), दशरूपक - (सम्पादक) चौखंबा अमर भारती, वाराणसी।

Additional Resources:

1. उपाध्याय, बलदेव (2002) भारतीय साहित्य शास्त्र, चौखंबा प्रकाशन, वाराणसी।
2. कृष्णकुमार, (2007) अलंकार शास्त्र का संस्कृत, साहित्य भंडार, मेरठ।


DEAN

FHSS, IASE (Deemed to be University)
G.V.M. Sardarshahr



स्नातकोत्तर संस्कृत चतुर्थ सेमेस्टर

पाठ्यक्रम संख्या-10
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिक मूल्यांकन-30
समय - 03 घण्टे

MASN-401
न्यूनतम उत्तीर्णांक-36
न्यूनतम उत्तीर्णांक-25
न्यूनतम उत्तीर्णांक-11

व्याकरण सिद्धान्त कौमुदी समास

उद्देश्य:-

1. विद्यार्थियों को यौगिक नियमों और उसमें व्युत्पन्न प्रक्रिया को सिद्धान्तकौमुदी के पाठ के माध्यम से एक अग्रिम ज्ञान देना है।

अधिगम सम्प्राप्तियाँ:-

- अष्टाध्यायी के कुछ बहुत ही महत्वपूर्ण मन्त्रों और उनकी व्याख्या को समझने में सक्षम होंगे।
- संस्कृत भाषा की संरचनाओं को सामान्य रूप से और इसके उपयोगों के बारे में जानने में सक्षम होंगे।
- पाठ के प्रासंगिक भाग के सूत्र की व्याख्या व संस्कृत के यौगिक शब्दों की व्युत्पन्न प्रक्रिया को समझने में सक्षम होंगे।
- व्याकरण सिद्धान्त कौमुदी(समास) को समझने में सक्षम और सूत्र की व्याख्या में उनके अनुवाद और संस्कृत यौगिकों के संबंधपरक प्रक्रिया को समझने में सक्षम होंगे।

इकाई-1

समास प्रकरण (लघुसिद्धान्तकौमुदी) अव्ययीभाव, तत्पुरुष

इकाई-2

समास प्रकरण (सिद्धान्तकौमुदी) सिद्धान्त कौमुदी समास-प्रकरण, बहुव्रीहि से अलुक समास

इकाई-3

सन्धि प्रकरण (स्वर एवं व्यंजन)

शिक्षकों एवं विद्यार्थियों के लिए सामान्य निर्देश—

प्रश्न-पत्र 70 अंकों का होगा। प्रश्न-पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे, प्रत्येक लघु प्रश्न अनिवार्य व 01 अंक का होगा। शेष 03 इकाईयों में दो-दो प्रश्न पूछे जाएंगे जिसमें से एक-एक प्रश्न हल करना अनिवार्य होगा, प्रत्येक प्रश्न 20 अंकों का होगा।

सहायक पुस्तकें—

1. त्रिपाठी जय शंकर लाल तथा मालवीय सुधाकर संपादक, (1986-87) काशिका, प्रथम भाग द्वितीय भाग तृतीय भाग, तारा प्रिंटर वर्क्स, वाराणसी।
2. चौधरी, अर्कनाथ, (2003) संस्कृत व्याकरण, जगदीश संस्कृत पुस्तकालय जयपुर।
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4. द्विवेदी, कपिलदेव, (1995), प्रौढरचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी।

Additional Resources:

- 1 पाण्डेय, गोपालदत्त (1994).— *वैयाकरणसिद्धान्तकौमुदी*, प्रथमभाग, चौखम्बासुरभारतीप्रकाशन, वाराणसी।
- 2 शास्त्री, जगदीश लाल एवं मधुबाला शर्मा - *वैयाकरणसिद्धान्तकौमुदी* (समास-प्रकरण), मोतीलाल बनारसीदास, दिल्ली।
- 3 Joshi, S.D. and J.A.F. Foorlesgen : *The Astadhyayai of Panini*, Vol. 1,4,5,6,7 SahityaAcadami, New Delhi.
- 4 Sharma, Ramanath. 1987 (Part I), 1990 (Part II), 1995 (Part III) *The Astadhyayai of Panini*, Vol. 1, Vol. 2, Vol. 3, MunshiramManoharlal, Delhi..
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स्नातकोत्तर संस्कृत चतुर्थ सेमेस्टर

पाठ्यक्रम संख्या- 11
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिक मूल्यांकन-30
समय - 03 घण्टे

MASN-402
न्यूनतम उत्तीर्णांक-36
न्यूनतम उत्तीर्णांक-25
न्यूनतम उत्तीर्णांक-11

आपस्तम्बधर्मसूत्र एवं धर्मशास्त्र का संस्कृत

उद्देश्य:-

- विद्यार्थियों को नाटकशास्त्रीय निषेधाज्ञाओं और धर्मशास्त्र के पाठ के माध्यम से कर्तव्यों, आचरण, और अन्य पहलुओं के बारे में परिचित कराना है।
- पाठ्यक्रम के अन्य बहुत महत्वपूर्ण उद्देश्य शिक्षार्थियों को धर्मशास्त्र के विशाल संस्कृत ज्ञान को उजागर करना है।

अधिगम संप्राप्तियां:-

- धर्मसूत्र के दृष्टिकोण के अनुसार चार आश्रमों के जीवन के तरीके और उद्देश्य के बारे में पूरी तरह से विचार करने में सक्षम होंगे।
- महिलाओं की स्थिति, कानूनी प्रणाली, की गहन समझ प्राप्त करेंगे।
- विभिन्न नाट्यशास्त्रीय ग्रंथों में परिलक्षित विभिन्न प्रकार के श्रुत, अनुष्ठान की समझ प्राप्त कर सकेंगे।
- समृद्ध धर्मशास्त्र परंपरा को बनाने में आचार्यों के व्यक्तिगत योगदान से परिचित होंगे।

इकाई-1

आपस्तम्बधर्मसूत्र (प्रथम प्रश्न एवं द्वितीय प्रश्न)

इकाई-2

धर्म शास्त्र का संस्कृत, धर्मशास्त्र के आचार्य मेघा तिथि, विज्ञान ईश्वर, लक्ष्मीधर, जीमूत वाहन, देवगढ़ भट्ट, चदेश्वर माधवाचार्य, वाचस्पति मिश्र, कमलाकर भट्ट, मित्रमिस, रघुनंदन

इकाई-3

धर्म शास्त्र का संस्कृत, धर्मशास्त्र के प्रमुख सिद्धांत, वर्ण, आश्रम, संस्कार, स्त्रियों की स्थिति, श्रौतयाग, राजधर्म, दंड व्यवस्था, धर्मशास्त्र विषयक आधुनिक अध्ययन(स्नातकोत्तरकाल)।

शिक्षकों एवं विद्यार्थियों के लिए सामान्य निर्देश:-

प्रश्न-पत्र 70 अंकों का होगा। प्रश्न-पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे, प्रत्येक लघु प्रश्न अनिवार्य व 0* अंक का होगा। शेष 03 इकाईयों में दो-दो प्रश्न पूछे जाएंगे जिसमें से एक-एक प्रश्न हल करना अनिवार्य होगा, प्रत्येक प्रश्न 20 अंकों का होगा।

सहायक पुस्तकें:-

1. पाण्डेय उमेशचंद्र, (2002) आपस्तम्बधर्मसूत्र, चौखम्भा संस्कृत प्रतिष्ठान, वाराणसी

Additional Resources:

1. कश्यप- अर्जुन चौबे, (2004) अनुवादक - धर्म शास्त्र का संस्कृत, उत्तर प्रदेश हिंदी संस्थान, हिंदी समिति प्रभाग, लखनऊ उत्तर प्रदेश।



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स्नातकोत्तर संस्कृत चतुर्थ सेमेस्टर

पाठ्यक्रम संख्या- 11
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिक मूल्यांकन-30
समय - 03 घण्टे

MASN-402
न्यूनतम उत्तीर्णांक-36
न्यूनतम उत्तीर्णांक-25
न्यूनतम उत्तीर्णांक-11

न्यायसिद्धांतमुक्तावली

उद्देश्य:-

- विद्यार्थियों को विस्तारित ज्ञान देना है
- न्यायशास्त्र के आध्यात्मिक और दार्शनिक सिद्धांत से विद्यार्थी पाठ को पढ़ने के माध्यम से विषय वस्तु को जानने का प्रयास करेंगे।

अधिगम संप्राप्तियां:-

- न्याय-वैशेषिकों द्वारा वर्णित श्रेणियां अन्य दार्शनिक विचारों के संबंध में कुछ मौलिक विचारों को भी प्राप्त करेंगे।
- विद्यार्थी न्याय-वैशेषिक परंपरा विभिन्न विभेदकारी दार्शनिक की सराहना और अंतर करने में सक्षम होंगे।

इकाई-1

कारिका 126 एवं गद्यांश भाग विशेषताएं मंगलवार ईश्वर सिद्धि, पदार्थनिरूपण, सामान्य निरूपण, विशेष निरूपण, समवाय निरूपण, अभाव चतुष्टय

इकाई-2

कारिका एवं गद्यांश विशेषता एवं कारकत्रैविध्य, अन्यथासिद्ध वर्णन पृथ्वी, जल, तेज, वायु, आकाश, काल एवं दिक् का निरूपण

इकाई-3

कारिका 47-50 विशेषता आत्म तत्त्व सिद्धि

शिक्षकों एवं विद्यार्थियों के लिए सामान्य निर्देश—

प्रश्न-पत्र 70 अंकों का होगा। प्रश्न-पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे, प्रत्येक लघु प्रश्न अनिवार्य व 01 अंक का होगा। शेष 03 इकाईयों में दो-दो प्रश्न पूछे जाएंगे जिसमें से एक-एक प्रश्न हल करना अनिवार्य होगा, प्रत्येक प्रश्न 20 अंकों का होगा।

सहायक पुस्तकें—

1. भट्टाचार्य विश्वनाथ पंचानन, (1990), न्याय सिद्धांत मुक्तावली, व्याख्याकार कृष्ण बल्लभाचार्य, चौखंबा संस्कृत संस्थान, वाराणसी।
2. भट्टाचार्य विश्वनाथ पंचानन, (1991), न्याय सिद्धांत मुक्तावली, व्याख्याकार गजानन शास्त्री मूसलगांवकर चौखंबा सुरभारती प्रकाशन वाराणसी।
3. भट्टाचार्य विश्वनाथ पंचानन, (2000), न्याय सिद्धांत मुक्तावली, व्याख्याकार धर्मेन्द्रनाथ शास्त्री, मोतीलाल बनारसीदास, दिल्ली

Additional Resources:

1. शास्त्री, धर्मेन्द्रनाथ (1968), न्यायवैशेषिक, मोती लाल बनारसीदास, दिल्ली
2. Dasgupta, S.N. (1975)- *A History of Indian Philosophy*, M.L.B.D., Delhi, (Also Hindi Translation by Kalanath & Sudhir Kumar, Rajasthan Hindi Grantha Academy, 1978)
3. Hiriyanna, M. (1967)- *Outlines of Indian Philosophy*, London, George Allen & Unwin Ltd.,
4. Pandey, Ram Chandra (1966)- *Panorama of Indian Philosophy* (English & Hindi versions), M.L.B.D., Delhi,
5. Radhakrishnan, S. (1962)- *Indian Philosophy*, Vol. 1-2, London, (Also Hindi Translation by Nanda Kishor Gomil, Delhi, 1986)
6. Shastri, D.N. (1976)- *Critique of Indian Realism*, Bhartiya Vidya Prakashan, Delhi Books & Reference Download App- Pustak Sangdarshika, Developed By: Surjan Jha


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स्नातकोत्तर संस्कृत चतुर्थ सेमेस्टर

पाठ्यक्रम संख्या- ऐच्छिक प्रश्न-पत्रप्रथम
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिक मूल्यांकन-30
समय - 03 घण्टे

MASN-404 (अ)
न्यूनतम उत्तीर्णांक-36
न्यूनतम उत्तीर्णांक-25
न्यूनतम उत्तीर्णांक-11

योगसूत्र एवं गौडपादकारिका

उद्देश्य:-

- विद्यार्थियों को योग का ज्ञान प्रदान करना है
- योग और गौडपादकारिका भारतीय संस्कृत के दो बहुत महत्वपूर्ण विषय हैं योगसूत्र-विद्याभ्यास ग्रंथों को पढ़ने के माध्यम से दर्शन का ज्ञान प्राप्त कर पायेंगे।

अधिगम संप्रप्तियां:-

- योग विद्या और आसनों के अभ्यास वाले ग्रन्थ योगसूत्र से योग का ज्ञान प्राप्त कर पायेंगे।
- मौलिक सिद्धांतों और अवधारणाओं और अद्वैत वेदांत प्रणालियों का गहन ज्ञान प्राप्त करेंगे।
- सांख्य-योग और अद्वैत वेदांत के तत्त्वमीमांसा और गौडपादाकारिका के पदों में एक अंतर्दृष्टि प्राप्त करेंगे।

इकाई-1

योगसूत्र, सनाधि पाद, चित्तभूमियों, चित्तवृत्तियाँ, प्रमाण-मीमांसा, वृत्ति निरोध के उपाय, ईश्वर का स्वरूप, सम्प्रज्ञात समाधि एवं एवं असम्प्रज्ञात समाधि, केवल्य स्वरूप एवं शेष भाग का अध्ययन।

इकाई-2

योगसूत्र, केवल्यपाद, पंचविधसिद्धियों, जात्यन्तर, परिणाम, निर्माण, चित्त, चतुर्विध कर्म, जीवन मुक्ति, धर्ममेघ समाधि, केवल्य स्वरूप एवं शेष भाग का अध्ययन।

इकाई-3

गौडपादकारिका का आगमप्रकरण (माण्डूक्योपनिषद् के मूल मन्त्रों के साथ) तथा वैतथ्यप्रकरण।

शिक्षकों एवं विद्यार्थियों के लिए सामान्य निर्देश—

प्रश्न-पत्र 70 अंकों का होगा। प्रश्न-पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे, प्रत्येक लघु प्रश्न अनिवार्य व 01 अंक का होगा। शेष 03 इकाईयों में दो-दो प्रश्न पूछे जाएंगे जिसमें से एक-एक प्रश्न हल करना अनिवार्य होगा, प्रत्येक प्रश्न 20 अंकों का होगा।

सहायक पुस्तकें—

1. श्रीवस्तव सुरेश चंद्र, व्याख्याकार, (1993), पतंजलि योग दर्शन, पतंजलि, चौखंबा सुरभारती प्रकाशन, वाराणसी।
2. आरण्यक, हरिहरानंद स्वामी व्याख्याता, (1974), पतंजलि योग दर्शन, पतंजलि, मोतीलाल बनारसीदास, दिल्ली।
3. पोद्दार हनुमानप्रसाद, (व्याख्याकार) (2004) माण्डूक्योपनिषद् (गौडपादकारिका)-गौडपाद, गीताप्रेस, गोरखपुर।
4. गोस्वामीमहाप्रमुलाल, (1983), योगसूत्र- पतंजलि, (अनुवादक) चौखम्बासंस्कृतसंस्थान, वाराणसी।
5. त्रिपाठीरमाशंकर (1985) योगसूत्र- पतंजलि, (अनुवादक) कृष्णदासअकादमी, वाराणसी।

Additional Resources:

1. उपाध्याय, बलदेव -(2001), भारतीय दर्शन, शारदा मंदिर, वाराणसी।
2. शर्मा, बंद्दर -(2004), भारतीय दर्शन आलोचना और अनुशीलन, मोतीलाल बनारसीदास, दिल्ली।
3. Dasgupta, S.N. (1975)- History of Indian Philosophy, Vols. I-V, M.L.B.D., Delhi.
4. Hiriyama, M. (1956)- Outlines of Indian Philosophy, London.
5. Mahadevan, T.M.P. (2006)- Philosophy of Advaita, Bharatiya Kala Prakashan, Delhi.
6. Pandey, R.C. (1966-) Panorama of Indian Philosophy (English & Hindi versions), M.L.E.D., Delhi,


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स्नातकोत्तर संस्कृत चतुर्थसेमेस्टर

पाठ्यक्रम संख्या- ऐच्छिक प्रश्न-पत्रद्वितीय

MASN-404 (अ)

पूर्णांक-100

न्यूनतम उत्तीर्णांक-36

सैद्धान्तिक प्रश्न-पत्र-70

न्यूनतम उत्तीर्णांक-25

आन्तरिक मूल्यांकन-30

न्यूनतम उत्तीर्णांक-11

समय - 03 घण्टे

रामायण एवं महाभारत

उद्देश्य:-

- इस पाठ्यक्रम का उद्देश्य प्राचीन साहित्य में विद्यमान परम्परा, महानता, व्यवहारिकता, मर्यादित जीवन, मूल्यवान् सांस्कृतिक स्वरूप की संपूर्ण तस्वीर पेश करना है।
- रामायण और महाभारत के महाकाव्य ने संरक्षित भारत की विरासत वाले महाकाव्यों के व्यक्तिगत चरित्र, सामाजिक, आर्थिक, भौगोलिक, राजनीतिक, महाकाव्यों में दार्शनिक और शैक्षिक विचारों की शिक्षा प्राप्त करेंगे।

अधिगम संप्राप्तियां:-

- विद्यार्थी महाकाव्यों में वर्णित व्यक्तिगत वर्ण के माध्यम से व्यवहार के नैतिक मूल्यों, नैतिकता और विश्वास आदि के स्वरूप के विषय में जानने में सक्षम होंगे।
- रामायण और महाभारत के ग्रंथ सौंदर्य और काव्य सौंदर्य और प्रस्तुति की शैली की व्याख्या करने में सक्षम होंगे।
- रामायण और महाभारत के ऐतिहासिक मूल्य का ज्ञान प्राप्त करेंगे।
- रामायण और महाभारत के शैक्षिक पहलू सामाजिक, आर्थिक, भौगोलिक, राजनीतिक, दार्शनिक विषय में जानने में सक्षम होंगे।

इकाई-1

रामायण-अयोध्याकाण्ड (18, 19, 100, 112, 118 अध्याय)

इकाई-2

रामायण-किष्किंधाकांड (अध्याय 3)

रामायण-सुन्दरकाण्ड (36, 51, 52, 53, 54 अध्याय)

रामायण-युद्धकाण्ड (67, 73, 74, 90, 107, 108 अध्याय)

इकाई-3

महाभारत- विराट पर्व (अध्याय 34-36)

महाभारत- शांतिपर्व (अध्याय 248, 250), अनुशासनपर्व(अध्याय 1)

शिक्षकों एवं विद्यार्थियों के लिए सामान्य निर्देश-

प्रश्न-पत्र 70 अंकों का होगा। प्रश्न-पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे, प्रत्येक लघु प्रश्न अनिवार्य व 01 अंक का होगा। शेष 03 इकाईयों में दो-दो प्रश्न पूछे जाएंगे जिसमें से एक-एक प्रश्न हल करना अनिवार्य होगा, प्रत्येक प्रश्न 20 अंकों का होगा।

सहायक पुस्तकें-

1. उपाध्याय, आचार्य बलदेव, (2001) संस्कृत साहित्य का संस्कृत, शारदा निकेतन, वाराणसी।
2. पुराणोतिहाससंग्रह, (1959) साहित्य अकादमी, नई दिल्ली।
3. श्री मद्भगवद्गीता यथारूप, (2012) भक्ति वेदान्त बुक ट्रस्ट,

Additional Resources:

1. Hopkins, E.W., (1969) *The Great Epic of India*, Reprinted by Punthi Pushtaka, Calcutta,
2. *Ramayana with four commentaries by Govindaraja & others*, (1935) Lakshmi Venkateswara Press, Bombay
3. *Ramayana ed. by Chinnaaswami Sastrigal and V.H. Subrahmanyam Shastri*, (1958) Pub. by N. Ramaratham, Madras,

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Nedk

स्नातकोत्तर संस्कृत चतुर्थ सेमेस्टर

पाठ्यक्रम संख्या- ऐच्छिक प्रश्न-पत्र तृतीय

MASN-404(स)

पूर्णांक-100

न्यूनतम उत्तीर्णांक-36

सैद्धांतिक प्रश्न-पत्र-70

न्यूनतम उत्तीर्णांक-25

आन्तरिक मूल्यांकन-30

न्यूनतम उत्तीर्णांक-11

समय - 03 घण्टे

आधुनिक संस्कृत गद्य पद्य

उद्देश्य:-

- आधुनिक संस्कृत साहित्य का परिचय प्रदान करना
- आधुनिक शैली में रचित काव्य में आधुनिक समस्याओं से परिचित कराना है।

अधिगम संप्रप्तियां:-

- आधुनिक संस्कृत गद्य और काव्य की प्रमुख शैलियों का ज्ञान प्राप्त करेंगे।
- भारतीय मूल्य-प्रणाली व सांस्कृतिक विश्वास और राष्ट्रीयता की भावना विकसित करने के लिए स्वामी विवेकानंद, रानी पद्मिनी और मीरा बाई जैसी भारतीय हस्तियों के विचारों से अवगत होंगे।
- निर्धारित ग्रंथों को समझने और गंभीर रूप से विश्लेषण करने की क्षमता प्राप्त करेंगे।

इकाई-1

पद्मिनी, प्रथम प्रकार, 1-4विकास

इकाई-2

स्वामी विवेकानंदचरित्र, अष्टम सर्ग

इकाई-3

स्वामी विवेकानंद चरित्र 10 सर्ग

शिक्षकों एवं विद्यार्थियों के लिए सामान्य निर्देश—

प्रश्न-पत्र 70 अंकों का होगा। प्रश्न-पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे, प्रत्येक लघु प्रश्न अनिवार्य व 01 अंक का होगा। शेष 03 इकाईयों में दो-दो प्रश्न पूछे जाएंगे जिसमें से एक-एक प्रश्न हल करना अनिवार्य होगा, प्रत्येक प्रश्न 20 अंकों का होगा।

सहायक पुस्तकें—

1. पद्मिनी, पंडित मोहन लाल शर्मा पांडे पांडेय, (1999) प्रकाशन - खजाने वालों का सस्ता, जयपुर।
2. स्वामी विवेकानंद, (1973) चरित्र महाकाव्य, पंडित त्र्यंबकम शर्मा भंडारकर, चौखंबा संस्कृत सीरीज ऑफिस, वाराणसी।

Additional Resources:

1. त्रिपाठी, राधवल्लभ, (1999) बीसवीं शताब्दी, संस्कृत साहित्य, राष्ट्रीय संस्कृत संस्थान, दिल्ली।
2. मुगल मूसलनांवकर, केशव राव, (2004) आधुनिक संस्कृत काव्य परंपरा, चौखंबा विद्याभवन, वाराणसी।
3. निख राजेंद्र, विंशति शताब्दी, संस्कृत काव्य अमृत, दिल्ली संस्कृत अकादमी, दिल्ली।
4. Books & Reference Download App- Pustak Sangdarshika, Developed By: Surjan Jha


Surjan Jha



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स्नातकोत्तरसंस्कृत चतुर्थ सेमेस्टर

पाठ्यक्रम संख्या- ऐच्छिक प्रश्न-पत्रचतुर्थ
पूर्णांक-100
सैद्धान्तिक प्रश्न-पत्र-70
आन्तरिक मूल्यांकन-30
समय - 03 घण्टे

MASN-404(द)
न्यूनतम उत्तीर्णांक-36
न्यूनतम उत्तीर्णांक-25
न्यूनतम उत्तीर्णांक-11

आधुनिक संस्कृत रूपक

उद्देश्य:-

- नए विचारों और अभिनय के नए रूपों के साथ-साथ जागरूकता उत्पन्न करना है।
- आधुनिक संस्कृत लेखकों के बदलते सामाजिक परिदृश्य जो प्रदर्शित होते हैं उन्हें स्पष्ट करना है।

अधिगमसंप्राप्तिर्णः-

- आधुनिक संस्कृतरूपक के नए विचारों और नए रूपों को जानने में सक्षम होंगे।
- आधुनिक संस्कृत लेखकों के लेखन में प्रदर्शित बदलते सामाजिक परिदृश्य से अवगत होंगे।
- राष्ट्रवाद व भारतीय के अभिनय और ऐतिहासिक विकास को समझने में सक्षम होंगे।
- अभिनय व आधुनिक रूपकों वाले ग्रन्थों को समझने वर्गमीर रूप से विश्लेषण करने की क्षमता प्राप्त करेंगे।

अनारकली(1-5)

इकाई-1

अनारकली(6-10)

इकाई-2

तंडुलप्रस्थीयम् (1-7)

इकाई-3

शिक्षकों एवं विद्यार्थियों के लिए सामान्य निर्देश—

प्रश्न-पत्र 70 अंकों का होगा। प्रश्न-पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे, प्रत्येक लघु प्रश्न अनिवार्य व 01 अंक का होगा। शेष 03 इकाईयों में दो-दो प्रश्न पूछे जाएंगे जिसमें से एक-एक प्रश्न हल करना अनिवार्य होगा, प्रत्येक प्रश्न 20 अंकों का होगा।

सहायक पुस्तकें:-

1. राघवनवी, (1972), अनारकली संस्कृतसंग्रह, मद्रास।
2. त्रिपाठी राधावल्लभ, (1999), तंडुलप्रस्थीयम् (हिंदी भाषानुवाद सहित), प्रतिभाप्रकाशन, दिल्ली।

Additional Resources:

1. उपाध्याय, रामजी -(1996), आधुनिक संस्कृतनाटकनये तथ्य नया संस्कृत (खण्ड 1-2) चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली।
2. चतुर्वेदी, सीताराम -(1964), भारतीय तथा पश्चात्य संगमंच, हिंदी समिति, सूचना विभाग, लखनऊ।


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(DEEMED TO BE UNIVERSITY)

of

GANDHI VIDYA MANDIR, SARDARSHAHR

(CHURU) RAJASTHAN – 331403

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Web: www.iaseuniversity.org.in

*Page No. 01-85 of this
Syllabus has been approved
in A.C. Meeting 06.06.2020.*



SYLLABUS

SCHEME OF EXAMINATION AND COURSE OF STUDY
FACULTY OF HUMANITIES AND SOCIAL SCIENCES

M.A. SOCIOLOGY (SEMESTER SCHEME)

CHOICE BASED CREDIT SYSTEM

Master of Arts Examination

(SEMESTER I AND SEMESTER II) EXAMINATIONS 2020-2021

&

(SEMESTER III AND SEMESTER IV) EXAMINATIONS 2021-2022



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Semester I

Core Course 01

MASO 110

Max. Marks – 100

Min. Pass Marks – 36

Internal Max. Marks – 30

Min. Pass Marks – 11

Theory Marks – 70 Marks

Min. Pass Marks – 25

Duration: 3 hrs.

Basic Concepts of Sociology

Objectives

The course offers a sociological orientation to the students through which they will be able to grasp the sociological terms for further consent of course.

Learning Outcomes

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

- Explain the concept of society
- Describe the nature of social groups
- Discuss the concepts of status and role
- Explain the relation between culture and human behavior
- Describe social change and social control

Unit I

The Concept of Society and Types of Society

Unit II

Social Groups: Primary and Secondary Groups; Social Institutions

Unit III

Status and Role: Types of Status, Multiple Statuses, and the Concept of Role

Unit IV

Culture: Culture and Human Behavior; Folkways; Mores; Values; Sub-cultures

Unit V

Social Change: Agents of Change; Rate of Change and Social Control


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Semester I

Core Course 02

MASO 120

Max. Marks – 100

Min. Pass Marks – 36

Internal Max. Marks (Dissertation) – 30

Min. Pass Marks – 11

Theory Marks – 70 Marks

Min. Pass Marks – 25

Duration: 3 hrs.

Methodology of Social Research

Objectives

The course aims to train the students in data collection (both qualitative and quantitative) besides inculcating the skills in their future research activities. The course content will train the students in logical analysis of data. In order to achieve these goals the class members are also expected to undertake field work involving collection of data, its analysis and interpretation.

Learning Outcomes:

After completion of the course, students will be able to:

- Identify different paradigms of social research methodology and their approaches respectively
- Explain the inductive and deductive methods of social research and their application
- Conduct social research through various social research methods with the contemporary examples
- Construct the best social research and their applications in the current society
- Verify the reliability and validity of the research work/assignment

Unit – I

Nature of Social Reality and Approaches to it: Positivism, Phenomenology, Ethnomethodology and Symbolic Interactions

Unit – II

Interpretative Understanding; Logic of Enquiry in Social Science Research; Inductive and Deductive Theory Building

Unit – III



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Semester I

Core Course 03

MASC 130

Max. Marks – 100

Min. Pass Marks – 36

Internal Max. Marks (Dissertation) – 30

Min. Pass Marks – 11

Theory Marks – 70 Marks

Min. Pass Marks – 25

Duration: 3 hrs.

Indian Social System

Objectives:

The course aims to provide fairly adequate and comprehensive understanding of Indian society in its multifaceted dimensions. This course is aimed at sensitizing the students to the diversity as well as interconnectedness of sociological perspectives on Indian Society and its debates and dynamics in contemporary India.

Learning Outcomes:

After completion of the course, students will be able to:

- Identify the various forms of social changes throughout years.
- Know the history of Varna system and how it became caste system in India.
- Recognize the salient features of Indian society and inculcate the sense of the national identity.
- Identify the effects of globalisation on Indian society and its pros and cons.
- Recognise the impacts of social media and its proliferation on the current society.
- Able know the salient features of civil society and their importance in sustaining the post-modern society

Unit - I

Synthesis of Culture and Tradition; Sanskritization; Westernization; Modernization

Unit - II

Indian Social System: Varnashram, Caste, Marriage, Family, Status of Women, Kinship.


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Semester I

Core Course 04

MASO 140 A

Max. Marks – 100

Min. Pass Marks – 36

Internal Max. Marks (Dissertation) – 30

Min. Pass Marks – 11

Theory Marks – 70 Marks

Min. Pass Marks – 25

Duration: 3 hrs.

Rural Society in India

Objectives:

This course provides insight to rural India through sociological understanding of rural social structure, change and development. The course will equip the students with conceptual, theoretical and empirical clarity with regard to the comprehension of rural life and application as sociological skills to plan, monitor and evaluate the rural development programme in India.

Learning Outcomes:

After completion of the course, the students will be able to:

- ✓ Identify the relevance and significance of the rural political transformation and formation of class system in rural India.
- ✓ Know the power and functions of Panchayati Raj system and its implementation in everyday life.
- ✓ Know about the number of poverty removal programmes, both at the central and state level, which helps in an in-depth understanding of the village community.
- ✓ Know about the changes happen due to globalization and glocalization.

Unit - I

Rural Social Structure: Basic characteristics of Peasant and Agrarian Society, Little Community, Rural Social System

Unit - II

Processes: - Parochialisation, Universalization, Sanskritization, Little and Great Tradition

Unit - III



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Semester I

Core Course 04

MASO 140 B

Max. Marks – 100

Min. Pass Marks – 36

Internal Max. Marks (Dissertation) – 30

Min. Pass Marks – 11

Theory Marks – 70 Marks

Min. Pass Marks – 25

Duration: 3 hrs.

Social Anthropology

Objectives:

The course aims at providing a critical knowledge about the importance of anthropology from sociological perspective which helps them to evaluate the starting/primitive premises, assumptions and viewpoints for ethnocentric bias. This course will enlighten the students with the sociological concepts that they can use in studying the primitive society and will be get a proper exposure to a holistic perspective that will bridge traditional disciplinary boundaries.

Learning Outcomes:

After completion of the course, the students will be able to:

- ✓ Describe about the unique methodology of studying society- participant observation.
- ✓ Discuss the various cultural amalgamations in the society and its distinctive social system.
- ✓ Gain an insight of bias-free vision of the other societies existing side by side the modern culture.

Unit- I

Social Anthropology: Methods and Models of Study; Structural Functional, Evolutionary and Comparative Approaches

Unit- II

Primitive Social System: Exchange, Alliance, Descent Patrilineal, Matrilineal, Double and Cognatic Descent.

Unit- III

Inheritance and Succession; Kinship Terminology and Usages; Kinship as an Organizing Principle.

Unit- IV

Marriage and Affinity; Monogamy and Polygamy; Marriage Transactions; Stability of Marriage

Unit- V

Primitive Political System, Primitive Economic System, Primitive Religious System.

Semester I

Skill Course 1

SC 1 A

Medical Sociology

Objectives:

The course addresses a range of questions that are significant in this sub discipline and develops a critical perspective on social issues pertaining to gender, disability, and aging through the lens of chronic illness. The course also addresses questions relating to the state and the market through case studies on pharmaceuticals and immunization schemes. As with most other courses in the MA syllabus, this course too is comparative in nature, with ethnographic studies chosen from different parts of the globe.

Learning Outcomes:

After completion of the syllabus, students will be able to:

- Identify the present situation of medical reality and roles of governing bodies
- Explain the relationship between body, mind and society by applying suitable theoretical perspective
- Elaborate the cultural impact on medicine and health

Unit I

Body, Medicine and Society: Theoretical Perspectives; The Cultural Construction of Medical Fealty; Governing Bodies and Bio Power

Unit II

Narrating Health and Illness: Narratives; Care and Interpersonal Relations

Unit III

Culture and Medical Practices: Medical Taxonomies; the Normal and Pathological

Unit IV

State and Medicine: Epidemics and Immunization; Pharmaceutical Practices

References:

1. Kleinman, A. (1981) Patients and Healers in the Context of Culture: An Exploration of the Borderland between Anthropology and Medicine, University of California Press: Berkely.
2. Good, B. (1994) Medicine, Rationality, and Experience: An Anthropological Perspective, Cambridge University Press: Cambridge.



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Semester I

Skill Course 1

SC 1 B

Ayurvedic Dietetics

Objectives:

The course will provide a basic understanding of diet (Ahara) from Ayurvedic perspective. The course will also train students to prepare the diet chart according to age and special conditions like pregnancy. A special addition was done to train the students about the preparation of immunity booster to be used during epidemics/pandemics.

Learning Outcomes:

After completion of the syllabus, students will be able to:

- Understand the evolution of diet from primitive to modern era
- Classified food and dietary habits based on its effects on the human body and mind
- Evaluate the modern dietary habits and its effect on society
- Prepare dietary chart based on 25 case studies with special references to age, pregnancy and daily routines
- Prepare the immunity booster to be used in the crisis of epidemics/pandemics

Unit I


History of the evolution of the Ahara Shastra from primitive times to today's era – From the use of raw food in the primitive times to the gradual change in the dietary habits according to time and invention of various Ahara Kalpana. The relevant references of Ahara Dravya and Its kalpana in the ancient texts like Veda, Upanishada, etc.

Unit II

Classification of Ahara based on Its Prabhava:

- a) Sukhakarā–Dukhakarā - Psychological concept
- b) Satmya–Asatmya - Physiological concept
- c) Pathya–Apathya - Physio-pathological concept
- d) Hitkara–Ahitkara - (Ekantika Hitkar, Ekantika Ahitkar)

Unit III


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13. Aartha Shastra (Food poisoning)
14. Nighantu Ratnākara: Panshikar

Semester II

Core Course 05

MASO 210

Max. Marks – 100

Min. Pass Marks – 36

Internal Max. Marks (Dissertation) – 30

Min. Pass Marks – 11

Theory Marks – 70 Marks

Min. Pass Marks – 25

Duration: 3 hrs.

Emergence and Growth of Sociology

Objectives:

The Course provides an overview of the social milieu in which the discipline of sociology emerged and evolved with various perspectives. The course material emphasizes on the contributions of the founding fathers of sociological theories.

Learning Outcomes:

After completion of the course, students will be able to:

- Track the growth of sociology and its relation with other significant social sciences
- Analyze the theories of prominent sociological thinkers who have significant impact on the growth of sociology as a discipline
- Write the content analysis/ research paper on the work of sociologists from a critical perspective

UNIT- I

Emergence Of Sociology: Role Of French And Industrial Revolutions And Enlightenment On The Genesis Of Sociology; Sociology And Its Relationship With Other Social Sciences: History, Economics, Political Science, Philosophy, Psychology And Anthropology

UNIT II

Emile Durkheim, Malinowski And Radcliff Brown: Social Fact, Division Of Labour, Religion, Theory Of Suicide, Malonowski: Argonauts Of The Western Pacific A. Radcliff Brown: Functions Of Ceremonies


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Semester II

Core Course 06

MASO 2208

Max. Marks – 100

Min. Pass Marks – 36

Internal Max. Marks (Dissertation) – 30

Min. Pass Marks – 11

Theory Marks – 70 Marks

Min. Pass Marks – 25

Duration: 3 hrs.

Classical Social Thinkers

Objectives:

The course offers a broad overview of the conceptualization and critical understanding about the ideas of pioneer sociologists. The course highlights the criticism and debates for/against the sociologists and the changing pattern of sociological thoughts. This course will help students to grab an vibrant ideas of different sociologists that they can use in developing sociological theories for contemporary world.

Learning Outcomes:

After completion of the course students will be able to:

- Demonstrate good understanding of a range of classic sociological thinkers.
- Utilize concepts of modernity, social structure, culture & ideology, and sociological 'self-images' in expositing the work of key social thinkers.
- Develop their own considered views about the merits of the featured classics, and on the nature and significance of the sociological traditions more generally.

Unit- I

Karl Marx: Class – Struggle, Dialectical Materialism, Historical Materialism, Alienation.

Unit- II

Emile Durkheim: Social Fact, Division of Labour, Suicide, Sociology of Religion.

Unit- III

Max Weber: Social Action Bureaucracy, Religion and Capitalism

Unit- IV

August Comte: Law of three stages, Positivism, Hierarchy of Sciences; Herbert Spencer: Organic theory of Society; Social evolution, Types of Society.



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Semester II

Core Course 07

MASO 230 A

Max. Marks – 100

Min. Pass Marks – 36

Internal Max. Marks (Dissertation) – 30

Min. Pass Marks – 11

Theory Marks – 70 Marks

Min. Pass Marks – 25

Duration: 3 hrs

Indian Society: Continuity and Change

Objectives:

The course aims to provide fairly adequate and comprehensive understanding of Indian society in its multi-faceted dimensions. This course is aimed at sensitizing the students to the diversity as well as interconnectedness of sociological perspectives on Indian Society and its debates and dynamics in contemporary India.

Learning Outcomes:

After completion of the course, students will be able to:

- Identify the changes in social structure and social system
- Explain the current debates on rural, urban and tribe community
- Discuss the economic and political institution from past to present

UNIT I

The Historiography Of Indian Society - Emergence Of Colonial Society And Its Crisis, Conceptualizing Caste And Approaches To Its Study; Distinctive Characteristic Of Indian Society And Its Unity In Diversity (Regional Linguistic And Religious Diversities)

UNIT II

Contemporary Debates on Indian Society: With Special Reference to Village, City and Tribe

UNIT III



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19. Khilani, Sunil (1998) *The Idea of India*, Farrar Straus Giroux: New York.
20. Singer, Milton (1972) *When a Great Tradition Modernizes*, University of Chicago Press: Chicago.
21. Mines, Dane. P. & Nicolas Yazgi (2010) *Village Matters: Relocating Villages in the Contemporary Anthropology of India*, Oxford University Press: New Delhi.
22. Padhnis, Urmila (2001) *Ethnicity and Nation-building in South Asia*, Sage Publications: New Delhi.

Semester II

Core Course 08

MASO 240 A

Max. Marks – 100

Min. Pass Marks – 36

Internal Max. Marks (Dissertation) – 30

Min. Pass Marks – 11

Theory Marks – 70 Marks

Min. Pass Marks – 25

Duration 3 hrs.

Industrial Sociology

Objectives:

The overarching objective of the course is to enable students to understand the influence of the wider societal context on the operations within the organizations. The course aims to provide you with an understanding of the ways in which the process of industrialization has shaped societies. Central to this endeavor is the treatment of work as a sociological phenomenon. Some of the areas that are covered in this regard include technology and its influence on the workplace, and the influence gender and class in the study of work.

Learning Outcomes:

After completion of the course, the students will be able to:

- Demonstrate the different human components that make up modern industry.
- Set new laws and reformation in the field of industry.
- Know about the industrial labour laws and its impact on the society.
- Analyse the social problems rising due to changing nature of industrial sociology.
- Discuss and describe the relevant theoretical approaches that help them to find the solutions and recommendation for the social-industrial problems.



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15. Moore, W. (1965) Impact of Industry, Prentice-Hall: New Jersey.
16. Poole, M. (1982) Theories of Trade Unionism: A Sociology for Industrial Relations, Routledge and Kegan Paul: London.
17. Sury, M.M. (2004) Indian Economy in the 21st Century: Prospects and Challenges, New Century Publications: New Delhi.
18. Watson, T. J. (2008) Sociology, Work, and Industry, Routledge: London.

Semester II

Core Course 08

MASO 240 B

Max. Marks – 100

Min. Pass Marks – 36

Internal Max. Marks (Dissertation) – 30

Min. Pass Marks – 11

Theory Marks – 70 Marks

Min. Pass Marks – 25

Duration: 3 hrs.

Environmental Sociology

Objectives:

This course is an introduction to environmental sociology. During the semester students will explore the relationship between human societies and the larger natural environment of which they are a part. The principle focus of the course will be modern society, especially present-day society, but in order to gain some perspective on our contemporary ecological circumstances, we will also review the history of resource use, wilderness preservation, pollution, various environmental movements, and other developments with significant ecological implications. To broaden further perspective, students will also look at ecological regimes in other societies. As the course pursues these investigations, students will be introduced to a cross-section of sociological modes of comprehensive analysis.

Learning Outcomes:

- ✓ The students will be able to apply sociological theories and concepts to explain environmental problems.
- ✓ The students will be able to analyze the implications of environmental change for people, communities, flora and wildlife.
- ✓ The students will be specialized in evaluating different policy and other responses to environmental change.
- ✓ The students will gain in-depth knowledge in environmental problems and their social consequences.
- ✓ The students will be able to communicate their findings in written and oral form with reference to broader debates within sociology and cognate disciplines.


D. AN

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10. Michael R. and G. Woodgate (2000) The International Handbook of Environmental Sociology, Edward Elgar Publishing: Cheltenham, UK
11. Schnaiberg, A. (1980) The Environment, Oxford University Press: New York
12. Shiva, V. (1988) Staying alive: Women, Ecology, and Development, Kali for Women: New Delhi
13. Bell, M.M. (2009) An Invitation to Environmental Sociology, Pine Forge Press: New Delhi
14. Gould, K.A. and T.L. Lewis (2009) Twenty Lessons in Environmental Sociology, Oxford University Press: New York.

Semester II

Skill Course 02

SC 2 A

Criminology and Deviance

Objectives:

The main objective of the course is to provide broad and flexible knowledge of the basics of crime-related issues. The course train students to develop organization, coordination, and management skills. The students will be able to take measures, to conduct research, and to provide counselling in any public or private institution.

Learning Outcomes:

- The students will demonstrate academic proficiency in the core criminal justice areas (law enforcement, law and corrections).
- The students will be able to communicate effectively, orally and in writing, using appropriate references and technologies.
- The students will be able to assess the basic quality of research in criminology and criminal justice publications and other media.
- The students will be able to evaluate ethical issues related to the criminal justice system and criminology.
- The students will identify issues of diversity and social justice in relation to the workings of the criminal justice system and criminology.
- The students will employ critical thinking skills when evaluating issues in criminology and criminal justice.

Unit- I


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Human Right Law in India

Objectives:

The understanding of human rights is the foundation for the development of a good citizen and a responsible legal professional. The main objective of this course is to provide an insight into the meaning and significance of various human rights in the contemporary era and the mechanisms developed at the international and national level for protection and promotion of such rights. This course attempts to increase the knowledge of students with respect to human rights; to focus their attention on the underlying values of human rights and to explore various international and national legal frameworks which embody human rights and promote them in practice.

Learning Outcomes:

After completion of the course, students will be able to:

- Explain the meaning of human rights with reference to international and national concept
- Elaborate the roles of international human rights agencies
- Analyse the role and area of human rights agencies
- Explain the arena of human rights under Indian constitution with special references

Unit I:

Meaning and Concept of Human Rights; Theoretical Foundation of Human Rights - Natural Law and Natural Rights; History and Development of Human Rights: Ancient – Medieval – 17th & 18th Century – 19th & 20th Century – Modern Developments; Generations of Human Rights - Civil and Political Rights -Economic, Social and Cultural Rights - Solidarity Rights

Unit II:

United Nations and Human Rights UN Charter; United Nations Commission on Human Rights (Human Rights Council); Sub commission on Prevention of Discrimination and Protection of Minorities; Commission on Status of Women; UN Centre for Human Rights & UN Commissioner for Human Rights Office of UN High Commissioner for Human Rights; UN High Commissioner for Refugees; Role of UN in Protection and Promotion of Human Rights



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Semester III

Core Course 09

MASO 310

Max. Marks – 100

Min. Pass Marks – 36

Internal Max. Marks (Dissertation) – 30

Min. Pass Marks – 11

Theory Marks – 70 Marks

Min. Pass Marks – 25

Duration: 3 hrs.

Modern Sociological Theories

Objectives:

The course makes an endeavor to comprehend the extension of the ideas of the founding fathers in both functional, conflict and interactionist and constructionist traditions of sociology. It provides a better way of comprehending the social reality as interaction between the structure and individual as both have their role in changing the society.

Learning Outcomes:

After completion of course, students will be able to:

- Explain the major modern social thinkers along with their critical analysis

Unit- I

Talcott Parsons- Voluntaristic Theory Of Social Action, Pattern Variables, Functional Prerequisites Of Social System
Robert K. Merton- Paradigm Of Functional Analysis, Reference Group, Middle Range Theories, Influential Jeffrey
Alexander- Neo-Functionalism Critiques: R. Collins- Interaction Ritual Chains And Theory Of Conflict

Unit II

Claude Levi-Strauss- Structuralism L. Althusser – Structural Marxism; Ideological State Apparatus; Antonio
Gramsci- Hegemony; Critiques: Dahrendorf- The Class And Class Conflict In Industrial Societies

Unit III

G.H. Mead- Mind, Self and Society Herbert Blumer- Symbolic Interactionism Erving Goffman - Presentation Of Self
In Everyday Life Critique: Arthur Brittan: Meaning And Situations

Unit IV

A. Schultz- The Phenomenology Of Social World; Harold Garfinkel – Ethno-Methodology

Unit V

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Semester III

Core Course 10

MASO 32C

Max. Marks – 100

Min. Pass Marks – 36

Internal Max. Marks (Dissertation) – 30

Min. Pass Marks – 11

Theory Marks – 70 Marks

Min. Pass Marks – 25

Duration: 3 hrs

Indian Sociological Theories

Objectives:

Building on the comprehension gained in the previous paper on changes and continuities in Indian society, this paper attempts to realize how sociologists have grappled with social developments in India and have tried to contribute sociological knowledge. This paper introduces various perspectives advanced by sociologists on Indian society and concludes by mapping the current debates in Indian Sociology.

Learning Outcomes:

After completion of the course, students will be able to:

- Explain the perspective of eminent Indian social thinkers with special reference to critical perspective

UNIT- I

Emergence of Indian Sociology Social conditioning of Indian Sociology; Sociology in India and Sociology for India; Indigenization of Sociology

UNIT II

Perspectives on Indian Society-I: Ethnography (S.C Dube); Indological (Ghurye); Civilizational approach (M.K Bose)

UNIT III

Perspectives on Indian Society-II Structural-functional (M.N Srinivas); Marxism (D.P Mukherji); Weberian (T.K Oommen); Ethnosociology (Veena Das)

UNIT IV

Contemporary Perspectives on Indian Society I - Subaltern perspective (Ranjit Guha); Environmentalist Perspective (Ramachandra Guha);

UNIT V

Contemporary Perspectives on Indian Society II - Dalit perspective (Gail Omvedt); Feminist Perspective (Sharmila Rege)

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Semester III

Core Course 11

MASO 33C A

Max. Marks – 100

Min. Pass Marks – 36

Internal Max. Marks (Dissertation) – 30

Min. Pass Marks – 11

Theory Marks – 70 Marks

Min. Pass Marks – 25

Duration: 3 hrs.

Sociology of Law

Objectives:

This course familiarizes students with the sociology and anthropology of law and fundamental concepts in jurisprudence. Students will engage with different theoretical perspectives on the law and with key debates in the field. The course examines how the law operates in a variety of empirical settings, and focuses on the different actors involved in the operation of the formal legal system. It also provides a political economy approach to law, and explores ways in which law becomes an arena of struggle. From historical and anthropological studies on crime, students learn about the creation of regimes of truth through law and the definition of crime and criminals. The course also examines law's relation to contemporary concerns in India, and aids students to critically analyze judgments from a sociological perspective.

Learning Outcomes:

After completion of the course, students will be able to:

- Explain the meaning of jurisprudence from sociological and anthropological perspectives
- Elaborate the significance and effect of history and culture on law and justice
- Critically analyze the Indian Constitution with special reference to SC cases

Unit I

Introduction to Jurisprudence: Legal Positivism and Natural Law Theory; Philosophies of Law/Justice; Critical Legal Studies, Feminist Jurisprudence, etc.

Unit II

Sociological and Anthropological Jurisprudence: Legal Evolutionism; Relativism and Law; Legal Pluralism

Unit III

The Political Economy of Law: Law and Ideology; Law and Power; Property and Law; Courts as Social Institutions

Semester III

Core Course 11

MASO 330 B

Max. Marks – 100

Min. Pass Marks – 36

Internal Max. Marks (Dissertation) – 30

Min. Pass Marks – 11

Theory Marks – 70 Marks

Min. Pass Marks – 25

Duration: 3 hrs.

Sociology of Media

Objectives:

This course will provide a close reading of some of the key theoretical concepts, paradigms, and debates within Media Studies. It examines the media from a sociological perspective, focusing on three key areas – one, the medium, two, the mediation of subjectivities and three, the relationship between the media, the public sphere, and democracy.

Learning Outcomes:

After completion of the course, students will be able to:

- Explain the media from the perspective of semiotics
- Analyze the role of media industry and visual culture on the society
- Elaborate the current position of media in democratic India

Unit I

Introduction and Theoretical approaches to Media Studies: Cultural studies; Public sphere; Semiotics

Unit II

The politics of media: Media and political processes (elections, citizenship etc); Media as a supporter or watchdog of the state; Media and the construction of political reality

Unit III

The Media Industry: Media as business: ownership, profits; State ownership and influence; Media and Globalisation - Neoliberalism and its implications; Transnational and diasporic visual culture

Unit IV

Media and Identity: Construction of subjectivities; Audience reception

Unit V

New media: New media as technology; New media and alternative identities, politics

Semester III

Core Course 12

MASO 340 A

Max. Marks – 100

Min. Pass Marks – 36

Internal Max. Marks (Dissertation) – 30

Min. Pass Marks – 11

Theory Marks – 70 Marks

Min. Pass Marks – 25

Duration: 3 hrs.

Society and Ecology

Objectives:

This course will introduce students to sociological approaches to understanding the relationship between society and ecology. The scope ranges from philosophical engagements with the distinction between nature and culture, to understanding perceptions and impacts of environmental change, to examining institutions and social structures that shape our engagement with nature. The course will familiarize students with the wide range of issues that animate the field, and examine some of the key debates by engaging with ethnographic work and specific case studies.

Learning Outcomes:

After completion of the course, students will be able to:

- Understand the relationship between society and environment
- Elaborate the concept social ecology, social forestry and cultural environmentalism
- Analyze the after effects of environmental degradation on society
- Explain the role of community in safeguarding environment through social movements

Unit I

Social ecology - Mapping the field; Ideas of Natures

Unit II

Explaining environmental degradation - Population, consumption, development; Disasters, hazards and risk

Unit III

Environmentalism - Environment and social movements

Unit IV

Environmental Justice: gender, class, caste, race


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Sociology of Indian Crafts

Objectives:

To impart an all rounded and holistic education that equips the Indian youth of today to face challenges of a global and rapidly changing world, while preserving their own cultural assets, traditions and values through crafts

Learning Outcomes:

After completion of the course, students will be able to:

- Understand the critical role of the crafts community and its integral relationship to the Indian society
- Enable students to understand the relationship between economics, culture and aesthetics
- Enable students to explore the linkages between environment, craft traditions and society through field studies
- Develop a respect for the diversity of Indian craft traditions and to uphold the dignity of its practitioners by understanding the difficulties that they face
- Introduce Indian culture through the crafts, so that school students appreciate the variety of skills and expressions of the Indian artist
- Provide students a creative aesthetic experience of the unique visual and material culture of India and develop values of conservation, protection of the environment, resources and heritage of the country,
- Enable students to understand the relationship between tradition and contemporary trends, form and function, creator and consumer.
- Understand the processes of creating a craft object from start to finish
- Equip students with the tools to extend craft traditions to wider applications through applied crafts

Unit I

Introduction of craft tradition: Clay; Stone Work; Metal Work; Jewelry; Natural Fiber Weaving; Textile Crafts; Painting; Paper and paper crafts; Theatre crafts, etc

Unit II

Philosophy and aesthetics; Clay; Stone Work; Metal Work; Jewelry; Natural Fiber Weaving; Textile Crafts; Painting; Paper and paper crafts; Theatre crafts, etc

Unit III

Environment and resource management; Clay; Stone Work; Metal Work; Jewelry; Natural Fiber Weaving; Textile Crafts; Painting; Paper and paper crafts; Theatre crafts, etc

Unit IV



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Practical Indian Village Crafts

Objectives:

The main objective of the course is to incline students about their Indian Village Crafts with special references to local crafts.

Learning Outcomes

The students will study their immediate environment and learn about everyday crafts in their everyday lives.

Unit I

Introduction - Assignment of crafts found at home, in their town/village, artisans and crafts communities who live in their locality.

Unit II

Exploration: Crafts in their own locality/home/state; Local Heritage in Museum/ monuments/ religious-secular structures; Vernacular architecture; Market/ shop/ mela/ haat to understand market forces.

Unit III

Applied Craft: Learning regional Craft; **Innovation in design and processes**; Experiment with eco-friendly packaging of craft;

Unit IV

Economy and marketing - Assisting a crafts person in proper methods of costing and pricing; Studying consumer needs/ behavior and informing crafts person of changing trends etc


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Semester IV

Core Course 13

MASO 410

Max. Marks – 100

Min. Pass Marks – 36

Internal Max. Marks (Dissertation) – 30

Min. Pass Marks – 11

Theory Marks – 70 Marks

Min. Pass Marks – 25

Duration: 3 hrs.

Advanced Sociological Theories

Objectives:

Building on the understanding of the key ideas of the earlier courses on sociological theories, this course engages with advanced social theories. It introduces students to the post modern turn that casts a doubt on the possibility of sociological theory itself. Finally the course highlights new developments in the sociology of the changing world.

Learning Outcomes:

The students will be able to:

- Explain the basic concepts of advanced sociological theories with special reference to post- modern thinkers
- Analyze the post-modern social thinkers with their criticism

Unit I

Basic Concepts I – Post-modernity; Post-colonialism; Micro-Macro integration; Deconstruction; Power and knowledge;

Unit II

Basic Concepts II: Structuration; Agency-Structure; Habitus; McDonaldisation; Risk society; Post-emotional Society

Unit III

Critical Theories: Jurgan Habermas- Public Sphere and Communicative Action; Adorno- Dialectics of Enlightenment.

Unit IV

Postmodern Theories: Michael Foucault- Discourse, Knowledge & Power; Lyotard- The postmodern condition; Jacques Derrida: Deconstruction; Critique: Judith Butler: Feminist Theory

Unit V

The Changing World Order: Anthony Giddens - Structuration, The constitution of society; the consequences of modernity; Pierre Bourdieu- Outline of a Theory of Practice; Ulrich Beck: Risk Society



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Semester IV

Core Course 14

MASO 420

Max. Marks – 100

Min. Pass Marks – 36

Internal Max. Marks (Dissertation) – 30

Min. Pass Marks – 11

Theory Marks – 70 Marks

Min. Pass Marks – 25

Duration: 3 hrs.

Exclusion and Inclusion in India

Objectives:

This course aims to introduce basic issues and perspectives concerning the concepts of social exclusion and inclusion. The concept of social exclusion envelops the understanding of poverty, deprivation and goes beyond this conventional wisdom to include the social and other conditions of all sorts of inequalities. The course takes a critical look at the traditional understanding of exclusion and tries to identify the ways and means of inclusion of the excluded categories.

Learning Outcomes:

After completion of the course, the students will be able to:

- Understand and explain the concept of exclusion, marginalization and related issues
- Analyse the current position of marginalized communities in India
- Discuss the theories and thoughts of prominent sociological thinkers
- Elaborate the role of NGOs in development and inclusion of marginalized communities in India

UNIT I

Understanding Exclusion and Marginalization: Equality, Inequality, Capability, justice; exclusion; Humiliation; deprivation; exploitation, Marginalization- Health, ICT, Education, Employment, Culture and Political participation; Ethnic identity formation

UNIT II

Dimensions of Social Exclusion and its consequences: Social Exclusion – Concept, Approaches and Forms; Life course perspective on social exclusion; Education and Exclusion; Gender and Exclusion; Polity and Exclusion

UNIT III

Significant thinkers on Social Exclusion and marginalized: Social Thinkers - Views of Jyotirao Phule; Periyar; M.K. Gandhi; Baba Saheb Ambedkar, Ram Manohar Lohia Contemporary Thinkers - S.K Thorat; V. Xaxa; C. Jafferlot


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Semester IV

Core Course 15

MASO 430 A

Max. Marks – 100

Min. Pass Marks – 36

Internal Max. Marks (Dissertation) – 30

Min. Pass Marks – 11

Theory Marks – 70 Marks

Min. Pass Marks – 25

Duration: 3 hrs.

Population and Society

Objectives:

This course takes students through the key concepts, approaches, and debates in the field of population studies. By focusing on basic features of population structure and population dynamics, it will enable students to understand the importance of demography in social life. A key feature of the course is exposure to the critical sociological debates as well as policy related debates is. At the end of the course, students will be conversant with the significance of demography in social life and will have developed a critical orientation to public debates and policies regarding population.

Learning Outcomes:

After completion of the course, students will be able to:

- Understand the population and society from the theoretical base
- Recognize and elaborate various important theories related to fertility, mortality and migration
- Know about the contemporary population policies and impact of politics in their development and implementation

Unit I

Introduction to population studies and classical approaches: Relation with sociology and anthropology; Population structures and population dynamics; Malthus and Marx; Durkheim and Halbwachs

Unit II

Fertility: Demographic transition theory; Approaches to Fertility; Reproductive technologies, sex selection and Infertility

Unit III

Mortality: Epidemiological transition Model; Approaches to mortality


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Semester IV

Core Course 15

MASO 430 B

Max. Marks – 100

Min. Pass Marks – 36

Internal Max. Marks (Dissertation) – 30

Min. Pass Marks – 11

Theory Marks – 70 Marks

Min. Pass Marks – 25

Duration: 3 hrs

Sociology of Organization

Objectives:

This course is based on comparative studies of different types of organizations ranging from factories, NGOs to hospitals and government bureaucracies. The selection choice of case studies is guided by the nature of the problems thrown up by the nature of the organization itself and the interests that it serves. Since organizations are supposed to be rational systems the attempt is to demonstrate the many ways in which subjective, i.e. emotional aspects add to the complexity of systems as different kinds of rational goals collide with each other. As with all other courses in the MA syllabus, the attempt is to teach theoretical concepts through their elaboration in ethnographies.

Learning Outcomes:

After completion of the course, students will be able to:

- Compare different types of organizations and their work
- Analyze the current situation of organizations and their policies
- Explain the role of emotions, culture and society in development of organizations and smooth functioning of it

Unit I

Introduction -Sociology and Organization Studies: Tracing a History; Modes of Classification

Unit II

Models of Rationality; Types of Rationality; Styles of Bureaucratic Organization; Organisations as Systems of Communication

Unit III

Work, Interaction, Organization: Organizations as Systems of Interaction; Formal and Informal; Self and the Organizational System



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Semester IV

Core Course 16

MASO 440 A

Max. Marks – 100

Min. Pass Marks – 36

Internal Max. Marks (Dissertation) – 30

Min. Pass Marks – 11

Theory Marks – 70 Marks

Min. Pass Marks – 25

Duration: 3 hrs.

Sociology of Education

Objectives:

This course provides an understanding of the place and value of education in society, of the hegemonic processes that embed educational discourse, and of the institutional processes in which education is located. Through ethnographies of different social and cultural contexts and comparative analyses, students will understand the intersections of categories contributing to the reproduction of inequality in education, the state and civil society interventions in education, as well as the transformative aspects of education, and the role of agency and resistance in the educational process.

Learning Outcomes:

After the completion of the course, students will be able to:

- Define the idea of education from different dimensions
- Explain the role and impact of society on education
- Elaborate the different agencies of education and its cultural reproduction
- Identify the approaches behind modern schooling practices

Unit I

The Idea of Education: What is a 'Good' Education?; Basic Education

Unit II

Democracy and Education: Education and Liberation; Education in contemporary times

Unit III

Education and Society: Socialization and Education; Cultural and Social Reproduction; Hegemony and Domination; Agency, Resistance and Relative Autonomy

Unit IV


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Semester IV

Core Course 16

MASO 440 A

Max. Marks – 100

Min. Pass Marks – 36

Internal Max. Marks (Dissertation) – 30

Min. Pass Marks – 11

Theory Marks – 70 Marks

Min. Pass Marks – 25

Duration: 3 hrs.

Gender and Society

Objectives:

Originating as one of the first postgraduate papers on gender and society – this department was among the first to introduce this field at the MA level – this course starts from the premise that gender is not only about women. The course has a three-fold aim. Firstly, it takes students through a gendered reading of both classics and contemporary texts in sociology and anthropology. Secondly, it focuses on specific and substantive concerns in gender studies. The course then integrates these discussions to forward its third outcome, namely, to acquaint students with older and current debates and new areas of research in the field.

Learning Outcomes:

After completion of the course, the students will be able to:

- Define gender from sociological perspective
- Differentiate between sex, gender and sexuality
- Identify gender as a social construct
- Explain the gender of politics in micro and macro social settings

Unit I

Gender in Sociological Analysis; Approaches to the Study of Gender; Gender Studies as a Critique of Ethnography and Theory

Unit II

Gender and Relevant Theories; Wave of Feminism; Post-Feminism and Current Debates

Unit III

Reproduction, Sexuality and Ideology: Biology and Culture; Concepts of Male and Female; Life Cycle

Unit IV

Family, Work and Property: Production and Reproduction; Work and Property; Family and Household

Unit V



Sociology and Social Work

Objectives:

The main aim of the course is to prepare students for the social work. This course will give students the framework of theories to guide their social work and process in future with special reference to counseling. The courses will aware students about the different methods and techniques of social work that will help them to implement it in reality.

Learning Outcomes:

The course will help students to:

- Understand the theory and practice of social work
- Implement the various models of social work in reality
- Aware about the ethics of social work
- Formulation of developmental policies

Unit I

Theory and Practice of Social Work: Social Work: Concept, Objectives, Nature, Scope & Characteristic; Social Work and Other Social Sciences; Motives & Principles of Social Work.

Unit II

Methods of Social Work Intervention: Historical Development of Social Case Work. Social Case Work: Meaning, Components, Objectives, Principles, Techniques, Processes, Elements & Recording; Worker-Client Relationship in Social Case Work & Principles.

Unit III

Social Policy, Planning and Development: Social Policy; Concept, Aims, Objectives and fields; Inter relation between Social Policy, planning and Development; Social Policy and Indian Constitution; Approaches and Models of Social Policy; The Process of Social Policy Formulation; Social Planning; Concept, Objectives, Scope, Models, Interrelationship between Social and Economic Planning.

Unit IV

Counseling and Social Work Practice: Counselling: Meaning, Definition, Needs, Goals, Principles & Methods; Steps, Approaches and Models: Western and Indigenous; Counseling Process, Stages of Counselling and Counseling Situations; Individual Counseling: Client as a person, Voluntary and Non-Voluntary, Expectations, Behavior; Marriage, Family and Group Counselling; Techniques of Counselling: Initiating Contact, Intake, Report, Establishing Structuer, Interactinn, Attending Behavior, Observation, Responding, Rating and its Interpretation.

Social Welfare Work

Objectives:

The entire course primarily focuses on engagement of students in social welfare work. The course is all about practical work. No theory is added.

Learning Outcomes:

The students will be able to do social work in various arenas in their locality.

Field Work:

1. Field Work related to Ecology & Environment
2. Field Work related to Youth Welfare and Aged
3. Field Work and Block Placement related to Rural Management
4. Field Work And Block Placement related Industrial Relations and Personal Management
5. Field Work And Block Placement related to Medical and Psychiatric Social Work
6. Field Work And Block Placement related to Correctional Social Work



**INSTITUTE OF ADVANCED STUDIES IN EDUCATION
(DEEMED TO BE UNIVERSITY)**

OF

GANDHI VIDYA MANDIR, SARDARSHAHR
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*Page No. of -11 has been
Approved in A.C. Meeting
06-06-2020.*

[Signature]
Registrar
IASE (Deemed to be University)
G.V.M., Sardarshahar



IASE
(deemed to be
university)

SYLLABUS

SCHEME OF EXAMINATION AND COURSE OF STUDY

DEPARTMENT OF GEOGRAPHY

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

Post Graduate Diploma in Geoinformatics

Post Graduate Diploma in Geoinformatics Examination 2020-21



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Course Objectives:

To give the Exposure though Practical Learning in Geoinformatics, practical understanding of Geoinformatics applications of Real world. Our practical assignments and mapping projects are designed by industry experts to get the industry orientated exposure for developing the ability to perform basic analysis on Geospatial Spatial data set.

Learning Out comes: After completion of this course candidate will be hands on Geospatial technology as per industry requirements. Candidates would able to perform from the day first.

SCHEME OF EXAMINATION

Each theory paper	3Hrs.duration	Marks 50
Internal Marks		Marks 50
Dissertation/Thesis/Survey Report/Field Work, if any		100 Marks

- 1- The number of paper and the maximum marks for each paper practical shall be shown in the syllabus for the subject concerned. It will be necessary for a candidate to pass in the theory part as well as in the practical part (Whenever prescribed) of a subject /paper separately.
- 2- A candidate for a pass at each of the Previous and the Final Examination shall be required to obtain (i) at least 36% marks in the aggregate of all the paper prescribed for the examination and (ii) at least 40% marks in practical (s) whenever prescribed in the examination provided that a candidate fails to obtain atleast 36% marks in each individual paper work. Whenever prescribed, he shall be deemed to have failed at the examination notwithstanding his having obtained the minimum percentage of marks required in the aggregate for the examination. No division shall be awarded at the previous examination. Division shall be awarded at the end of the Final Examination on the basis of combined marks obtained at the Previous and the Final Examination, as noted below:

- First Division 60% of the aggregate marks taken together
- Second Division 48% of the Previous and the Final Examination

All the rest shall be declared to have passed the examination.

- 3- If a candidate clears any paper(s)-Practical(s)/Dissertation prescribed at the Previous and or/final Examination after a continues period of .three years, then for the purpose of working out his division the minimum pass marks only viz 36% (40% in the case of practical) shall be taken into account in respect of such paper(s) Practicle(s)/Dissertation are cleared after the expiry of the aforesaid period of 18 Month, provided that in case where a candidate requires more than 36% marks in order to reach the minimum aggregate as many marks out of those actually secured by him will be taken into account as would enable him to make the deficiency in the requisite minimum aggregate.
- 4- The Thesis/Dissertation/Survey Report/Field Work shall be written & typed and submitted in triplicate so as to reach the office of the Registrar at least 3 weeks before the Commencement of the theory examination. Only such candidate shall be permitted to offer Dissertation/Field Work/Survey Report/Thesis (if provided in the scheme of examination) In lieu of a paper as have secured at least 55% marks in the aggregate of all scheme and I and II semester examination taken in the case of semester scheme, irrespective of the number of paper in which a candidate actually appeared at the examination.
- 5- The list of text books/ Recommended books/ Reference Books as approved by the Various BoS, are Printed along with the English Version only.

Amish

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