

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

OF

GANDHI VIDYA MANDIR, SARDARSHAHR

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SYLLABUS

SCHEME OF EXAMINATION AND COURSE OF STUDY

FACULTY OF EDUCATION

B.A. B.Ed.(FOUR YEAR COURSE)

B.A. B.Ed. Examination

Session: 2022-26



B.A.B.Ed. (Four Year Course)

The course of study shall extend over a period of four years as an integrated course in Social Science, Language, Education, General Hindi, General English and Environmental Studies leading to the composite degree of B.A.B.Ed.

A. Eligibility

Candidates who have passed Senior Secondary 10 +2 examination or any other examination recognized board with at least 50% marks in the aggregate are eligible for admission to the course.

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

B. Reservation

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

C. Admission Procedure for B.A.B.Ed.

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

D. Duration and Working Days

Duration

The B.A.B.Ed. Programme shall be of duration of four Academic Years, which can be completed in a Maximum of five Years.

Working Days

- There shall be at least Two Hundred fifty Working Days each year exclusive of the period of examination and admission.
- Institution shall work for a minimum of thirty-six hours a week, during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for School Internship.

E. Objectives of B.A. B.Ed.

- The objectives of this programme is to prepare teachers from upper primary to middle level (Classes VI-VIII) & Secondary Level (Classes IX-X) pre-service teacher education programme are to enable the prospective teacher to Understand nature of education and pedagogic processes through enriched experiences.
- Contribute to fill up the gap between theory and practice by dovetailing both appropriately.
- Interactive processes wherein group reflection, critical thinking and meaning making will be encouraged.
- Understand various educational issues in the context of diverse socio- cultural & Multilingual Indian Society.
- Enable them to face the challenging of social, political and technological issues.
- Understand the nature, purpose, influencing factors and problems of secondary education in contemporary issues.
- Describe teaching learning process in the classroom and various factors that influence it.
- Understand various level learners, their needs, and interest and peculiar problems and motivate them for learning.
- Conduct Pedagogical content analysis in course areas and use it for facilitating learning in the classroom.

- Develop and select tests, evaluate and keep records of student's progress – cognitive as well as non-cognitive.
- Adopt and develop enrichment learning & instructional material in course areas.
- To develop problem solving ability through action research.
- Foster skills and attitude for involving the Community as an educational partner and use society resources in education.
- Become self-regulated learners; develop professional commitment and work as responsible professionals.
- Become aware about human values and gender, school and society.

Programme outcomes:

1. Competence to teach effectively two school subjects at the Elementary & Secondary levels.
2. Ability to translate objectives of secondary education in terms of specific Programmes and activities in relation to the curriculum.
3. Ability to understand children 's needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to faster growth and development.
4. Ability to use-
 1. Individualized instruction
 2. Dynamic methods in large classes.
5. Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.
6. Equipment for diagnosing pupil progress and effectiveness of their own teachings through the use of proper evaluation techniques.
7. Readiness to spot talented and gifted children and capacity to meet their needs.
8. Ability to organize various school programmes, activities for pupils.
9. Developing guidance point of view in educational, personal and vocational matters.
10. Ability to access the all-round development of pupils and to maintain a cumulative record.
11. Developing certain practical skill such as:
 1. Black board work
 2. Preparing improvised apparatus
 3. Preparing teaching aids and ICT.
12. Interest and competence in the development of the teaching profession and education. Readiness to participate in activities of professional organizations.

Programme Specific outcomes:

Students will be able to:

- Understand basic concepts and ideas of educational theory.
- Build understanding and perspective on the nature of the learner, diversity and learning.
- Comprehend the role of the systems of governance and structural – functional provisions that support school education.
- Develop understanding about teaching, pedagogy, school management and community involvement.
- Critically examine key universal constructs in developmental psychology and educational psychology.
- Develop a knowledge setup of content, contexts and circumstances of society.
- Build skills and abilities of communication, reflection, art, aesthetics, theatre, self-expression and ICT.

- Develop the potential for perspective building located in the Indian socio-cultural context.
- Analyse the structure of knowledge as reflected in disciplinary streams and subjects
- Develop an understanding of the concept of assessment and its practices.

The syllabus of this course comprises of the following –

F. Course Design:

The syllabus of this course comprises of the following –

a) Perspectives in Education – Course

- Course - Childhood, Growing Up & Learning.
- Course - Educations in Contemporary India.
- Course - Teaching and Learning.
- Course - Genders, School and Society
- Course - Knowledge and Curriculum
- Course - Creating an Inclusive School

(b) Curriculum and Pedagogic Studies –

- Course - Yoga for Holistic Health
- Course - (I & II) Pedagogy of School Subject
- Course - Assessments for Learning

(c) Engagement with the Field – the Self, the Child, Community and School

Task and assessment that run through all the courses as indicated in the year wise distribution of the syllabus.

- School Internship

(d) Specilization courses will be offered in areas such as given below or an additional pedagogy course (In another course at the secondary level or the same course at the high secondary level):-

- Health & Physical Education
- Educational aspects of The Geeta
- Environmental Studies
- Chetna Vikas Mulya Shiksha

(e) Core Courses

- Hindi Literature
- English Literature
- Sanskrit Literature
- History
- Geography
- Political Science
- Sociology
- Music

(f) Compulsory Course

- Gen. English
- Gen. Hindi
- ICT in Education
- Environmental Studies

G. COURSES OF STUDY AND SCHEME OF EVALUATION

FIRST YEAR

Course code	Title of the course	EVALUATION			
		External	Internal	Practical	Total
BABED-110	Gen. English (Compulsory)*	70	30	-	100
BABED-151	Childhood, Growing up & Learning	70	30	-	100
BABED-152	Education in Contemporary India	70	30	-	100
BABED-153	Yoga for Holistic Health	35	15	-	50
BABED-154	Chetna Vikas Moolya Shiksha (Specialization)	35	15	-	50
BABED-155	Content:				
BABED-155a I	1. HindiLitrature I	60	15	-	150
BABED-155a II	2. Hindi LitratureII	60	15		
BABED-155 b I	3. History I	60	15	-	150
BABED-155 b II	4. HistoryII	60	15		
BABED-155 c I	5. GeographyI	40	10	50	150
BABED-155 c II	6. GeographyII	40	10		
BABED-155 d I	7. Political ScienceI	60	15	-	150
BABED-155 d II	8. Political Science II	60	15		
BABED-155 e I	9. Sanskrit Litrature I	60	15	-	150
BABED-155 e II	10. Sanskrit Litrature II	60	15		
BABED-155 f I	11. Sociology 1	60	15	-	150
BABED-155 f II	12. Sociology II	60	15		
BABED-155 g I	13. EnglishLitrature I	60	15	-	150
BABED-155 g II	14. EnglishLitrature II	60	15		
BABED-155 h I	15. Music – I	40	10	50	150
BABED-155 h II	16. Music – II	40	10		
CCA					25
Prayer, Yoga, Meditation & Festival etc.					25
Total					800

*Marks of compulsory subjects shall not be added in the total marks

SECOND YEAR

Course code	Title of the course	EVALUATION			
		External	Internal	Practical	Total
BABED-220	Gen. Hindi (Compulsory)*	70	30	-	100
BABED-251	Knowledge & Curriculum	70	30	-	100
BABED-252	Teaching & Learning	70	30	-	100
BABED-253	Health & Physical Education (Specialization)	35	15	-	50
BABED-254	Content:				
BABED-254a I	1. Hindi Literature I	60	15	-	150
BABED-254a II	2. Hindi Literature II	60	15		
BABED-254 b I	3. History I	60	15	-	150
BABED-254 b II	4. History II	60	15		
BABED-254 c I	5. Geography I	40	10	50	150
BABED-254 c II	6. Geography II	40	10		
BABED-254 d I	7. Political Science I	60	15	-	150
BABED-254 d II	8. Political Science II	60	15		
BABED-254 e I	9. Sanskrit Literature I	60	15	-	150
BABED-254 e II	10. Sanskrit Literature II	60	15		
BABED-254 f I	11. Sociology I	60	15	-	150
BABED-254 f II	12. Sociology II	60	15		
BABED-254 g I	13. English Literature I	60	15	-	150
BABED-254 g II	14. English Literature II	60	15		
BABED-254 h I	15. Music – I	40	10	50	150
BABED-254 h II	16. Music – II	40	10		
CCA					25
Prayer, Yoga, Meditation & festival etc.					25
Total					750

*Marks of compulsory subjects shall not be added in the total marks

THIRD YEAR

Course code	Title of the course	EVALUATION			
		External	Internal	Practical	Total
BABED-330	ICT in Education(Compulsory)*	70	30	-	100
BABED-351	Gender, School & Society	35	15	-	50
BABED-352	Creating an Inclusive School	35	15	-	50
BABED-353	Educational aspects of Geeta (Specialization)	35	15	-	50
BABED-354	Pedagogy of school Subject-I (Select any one)				
BABED-354 I	1. Hindi	35	15	-	50
BABED-354 II	2. Sanskrit	35	15	-	50
BABED-354 III	3. English	35	15	-	50
BABED-354 IV	4. Social Studies	35	15	-	50
BABED-354 V	5. Civics	35	15	-	50
BABED-354 VI	6. History	35	15	-	50
BABED-354 VII	7. Geography	35	15	-	50
BABED-354 VIII	8. Music	35	15	-	50
BABED-354 IX	9. Computer Science	35	15	-	50
Course – 355	Content:				
BABED-355 a I	1. Hindi Literature I	60	15	-	150
BABED- 355 a II	2. Hindi Literature II	60	15		
BABED- 355 b I	3. History I	60	15	-	150
BABED- 355 b II	4. History II	60	15		
BABED- 355 c I	5. Geography I	40	10	50	150
BABED- 355 c II	6. Geography II	40	10		
BABED- 355 d I	7. Political Science I	60	15	-	150
BABED- 355 d II	8. Political Science II	60	15		
BABED- 355e I	9. Sanskrit Literature I	60	15	-	150
BABED- 355 e II	10. Sanskrit Literature II	60	15		
BABED-355 f I	11. Sociology I	60	15	-	150
BABED-355 f II	12. Sociology II	60	15		
BABED-355 g I	13. English Literature I	60	15	-	150
BABED-355 g II	14. English Literature II	60	15		
BABED-355 h I	15. Music – I	40	10	50	150
BABED-355 h II	16. Music – II	40	10		
CCA					25
Prayer, Yoga, Meditation & Festival etc					25
BABED- 356	Internship (4 Weeks)			50	50
Total					750

*Marks of compulsory subjects shall not be added in the total marks

Internship (4 Weeks) Included in total marks

FOURTH YEAR

Course code	Title of the course	EVALUATION			
		External	Internal	Practical	Total
BABED-440	Environmental Studies(Compulsory)*	70	30	-	100
BABED-451	Assessment for Learning	70	30	-	100
BABED-452	Agriculture(Specialization)	35	15	-	50
BABED- 453	Pedagogy of School Subject-II (Select any one)				
BABED- 453 I	1. Hindi	35	15	-	50
BABED- 453 II	2. Sanskrit	35	15	-	50
BABED- 453 III	3. Social Studies	35	15	-	50
BABED- 453 IV	4. Civics	35	15	-	50
BABED- 453 V	5. History	35	15	-	50
BABED- 453 VI	6. Geography	35	15	-	50
BABED- 453 VII	7. Computer Science	35	15	-	50
BABED- 453 VIII	8. English	35	15	-	50
BABED-453 IX	9. Music	35	15	-	50
Course –455	Content				
BABED-455 a I	1. Hindi Literature	60	15	-	75
BABED- 455 b I	2. History	60	15	-	75
BABED- 455 c I	3. Geography	40	10	25	75
BABED- 455 d I	4. Political Science	60	15	-	75
BABED- 455e I	5. Sanskrit Litature	60	15	-	75
BABED-455 f I	6. Sociology	60	15	-	75
BABED-455 g I	7. EnglishLitrature	60	15	-	75
BABED-455 h I	8. Music	40	10	25	75
CCA					25
Prayer, Yoga, Meditation & festival etc					25
BABED-456	Internship (16 weeks)				200
Total					675

*Marks of compulsory subjects shall not be added in the total marks
Internship (16 Weeks) Included in total marks

SCHOOL INTERNSHIP

As the title suggests, in this component of the programme, the student- teachers are actually placed in a school for duration of four and sixteen weeks, in two time slots. Initially, they will be attached to particular School for four weeks as 'school attachment'.

This shorter period is to provide them adequate exposure to have a 'feel' of dealing with teaching- Learning.

A time gap after this school attachment will provide opportunity to student-teachers to share experiences, reflect, clarify several things with teacher educators and internalize them.

After about four weeks, they will go for 'school placement' of sixteen weeks. During this period, their role in the school is something like an 'apprentice' and its specific contours need to be worked out by course faculty.

They will be engaged in the school functioning in all its aspects.

MAIN OBJECTIVE

- Student teacher will be enabled to reflect on their practice, and learn to adapt and modify their visualisation/implementation towards betterment of student learning; involve in various school activities and processes in order to gain a 'feel' of the multiple roles of a teacher.
- Develop understanding of the 'school culture'; and learn to reflect upon, consolidate and share their school experiences; and to recognize one's own development as a teacher.
- To provide multiple components of field learning getting to know the school, observing children, observing teaching and learning in real classroom contexts & practicing teaching.
- To developing capacities to think with educational theories and applying concept in concrete teaching – learning situations, managing classroom learning, evaluating learners and providing feedback, learning to work with colleagues, reflecting on one's own professional practice are drawn upon to provide appropriate learning experiences for the student teacher that is critical to the education of teachers.
- To undertake responsibility for planning and implementation of learning situations for specific units of study, in the context of their school.

INSTRUCTION:

- Student teacher with supervision of their teacher educator must actively engaged in all the school activities at least their internship, (from school management, PTM (MNC) to classroom management)
- Total Marks of Internship = 250 marks
- Phase-I internship of third year = 50 marks
- Phase-II internship of fourth year = 200 marks

Phase-I: Internship (4 weeks)

	Assessment is based on the following activities –	
Planning	Content Analysis and mode of transaction (Assignment in teaching course)	5
	Creating and maintaining teaching learning material for the school (which can become valuable resource for the regular teachers of the school). a) TLM in any teaching course	5+5=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.	5
Planning & Execution	Identify a problem of action research and draft proposal on it.	5
	*Innovative Micro Teaching (5 Skills) (Teaching Courses at	5

	secondary to senior secondary level)	
Execution	One week, regular observation of regular teacher (at the beginning of practice teaching.)	5
	Delivery of Four lessons based on model of teaching. (After each lesson of practice teaching student teacher need to discuss with course teacher on their pedagogy and new practices it must be seconded.)	5
Assessment & Evaluation	Draft a report based on: - continuously and comprehensively evaluating students' learning for feedback into curriculum and pedagogic practice.	5
Regularity and involvement in different school activities	Observation of day-to-day * school activities and report of an in- depth study of four activities.	5
	TOTAL MARKS	50

*** Note: Any of the above activity may be replaced as per the need of the course**
SUGGESTED SCHOOL ACTIVITIES -

Select any one activity from each group given below: -

A Group

- Organization of cultural activities,
- Organization of literary activities
- Organization of games/sports.
- Framing of time table.
- Water resource management through traditional methods.
- Prepare a report after interview of effective/good teachers.

B Group

- Attending and organizing morning assembly
- Maintenance of classroom discipline
- Review of School Records
- Guidance and Counseling
- Gardening

C Group

- Organizing science fair, exhibition, science club, nature study
- Maintenance of School library
- Maintenance of School laboratories.
- Health and hygiene.
- Study on role of community for school improvement
- School mapping

D Group

- Sensitization for environmental problems.
- Cleaning campaigning in school.
- School climate/Environment (any one aspect)
- Voluntary services.
- Mass awareness of social evils and taboos.
- Any other activity/s decided by the institute.

Internship (16 weeks)**TEACHING PRACTICE AND PRACTICAL WORK**

Planning & Execution	Preparation, administration & analysis of diagnostic test (s) followed by remedial teaching any selected lesson.	10
Execution	Execution of action research project	10
	Observation and preparation of report	10
	Working with community project of social welfare. (submission of report)	10
	Exhibition of TLM in school prepared by student teacher	10
	Regular classroom teaching delivery of 70 lessons	5+5=10
Assessment & Evaluation	Two Criticism Lesson in teaching course	10+10=20
	5 Lessons to be observe by teacher educator.	5+5=10
	Final Lesson (External evaluation)	50
Regularity & involvement in different school activities	Student teachers function in liaison with the regular teachers in the school in all day-to-day functioning along with teaching-learning by mentor teachers	05
	Participating in various 'out of classroom activities' in school Organizing events	5
	Participation in any two co-curricular activity and preparation of report	10
	Study (and preparation) of school calendar, time table, assessment schedule, library and laboratory.	5
	Portfolio, including detailing of teaching-learning plans, resources used, assessment tools, student observations and records.	10
	Exhibition of critical observations of work done by the students during the internship programme.(Seeking reactions of students, headmasters/ principals/ cooperating teachers and supervisors)	05
	Preparation and maintenances of feedback diary	10
	A journal by student teacher in which he/she records one's experiences, observations, and reflections.	10
	TOTAL MARKS	200

Examination & Evaluation: -

S. No.	Course	Distribution of Marks
1	Perspectives in Education	650
2	Curriculum and Pedagogic Studies (50+50)	100
3	Specialization	200
4	CCA & Prayer Yoga	200
5	Engagement with the Field – Internship	250
6	Core Courses	1575
7	Compulsory course	-
	GRAND TOTAL	2975

Marks Distribution of yearwise	
Year	Total Marks
I Year	800
II Year	750
III Year	750
IV Year	675
Grand Total	2975

Marks Distribution	Year of Study			
	I Year	II Year	III Year	IV Year
Content Subjects	450	450	450	225
Perspective in Edu.	250	200	100	100
Specialization	50	50	50	50
Pedagogy Subject	-	-	50	50
CCA	25	25	25	25
Prayer & Yoga	25	25	25	25
Internship			50	200
Total	800	750	750	675
Grand Total				2975

Successful candidates will be awarded division on the basis of the aggregate marks of all the Core Courses, Pedagogy Courses and perspective Courses

	As per the following:	
I.	First Division	60% or more
II.	Second Division	50% or more (but less than 60%)
III.	Third Division	40% or more in theory (but less than 50%)

Note:-

It is mandatory to attend a seven days workshop on chetnavikasmulyashiksha to qualify first year examination.

The minimum pass marks in each year examination shall be 40% for each theory paper & practicum and 50% for internship in teaching separately.

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

There shall be a University examination at the end of each year as per details of the scheme of examination.

- A. candidate will be permitted to appear in the annual examination only if he/she has pursued a regular course of study and attended at least 80% of the classes for all the course work and practicum and 90% for school internship.

B. candidate shall be admitted to the next higher class only if s/he passes his/her Part I/ Part II / Part III Examination as per rules mentioned herein after.

In order to qualify for B.A.B.Ed. Degree a candidate should obtain a minimum of 40% marks in theory and practical and 50% for internship in teaching separately, wherever applicable in each subject in each year of the course and 40% marks in Pre-Internship in III Year and also in Internship in Teaching in the Fourth Year.

In Part I, there will be two core courses; compulsory course is General Hindi/General English, ICT in Education and Environmental Education. In order to pass, a candidate must secure atleast 40% marks in each core course. However, the marks obtained in these papers will not be taken into account for awarding the division. In case a candidate fails in the compulsory course, s/he has to clear the same in consequent year.

The minimum pass marks in the supplementary examination shall be the same as prescribed for the main examination.

25 marks are allotted to Prayer, Yoga & meditation out of which 10 marks will be given to attendance of regular classes and 10 marks to attendance of yoga and meditation. 5 marks will be given to performance of yoga.

Marks of yoga and meditation are as per following: -

Marks of attendance in regular classes and yoga classes will be allotted as per following-

Attendance range (in percentage)	Marks of Regular classes	Marks of Yoga classes
80 or below	0	0
81- 85	2	2
86- 90	4	4
91- 95	6	6
96- 98	8	8
99- 100	10	10

25 Marks of CCA will be given on the bases of attendance, performance and report writing of the activities. Marks distribution of CCA as per given below –

Co- curricular activities i.e cultural, Literary, Library, Sports, Shramdan each activity carry 5 marks.

Time Allocation-

- Six days per week and 35 weeks per year. Each period is of an hour and the classroom engagement is spread across 10:30 am to 4:30 pm with a break of 55 minutes for lunch. Yoga session at 6.00 to 7.00 AM.

Rules & Regulation -

- Final examination is dividing in to two parts external and internal in all the courses, except the courses having practical exams. Internal assignment will be included two tests (7.5 marks each) and any two assignments in course having 100 marks and one

assignment of 5 marks in the course having 50 marks along with two tests. In all the core course internal marks will be given by two tests.

- The candidate who has passed any year of B.A.B.Ed. programme after taking supplementary examination will be awarded minimum pass marks in the concerned course irrespective of marks actually obtained in the supplementary examination.
- A candidate who fails in 50% courses or less than 50% courses in first year of the programme will be eligible to take admission in second year and give the supplementary examination in the course(s) in which she/he fails along with subsequent examination and get two more chances for clearing this course. In second year, if a candidate is fail, she/he has only one more chance to qualify the exam. Non-appearance or absence from the examination of this paper will be counted as a chance.

If a student is failed more than 50% courses in first year, he/she has to appear as ex- student in next subsequent year.

- In case the candidate is not able to pass supplementary examination in two subsequent years, s/he can appear only as an ex-student in all courses again at the main examination of the next subsequent year. She will not be required to appear in practical(s) if s/he has already cleared the same and have to pay extra one third fee as ex-student. A candidate shall be deemed to be an ex-student if s/he completed a regular course of study at the Institute and fulfilled the required attendance and appeared in University examination but failed or did not take the examination.
- A candidate who fails in the practical/theory/field work of a course at the main examination shall be required to appear only in the corresponding practical/ theory of the supplementary examination.
- A candidate who appears for the supplementary examination may take provisional admission to the next higher class at his/her own risk. Such a candidate will, however, be allowed to appear in the University examination of the next higher-class course to his/her passing the supplementary examination, fulfilling the attendance requirement as a regular candidate and completion of courses of study as per scheme of examination. If a candidate getting supplementary does not take provisional admission to the next higher class by the notified last date of admission and passes the supplementary examination at a later stage, s/he will not be admitted to the next higher class. However, such a candidate may take admission to the next higher class in the next academic session.

- A candidate who fails in more than two courses (except General Hindi/General English/ Environmental studies and ICT in Education) in any year of the course shall be declared failed and will not be promoted to the next class. Such a candidate will be permitted to appear at the main examination of the subsequent year in all the courses only as an ex-student.

Candidate who fails in more than two courses but passes in practical he/she will be required to appear again in all the courses (theory) except practical only as an ex-student.

- A candidate will be given a maximum of three chances at the main examination and the corresponding supplementary examination in any year of the course. If he/she does not pass the examination even thereafter, s/he will not be eligible for readmission to any year of the programme.
- Pedagogical course – Learning to function as a teacher will be conducted in two phases. Phase I (Pre internship) of 50 marks and phase II (Internship in Teaching) of 300 marks will be conducted in B.A.B.Ed. Programme in Part III and IV respectively. If a candidate fails in the Learning to function as a teacher (Pre-Intern - ship/Internship in Teaching) or is unable to complete Pre-Internship/Internship in teaching but passes in all other courses he/she will be required to repeat the complete Pre-Internship/ Internship in Teaching ‘in the next academic session along with regular candidates.
- Division will be awarded to the successful candidates only after the Part IV examination and on the basis of cumulative total of marks obtained in all the four years of the course in all the courses including Internship in Teaching but excluding compulsory courses i.e., General Hindi/General English, ICT in Education and Environmental studies.

A candidate should have to qualify pre-internship of third year for promotion in fourth year. Without qualifying pre internship s/he will not eligible for internship of fourth year.

FIRST YEAR-I

Course Code	Title of the course	EVALUATION			
		External	Internal	Practical	Total
BABED-110	Gen. English (Compulsory)*	70	30	-	100
BABED-151	Childhood, Growing up & learning	70	30	-	100
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BABED-155 d I	7. Political ScienceI	60	15	-	150
BABED-155 d II	8. Political Science II	60	15		
BABED-155 e I	9. Sanskrit Litrature I	60	15	-	150
BABED-155 e II	10. Sanskrit Litrature II	60	15		
BABED-155 f I	11. Sociology I	60	15	-	150
BABED-155 f II	12. Sociology II	60	15		
BABED-155 g I	13. EnglishLitrature I	60	15	-	150
BABED-155 g II	14. EnglishLitrature II	60	15		
BABED-155 h I	15. Music – I	40	10	50	150
BABED-155 h II	16. Music – II	40	10		
CCA					25
Prayer, Yoga, Meditation & festival etc					25
Total					800

*Marks of compulsory subjects shall not be added in the total marks

FIRST YEAR-I

Course code	Title of the course	EVALUATION			
		External	Internal	Practical	Total
BABED-110	Gen. English (Compulsory)*	70	30	-	100
BABED-151	Childhood, Growing up & learning	70	30	-	100
BABED-152	Education in Contemporary India	70	30	-	100
BABED-153	Yoga for Holistic Health	35	15	-	50
BABED-154	Chetna Vikas Moolya Shiksha (Specialization)	35	15	-	50
BABED-155	Content:				
BABED-155a I	1. Hindi Litrature I	60	15	-	150
BABED-155a II	2. Hindi Litrature II	60	15		
BABED-155 b I	3. History I	60	15	-	150
BABED-155 b II	4. HistoryII	60	15		
BABED-155 c I	5. GeographyI	40	10	50	150
BABED-155 c II	6. GeographyII	40	10		
BABED-155 d I	7. Political ScienceI	60	15	-	150
BABED-155 d II	8. Political Science II	60	15		
BABED-155 e I	9. Sanskrit Litrature I	60	15	-	150
BABED-155 e II	10. Sanskrit Litrature II	60	15		
BABED-155 f I	11. Sociology I	60	15	-	150
BABED-155 f II	12. Sociology II	60	15		
BABED-155 g I	13. EnglishLitrature I	60	15	-	150
BABED-155 g II	14. EnglishLitrature II	60	15		
BABED-155 h I	15. Music – I	40	10	50	150
BABED-155 h II	16. Music – II	40	10		
CCA					25
Prayer, Yoga, meditation & festival etc					25
Total					800

*Marks of compulsory subjects shall not be added in the total marks

B.A.B.Ed. I Year			
COURSE CODE:	BABED-110	COURSE TYPE: COMPULSORY	
COURSE TITLE:	General English		
MAX. MARKS:	100	MIN. PASS MARKS:	40
THEORY EXAMINATION	70	MIN. PASS MARKS:	28
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	30	MIN. PASS MARKS:	12
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HRS	01 HR	
Objectives: <ul style="list-style-type: none"> • To Develop proficiency in English • To Develop Listening abilities and skills. • To Develop Reading abilities and skills. • To Develop writing abilities and skills. • To Develop basic skills in grammar, enriching their vocabulary. Learning outcomes:After completion of the course, student-teachers will be able to- <ul style="list-style-type: none"> • Develop proficiency in English • 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. • Learn authentic literary and non-literary texts • Develop insight and appreciation. • Sharpen writing abilities and skills. • Make students read English poetry & prose with a view to enhancing their comprehension of the language and encourage them to develop reading habits. Develop basic skills in grammar, enriching their vocabulary and enabling them to write simple and correct English. 			

<p style="text-align: center;">UNIT-1 TEACHING HOURS (20)</p>	<ul style="list-style-type: none"> • Subject verb agreement • Transforming an Affirmative sentence into Negative and Interrogative sentence • Passive voice • Direct /Indirect Speech • Auxiliaries • Conditional sentences • Phrasal verbs • Joining sentences • Transformation • Simple sentence into compound and complex sentences • Other varied transformations • Degree (Positive/ comparative/ superlative degree) • Phonetic Transcription and word stress • common idioms and phrases • Tenses • English sound & phonetic symbols • Preposition
<p style="text-align: center;">UNIT-2 TEACHING HOURS (20)</p>	<p>Reading Comprehension and types of text</p> <ul style="list-style-type: none"> • 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 • Synonyms and antonyms
<p style="text-align: center;">UNIT-3 TEACHING HOURS (20)</p>	<p>John Milton- On his blindness</p> <ul style="list-style-type: none"> • 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
<p style="text-align: center;">UNIT-4 TEACHING HOURS (20)</p>	<p>Summary writing</p> <ul style="list-style-type: none"> • Précise writing • Letter/Application writing • Report Writing
<p style="text-align: center;">UNIT-5 TEACHING HOURS (20)</p>	<p>Advertisement</p> <ul style="list-style-type: none"> • Notice • Invitation • E. mail

TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																															
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EXAMINATION PATTERN	<p>Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals</p>																																															

PERIODICAL REVISION OF SYLLABUS	1. ANNUAL 2. However, the unviersity may revise the syllabus at any time during the running Year after giving a notice for a period one month.
SELECTED READINGS	<ul style="list-style-type: none"> • 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. Page 28 of 337 • Birch, D. (2009). The oxford companion English litrature (7 Ed., Vol. 7). (D. Birch, Ed.) New York, United states: OxfordUniversity Press inc. • 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. • Deplit, L.D. (1988). The silenced dialogue: power and pedagogy in educating other people's children. Harvard Educational Review. 58(3): 280-299. • 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. • Grellet, F. (1981). Developing reading skills: A practical guide to reading comprehension exercises. Cambridge 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. • Martin, W. (2019). High school English grammar & composition (Regular ed.). New Delhi: S.Chand and Company Pvt.Ltd. • Morris, W. A. (1985). Harper dictionary of contemporary usage (W. Morris, Ed.) New York: Harper & Row, 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 Year			
COURSE CODE:	BABED-151	COURSE TYPE: CORE	
COURSE TITLE:	Childhood, Growing up and Learning		
MAX. MARKS:	100	MIN. PASS MARKS:	40
THEORY EXAMINATION	70	MIN. PASS MARKS:	28
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	30	MIN. PASS MARKS:	12
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION		MONTHLY TEST
DURATION	03 HR		01 HR
Objectives:			
<ul style="list-style-type: none"> • Understand the meaning, nature and characteristics of growth & development. • Understand the principles and theories of development. • Acquire knowledge on different stages of development with its multi-dimensional aspects. • Analyze the characteristics of development of children from different psycho-sociological and cultural background. • Examine the impact of urbanization, virtualization, social and economic change on the development of adolescents. • Critically analyze the impact of different agencies on child development. • Understand the significance of gender, caste, social class and their influence on children. 			
Learning Outcomes: After completion of the course, student-teachers will be able to :-			
<ul style="list-style-type: none"> • 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 liking 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. 			

<p style="text-align: center;">UNIT-1 TEACHING HOURS (24)</p>	<p><u>Childhood and Child Development</u></p> <ul style="list-style-type: none"> • Education Psychology- its meaning, scope and implications for teacher in classroom situation. Various psychologists and their contributions in education. • Importance of psychology for teacher and learner. • Childhood: Meaning, Concept and Characteristics. • Concept of Growth and Development, • Dimensions and Principles of Development. • Factors affecting Development (especially in the context of family and school) and their relationship with learning. • Childhood and child Development implication in teaching and learning • Role of Heredity and Environment. <p>Assignment:</p> <ul style="list-style-type: none"> • 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. • Creating and applying appropriate tools to measure the growth and development of children in school.
<p style="text-align: center;">UNIT-2 TEACHING HOURS (24)</p>	<p><u>Adolescent Development & Personality Factors</u></p> <ul style="list-style-type: none"> • Adolescent: Meaning, Concept and Characteristics. • Adolescent Development implication for teachers, teaching and learning. • Cognitive, Physical, Social, Emotional and Moral Development patterns and characteristics of Adolescent's Learner. • Personality: Meaning, concept, types of personality and affecting factors. Theories and Assessment, Adjustment and its Mechanism, Maladjustment. • Individual Differences: Meaning, Types and Factors Affecting Individual differences. • Piaget, Kohlberg and Vygotsky: constructs and critical perspectives. Addressing the Talented, Creative, especially abled-Learners. <p>Assignment:</p> <ul style="list-style-type: none"> • Identifying the adolescence's problem, a sound of discussion with parents will be held. Suggest the remedial majors to being about positive change. • 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. • Organizing seminars for the psycho-development of children outside the school.

<p style="text-align: center;">UNIT-3 TEACHING HOURS (24)</p>	<p><u>Learning & Learning Difficulties</u></p> <ul style="list-style-type: none"> • Learning: Meaning, Concept, Types and Nature of Learning, factors influencing Learning, theories of Learning, Learning implication for teachers. • Learning process. Cognition and Emotions, Motivation and Learning • Factors contributing to learning– Personal and Environmental. • Domains of learning, Cognitive, Affective and Psychomotor. • Understanding diverse learners: Backward, Mentally Retarded, Gifted, Creative, disadvantaged-deprived, CWSN, Children with learning disabilities. • Motivation: meaning, concept and its Implications for Learning and Achievement. <p>Assignment:</p> <ul style="list-style-type: none"> • 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.
<p style="text-align: center;">UNIT-4 TEACHING HOURS (22)</p>	<p><u>Mental Health & Hygiene</u></p> <ul style="list-style-type: none"> • Mental Health & Hygiene: Meaning, Concept and its affecting factors • Development of good Mental Health. • Personal and Environmental Hygiene. • Physical & Mental Hygiene for teachers and learners. • Adjustment: Concept and ways of Adjustment and its Mechanism, Maladjustment. Role of Teacher in the Adjustment. <p>Assignment:</p> <ul style="list-style-type: none"> • Examine the personal, domestic and physical hygiene of school-student. • Organize prayer meetings, yoga and meditation camps by the trainees for the healthy personality development of the students. • Conduct a study of psychological variables such as stress, mental health, conflict, anxiety, depression, self-esteem among school students. • Organizing seminar/symposia in the community with students for awareness about cleanliness and health.
<p style="text-align: center;">UNIT-5 TEACHING HOURS (22)</p>	<p><u>Development and Implications in Education</u></p> <ul style="list-style-type: none"> • Self-concept, Social Skills of Learner. • Intelligence: Concept, Theories and its Measurement. • Multiple-Intelligence: Meaning, definitions, concept and theories. • Multi-Dimensional Intelligence, Critical perspective of the construct of Intelligence and its implication. • Creativity: Meaning, definitions, concept and theories.

	<p>Assignment:</p> <ul style="list-style-type: none"> Collecting and analyzing comparative data on the development of students at different levels of the school. Find out the IQ of the students in different subjects by the trainees. Organize thematic activities to ascertain the thematic originality/creativity of the students. 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. 																																	
<p>TEACHING AND LEARNING STRATEGIES</p>	<ol style="list-style-type: none"> Lectures E-learning Videos Extension Lectures Content Review Self-Learning Group Discussions Field Visit Survey Documentaries Short Films Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																	
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B.A.B.Ed. I Year			
COURSE CODE:	BABED-152	COURSE TYPE: CORE	
COURSE TITLE:	Education in Contemporary India		
MAX. MARKS:	100	MIN.PASS MARKS:	40
THEORY EXAMINATION	70	MIN.PASS MARKS:	28
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	30	MIN.PASS MARKS:	12
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
Objectives:			
<ul style="list-style-type: none"> • To learn the concepts of social Change and social transformation in relation to education. • Acquire knowledge of the concept of Educational Administration and Management. • Understand the role of center, state and local agencies in managing education. • Develop an understanding of the main issues related to Indian educational system. • To develop understanding about the social realities of Indian society and its impact on education. • To identify the contemporary issues in education and its educational implications. • To know the different values enshrined in the constitution of India and its impact on education. 			
Learning Outcomes: After completion of the course, students will be able to:			
<ul style="list-style-type: none"> • 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-1 TEACHING HOURS (24)	<u>Diversity in contemporary Indian Society & Education</u>		
	<ul style="list-style-type: none"> • Indigenous Meaning, Concept & Characteristics. • Education: Meaning, Concept and Nature. • Social and 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. 		
	Assignment:		
	<ul style="list-style-type: none"> • Prepare a report on role of Educational Institution for creating new social order in your area. • Prepare a report on Parents and teacher experiences about their and others' culture and diversity. 		

<p style="text-align: center;">UNIT-2 TEACHING HOURS (24)</p>	<p><u>Educational Management</u></p> <ul style="list-style-type: none"> • 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), Samagra Shiksha Abhiyan (SMSA). • National integration and National security. <p>Assignment:</p> <ul style="list-style-type: none"> • Prepare a report after studying School Management Committee (SMC) in nearby school. • Make a presentation on Education Management Information system.
<p style="text-align: center;">UNIT-3 TEACHING HOURS (24)</p>	<p><u>Constitutional Provision as the guideline to Education</u></p> <ul style="list-style-type: none"> • Constitutional provisions related to Education. • Constitutional provisions on Human and Child Right, Values & Education. • Role of NCPCR (National Commission on Protection of Child Right). • Constitution direction for Issues & Problems in Education. <p>Assignment:</p> <ul style="list-style-type: none"> • Conduct an awareness programme on Child Rights with students, parents and community. • Organise a seminar on Constitutional provisions related to Education.
<p style="text-align: center;">UNIT-4 TEACHING HOURS (22)</p>	<p><u>Emerging Indian Concerns and their Educational Implications</u></p> <ul style="list-style-type: none"> • Meaning, Concept and Impact on Education of Liberalization, Globalization, Governmentization, Privatization. • Stratification of Education: Concept and Process. • Nationalist critique of Colonial Education and Experiments with a Alternatives • Education for Marginalized group like Women, Dalits and Tribal people on personal family and Community Hygiene. <p>Assignment:</p> <ul style="list-style-type: none"> • Organize a group discussion on Education for Marginalized group. • Organize a debate on Governmentization v/s Privatization of education.
<p style="text-align: center;">UNIT-5 TEACHING HOURS (22)</p>	<p><u>Organization of Educational Setup</u></p> <ul style="list-style-type: none"> • Organization of Educational Setup at Primary and Secondary • Functions of RIE, SIERT, SBER, CTE, DIET. • Educational Initiative: Balika Shiksha Foundation, Kasturba Gandhi Balika Vidyalaya, Rajasthan Text Book Board, Bharat Scouts and Guides. Rasthriya Military School, Sainik School, Model School, E-Mitra, E-Governance, Rajshiksha, Edu sat, Gyandarshan, Gyanvani. • Right to Education, SSA, Policies for UEE, Nayee Taleem. <p>Assignment:</p> <ul style="list-style-type: none"> • Examine Policy & Constitutional provision on equality and Right to Education. • Train students in any five Handicrafts on the basis of the Nayee Taleem (such as paper Meshi, Mithi Kutti, Handloom etc) and other related to cottage industries and organize an exhibition on handicraft material.

TEACHING AND LEARNING STRATEGIES

1. Lectures
2. E-learning
3. Videos
4. Extension Lectures
5. Content Review
6. Self-Learning
7. Group Discussions
8. Field Visit
9. Survey
10. Documentaries
11. Short Films
12. Team Teaching

*** The teaching strategies are subject to change as per requirement of the students and their capabilities.**

CONTINUOUS & COMPREHENSIVE ASSESSMENT (CCA)

Details of Continuous and Comprehensive Assessment (CCA) are as follows:

SR. NO.	CCA: COMPONENT	MAXIMUM MARKS
1	Monthly Test	10X6 Test = 60
2	Presentation	10
3	Group Discussion	10
4	Debate	10
5	Participation and Presentation in Seminar	10
6	Report Writing	10
7	Viva Voce	10
8	Attendance*	10
9	Co-curricular Activity	10
10	Team Teaching	10

EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):

CCA will be reduced to 30 marks or 15 marks (as per course weightage).

Formula: Marks obtained/Total marksX30

For example: $60 \div 160 \times 30 = 11.25$

PROVISO-I: Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course.

PROVISO-II: Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.

***Attendance in Lectures and Practical**

Percentage	Marks Allotted
75% to 80%	02
81% to 85%	04
86% to 90%	06
91% to 95%	08
Above 96%	10

EXAMINATION PATTERN	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.
PERIODICAL REVISION OF SYLLABUS	<p>1. ANNUAL</p> <p>2. However, the University may revise the syllabus at any time during the running year after giving a notice for a period one month.</p>
SELECTED READINGS	<ul style="list-style-type: none"> ● सिंह, एम.के. (2009). शिक्षा के दार्शनिक व सामाजिक आधार. इंटरनेशनल पब्लिशिंग हाऊस: मेरठ. ● रूहेला, एस.पी. (2009). शिक्षा के दार्शनिक व समाजशास्त्रीय आधार. अग्रवाल पब्लिकेशन्स: आगरा. ● चौबे, सरयूप्रसाद. (2009). शिक्षा के दार्शनिक, ऐतिहासिक व समाजशास्त्रीय आधार. इंटरनेशनल पब्लिशिंग हाऊस: मेरठ. ● पाण्डेय, रामशकल (2007). शिक्षा की दार्शनिक व समाज शास्त्रीय पृष्ठभूमि. अग्रवाल पब्लिकेशन्स : आगरा. ● सक्सेना, एन.आर.स्वरूप (2010). शिक्षा सिद्धान्त. मेरठ : आर. लाल. बुक डिपो . ● रूहेला, एस.पी. (2008). विकासोन्मुख भारतीय समाज में शिक्षक और शिक्षा. आगरा : अग्रवाल पब्लिकेशन्स. ● सिंह, रामपाल एवं सिंह श्रीमती उमा (2008). शिक्षा तथा उदीयमान भारतीय समाज. विनोद पुस्तक मन्दिर: आगरा. ● पचौरी, गिरीश एवं रितु (2010). उभरते भारतीय समाज में शिक्षक की भूमिका. मेरठ : आर. लाल बुक डिपो. ● त्यागी, ओंकार सिंह (2007). उदीयमान भारतीय समाज और शिक्षा. जयपुर : अरिहंत प्रकाशन. ● पाठक, पी.डी. (2003). शिक्षा के सामान्य सिद्धान्त. आगरा : विनोद पुस्तक मन्दिर. ● Sexena, N.R. (2001). Principles of Education. International Publishing House: Meerut (UP)

B.A.B.Ed. I Year			
COURSE CODE:	BABED-153	COURSE TYPE: CORE	
COURSE TITLE:	Yoga for Holistic Health		
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	35	MIN. PASS MARKS:	14
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
(DURATION	03 HR	01 HR	
Objectives: <ul style="list-style-type: none"> To develop the understanding of the Fundamentals of holistic health. To develop the understanding of Metaphysical Bases of Yoga. To develop the understanding of Philosophy of Yoga Education. To know Different Yoga Systems and Characteristics of Yoga Practitioner. To develop Awareness of COVID -19. To develop the understanding of selected instruments of yoga and their effective uses. Learning Outcomes: After completion of the course, students will be able to: <ul style="list-style-type: none"> 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-1 TEACHING HOURS (12)	<u>Fundamentals of holistic health</u> <ul style="list-style-type: none"> 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. Assignment: <ul style="list-style-type: none"> Comparative study of the concept of holistic health in Indian context & Western context. Organize an Institutional programme for development of Holistic Health through yoga. 		
UNIT-2 TEACHING HOURS (12)	<u>Metaphysical Bases of Yoga</u> <ul style="list-style-type: none"> Concept of Purush and Prakriti as Basic Component of Cosmic Reality. Concept of Antahkaran Man, Budhdhi, Chitt, Ahankar. Assignment: <ul style="list-style-type: none"> Organize workshop on Metaphysical Bases of Yoga. Organize awareness programme on Manviya Prakriti in school. 		

<p style="text-align: center;">UNIT-3 TEACHING HOURS (12)</p>	<p><u>Philosophy of Yoga Education</u></p> <ul style="list-style-type: none"> • 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. <p>Assignment:</p> <ul style="list-style-type: none"> • 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.
<p style="text-align: center;">UNIT-4 TEACHING HOURS (11)</p>	<p><u>Different Yoga Systems and Characteristics of Yoga Practitioner</u></p> <ul style="list-style-type: none"> • Ashtang yoga of Pantajali (Yam,Niyam,Asan,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. <p>Assignment:</p> <ul style="list-style-type: none"> • Discuss characteristics of a yogi purush with student and make routine for student. • Organize a training camp for school student on Ashtang yoga of Pantajali
<p style="text-align: center;">UNIT-5 TEACHING HOURS (11)</p>	<p><u>Instrument of Yoga</u></p> <ul style="list-style-type: none"> • Different Asanas and Pranayam to promote a sound Physical and mental health. • Dhyana and its therapeutic value. • Selected ways of Dhyana. • Awareness of COVID - 19: Mechanism during Quarantine and Home Isolation. <p>Assignment:</p> <ul style="list-style-type: none"> • Practice dhyana for five minutes to students before teaching and learning analyse its impact on their performance. • Conduct a Mechanism strategy of Yoga for Quarantine and Isolate people and prepare a Report of Yoga Aasana special for Isolate people.
<p>TEACHING AND LEARNING STRATEGIES</p>	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>

CONTINUOUS & COMPREHENSIVE ASSESSMENT (CCA)	Details of Continuous and Comprehensive Assessment (CCA) are as follows:													
	SR. NO.	CCA: COMPONENT												
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	10	Team Teaching												
	<p>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA): CCA will be reduced to 30 marks or 15 marks (as per course weightage). Formula: Marks obtained/Total marksX30 For example: $60 \div 160 \times 30 = 11.25$ PROVISO-I: Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course. PROVISO-II: Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course. *Attendance in Lectures and Practical</p> <table border="1"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>		Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
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EXAMINATION PATTERN	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.													
PERIODICAL REVISION OF SYLLABUS	1. ANNUAL 2. However, the University may revise the syllabus at any time during the running Year after giving a notice for a period one month.													
SELECTED READINGS	<ul style="list-style-type: none"> • प्रतिभा, रानी (2016). योग प्रतिभा. आगरा: राधा प्रकाशन . • किशनलाल (2016).योगासन एवं ध्यान क्रियाएं. दिल्ली: राजा पॉकेट बुक्स. • रंजन, राजकुमार (2016).योग शिक्षा. आगरा: राखी प्रकाशन. • दुबे एवं शर्मा (2016). योग शिक्षा. आगरा: राधा प्रकाशन. • Ganesh, Shankar (2002). Classical and Modern approaches to Yoga.New Delhi: Pratibha Prakashan. • Goel, A. (2007). Yoga education: Philosophy and practice. New Delhi: Deep and Deep Publications. • Kumar, K. (2012). Yoga Education. New Delhi: Shipra Publication. • Paraddi, Kasuma Mallapa and Ganesh, Shankar (2006). Ashtanga Yoga in 													

relation to Holistic Health. New Delhi: Satyam Publication.

- Singhal. J.C. (2009).Yoga Percived, Practised. Saga of India.New Delhi: AbhishekPrakashan.
- Swami, A. P. & Mukerjee (2008).Yoga lessons for developing spiritual consciousness. New Delhi: Cosmo Publication.

B.A.B.Ed. I Year			
COURSE CODE: BABED-154		COURSE TYPE: CORE	
COURSE TITLE: Chetna Vikas Moolya Shiksha			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	35	MIN. PASS MARKS:	14
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objectives:</p> <ul style="list-style-type: none"> • To develop human moral values, peace and harmony of pupil teachers. • To develop Human relationship, Spirituality and Social development of pupil-teachers. • Develop an ability in the pupil teachers to distinguish between good and bad. • To develop humanity in human beings. <p>Learning outcome:After completion of the course, student-teachers will be able -</p> <ul style="list-style-type: none"> • 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 and 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. 			
UNIT-1 TEACHING HOURS (12)	<p><u>Understanding of Human Being and Human Values and Humane Conduct</u></p> <ul style="list-style-type: none"> • 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-2 TEACHING HOURS (12)	<p><u>Significance of Value Education</u></p> <ul style="list-style-type: none"> • 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-3 TEACHING HOURS (12)	<p><u>Understanding the Values</u></p> <ul style="list-style-type: none"> • 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, and Continuous Happiness Material Values.
UNIT-4 TEACHING HOURS (11)	<p><u>Understanding Existence and Co-existence and the Interrelationships in Nature</u></p> <ul style="list-style-type: none"> • 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-5 TEACHING HOURS (11)	<p><u>Harmony and Values in Family</u></p> <ul style="list-style-type: none"> • 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 (<i>vivaah sambandh</i>) 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.
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>

CONTINUOUS & COMPREHENSIVE ASSESSMENT (CCA)	Details of Continuous and Comprehensive Assessment (CCA) are as follows:												
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EXAMINATION PATTERN	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.												
PERIODICAL REVISION OF SYLLABUS	1. ANNUAL 2. However, the University may revise the syllabus at any time during the running Year after giving a notice for a period one month.												
SELECTED READINGS	<ul style="list-style-type: none"> Gaur, R.R. & Sangal, R. Bagaria, G.P. (2009). A Foundation Course in Human Values and Professional Ethics. Excel Books: New Delhi. Nagraj, A. (1998). Jeevan Vidya Ek Parichay. Divya Path Sansthan: Amarkantak. Dhar, P.L. and R.R. Gaur (1990). Science and Humanism. Common Wealth Publisher. Tripathi, A.N (2003). Human Values. New Age International Publishers. Banerjee, B.P. (2005). Foundation of Ethics and Managem 												

B.A.B.Ed. I Year			
COURSE CODE:	BABED-155 a I	COURSE TYPE: CORE	
COURSE TITLE:	हिन्दी साहित्य प्रथम प्रश्न-पत्र		
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
उद्देश्य-			
<ul style="list-style-type: none"> • हिन्दी भाषा के उद्भव एवं विकास से परिचित करवाना। • हिन्दी साहित्य के इतिहास तथा इतिहास लेखन परम्परा से परिचित करवाना। • हिन्दी साहित्य के आदिकाल के प्रमुख कवियों व उनकी रचनाओं की जानकारी देना। • आदिकाल के लोक साहित्य की भाषा, शैली आदि का ज्ञान करवाना। • हिन्दी साहित्य के आदिकाल की प्रमुख प्रवृत्तियों की जानकारी देना। • हिन्दी साहित्य के भक्तिकाल के प्रमुख कवि तथा उनकी रचनाओं से परिचित करवाना। • हिन्दी साहित्य के विविध कालों की जानकारी देना। • हिन्दी काव्य शास्त्र का सामान्य ज्ञान देना। • भक्तिकाल की सांस्कृतिक, सामाजिक, साहित्यिक, धार्मिक आदि प्रवृत्तियों की जानकारी करवाना। • हिन्दी साहित्य के प्रति सकारात्मक अभिवृत्ति का विकास करना। 			
अधिगम सम्प्राप्तियों			
<ul style="list-style-type: none"> • विद्यार्थी हिन्दी साहित्य के इतिहास तथा इतिहास लेखन परम्परा से परिचित हो सकेंगे। • हिन्दी साहित्य के आदिकाल के प्रमुख कवियों व उनकी रचनाओं की जानकारी प्राप्त कर सकेंगे। • आदिकाल के लोक साहित्य की भाषा, शैली आदि का ज्ञान प्राप्त करेंगे। • हिन्दी साहित्य के आदिकाल की समकालीन प्रमुख प्रवृत्तियों की जानकारी प्राप्त हो सकेगी। • हिन्दी साहित्य के भक्तिकाल के प्रमुख कवि तथा उनकी रचनाओं से परिचित हो जायेंगे। • हिन्दी साहित्य के विविध कालों की जानकारी प्राप्त कर सकेंगे। • हिन्दी काव्य शास्त्र का सामान्य ज्ञान अर्जित कर सकेंगे। • भक्तिकाल की सांस्कृतिक, सामाजिक, साहित्यिक, धार्मिक आदि प्रवृत्तियों की जानकारी प्राप्त कर सकेंगे। • हिन्दी साहित्य के प्रति सकारात्मक अभिवृत्ति का विकास हो सकेगा। 			

<p style="text-align: center;">इकाई- 1 TEACHING HOURS (15)</p>		<ul style="list-style-type: none"> • पृथ्वीराज रासो-(रेवा तट) • ढोला मारु रा दूहा - सं. नरोत्तम स्वामी, सूर्यकरण पारीक, रामसिंह अम्हाँ मन अचरिज भयउ, जे जीवण तिन्हौं-तर्णाँ, ससनेही समदौं परइ,सखिए सज्जण वल्लहा, मारुनूँ आखइ सखी, सखीवयण सुंदरि सुण्या, हे सखिए परदेस प्री, बाबहियउ नइ विरहणी, बाबहिया, चढ़ि गउखसिरि, बाबहिया चढ़ि इंगरे, बाबहिया तूँ चोर, बाबहिया निलपंखिया, बाबहिया तरपंखिया, बाबहिया निलपंखिया, बाबहिया रतपंखिया, बाबहिया प्रिउ प्रिउ न कहि, बाबहिया इंगर-दहण, चहुँ, दिस दामिनि सघन घन, पावस आयउ साहिबा, गिरिवर मोर गहक्किया, राजा परजा गुणियजण। • विद्यापति पदावली -1-15 पद सं. डॉ.नगेन्द्र झा • अमीर खुसरो - दोहा : खुसरो रैन सुहाग की, खुसरो दरिया प्रेम का, खीर पकायी जतन से, गोरी सोवे सेज पर, खुसरो मौला केरुठते। मुकरियाँ - रात समय वह मेरे आवे, नंगे पांव फिरन नहीं देत, ऊँची अटारी पलंग बिछायो, जब मांगू जल भरि लावे, वो आवे तो शादी होय। गीत - आज वन बोलन लागे मोर, सकल वन फूल रही सरसों, सावन आया, चल खुसरो घर अपने, आ साजन मोरे नयनन में।
<p style="text-align: center;">इकाई- 2 TEACHING HOURS (15)</p>		<ul style="list-style-type: none"> • कबीर - संपादित डॉ. श्यामसुन्दर दास • साखियाँ :- <ul style="list-style-type: none"> ○ गुरुदेव को अंग - सतगुर के सदकै करूँ, सतगुर लई कमाँण करि, सतगुर मार्या बाण भरि, पीछैँ लागा जाइ था, भली भई जु गुर मिल्या। रस को अंग - कबीर हरि रस यौँ पिया, राम रसाइन प्रेम रस, हरि रस पीया जाँणिये, मैमंता किण नाँ चरै, जिहि सर घड़ा न डूबता। ○ मन को अंग - आसा का ईधण करूँ, मन जाँणैँ सब बात, मन दीयां मन पाइए, कबीर तुरी पलांडियाँ, कबीर मन बिकरै पड्या। ○ कुसंगति को अंग - मूरिष संग न कीजिए, हरिजन सेती रुसणाँ। • पद - <ul style="list-style-type: none"> • अवधू ग्यान लहरि • संतों आयी ग्यान की आँधी रे • मन से जागत रहिए भाई • पंडित वाद वदन्ते झूठा • काहे री नलनि तू कुम्हलानी • जायसी ग्रंथावली - सं. आचार्य रामचन्द्र शुक्ल (ना.प्र.स.) • नागमती वियोग खण्ड - नागमती चितउर पथ हेरा, पिउ वियोग अस बाउर जीऊ, पाट महादेव हिये न हारु, चढ़ा असाढ़ गगन घन गाजा, सावन बरस मेह अति पानी, भा भादौँ दूभर अति भारी, लाग कुवार नीर जग घटा, कातिक सदर चंद उजियारी, अगहन दिवस घटा निसि बाढ़ी, पूस जाइ थर थर तन काँपा। • तुलसीदास रामचरितमानस-बालकांड (गीता प्रेस, गोरखपुर) • सूरदास -भ्रमरगीत सार-पद-21-40 (स.रामचन्द्र शुक्ल)
<p style="text-align: center;">इकाई- 3 TEACHING HOURS (15)</p>		<ul style="list-style-type: none"> • मीरां - सम्पादक : विश्वनाथ त्रिपाठी प्रारंभ से 20 पद • रहीम - रहीम ग्रंथावली - संपादित विद्यानिवास मिश्र, गोविन्द रजनीश अमर बेलि बिनु मूल की, अमशत ऐसे वचन में, अरज गरज मानै नहीं, असमय परे रहीम कहिँ, आदर घटे नरेस ढिंग, आप न काहू काम के, आवत काज रहीम कहिँ, उरग तुरंग नारि नशपति, ऊगत जाही किरन सों, एक उदर दो चोंच है, एकै साधे सब सधै, ए रहीम दर दर फिरिँ, ओछे काम बड़े करै, अंजन दिया तो किरकिरी,

	<p>अंड न बौड़ रहीम कहि, कदली सीप भुजंग-मुख, कमला थिर न रहीम कहि, कमला थिर न रहीम कहि लखत अधम जे कोय, करत निपुनई गुन बिना, करम हीन रहिमन लखो, कहि रहीम इक दीप तैं ।</p> <ul style="list-style-type: none"> रसखान - रसखान ग्रंथावली - सम्पादक - विद्यानिवास मिश्र मानुश हौं तो वही रसखानि, या लकुटी अरु कामरिया पर, मोरपखा सिर ऊपर राखिहौं, एक समै मुरली धुनि मै, गावैं गुनी गनिका गन्धर्व, खेलत फाग सुहाग भरी, कान्ह भए बस बाँसुरी के, काह कहूँ सजनी सँग की रजनी, कौन ठगौरी भरी हरि, आजु गई हुती भोरही हौं । दादू - पद : कौन विधि पाइये रे मीत हमारा सोई, अजहूँ न निकसे प्राण कठोर, विरहन को सिंगार न भावे, मन रे राम बिना तन छीजे, भाई रे ऐसा पंथ हमारा। साखी : दादू सतगुरु सौँ सहजे मिलया, सतगुरु पसु माणस करे, दादू नीका नांव है, राम भजन का सोच क्या, बिरहनि रोवे रात दिन, दादू विरहनि क्रूलै कुंज ज्यू, दादू जे साहिब कूं भावै, आपा पर सब दूरि करि, सोई सूर जे मन गहै, दादू जेति लहरि समंद की । 									
इकाई- 4 TEACHING G HOURS (15)	<ul style="list-style-type: none"> हिन्दी साहित्य का इतिहास :आदिकाल और भक्ति काल का परिचयात्मक इतिहास, लेखन की परम्परा, नामकरण काल विभाजन, परिस्थितियाँ, प्रवृत्तियाँ, पूर्वापर सीमा निर्धारण। हिन्दी भाषा का उद्भव एवं विकास, हिन्दी एवं उसकी बोलियों का सामान्य परिचय 									
इकाई- 5 TEACHING HOURS (15)	<ul style="list-style-type: none"> (अ) काव्य शास्त्र - काव्य गुण, काव्य दोष, शब्द शक्तियाँ अलंकार - अलंकार की परिभाषा, अलंकार का महत्त्व, अलंकार के प्रकार प्रमुख अलंकार - अनुप्रास, यमक, श्लेष, उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति, दीपक, सन्देह, भ्रान्तिमान, अपह्नुति, दृष्टान्त, उदाहरण, विरोधाभास, मानवीकरण, विशेषण-विपर्यय, विशेषोक्ति, विभावना। 									
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> Lectures E-learning Videos Extension Lectures Content Review Self-Learning Group Discussions Field Visit Survey Documentaries Short Films Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>									
CONTINUOUS & COMPREHENSIVE ASSESSMENT (CCA)	<p>Details of Continuous and Comprehensive Assessment (CCA) are as follows:</p> <table border="1"> <thead> <tr> <th>SR. NO.</th> <th>CCA: COMPONENT</th> <th>MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>10X6 Test = 60</td> </tr> <tr> <td>2</td> <td>Presentation</td> <td>10</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	10X6 Test = 60	2	Presentation	10
SR. NO.	CCA: COMPONENT	MAXIMUM MARKS								
1	Monthly Test	10X6 Test = 60								
2	Presentation	10								

	3	Group Discussion	10												
	4	Debate	10												
	5	Participation and Presentation in Seminar	10												
	6	Report Writing	10												
	7	Viva Voce	10												
	8	Attendance*	10												
	9	Co-curricular Activity	10												
	10	Team Teaching	10												
	<p>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA): CCA will be reduced to 30 marks or 15 marks (as per course weightage). Formula: Marks obtained/Total marksX30 For example: 60÷160X30 =11.25</p> <p>PROVISO-I: Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course.</p> <p>PROVISO-II: Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p>*Attendance in Lectures and Practical</p> <table border="1"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>			Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
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75% to 80%	02														
81% to 85%	04														
86% to 90%	06														
91% to 95%	08														
Above 96%	10														
EXAMINATION PATTERN	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.														
PERIODICAL REVISION OF SYLLABUS	<p>1. Annual</p> <p>2. However, the University may revise the syllabus at any time during the running Year after giving a notice for a period one month.</p>														
SELECTED READINGS	<ul style="list-style-type: none"> • भुक्ल, रामचन्द्र (सं 2056). <i>हिन्दी साहित्य का इतिहास</i>. वाराणसी: नागरी प्रचारिणी सभा. • द्विवेदी, हजारी प्रसाद (1997). <i>हिन्दी साहित्य की भूमिका</i>. नई दिल्ली: राजकमल प्रकाशन. • सिंह, उदयभान (2002). <i>काव्यमीमांसा</i>. नई दिल्ली: राधाकृ ण प्रका ण. • नगेन्द्र, (सं 2028). <i>हिन्दी साहित्य का वृहत इतिहास</i>. वाराणसी: नागरी प्रचारिणी सभा. • तिवाड़ी, नित्यानन्द (2013). <i>साहित्य का शास्त्र आरंभिक परिचय</i>. नई दिल्ली : स्वराज प्रका ण. • वं णी, बलदेव (2010). <i>कबीर एक पुर्नमूल्यांकन</i>. पंचकुला: हरियाणा आधार प्रका ण. • सिंह, योगेन्द्र प्रताप (2010). <i>कबीर, सूर, तुलसी</i>. इलाहाबाद: लोक भारती प्रका ण. • चतुर्वेदी, रामस्वरूप (2013). <i>साहित्य के नए दायित्व</i>. इलाहाबाद: लोक भारती प्रका ण. • गोस्वामी, तुलसीदास (सं 2072). <i>रामचरितमानस</i>. गोरखपुर: गीता प्रेस. • गोस्वामी, तुलसीदास (सं 2072). <i>विनयपत्रिका</i>. गोरखपुर: गीता प्रेस. • सिंह, कुंवरपाल (2008). <i>भक्ति आन्दोलन इतिहास और संस्कृति</i>. नई दिल्ली: वाणी प्रका ण. 														

B.A.B.Ed. I Year			
COURSE CODE:	BABED-155 a II	COURSE TYPE: CORE	
COURSE TITLE:	कथा साहित्यद्वितीय प्रश्न-पत्र		
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
उद्देश्य			
<ul style="list-style-type: none"> विद्यार्थियों को हिन्दी साहित्य की गद्य विधाओं से परिचित करवाना। हिन्दी उपन्यास के स्वरूप, उद्भव एवं विकास की जानकारी देना। हिन्दी कहानी के अर्थ स्वरूप एवं विकास का ज्ञान करवाना। हिन्दी कहानी की विकास यात्रा से परिचित करवाना। हिन्दी गद्य साहित्य के प्रति सकारात्मक अभिवृत्ति का विकास करना। हिन्दी कहानी तथा उपन्यास लेखन की शैलियों की जानकारी देना। 			
अधिगम सम्प्राप्तियाँ			
<ul style="list-style-type: none"> 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 सकेंगे। हिन्दी कहानी तथा उपन्यास लेखन की शैलियों की जानकारी प्राप्त कर सकेंगे। 			
इकाई- 1 TEACHING HOURS (15)	<ul style="list-style-type: none"> उपन्यास- गोदान-प्रेमचन्द 		
इकाई- 2 TEACHING HOURS (15)	<ul style="list-style-type: none"> कफन - प्रेमचन्द पुरस्कार - जयशंकर प्रसाद अपना-अपना भाग्य - जैनेन्द्र तीसरी कसम - रेणु राजा निरबंसिया - कमलेश्वर 		
इकाई- 3 TEACHING HOURS (15)	<ul style="list-style-type: none"> यही सच है - मन्नू भण्डारी सिक्का बदल गया - कृष्णा सोबती राही - सुभद्रा कुमारी चौहान चन्द्रदेव से मेरी बातें - राजेन्द्र बाला घोष कुरजां - मनीषा कुलश्रेष्ठ 		

इकाई- 4 TEACHING HOURS (15)	<ul style="list-style-type: none"> • अजीबदास – यादवेन्द्र शर्मा 'चन्द्र' • उसने कहा था-चन्द्रधर शर्मा गुलेरी • परिन्दे – निर्मल शर्मा • पिता – ज्ञानरंजन • लालबत्ती – मालचन्द्र तिवारी 																																	
इकाई- 5 TEACHING HOURS (15)	<ul style="list-style-type: none"> • 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। 																																	
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																	
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PERIODICAL REVISION OF SYLLABUS	<p>1. ANNUAL</p> <p>2. However, the university may revise the syllabus at any time during the running Year after giving a notice for a period one month.</p>												
SELECTED READINGS	<ul style="list-style-type: none"> • मिश्र, गाविन्द (2006). प्रतिनिधी कहानियां. नई, दिल्ली : राजकमल प्रकाशन. • अवस्थी, कमलेश्वर (1998). साहित्य विधाओं की प्रकृति. नई दिल्ली : राधाकृष्ण प्रकाशन • कमलेश्वर, (2005). स्वातंत्रोत्तर हिन्दी कहानियां. नई दिल्ली : नेशनल बुक ट्रस्ट. • गुप्त, भानु सिंघानि (1971). हिन्दी उपन्यास: महाकाव्य के स्वर. नई दिल्ली: अशोक प्रकाशन. • नारायण, विभूति (2008). कथा साहित्य के सौ बरस, दिल्ली : फिलियारान प्रकाशन. • पाण्डेय, गंगाप्रसाद (2001). आधुनिक कथा:साहित्य. इलाहाबाद: प. करुणा भांकर भुक्ल प्रकाशन . • मदान, इन्द्रप्रस्थ (1973). हिन्दी कहानी, पहचान और परख. दिल्ली: लिपि प्रकाशन. • मधुरे, टी, (2008). हिन्दी उपन्यास का विकास. इलाहाबाद : लोकभारती प्रकाशन. • यादव, राजेन्द्र (1977). कहानी स्वरूप एवं संवेदना. नई दिल्ली: नेशनल पब्लिशिंग हाउस. • राय, गोपाल (2010). हिन्दी उपन्यास का इतिहास. नई दिल्ली: राजकमल प्रकाशन. • सिंह, सन्तबक (1973). नई कहानी कथ्य और लिपि. इलाहाबाद: अभिनव भारती प्रकाशन. • वर्मा, धनंजय (1998). हिन्दी कहानी का रचना शास्त्र, प्रवीण प्रकाशन 												

B.A.B.Ed. I Year			
COURSE CODE:	BABED 155 b I	COURSE TYPE: CORE	
COURSE TITLE:	History Of India From Earliest Times To 1206 A.D.		
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
Objectives : <ul style="list-style-type: none"> To provide the knowledge of the sources of the Ancient period. To provide the knowledge of the origin of Janpads. To provide the knowledge of the age of Satvahans and foreign power. To provide the knowledge of Gupt dynasty. To provide the knowledge of Post Gupt period and Vardhan Empire. Learning Outcomes: After completion of the course, student-teachers will be able to- <ul style="list-style-type: none"> Explain the Impact of Geography on Indian History and Culture. To understand the Rise of Magadha up to 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. To Study the Achievements of prominent rulers of major dynasties 			
UNIT-1 TEACHING HOURS (15)	Impact of Geography on Indian History and Culture, Main sources of Ancient Indian History, Features of Indus Valley Civilization, <i>Theory of origin of the Aryans, Vedic Age: Social and religious life</i> , the rise of Janpadas and republics.		
UNIT-2 TEACHING HOURS (15)	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. <i>Contribution of Moryan to Indian culture.</i>		
UNIT-3 TEACHING HOURS (15)	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-4 TEACHING HOURS (15)	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, <i>Contribution of Gupta to Indian culture.</i>		
UNIT-5 TEACHING HOURS (15)	India in the post-Gupta period, Formation and Expansion of Vardhan Empire, Harsha Vardhan, Administration and Features of Chola-Chaulukya, Achievements of (i) Kumarapala Chaulukya and (ii) <i>Narsingh Varman-I</i> (iii) <i>Rajraj-I</i> , Factors leading to disintegration of Rajput States. <i>Greater India</i>		

TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																														
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SELECTED READINGS	<ul style="list-style-type: none"> • Mookerji, R. K. (1952). <i>Candra gupt Maurya and his times</i>. Delhi: Raj Kamal Prakashan. • Mookerji, R. K. (1972). <i>Ashoka</i>. Delhi: Raj Kamal Prakashan. • Majumdar, R. C. (2001). <i>The History and Culture of the Indian</i>. Bombay : Bhartiya Vidya Bhawan. • Puri, B. N. (1965). <i>India under the Kushanas</i>. Delhi: Munsri Ram Manohar Lal Publishar. • थापर, रोमिला (2018). <i>भारत का इतिहास</i>. नई दिल्ली: राजकमल प्रकाशन. • शुक्ला, एस. पी. (1976). <i>सिन्धु सभ्यता</i>. लखनऊ: उत्तर प्रदेश हिन्दी संस्थान. • पाठक, विशुध्यानन्द (1990). <i>उत्तर भारत का इतिहास</i>. लखनऊ: उत्तर प्रदेश हिन्दी संस्थान. • प्रकाश, ओम (2001). <i>प्राचीन भारत का इतिहास</i>. दिल्ली: वैज्ञानिक तथा तकनीकी शब्दावली आयोग, हिन्दी माध्यम, कार्यान्वयन निदेशालय. दिल्ली: दिल्ली विश्वविद्यालय. • झा, द्विजेन्द्र एवं श्रीमाली के. एम. (1991). <i>प्राचीन भारत का इतिहास</i>. दिल्ली: हिन्दी माध्यम, कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय. • थपलियाल, किरण कुमार (2002). <i>सिन्धु सभ्यता</i>. लखनऊ: उत्तर प्रदेश हिन्दी ग्रंथ अकादमी.

B.A.B.Ed. I Year			
COURSE CODE:	BABED 155 b II	COURSE TYPE: CORE	
COURSE TITLE:	Outline History Of Modern World(1453 A.D. – 1950 A.D.)		
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
Objectives:			
<ul style="list-style-type: none"> • To provide the knowledge of the Renaissance and Reformation. • To provide the knowledge of the Industrial Revolution. • To provide the knowledge of the Unification of Italy and Germany. • To provide the knowledge of the First World War. • To provide the knowledge of the League of Nations and U.N.O. 			
Learning Outcomes: After completion of the course, student-teachers will be able to-			
<ul style="list-style-type: none"> • 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 analyses 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. • To study the India's role in World Peace. 			
UNIT-1 TEACHING HOURS (15)	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-2 TEACHING HOURS (15)	Industrial Revolution: Causes, Changes in Agriculture and Industry and Results. French Revolution of 1789: Causes and its impact, Napoleon Bonaparte: Conquests and Reforms.		
UNIT-3 TEACHING HOURS (15)	Unification of Italy and Germany, Eastern Question with special reference to Crimean war and Berlin settlement.		
UNIT-4 TEACHING HOURS (15)	Imperialism in Asia and Africa: Causes and Results, First World War: Causes and Results, Causes and Results of <i>Russian Revolution</i> , Versailles settlement, Causes of the rise of Fascism and Nazism.		
UNIT-5 TEACHING HOURS (15)	League of Nations : aims, achievements and causes of failure, Second World War: Causes and Results. U.N.O.: Birth, organisation and achievements, <i>Impact of World Wars, India's role in World Peace.</i>		

TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																													
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EXAMINATION PATTERN	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.
PERIODICAL REVISION OF SYLLABUS	<ol style="list-style-type: none"> 1. Annual 2. However, the University may revise the syllabus at any time during the running Year after giving a notice for a period one month.
SELECTED READINGS	<ul style="list-style-type: none"> • Gershoy, Lee (1960). <i>The French Revolution and Napoleon</i>. Allahabad: Central Book Depot. • Parks, H. B. (1976). <i>The United State of America-A History</i>. Calcutta: Reprint Publishers. • Thompson, Devid (1966). <i>Europ since Nepolion</i>. Penguin. • Dicksons, A. G. (1972). <i>The Age of Humanizmand Reformation</i>. New Jersey. • वर्मा, ठाकुर भगवान सिंह (1789–1815). <i>यूरोप का इतिहास</i>. भोपाल: मध्यप्रदेश हिन्दी ग्रंथ अकादमी. • चौहान, देवेन्द्र (1815–1919). <i>यूरोप का इतिहास</i>, भोपाल: मध्यप्रदेश, हिन्दी ग्रंथ अकादमी. • देवी, रितभरी (2016). <i>विश्व का इतिहास</i>. पटना: बिहार हिन्दी ग्रंथ अकादमी. • जैन एवं माथुर (2016). <i>विश्व इतिहास</i>. जयपुर: जैन प्रकाशन मंदिर. • सक्सेना, बनारसी प्रसाद (1972). <i>अमेरिका का इतिहास</i>. पटना: नेशनल पब्लिकेशन • चौहन, देवेन्द्र सिंह (1995). <i>यूरोप का इतिहास</i>. भोपाल: मध्यप्रदेश, हिन्दी ग्रंथ अकादमी.

B.A.B.Ed. I Year			
COURSE CODE:	BABED 155 c I	COURSE TYPE: CORE	
COURSE TITLE:	Physical Geography - Geomorphology		
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	40	MIN. PASS MARKS:	16
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	10	MIN. PASS MARKS:	4
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
Objectives			
<ul style="list-style-type: none"> The aim of this paper is to develop the better understanding about origin of the earth, rocks, earth's movements, atmosphere. The students will also able to understand other aspects such as – Relief, Temperature, Marine Deposits. 			
Learning outcomes			
<ul style="list-style-type: none"> Understand concept and need of physical geography. Apply their knowledge in daily life. To compare various types of land form. Conceptualize Cycle of Erosion, soil formation and Volcanicity. Examine Different type of reefs. 			
UNIT-1 TEACHING HOURS (12)	Origin of solar system and the Earth; important hypotheses/ theories: Gaseous, Nebular, Planetesimal, Tidal, Supernova, inter-Stellar dust hypothesis and Big Bang Theory; The constitution of the earth's interior; Age of the earth; Geological time scale.		
UNIT-2 TEACHING HOURS (12)	First order landforms: Origin of the Continents and Oceans: Wegner's theory; Plate tectonics and Earth surface configuration Second order Land forms: Mountains, Plateaus, plains: their classification and distribution; Earth's Materials: Rocks- their origin, classification and characteristics		
UNIT-3 TEACHING HOURS (12)	Earth Movements: Endogenetic Processes: Eperogenetic and Orogenetic - Folds and Faults; Seismology: definition, Earthquakes- Classification and world distribution; Volcanic activity: causes, types, distribution and resultant landforms; Seismic activities: causes and distribution.		
UNIT-4 TEACHING HOURS (11)	Geomorphic agents and processes: Exogenetic Processes- Danudational agents Weathering Process: Physical, Chemical and Biological; Mass wasting and resultant landforms; Fluvial Landforms: work of running water- erosional and depositional landforms.		

UNIT-5 TEACHING HOURS (11)	Aeolian Landforms: work of wind- erosional and depositional land forms; Glacial landforms: work of glacial and their resultant landforms; Application of Geomorphology in Settlements, land use, mining and transport- roads and railways.		
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>		
CONTINUOUS & COMPREHENSIVE ASSESSMENT (CCA)	Details of Continuous and Comprehensive Assessment (CCA) are as follows:		
	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS
	1	Monthly Test	10X6 Test = 60
	2	Presentation	10
	3	Group Discussion	10
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	5	Participation and Presentation in Seminar	10
	6	Report Writing	10
	7	Viva Voce	10
	8	Attendance*	10
	9	Co-curricular Activity	10
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	<p>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA): CCA will be reduced to 30 marks or 15 marks (as per course weightage). Formula: Marks obtained/Total marksX30 For example: $60 \div 160 \times 30 = 11.25$</p> <p>PROVISO-I: Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course.</p> <p>PROVISO-II: Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p>*Attendance in Lectures and Practical</p> <table border="1" data-bbox="694 548 1189 763"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
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EXAMINATION PATTERN	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.												
PERIODICAL REVISION OF SYLLABUS	<p>1. ANNUAL</p> <p>2. However, the university may revise the syllabus at any time during the running Year after giving a notice for a period one month.</p>												
SELECTED READINGS	<ul style="list-style-type: none"> • Strahler, A.N. and Stahler, A.M. Modern Physical Geography. Wiley India, New Delhi, 2016. • Singh, S. Physical Geography. Pravalika Publications, Allahabad, 2016. • Bryant Richard, H. Physical Geography. Rupa Publication. New Delhi, 2016. • सिंह सविन्द्र भौतिक भूगोल, प.वालिका प्रकाशन, गोरखपुर, 2017 • सिंह सविन्द्र भू-आकृति विज्ञान, वसुंधरा, गोरखपुर, 2017 • Hugget, R. J. Fundamentals of Geomorphology, Routledge Taylor & Francis, London, 2017. • Bloom A. L. Geomorphology. Rawat Publication, Jaipur, 2012. • Robinson, P.J. & S. Henderson. Contemporary Climatology. Henlow, 1999. • Singh, S. Geomorphology. Prayag Publications, Allahabad, 1998. • Stoddart, D. R. Process and Form in Geomorphology (Edited). Routledge, New York, 1996. • Garner, H.F. The Origin of Landscape- A Synthesis of Geomorphology. O. U.P. London, 1974. • Chorley, R.J. Spatial Analysis in Geomorphology. Methuen, London. 1972. • Sparks, B.W. Geomorphology. Longman, London, 1960. • Thornbury, W. D. Principles of Geomorphology. John Wiley, New York, 1960. • Wooldridge, S.W. and Morgan, R. S. The Physical Basis of Geography- An Outline of Geomorphology. • Longman, London, 1959. • कौशिक, एस. डी. भू-आकृति विज्ञान, रस्तोगी, मेरठ, 2012 												

B.A.B.Ed. I Year			
COURSE CODE:	BABED 155 c II	COURSE TYPE: CORE	
COURSE TITLE:	Human Geography		
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	40	MIN. PASS MARKS:	16
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	10	MIN. PASS MARKS:	4
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
Objectives <ul style="list-style-type: none"> • The aim of this paper is to develop the better understanding about human Geography. • Students will able to understand more about these aspects- Env. Relationship, division of mankind into racial groups, tribal groups and their economic activities. Learning Outcomes <ul style="list-style-type: none"> • 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 understanding at the division of mankind into racial groups human races. • To introduce with distribution and growth of Population. • To acquire basic knowledge of India's population program and policies. 			
UNIT-1 TEACHING HOURS (12)	Meaning, Nature, scope and relevance of human Geography; Man–Environment relationships; Branches of Human Geography- their general characteristics; Cultural regions of the world: classification and its attributes.		
UNIT-2 TEACHING HOURS (12)	Division of Mankind into racial groups-their characteristics and distribution in the world and India; Human Adaptation to the natural environment (i) Cold region-Eskimo (ii) Hot region-Bushman, (iii) Humid region-Pigmy.		
UNIT-3 TEACHING HOURS (12)	Growth of population, Distribution and density of population in the world: Factors affecting distribution of population, Migration: internal and international; Trends of urbanization.		
UNIT-4 TEACHING HOURS (11)	Settlements: types and patterns of rural settlements, Urban settlements: evolution and classification.		

UNIT-5 TEACHING HOURS (11)	Geo-politics, nation and state; Frontiers and Boundaries, Indian Ocean and World politics.																																															
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																															
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SELECTED READINGS	<ul style="list-style-type: none"> • Hussain Mazid, Human geography, Anmol Publication, New Delhi, 2014. • Shelar, S. K. Human Geography. Chandralok Prakashan, Kanpur. 2012. • Singh, L.R. Fundamentals of Human Geography. Sharda Pustak Bhawan, Allahabad, 2012. • Prajapati, R. V. Principles of Human Geography. Cyber Tech. Publication. New Delhi. 2011. • Knowles R. & Wareing J., Economic and Social Geography, Rupa Publication, New Delhi, 2004. • कौशिक,एस.डी.: मानव भूगोल, रस्तोगी, मेरठ, 2015 • हुसेन, माजिद : मानव भूगोल, रावत पब्लिकशन्स, जयपुर, 2014 • सिंह, वीएन.: मानव भूगोल, इलाहाबाद: प्रयाग पुस्तक भवन, 2003 • Dikshit, R.D. Geographical Thought: A Contextual History of Ideas. Prentice-Hall of India, New Delhi. 2016. • Chandna, R.C. Population Geography. Kalyani Publisher, New Delhi. 2015. • Whyrne, Hammond, Charles. Elements of Human Geography, George Allen & Unwin, London, 1985. • Brock, J.C. & J.W. Webb, Geography of Mankind. McGraw Hills, New York. 1978. • Chisholm, M. Human Geography Evolution or Revolution. 1975 • DeBlij, H.J. Human Geography- Culture Society and Space. John Wiley, New York, 1996. • Haggett, Peter, et al. Locational Models. Arnold Heinemann, 1979. • Llyod, P.E. & P. Dicken Location in Space. Harper & Row, London. • Smith, D.M. Human Geography – A Welfare Approach. Arnold Heinemann, London, 1984. • Ambrose, Peter Analytical Human Geography. Longman, 1970. • चांदना, रमेशचन्द्र.: जनसंख्या भूगोल, कल्याणी, नई दिल्ली 2015 • पंडा, बी.पी. जनसंख्या भूगोल, म.प्र. हिन्दी ग्रंथ अकादमी, भोपाल, 2004.

B.A.B.Ed. I Year			
COURSE CODE:	BABED103	COURSE TYPE: CORE	
COURSE TITLE:	Relief Analysis and Surveying (Practical)		
MAX. MARKS:	50	MIN. PASS MARKS:	25
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
<p>Objective The aim of this paper is to develop the better understanding about cartography principals, maps, relief, shading, contours and profiles.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • To develop ability to present geographical region through different types of diagrams. • 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 in forest in field visit. • To develop an ability of preparing report of socio-economic survey of a village. 			
UNIT-1 TEACHING HOURS (12)	The nature and scope of cartography. Scale: Scale by statement, Representative Fraction, Linear Scale: Simple, Comparative and Diagonal.		
UNIT-2 TEACHING HOURS (12)	Enlargement and Reduction of map. Methods of Showing relief- hachure's, shading, contours and layer tints Representation of different landforms by contours.		
UNIT-3 TEACHING HOURS (12)	Contour: interpolation, drawing of profiles: cross and longitudinal profiles. Relevance of Profiles in landform mapping and analysis.		
UNIT-4 TEACHING HOURS (11)	Diagrammatic Representation of Geographical data, types of diagram. Bar Diagram and Column charts, Line graph.		
UNIT-5 TEACHING HOURS (11)	Environmental Survey of a nearby village Chain and Tape Survey.		
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>		

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SELECTED READINGS	<ul style="list-style-type: none"> • Singh L. R. Fundamentals of Practical Geography, Sharda Pustak Bhawan, Allahabad, 2016. • Sarkar, A. Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi, 2015. • Singh Gopal. Map Work and Practical Geography. Vikas Publishing, New Delhi. 2012 • Singh, R.L. Elements of Practical Geography. Kalyani, New Delhi. 1991. • शर्मा, जे.पी.: प्रायोगिक भूगोल, रस्तोगी, मेरठ, 2016. • सिंह, आर.एल.: प्रायोगिक भूगोल के मूलतत्त्व, कल्याणी, नई दिल्ली 1991. • Robinson, A.H., et. al. Elements of Cartography. 6th ed. John Wiley, New York, 1995. • Mishra, R.P. & A. Ramesh: Fundamentals of Cartography. Concept, New Delhi. 1989. 													

B.A.B.Ed. I Year			
COURSE CODE:	BABED 155 d I		COURSE TYPE: CORE
COURSE TITLE:	Foundations Of Political Theory- Paper I		
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
Objective : <ul style="list-style-type: none"> • To learn the concepts, Meaning,Nature and political theory. • Acquire knowledge of traditional and modern perspectives of Political Theory. • To learn some basic concepts of Political Theory. • To learn Various theories of state. • To identify and analyses various systems of governance. • To know the different major Political ideologies. Learning Outcomes: On completion of the course the students –will be able to: <ul style="list-style-type: none"> • Understand the meaning, 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. 			
UNIT-1 TEACHING HOURS (15)	Meaning, Nature and Scope of political science,Political Theory: Meaning And its utility,Traditional,Modern,andContemporaryPerspectives. Behaviouralism and Post-Behaviouralism		
UNIT-2 TEACHING HOURS (15)	Power, Sovereignty, Pluralism Authority and Legitimacy Imperialism and its Form, Social Change, E-Governance.		
UNIT-3 TEACHING HOURS (15)	Meaning and its elements, Specific theories of origin of State, Divine Social Contract and Evolutionary, Sovereignty, Rights, Liberty, Equality Justice and Citizenship.		
UNIT-4 TEACHING HOURS (15)	Democracy and Dictatorship, Parliamentary and Presidential systems, Unitary and Federal systems, Political parties, Pressure groups, Theories of Representation.		

UNIT-5 TEACHING HOURS (15)	Idealism, Liberalism, Marxism, Feminism, Facism, Sarvodya																																														
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																														
CONTINUOUS & COMPREHENSIVE ASSESSMENT (CCA)	<p>Details of Continuous and Comprehensive Assessment (CCA) are as follows:</p> <table border="1" data-bbox="496 913 1495 1361"> <thead> <tr> <th data-bbox="496 913 608 987">SR. NO.</th> <th data-bbox="608 913 1235 987">CCA: COMPONENT</th> <th data-bbox="1235 913 1495 987">MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td data-bbox="496 987 608 1025">1</td> <td data-bbox="608 987 1235 1025">Monthly Test</td> <td data-bbox="1235 987 1495 1025">10X6 Test = 60</td> </tr> <tr> <td data-bbox="496 1025 608 1064">2</td> <td data-bbox="608 1025 1235 1064">Presentation</td> <td data-bbox="1235 1025 1495 1064">10</td> </tr> <tr> <td data-bbox="496 1064 608 1102">3</td> <td data-bbox="608 1064 1235 1102">Group Discussion</td> <td data-bbox="1235 1064 1495 1102">10</td> </tr> <tr> <td data-bbox="496 1102 608 1140">4</td> <td data-bbox="608 1102 1235 1140">Debate</td> <td data-bbox="1235 1102 1495 1140">10</td> </tr> <tr> <td data-bbox="496 1140 608 1178">5</td> <td data-bbox="608 1140 1235 1178">Participation and Presentation in Seminar</td> <td data-bbox="1235 1140 1495 1178">10</td> </tr> <tr> <td data-bbox="496 1178 608 1216">6</td> <td data-bbox="608 1178 1235 1216">Report Writing</td> <td data-bbox="1235 1178 1495 1216">10</td> </tr> <tr> <td data-bbox="496 1216 608 1254">7</td> <td data-bbox="608 1216 1235 1254">Viva Voce</td> <td data-bbox="1235 1216 1495 1254">10</td> </tr> <tr> <td data-bbox="496 1254 608 1292">8</td> <td data-bbox="608 1254 1235 1292">Attendance*</td> <td data-bbox="1235 1254 1495 1292">10</td> </tr> <tr> <td data-bbox="496 1292 608 1330">9</td> <td data-bbox="608 1292 1235 1330">Co-curricular Activity</td> <td data-bbox="1235 1292 1495 1330">10</td> </tr> <tr> <td data-bbox="496 1330 608 1361">10</td> <td data-bbox="608 1330 1235 1361">Team Teaching</td> <td data-bbox="1235 1330 1495 1361">10</td> </tr> </tbody> </table> <p data-bbox="496 1361 1495 1400">EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</p> <p data-bbox="496 1400 1495 1438">CCA will be reduced to 30 marks or 15 marks (as per course weightage).</p> <p data-bbox="496 1438 1495 1476">Formula: Marks obtained/Total marksX30</p> <p data-bbox="496 1476 1495 1514">For example: 60»160X30 =11.25</p> <p data-bbox="496 1514 1495 1619">PROVISO-I: Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course.</p> <p data-bbox="496 1619 1495 1688">PROVISO-II: Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p data-bbox="496 1688 1495 1727">*Attendance in Lectures and Practical</p> <table border="1" data-bbox="708 1727 1235 1935"> <thead> <tr> <th data-bbox="708 1727 954 1765">Percentage</th> <th data-bbox="954 1727 1235 1765">Marks Allotted</th> </tr> </thead> <tbody> <tr> <td data-bbox="708 1765 954 1803">75% to 80%</td> <td data-bbox="954 1765 1235 1803">02</td> </tr> <tr> <td data-bbox="708 1803 954 1841">81% to 85%</td> <td data-bbox="954 1803 1235 1841">04</td> </tr> <tr> <td data-bbox="708 1841 954 1879">86% to 90%</td> <td data-bbox="954 1841 1235 1879">06</td> </tr> <tr> <td data-bbox="708 1879 954 1917">91% to 95%</td> <td data-bbox="954 1879 1235 1917">08</td> </tr> <tr> <td data-bbox="708 1917 954 1935">Above 96%</td> <td data-bbox="954 1917 1235 1935">10</td> </tr> </tbody> </table>		SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	10X6 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Viva Voce	10	8	Attendance*	10	9	Co-curricular Activity	10	10	Team Teaching	10	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
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EXAMINATION PATTERN	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.
PERIODICAL REVISION OF SYLLABUS	1. Annual 2. However, the university may revise the syllabus at any time during the running Year after giving a notice for a period one month.
SELECTED READINGS	<ul style="list-style-type: none"> • गाबा, ओमप्रकाश (2010). <i>राजनीति सिद्धांत की रूपरेखा</i>. नोएडा: मयूर पेपरबैक्स. • संधु, ज्ञानसिंहा (2014). <i>राजनीतिक सिद्धांत</i>. दिल्ली: हिंदी माध्यम कार्यान्वयन निदेशालय दिल्ली विश्वविद्यालय. • जैन, पुखराज (2010). <i>राजनीतिक सिद्धांत</i>. आगरा: साहित्य भवन पब्लिकेशन. • Almond, G.A. (2010). <i>Comparative Politics Today</i>. New York: A world view. • Barry, N.P. (1995). <i>Introduction to Modern Political Theory</i>. London: Macmillan pub. • Brochl, A. (1965). <i>Political theory: The foundations of Twentieth Century Political Thought</i>. Bombay: The Times of India Press. • Easton, D. (1953). <i>The Political System: An Inquiry into the state of Political Science</i>. New York: Wiley Pub. • Grendstad, G., Selle, P., & Thompson, M. (Eds.). (2003). <i>Cultural theory as political science</i>. Routledge. • Horowitz, I. L. (2018). <i>Foundations of political sociology</i>. Routledge. • Mondak, J. J. (2010). <i>Personality and the foundations of political behavior</i>. Cambridge University Press.

B.A.B.Ed. I Year			
COURSE CODE:	BABED 155 d I	COURSE TYPE: CORE	
COURSE TITLE:	Foundations Of Political Theory- Paper I		
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objective</p> <ul style="list-style-type: none"> To learn the concepts of ancient Indian views regarding state. Acquire knowledge of major streams of social and religious reforms in India in the 19th century. To learn different streams of nationalism in Indian political thinking. To learn Various theories of state. To identify and analyses Political thoughts of M.K. Gandhi, Democratic socialism of Jawaharlal Nehru, Redical humanism of M. N. Roy. To know the political and social philosophy of Ambedkar, J.P. Narayan and Ram Manohar Lohiya. <p>Learning Outcomes:On the completion of the course the students will be able to:</p> <ul style="list-style-type: none"> 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 streems 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. 			
UNIT-1 TEACHIN G HOURS (15)	<ul style="list-style-type: none"> Manu, Kautilya and Shukra, Ziauddin Barani 		
UNIT-2 TEACHIN G HOURS (15)	<ul style="list-style-type: none"> Raja Ram Mohan Ray, Swami Dayanand Saraswati, Dadabhai Naoroji and Jyotiba Phule 		

UNIT-3 TEACHING HOURS (15)	<ul style="list-style-type: none"> • Gopal Krishan Gokhale, • Bal Gangadhar Tilak, • Aurobindo Ghosh 																																		
UNIT-4 TEACHING HOURS (15)	<ul style="list-style-type: none"> • M. K. Gandhi, • Jawaharlal Nehru and • M.N.Roy. 																																		
UNIT-5 TEACHING HOURS (15)	<ul style="list-style-type: none"> • Bhim Rao Ambedkar, • Jai Prakash Narain, • Ram Manohar Lohiya 																																		
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B.A.B.Ed. I Year			
COURSE CODE:	BABED- 155 e I		COURSE TYPE: CORE
COURSE TITLE:	प्राचीन संस्कृत साहित्य एवं अलंकार - प्रथम प्रश्न पत्र		
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
उद्देश्य:-			
<ul style="list-style-type: none"> 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 तत्वों, शैली, छन्द, अलंकारों का प्रयोग अपने व्यावहारिक जीवन में करना। संस्कृत रचनाओं का समालोचनात्मक विवेचन करने की क्षमता का विकास करना। 			
अधिगम सम्प्राप्तियाँ:-			
<ol style="list-style-type: none"> छात्र विभिन्न गद्य शैलियों से परिचित हो पायेंगे व छात्रों की लेखन-शैली का उत्तरोत्तर परिष्कार एवं विकास हो पायेगा। कवि की मधुमयी भूमिका में स्थित होकर काव्योचित अभिव्यञ्जनापूर्ण शैली में भावबोधपूर्वक, आस्वादनयोग्य सस्वरपाठ करने में समर्थ बनाना। 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। सुभाषितों एवं नीति-श्लोकों में निहित उपदेशों को जीवन में अपनाते हुए व्यक्तित्व या चरित्र के विकास में योगदान करना। प्रभावोत्पादक तथा अभिव्यक्तिपूर्ण शैली में सस्वर-पाठ करने में दक्ष बनाना। 			
इकाई -1 TEACHING HOURS (15)	<i>खण्डकाव्य: मेघदूत पूर्वमेघ - उत्तरमेघ</i>		
इकाई - 2 TEACHING HOURS (15)	वाल्मीकि रामायण-बालकाण्ड: (प्रथम सर्ग)		
इकाई -3 TEACHING HOURS (15)	<i>नाट्यशास्त्र: प्रथमोऽध्यायः</i>		
इकाई -4 TEACHING HOURS (15)	कथा साहित्य- हितोपदेशः		

इकाई- 5 TEACHING HOURS (15)	<ul style="list-style-type: none"> अलंकार: -अलंकाराणां लक्षणोदाहरण 1. अनुप्रास, 2. यमक, 3. श्लेष, 4. उपमा, 5. उत्प्रेक्षा, 6. रूपक, 7. व्यतिरेक, 8. अर्थान्तरन्यास 9. दृष्टान्त, 10. भ्रान्तिमान्, 11. दीपक 12. सन्देह 																																													
शिक्षण अधिगम की प्रक्रिया	<ol style="list-style-type: none"> व्याख्यान विधियां समूह परिचर्चा विधि सेमिनार/ संगोष्ठी की विधियां सिविल सेवा परीक्षा विधियां परियोजना ओर विवरण लेखन 																																													
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B.A.B.Ed. I Year			
COURSE CODE:	BABED- 155 e II	COURSE TYPE: CORE	
COURSE TITLE:	भारतीय संस्कृति के तत्व, पद्य साहित्य, अनुवाद एवं व्याकरण – प्रथम प्रश्न पत्र		
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>उद्देश्य:-</p> <ol style="list-style-type: none"> छात्रों में भारतीय संस्कृति के तत्व को जानने की क्षमता विकसित करना। 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। 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। <p>अधिगम सम्प्राप्तियाँ:-</p> <ol style="list-style-type: none"> शुद्धोच्चारण पूर्वक पढ़ने की क्षमता का विकास करना। उपयोगी शब्द रूपों तथा धातुरूपों का अभ्यास कराना। पद्य साहित्य, अनुवाद एवं व्याकरण आदि का ज्ञान कराते हुए शुद्ध वाक्यों के निर्माण की क्षमता का विकास करना। शुद्ध संस्कृत- माध्यम से लिखित रूप में अपने भावों को व्यक्त करने में समर्थ बनाना। शुद्ध संस्कृत के माध्यम से अपने भावों को मौखिक रूप से व्यक्त करने में समर्थ बनाना। 			
इकाई 1 TEACHING HOURS (15)	<p>भारतीय संस्कृति (वैदिक कालस्य सातवीं शताब्दी)</p> <p>(क) भारतीय संस्कृतिविशेषताएँ</p> <p>(ख) वर्णाः, आश्रमाः, संस्काराः (विवाहप्रकरणसहितम्)</p> <p>(ग) त्रिविधऋणाः, पंचमहायज्ञाः</p> <p>(घ) शिक्षा</p>		
इकाई 2 TEACHING HOURS (15)	<p>पद्य साहित्य: - (रघुवंश) (कालिदासः) द्वितीयः सर्गः</p>		
इकाई 3 TEACHING HOURS (15)	<p>अनुवाद-</p> <p>(अ) वाक्यशुद्धि: संस्कृतेऽनुवादश्च</p> <p>(ब) अपठित गद्यखण्डस्य अर्थावबोधः</p>		

इकाई 4 TEACHING HOURS (15)		<p>व्याकरण लघुसिद्धान्त कौमुदी</p> <p>(संज्ञा, प्रकरण, अच्, हल् एवं विसर्गसन्धि)</p> <ol style="list-style-type: none"> संज्ञा प्रकरण इत्, संयोग, संहिता, सवर्णम्, उदात्तः अनुदात्तः स्वरितः उच्चारणस्थानानि, प्रयत्ना, पदम् (सूत्राणां व्याख्या) अच् संधि इकोयणचि, एचोऽयवायावः अकः सवर्णे दीर्घः आदगुणः वृद्धिरेचि, एडि. पररूपम् एड पदान्तादति, इदूदेद् द्विवचन प्रगृह्यम् (सूत्राणां सोदाहरणं व्याख्या) हल् संधिः स्तोः श्चुना श्चुः ष्टुना ष्टु, झलां जशोऽन्ते, यरोऽनुनासिकेऽनुनासिकोवा, झयो होऽन्तरस्याम्, तोर्लि, मोऽनुस्वारः, अनुस्वार यचि परसवर्णः, शश्छोऽटि। (सूत्राणां सोदाहरणं व्याख्या) विसर्ग संधिः ससजुषोरुः, खरवसानयोर्विसर्जनीयः, विसर्जनीयस्य सः, अतो रोऽप्लुतादप्लुते, हशिच, रोऽरि, ढ्रलोपे पूर्वस्य दीर्घोऽणः। (सूत्राणां सोदाहरणं व्याख्या) 																																	
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सन्दर्भ ग्रन्थ सूची:	<ul style="list-style-type: none"> • पाण्डेय, जगन्नारायण, (2002) रघुवंश (द्वितीय सर्ग), जगदीश संस्कृत-पुस्तकालय। • त्रिपाठी, बाबूराम (2016) रघुवंश (द्वितीय सर्ग), माहालक्ष्मी प्रकाशन आगरा। • श्री वास्तव, उर्मिला, (2012,) लघुसिद्धान्त कौमुदी, विजय प्रकाशन मन्दिर, वाराणसी। • शास्त्री, भीमसेन, (2009), लघुसिद्धान्त कौमुदी, भैमी प्रकाशन, दिल्ली। • चौधरी अर्कनाथ, (2010), लघुसिद्धान्त कौमुदी, जगदीश संस्कृत पुस्तकालय जयपुर। • द्विवेदी, कपिलदेव, (2011) रचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन। 												

B.A.B.Ed. I Year			
COURSE CODE:	BABED-155 f I	COURSE TYPE: CORE	
COURSE TITLE:	Sociology I		
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objective:</p> <p>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.</p> <p>Learning Outcomes: After completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> • 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. • Address current social problems through theoretically- informed recommendations. • Demonstrate the utility of the sociological perspective for their lives as well as for the community as a whole. • Identify the basic institutions of the current society and their functions. • Make out the role of sociology in policy development and social action. 			
UNIT-1 TEACHING HOURS (15)	<ul style="list-style-type: none"> • <i>Modernity and Social change in Europe, Emergence of Sociology, Meaning, nature and scope of Sociology, the Sociological perspective. Sociology and common Sense, Sociology and other Social Sciences, the scientific and humanistic orientation to Sociological study.</i> 		
UNIT-2 TEACHING HOURS (15)	<ul style="list-style-type: none"> • Basic concepts: <i>Nation, State, Citizenship, Society, Community, Institution, Civil Society, Association, Group, Reference Groups -Robert K Merton, Social Structure, Culture, Status, Conformity and Deviance, and Role, Latent and Manifest Functions</i> 		

<p style="text-align: center;">UNIT-3 TEACHING HOURS (15)</p>	<ul style="list-style-type: none"> • The Individual and Society, <i>Mead – Self and Identity</i>, Society and Socialization - meaning, stages, agencies and theories, relation between Individual and Society, <i>Social groups, Political parties</i>. Social Control: Norms, Values (<i>Social and Cultural</i>), and Sanctions. Social Stratification and Mobility - meaning, forms (<i>dimensions</i>) and theories.
<p style="text-align: center;">UNIT-4 TEACHING HOURS (15)</p>	<ul style="list-style-type: none"> • Social Change - Meaning and type: Evolution and Revolution, Protest and Agitation, Education and Social change, Progress and development – Agents & factors of Social Change, Urbanization, Industrialization, Theories of Ogburn, Sorokin, and Karl Marx. • Social Movements (Backward, Dalit, Peasant, Farmers)
<p style="text-align: center;">UNIT-5 TEACHING HOURS (15)</p>	<ul style="list-style-type: none"> • The uses of Sociology: Introduction to Applied Sociology, <i>Labour and Society</i>, Sociology and Social Problems, <i>Rural Development</i> , Sociology and Social Change (<i>Environmental</i>), Sociology and Social Policy and Action.
<p style="text-align: center;">TEACHING AND LEARNING STRATEGIES</p>	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>

CONTINUOUS & COMPREHENSIVE ASSESSMENT (CCA)	Details of Continuous and Comprehensive Assessment (CCA) are as follows:												
	SR. NO.	CCA: COMPONENT											
	1	Monthly Test											
	2	Presentation											
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	4	Debate											
	5	Participation and Presentation in Seminar											
	6	Report Writing											
	7	Viva Voce											
	8	Attendance*											
	9	Co-curricular Activity											
10	Team Teaching												
EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA): CCA will be reduced to 30 marks or 15 marks (as per course weightage). Formula: Marks obtained/Total marksX30 For example: $60 \div 160 \times 30 = 11.25$ PROVISO-I: Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course. PROVISO-II: Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course. *Attendance in Lectures and Practical <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>		Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
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EXAMINATION PATTERN	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.												
PERIODICAL REVISION OF SYLLABUS	1. ANNUAL 2. However, the University may revise the syllabus at any time during the running Year after giving a notice for a period one month.												
SELECTED READINGS	<ul style="list-style-type: none"> • Ahuja, Ram (2014) Sociology, Rawat Publication: New Delhi. • Bilton, T., Bonnett, K., Jones, P., Skinner, D., Stanworth, M., & Webster, A.(2002). • <i>Introductory sociology</i> (p. 532). Basingstoke: Palgrave Macmillan. • Bottomore, T.B.(1972). <i>Sociology: A guide to problems and literature</i>. Bombay: George Allen and Unwin (India) • Bushee, F. A.(1923). <i>Principles of sociology</i>. H. Holt. • Clow, F.R.(1920). <i>Principles of sociology with educational applications</i>. Macmillan. • Davis Kingsley (1949) Human Society (Hindi Edition) . Macmillan: New York • Dua, V. (1974). Religion, Politics and History in India: 												

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- Ross, E.A. (1920). *The principles of sociology*. Century Company.
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- Turner, J.H. (2012). *Theoretical principles of sociology, Volume 3: Mesodynamics* (Vol.3). Springer Science & Business Media.
- Sharma Prakash, Virendra (2004) *Samaj Shastra*, Panchsheel Prakashan: Jaipur.
- Iavaniya, M.M. (2008) *Principles of Sociology*, Recherche Publication: Jaipur.
- Desai, Vibha (2011) *A Textbook of Objective Sociology*, Wisdom Press: Jaipur.
- Hasnen, Needem (2004) *Samkaleen Bharatiye Samaz*, Bharta Book Center: Lucknow.
- Sharma, G.L. (2008) *Bharatiye Samaj*, University Book House: Jaipur.
- Sharma, G.L (2007) *Principles of Sociology*, University Book House: Jaipur.

B.A.B.Ed. I Year			
COURSE CODE:	BABED-155 f II	COURSE TYPE: CORE	
COURSE TITLE:	Sociology II (Indian Society)		
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objective :</p> <ul style="list-style-type: none"> 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. <p>Learning outcomes:- After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> 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 social change through out several social processes. 			
UNIT-1 TEACHING HOURS (15)	<ul style="list-style-type: none"> Cultural and Ethnic Diversity Language, Caste, <i>Untouchability (Forms and Perspective)</i>, Religion-concept, religious beliefs and practices (<i>animism, monism, pluralism, sects, cults</i>), Cultural patterns. Unity in Diversity-structural unity of Indian society, <i>Secularism</i> 		
UNIT-2 TEACHING HOURS (15)	<ul style="list-style-type: none"> Concepts of Varna, Ashram, Karma and Purushartha, <i>Concept of Rit and Rin</i> 		
UNIT-3 TEACHING HOURS (15)	<ul style="list-style-type: none"> Basic Institutions of Indian society: <i>Lineage and Descents, Patriarchy</i>, Caste, Kinship, Family, Marriage. Caste and Class: meaning, features and changing dimensions, <i>Caste perspectives: Dumont & Andre Beteille</i>. Social Class (<i>Industrial, Agrarian and Middle Class</i>). <i>Role of Family Society and Educational institutions in inculcating values.</i> 		

UNIT-4 TEACHING HOURS (15)	<ul style="list-style-type: none"> 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, <i>Rural Labour, bondage.</i> 																																			
UNIT-5 TEACHING HOURS (15)	<ul style="list-style-type: none"> Processes of Social Change, Sanskritisation, <i>Dominant caste Nationalism</i>, Westernization, Modernization and Urbanization. <i>Social Reforms, Protests during colonial period</i>, Planned Change & transformation in India, <i>Mixed Economy, Changing mode of production in Indian Agriculture, Green Revolution, Constitution and Law, Uniform Civil Code</i> 																																			
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> Lectures E-learning Videos Extension Lectures Content Review Self-Learning Group Discussions Field Visit Survey Documentaries Short Films Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																			
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<p>EXAMINATION PATTERN</p>	<p>Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.</p>												
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<p>SELECTED READINGS</p>	<ul style="list-style-type: none"> • Ahuja Ram, (1993) Indian Social System, Rawat: Jaipur,. • Bayly, C.A.(1986).TheOriginsofSwadeshi(HomeIndustry): Cloth and Indian Society. <i>The social life of things:Commoditiesin culturalperspective</i>,285-321. • Bayly, C. A. (1988). <i>Rulers, townsmen and bazaars: NorthIndian society in the age of British expansion, 1770-1870</i> (No.28).CUP Archive. • Bayly, C. A.,&Bayly, C. A. (1987). <i>Indian society and themaking of the British Empire</i> (Vol. 1). Cambridge UniversityPress. • Bayly, S. (2004). <i>Saints, goddesses and kings: Muslims andChristiansinSouthIndiansociety,1700-1900</i>(Vol.43).CambridgeUniversityPress. • Beteille,A.(1992).CasteandFamily:InrepresentationsofIndiansociety.<i>Anthropology Today</i>,8(1), 13-18. • Bose,N.K.(1967).<i>CultureandSocietyinIndia</i>.Bombay:AsiaPublishingHouse. • Bose, N.K. (1975) <i>Structure of Hindu Society</i>, Orient Black Swan: New Delhi. • Carman,J.B.&Marglin,F.A.(Eds.).(1985).<i>Purityandauspiciousnessin Indiansociety</i> (Vol.43). Brill. • Dube,S.C.(1992).<i>Indiansociety</i>.NewDelhi:NationalBookTrust. • Dube,S.C.(2017).<i>Indianvillage</i>.Routledge. • Karve,I.,&Brown, W.N. (1961).<i>HinduSociety-anInterpretation.[Introd. by W. Norman Brown]</i>. DeccanCollege. • Lannoy,R.(1971).<i>TheSpeakingTree:AstudyofIndiansocietyandculture</i>. New Delhi. 												

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B.A.B.Ed. I Year			
COURSE CODE:	BABED-155 g I	COURSE TYPE: CORE	
COURSE TITLE:	Poetry and Drama (English Litature I)		
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objective</p> <ul style="list-style-type: none"> • Understand the literature written by James Thomson, George. G Byron • Acquaint with the poetry of William Shakespeare, John Donne • Learn poetry of John Milton, John Keats • Appreciate the literature of Marlow, William Shakespeare • Learn about Historical Development of Old English Language • Give exposure to the influence of French, Latin, Greek and other languages and current trends etc <p>Learning outcomes: - After the completion of this course, the students will be able to:</p> <ul style="list-style-type: none"> • Recognize poetry from a variety of cultures, language & historical periods. • Develop their critical thinking skill and enhance their writing potential • Hone up their skills of note making, summarizing & writing • Understand texts with specific reference to genres, literary terms, and figures of speech etc. • Interpret and appreciate texts of poetry and drama • Recognize rhythms, metrics and other aspects of poetry • Have an understanding of historical development of English language and literature. • Make them familiar with various schools of thought and literary movements. 			
UNIT-1 TEACHING HOURS (15)	<ul style="list-style-type: none"> • William Shakespeare - <ul style="list-style-type: none"> ○ My Mistress 'eyes are nothing like the Sun ○ Shall I Compare thees to a Summer's Day • John Donne <ul style="list-style-type: none"> ○ The Good Morrow ○ The Ecstasy ○ The Sunne rising 		
UNIT-2 TEACHING HOURS (15)	<ul style="list-style-type: none"> • James Thomson- Autumn • George. G Byron <ul style="list-style-type: none"> ○ There is pleasure in the pathless wood ○ She walks in Beauty 		
UNIT-3 TEACHING HOURS (15)	<ul style="list-style-type: none"> • John Milton <ul style="list-style-type: none"> ○ L Allegro ○ Il Penseroso ○ Lycidas • John Keats <ul style="list-style-type: none"> ○ Bright Star 		

UNIT-4 TEACHING HOURS (15)	<ul style="list-style-type: none"> • William Shakespeare- The Merchant of Venice • William Shakespeare- Hamlet • Marlow : Dr Faustus 																																		
UNIT-5 TEACHING HOURS (15)	<ul style="list-style-type: none"> • The position of English in Germanic Family, Landmarks in the history of English (Old English, Middle English, Modern English), The influence of French, Latin, Greek and other languages and current trends, English as an international language. 																																		
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																		
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B.A.B.Ed. I Year			
COURSE CODE:	BABED-155 g II	COURSE TYPE: CORE	
COURSE TITLE:	Prose and fiction (English Literature II)		
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
Objective			
<ul style="list-style-type: none"> • Understand the literature written by Francis Bacon, Richard Steele, Joseph Addison. • Appreciate the literature of Charles Dickens, Jane Austen, and William Thackeray. • Learn about Literary History - Elizabethan Period, University wits, Metaphysical Poetry. • Give exposure to the Literary Terms: Myth, Fable, Plot, Climax, and Catastrophe. • Acquaint with the prose of C. Lamb, R.I. Stevenson, B. Russell, and Virginia Woolf. • Learn poetry of Oscar Wilde, K. Mansfield, R. Tagore, H. Munro (Saki). 			
Learning outcomes: - After the completion of this course the Student will be able to:			
<ul style="list-style-type: none"> • Recognize prose from a variety of cultures, language & historical periods. • Broaden their vocabularies and literary thinking • Interpret and appreciate the selected texts from the genres of prose and fiction • Write Focused analytical essays in clean grammatical prose. • Cultivate the aesthetic sense & Develop global competencies for successful life. 			
UNIT-1 TEACHING HOURS (15)	<ul style="list-style-type: none"> • Francis Bacon-Of studies • Richard Steele-The Spectator Club • Joseph Addison-Meditation in Westminster Abbey 		
UNIT-2 TEACHING HOURS (15)	<ul style="list-style-type: none"> • Lamb- Dream Children • R.I. Stevenson- The Ideal house • B. Russell- Machines and Emotions • Virginia Woolf- Profession for Women 		
UNIT-3 TEACHING HOURS (15)	<ul style="list-style-type: none"> • Oscar Wilde- The Model Millionaire • K. Mansfield - A Cup of Tea • R. Tagore- Living or Dead? • H. Munro (Saki) - The Open Window 		
UNIT-4 TEACHING HOURS (15)	<ul style="list-style-type: none"> • Charles Dickens- Great Expectations • Jane Austen- Emma • William Thackeray - Vanity Fair 		
UNIT-5 TEACHING HOURS (15)	<ul style="list-style-type: none"> • Literary History: • Elizabethan Period: Elizabethan Lyrics, songs & sonnets, University wits, Metaphysical Poetry • Neo Classical Period: Eighteenth century Novel, Augustan Poetry • Literary Terms: <p>Myth, Fable, Plot, Climax, Catastrophe, Meter Soliloquy</p>		

TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																													
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B.A.B.Ed. I Year			
COURSE CODE:	BABED-155 h I		COURSE TYPE: CORE
COURSE TITLE:	भारतीय संगीत (कंठ एवं वाद्य) - I		
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	40	MIN. PASS MARKS:	16
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	10	MIN. PASS MARKS:	4
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>उद्देश्य-</p> <ol style="list-style-type: none"> 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! <p>अधिगम सम्प्राप्तियां</p> <ol style="list-style-type: none"> 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- तीनताल, दादरा, रूपक, कहरवा, एकताल आदि। 4. राग भैरव, अहिर भैरव, यमन में छोटा ख्याल (बन्दिशें) तैयार करवाई जायेगी जिससे विद्यार्थियों का लय पक्ष और स्वर मजबूत होगा। 5. रागों के समय को रागों के स्वरों के चलन के आधार पर परिवर्तित होता है जिससे विद्यार्थियों को सुरों के चलन के साथ सम्बन्ध स्पष्ट किया जायेगा। 			
UNIT-1 TEACHING HOURS (12)	<ol style="list-style-type: none"> 1. निम्नलिखित रागों का शास्त्रीय विवरण एवं तुलनात्मक अध्ययन (1) यमन (2) भूपाली (3) भैरव (4) खमाज (5) वृन्दावनी सारंग (6) दुर्गा (7) हिण्डोल (8) छायानट (9) कामोद 2. पाठ्यक्रम की बंदिशों/गतों को स्वरलिपि सहित लिखना। 		
UNIT-2 TEACHING HOURS (12)	<ol style="list-style-type: none"> 1. निम्नलिखित तालों का ठेका, दुगुन, चौगुन सहित लिखना। (1) त्रिताल (2) एक ताल (3) चौताल (4) दादरा (5) कहरवा 2. निम्नलिखित की परिभाषाएँ :- मीड, घसीट, कृन्तन, कण, जमजमा, झाला, मुरकी, आलाप, तान। 		
UNIT-3 TEACHING HOURS (12)	<ol style="list-style-type: none"> 1. नाद, श्रुति, स्वर, सप्तक, राग, थाट, जाति, लय, ताल, पूर्वांग, उत्तरांग, वादी, संवादी, अनुवादी, विवादी, वर्ण, अलंकार, आरोह, अवरोह, पकड़। 		

UNIT-4 TEACHING HOURS (11)		<ol style="list-style-type: none"> 1. लोक संगीत की परिभाषा, विशेषताएं, वर्गीकरण (राजस्थानी लोक संगीत के विशेष संदर्भ में) 2. निम्नलिखित गीत प्रकारों की जानकारी :- खयाल, ध्रुपद, धमार, गत (मसीतखानी एवं रजाखानी), तराना। 																																	
UNIT-5 TEACHING HOURS (11)		<ol style="list-style-type: none"> 1. निम्नलिखित संगीतकारों जीवन परिचय एवं संगीत के क्षेत्र में योगदान :- अमीर खुसरो, स्वामी हरिदास, पं० रविशंकर, पं० भीमसेन जोशी 2. निम्नलिखित की प्रारंभिक जानकारी :- नाद, सांगीतिक और असांगीतिक ध्वनि, तारता, तीव्रता, प्रबलता या नाद का छोटा बड़ापन, नाद की जाति या गुण, कम्पन्न गति, आवृत्ति अन्तराल। 																																	
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EXAMINATION PATTERN	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.												
PERIODICAL REVISION OF SYLLABUS	<p>1. ANNUAL</p> <p>2. However, the University may revise the syllabus at any time during the running Year after giving a notice for a period one month.</p>												
SELECTED READINGS	<ul style="list-style-type: none"> • क्रमिक पुस्तक मालिका भाग 1, 2, 3 और 4 – पंडित विष्णु नारायण भातखण्डे • संगीतांजली भाग 1, 2, 3 4, 5, और 6 – पंडित ओमकार नाथ ठाकुर • राग विज्ञान भाग 1, 2, 3, 4, 5 और 6 – पंडित वी. एन. पटवर्धन • रागबोध भाग 1, 2, और 3 – डा. बी.आर. देवधर • तंत्रिनाद भाग 1, 2 और भारतीय संगीत वाद्य – डा. लालमणी मिश्रा • सितार मालिका (संगीत कार्यालय हाथरस) • सितार वादन – एस.जी. व्यास • संगीत विशारद (संगीत कार्यालय हाथरस) • सितार मार्ग भाग 1 और 2 – एस.पी. बेनर्जी • संगीत बोध – डा. शरत चन्द्र परांजपे • ध्वनि और संगीत – प्रो. एल.के. सिंह • संगीत दर्शिका भाग 1 और 2 – श्री नानीगोपाल बैनर्जी • Hindustan Music- An outline of its physics and aesthetics by G.H. Rande. • Shepherd, J., & Wicke, P. (1997). <i>Music and cultural theory</i> (p. 138). Cambridge: Polity Press. • Juslin, P. N., & Sloboda, J. A. (2001). <i>Music and emotion: Theory and research</i>. Oxford University Press. • Stokes, M. (Ed.). (1997). <i>Ethnicity, identity and music</i>. Oxford: Berg. • Merriam, A. P., & Merriam, V. (1964). <i>The anthropology of music</i>. Northwestern University Press. 												

B.A.B.Ed. I Year			
COURSE CODE:	BABED-155 h I	COURSE TYPE: CORE	
COURSE TITLE:	भारतीय संगीत (कंठ एवं वाद्य) - I		
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	40	MIN. PASS MARKS:	16
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	10	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>उद्देश्य-</p> <ol style="list-style-type: none"> संगीत की संरचना, प्रलेखन और प्रदर्शन के माध्यम से मानव आकांक्षा और कलात्मक अखंडता के उच्चतम स्तर को बढ़ावा देना! एक सांस्कृतिक भाषा के रूप में संगीत की एक विश्लेषणात्मक, रचनात्मक और सहज समझ विकसित करना! 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! <p>अधिगम सम्प्राप्तियां</p> <ol style="list-style-type: none"> विद्यार्थियों को संगीत का मानव जीवन में योगदान समझ में आया और संगीत का अध्यात्म से सम्बन्ध भी स्पष्ट हुआ। संगीत में लय ताल और स्वर के सामंजस्य को स्पष्ट किया जायेगा। ताल पक्ष में विद्यार्थियों को विभिन्न तालों के ठेके याद करवाये जायेंगे जैसे- तीनताल, दादरा, रूपक, कहरवा, एकताल आदि। राग भैरव, अहिर भैरव, यमन में छोटा ख्याल (बन्दिशों) तैयार करवाई जायेगी जिससे विद्यार्थियों का लय पक्ष और स्वर मजबूत होगा। रागों के समय को रागों के स्वरों के चलन के आधार पर परिवर्तित होता है जिससे विद्यार्थियों को सुरों के चलन के साथ सम्बन्ध स्पष्ट किया जायेगा। 			
UNIT-1 TEACHING HOURS (12)	<ul style="list-style-type: none"> निम्नलिखित रागों का शास्त्रीय विवरण एवं तुलनात्मक अध्ययन (1) यमन (2) भूपाली (3) भैरव (4) खमाज (5) वृन्दावनी सारंग (6) दुर्गा (7) हिण्डोल (8) छायानट (9) कामोद पाठ्यक्रम की बन्दिशों/गतों को स्वरलिपि सहित लिखना। 		
UNIT-2 TEACHING HOURS (12)	<ul style="list-style-type: none"> निम्नलिखित तालों का ठेका, दुगुन, चौगुन सहित लिखना। (1) त्रिताल (2) एक ताल (3) चौताल (4) दादरा (5) कहरवा निम्नलिखित की परिभाषाएँ :- मीड, घसीट, कृन्तन, कण, जमजमा, झाला, मुरकी, आलाप, तान। 		
UNIT-3 TEACHING HOURS (12)	<ul style="list-style-type: none"> नाद, श्रुति, स्वर, सप्तक, राग, थाट, जाति, लय, ताल, पूर्वांग, उत्तरांग, वादी, संवादी, अनुवादी, विवादी, वर्ण, अलंकार, आरोह, अवरोह, पकड़। 		

UNIT-4 TEACHING G HOURS (11)	<ul style="list-style-type: none"> • 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। 																																	
UNIT-5 TEACHING HOURS (11)	<ul style="list-style-type: none"> • निम्नलिखित संगीतकारों जीवन परिचय एवं संगीत के क्षेत्र में योगदान : अमीर खुसरो, स्वामी हरिदास, पं० रविशंकर, पं० भीमसेन जोशी • निम्नलिखित की प्रारंभिक जानकारी :- नाद, सांगीतिक और असांगीतिक ध्वनि, तारता, तीव्रता, प्रबलता या नाद का छोटा बड़ापन, नाद की जाति या गुण, कम्पन्न गति, आवृत्ति अन्तराल। 																																	
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																	
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PERIODICAL REVISION OF SYLLABUS	<p>1. ANNUAL</p> <p>2. However, the University may revise the syllabus at any time during the running Year after giving a notice for a period one month.</p>												
SELECTED READINGS	<ul style="list-style-type: none"> ● क्रमिक पुस्तक मालिका भाग 1, 2, 3 और 4 – पंडित विष्णु नारायण भातखण्डे ● संगीतांजली भाग 1, 2, 3 4, 5, और 6 – पंडित ओमकार नाथ ठाकुर ● राग विज्ञान भाग 1, 2, 3, 4, 5 और 6 – पंडित वी.एन. पटवर्धन ● रागबोध भाग 1, 2, और 3 – डा. बी.आर. देवधर ● तंत्रिनाद भाग 1, 2 और भारतीय संगीत वाद्य – डा. लालमणी मिश्रा ● सितार मालिका (संगीत कार्यालय हाथरस) ● सितार वादन – एस.जी. व्यास ● संगीत विशारद (संगीत कार्यालय हाथरस) ● सितार मार्ग भाग 1 और 2 – एस.पी. बेनर्जी ● संगीत बोध – डा. शरत चन्द्र परांजपे ● ध्वनि और संगीत – प्रो. एल.के. सिंह ● संगीत दर्शिका भाग 1 और 2 – श्री नानीगोपाल बैनर्जी ● Hindustan Music- An outline of its physics and aesthetics by G.H. Rande. ● Shepherd, J., & Wicke, P. (1997). <i>Music and cultural theory</i> (p. 138). Cambridge: Polity Press. ● Juslin, P. N., & Sloboda, J. A. (2001). <i>Music and emotion: Theory and research</i>. Oxford University Press. ● Stokes, M. (Ed.). (1997). <i>Ethnicity, identity and music</i>. Oxford: Berg. ● Merriam, A. P., & Merriam, V. (1964). <i>The anthropology of music</i>. Northwestern University Press. 												

B.A.B.Ed. I Year			
COURSE CODE:	BABED-155 h II		COURSE TYPE: CORE
COURSE TITLE:	भारतीय संगीत (कंठ एवं वाद्य) - II		
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	40	MIN. PASS MARKS:	16
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	10	MIN. PASS MARKS:	4
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>उद्देश्य-</p> <ol style="list-style-type: none"> छात्र कॉमन-प्रेक्टिस पीरियड की शैली में विश्लेषण और संगीत की संरचना की समझ हासिल करना! ऐतिहासिक संगीत शैलियों, सूचना संबंधी तकनीकों और विभिन्न शैली अवधियों के प्रदर्शन प्रथाओं का ज्ञान प्राप्त करना। छात्र बुनियादी कीबोर्ड तकनीकों में कौशल हासिल करना। <p>अधिगम सम्प्राप्तियां</p> <ol style="list-style-type: none"> विभिन्न प्रकार की रागो को विद्यार्थियों द्वारा तैयार करने से विद्यार्थियों में स्वरताल और लय का विकास होगा। स्वर 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 धमार आदि शैलियों का ज्ञान होगा। 			
UNIT-1 TEACHING HOURS (12)	<ul style="list-style-type: none"> संगीत के उद्भव की विभिन्न मान्यताओं का प्रारम्भिक अध्ययन। संगीत की हिन्दुस्तानी पद्धति के समय सिद्धान्त का अध्ययन। 		
UNIT-2 TEACHING HOURS (12)	<ul style="list-style-type: none"> विष्णु दिगंबर पलुस्कर एवं विष्णु। नारायण भातखंडे द्वारा निर्मित स्वरलिपि पद्धतियों का अध्ययन डायटोनिक स्केल, टोन, सेमी टोन, मेजर टोन, माइनर टोन। 		
UNIT-3 TEACHING HOURS (12)	<ul style="list-style-type: none"> हिन्दुस्तानी संगीत पद्धति के चालीस सिद्धान्त। हारमनी और मेलोडी। 		
UNIT-4 TEACHING HOURS (11)	<ul style="list-style-type: none"> निम्नलिखित नृत्यों की जानकारी - कथक, भरत नाट्यम, मणिपुरी, ओडिसी। निम्नलिखित वाद्यों की बनावट एवं उपयोगिता- सितार, तानपूरा, तबला, हारमोनियम। 		

UNIT-5 TEACHING G HOURS (11)	<ul style="list-style-type: none"> • जीवन में संगीत का महत्त्व। • संगीत की गुरुशिष्य परम्परा एवं संस्थागत शिक्षा प्रणाली। • संगीत एवं रोजगार। • फिल्म संगीत पर शास्त्रीय संगीत का प्रभाव। 																																													
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																													
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	<p>Details of Continuous and Comprehensive Assessment (CCA) are as follows:</p> <table border="1" data-bbox="459 936 1460 1384"> <thead> <tr> <th>SR. NO.</th> <th>CCA: COMPONENT</th> <th>MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>10X6 Test = 60</td> </tr> <tr> <td>2</td> <td>Presentation</td> <td>10</td> </tr> <tr> <td>3</td> <td>Group Discussion</td> <td>10</td> </tr> <tr> <td>4</td> <td>Debate</td> <td>10</td> </tr> <tr> <td>5</td> <td>Participation and Presentation in Seminar</td> <td>10</td> </tr> <tr> <td>6</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>7</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>8</td> <td>Attendance*</td> <td>10</td> </tr> <tr> <td>9</td> <td>Co-curricular Activity</td> <td>10</td> </tr> <tr> <td>10</td> <td>Team Teaching</td> <td>10</td> </tr> </tbody> </table> <p>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA): CCA will be reduced to 30 marks or 15 marks (as per course weightage). Formula: Marks obtained/Total marksX30 For example: $60 \div 160 \times 30 = 11.25$</p> <p>PROVISO-I: Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course.</p> <p>PROVISO-II: Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p>*Attendance in Lectures and Practical</p> <table border="1" data-bbox="670 1742 1165 1953"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	10X6 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Viva Voce	10	8	Attendance*	10	9	Co-curricular Activity	10	10	Team Teaching	10	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
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EXAMINATION PATTERN	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.
PERIODICAL REVISION OF SYLLABUS	<p>1. ANNUAL</p> <p>2. However, the University may revise the syllabus at any time during the running Year after giving a notice for a period one month.</p>
SELECTED READINGS	<ul style="list-style-type: none"> • क्रमिक पुस्तक मालिका भाग 1, 2, 3 और 4 – पंडित विष्णु नारायण भातखण्डे • संगीतांजली भाग 1, 2, 3 4, 5, और 6 – पंडित ओमकार नाथ ठाकुर • राग विज्ञान भाग 1, 2, 3, 4, 5 और 6 – पंडित वी. एन. पटवर्धन • रागबोध भाग 1, 2, और 3 – डा. बी.आर. देवधर • तंत्रिनाद भाग 1, 2 और भारतीय संगीत वाद्य – डा. लालमणी मिश्रा • सितार मालिका (संगीत कार्यालय हाथरस) • सितार वादन – एस.जी. व्यास • संगीत विशारद (संगीत कार्यालय हाथरस) • सितार मार्ग भाग 1 और 2 – एस.पी. बेनर्जी • संगीत बोध – डा. शरत चन्द्र परांजपे • ध्वनि और संगीत – प्रो. एल.के. सिंह • संगीत दर्शिका भाग 1 और 2 – श्री नानीगोपाल बैनर्जी • Clayton, M. (2008). <i>Time in Indian music: rhythm, metre, and form in North Indian rag performance</i>. Oxford University Press on Demand. • Clements, E. (1913). <i>Introduction to the study of Indian music</i>. London; New York: Longmans, Green. • Deva, B. C. (1995). <i>Indian music</i>. Taylor & Francis. • Deva, B. C. (Ed.). (1992). <i>Introduction to Indian Music</i>. Publications Division Ministry of Information & Broadcasting. • Farrell, G. (1997). <i>Indian music and the West</i>. Oxford: Clarendon Press. • Fletcher, A. C., La Flesche, F., & Fillmore, J. C. (1893). A study of Omaha Indian music. Peabody museum of American archaeology and ethnology. • Gundlach, R. H. (1932). A quantitative analysis of Indian music. <i>The American Journal of Psychology</i>, 44(1), 133-145. • Hindustan Music- An outline of its physics and aesthetics by G.H. Rande. • Jairazbhoy, N. A. (1995). <i>The rāgs of North Indian music: their structure and evolution</i>. Popular Prakashan. • Lavezzoli, P. (2006). <i>The dawn of Indian music in the West</i>. A&C Black. • Shetty, S., & Achary, K. K. (2009). Raga mining of Indian music by extracting arohana-avarohana pattern. <i>International Journal of Recent Trends in Engineering</i>, 1(1), 362. • Sorrell, N., & Narayan, R. (1980). <i>Indian music in performance: a practical introduction</i>. Manchester University Press.

B.A.B.Ed. I Year			
COURSE CODE:	PRACTICAL	COURSE TYPE: CORE	
COURSE TITLE:	प्रायोगिक प्रश्न पत्र-भारतीय संगीत (कंठ एवं वाद्य)		
MAX. MARKS:	50	MIN. PASS MARKS:	25
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
<p>Objectives निम्नलिखित रागों का अध्ययन :- (1) यमन (2) भूपाली (3) भैरव (4) खमाज (5) वृन्दावनी सारंग (6) दुर्गा (7) हिण्डोल (8) छायानट (9) कामोद।</p> <p>(अ) पाठ्यक्रम के किसी एक रागमें विलंबित एवं मध्यलय ख्याल/गत, तान/तोड़ों सहित (ब) सभी रागोंमें लक्षणगीत, सरगम गीत</p> <p>निम्नलिखित तालों का अध्ययन :- (1) त्रिताल (2) एकताल (3) चौताल (4) दादरा (5) कहरवा।</p> <p>थाट बिलावल, खमाज एवं कल्याण के स्वरोंमें 5-5 अलंकार श्यामपट्ट पर लिखी हुई कोई स्वर लिपि गाने अथवा बजाने की क्षमता</p> <p>निम्नलिखित रागों का अध्ययन : (1) यमन (2) भूपाली (3) भैरव (4) खमाज (5) वृन्दावनी सारंग (6) दुर्गा (7) हिण्डोल (8) छायानट (9) कामोद।</p> <p>(अ) उपरोक्त रागों में से दो विलंबित ख्याल/मसीतखानीगत तान/तोड़ों के सहित (ब) कोई तीन रागों में मध्य लय ख्याल/रजाखानीगत तान एवं तोड़ों के सहित (बिन्दु संख्या अ के अतिरिक्त)</p> <p>एक ध्रुपद अथवा धमार दुगुन एवं चौगुन की लय सहित/त्रिताल के अतिरिक्त किसी अन्य तालमें मध्य लय की एक गत (वाद्य यंत्र के विद्यार्थियों के लिए) ठुमरी/तराना/भजन/गजल/लोकगीत/देशभक्ति गीत/प्रार्थना/धुन (वाद्य यंत्र के विद्यार्थियों के लिए) पाठ्यक्रम की निम्न तालों को हाथ पर ताली एवं खाली उनकी दुगुन एवं चौगुन सहित प्रस्तुत करने का अभ्यास (1) त्रिताल (2) एकताल (3) चौताल (4) दादरा (5) कहरवा।</p>			
SELECTED READINGS	<ul style="list-style-type: none"> • 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: historic transcriptions, notations, and arrangements (Vol. 11). AR Editions, Inc. 		

SECOND YEAR-II

Course code	Title of the course	EVALUATION			
		External	Internal	Practical	Total
BABED-220	Gen. Hindi (Compulsory)*	70	30	-	100
BABED-251	Knowledge & Curriculum	70	30	-	100
BABED-252	Teaching & Learning	70	30	-	100
BABED-253	Health & Physical Education (Specialization)	35	15		50
BABED-254	Content:				
BABED-254a I	1. Hindi Literature I	60	15	-	150
BABED-254a II	2. Hindi Literature II	60	15		
BABED-254 b I	3. History I	60	15	-	150
BABED-254 b II	4. History II	60	15		
BABED-254 c I	5. Geography I	40	10	50	150
BABED-254 c II	6. Geography II	40	10		
BABED-254 d I	7. Political Science I	60	15	-	150
BABED-254 d II	8. Political Science II	60	15		
BABED-254 e I	9. Sanskrit Literature I	60	15	-	150
BABED-254 e II	10. Sanskrit Literature II	60	15		
BABED-254 f I	11. Sociology I	60	15	-	150
BABED-254 f II	12. Sociology II	60	15		
BABED-254 g I	13. English Literature I	60	15	-	150
BABED-254 g II	14. English Literature II	60	15		
BABED-254 h I	15. Music I	40	10	50	150
BABED-254 h II	16. Music II	40	10		
CCA					25
Prayer, Yoga, Meditation & festival etc					25
Total					750

*Marks of compulsory subjects shall not be added in the total marks

B.A.B.Ed. I Year			
COURSE CODE:	BABED-220	COURSE TYPE: CORE	
COURSE TITLE:	सामान्य हिन्दी		
MAX. MARKS:	100	MIN. PASS MARKS:	40
THEORY EXAMINATION	70	MIN. PASS MARKS:	28
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	30	MIN. PASS MARKS:	12
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
उद्देश्य :			
<ul style="list-style-type: none"> • हिन्दी साहित्य के इतिहास एवं लेखन परम्परा की गद्य-पद्य शैली से परिचय करवाना। • हिन्दी साहित्य के प्रमुख कवियों एवं रचनाकारों की विस्तृत जानकारी करवाना। • हिन्दी साहित्य की भाषा के साथ भारतीय सम्यता एवं संस्कृति का परिचय करवाना। • आदिकाल की हिन्दी साहित्य की रचनाओं की समकालीन प्रमुख रचनाओं से तुलनात्मक अध्ययन करवाना। • हिन्दी साहित्य के गद्य पद्य शैली द्वारा विभिन्न विकासात्मक प्रवृत्तियों की जानकारी करना। • हिन्दी साहित्य के प्रमुख रचनाओं एवं उनके कालों की जानकारी करना। • हिन्दी साहित्य के व्याकरण एवं भाषागत विकास की समझ विकसित करना। • हिन्दी साहित्य के विभिन्न पारिभाषिक शब्दों एवं प्रारूप से परिचय करना। • हिन्दी भाषा एवं साहित्य के प्रति सकारात्मक अभिरुचि एवं वृत्तियों का विकास करना। • हिन्दी भाषा तत्वों एवं साहित्य के विविध रूपों का अध्ययन करवाना। • हिन्दी साहित्य एवं हिन्दी भाषा की विविध विधाओं का ज्ञान करवाना। 			
अधिगम सम्प्राप्तियाँ :			
<ul style="list-style-type: none"> • विद्यार्थी हिन्दी भाषा तत्वों एवं साहित्य के विविध रूपों को जान सकेंगे। • विद्यार्थी गद्य साहित्य एवं हिन्दी भाषा की विविध विधाओं की व्याख्या कर सकेंगे। • विद्यार्थी पाठ्य प्रकरण के अन्तर्गत आयी किसी कहानी एवं नाटक का रूपान्तरण करवाने में रुचि ले सकेंगे। • 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 भारतीय सम्यता एवं संस्कृति को जान सकेंगे। • आदिकाल की हिन्दी साहित्य की रचनाओं की समकालीन प्रमुख रचनाओं से तुलनात्मक अध्ययन प्राप्त करेंगे। • हिन्दी साहित्य के गद्य पद्य शैली द्वारा विभिन्न विकासात्मक 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 पारिभाषिक शब्दों एवं प्रारूप से परिचित हो सकेंगे। • हिन्दी भाषा एवं साहित्य के प्रति सकारात्मक अभिरुचि एवं वृत्तियों का विकास हो सकेगा। 			

<p style="text-align: center;">इकाई-1 TEACHING HOURS (24)</p>	<p>साहित्य खण्ड (गद्य भाग)</p> <ul style="list-style-type: none"> • भारतवर्ष की उन्नति कैसे हो – भारतेन्दु • मेरा जीवन – प्रेमचन्द • मजदूरी और प्रेम – पूर्णसिंह • भारतीय संस्कृति की देन – हजारी प्रसाद द्विवेदी • राष्ट्रपिता महात्मा गांधी – मुक्तिबोध • सवालों की नोक पर – मोहन राकेश • निन्दा रस (व्यंग्य) – हरिशंकर परसाई • नेता नहीं नागरिक चाहिए – रामधारी सिंह दिनकर
<p style="text-align: center;">इकाई-2 TEACHING HOURS (24)</p>	<p>साहित्य खण्ड (पद्य भाग)</p> <ul style="list-style-type: none"> • अयोध्या सिंह उपाध्याय 'हरिऔध' – कर्मवीर • मैथिलीशरण गुप्त – भूलोक का गौरव (भारत-भारती) • सूर्यकान्त त्रिपाठी 'निराला' – तोड़ती पत्थर • जयशंकर प्रसाद – अरुण यह मधुमय देश हमारा • सुभद्रा कुमारी चौहान –झाँसी की रानी • हरिवंशराय बच्चन – पथ की पहचान • नागार्जुन – प्रेत का बयान • भवानी प्रसाद मिश्र – गीतफरोश
<p style="text-align: center;">इकाई-3 TEACHING HOURS (24)</p>	<p>व्याकरण खण्ड</p> <ul style="list-style-type: none"> • वर्ण विचार • शब्द विचार (तत्सम, तद्भव, देशज, विदेशी) • पारिभाषिक शब्दावली • शब्दों को शब्द कोष क्रम में लिखना। • युग्म शब्द, उपसर्ग, प्रत्यय, संधि, समास • संज्ञा, सर्वनाम, क्रिया, विशेषण, लिंग, वचन काल
<p style="text-align: center;">इकाई-4 TEACHING HOURS (22)</p>	<p>रचना खण्ड-अ</p> <ul style="list-style-type: none"> • शुद्धिकरण (क) शब्द शुद्धिकरण (ख) वाक्य शुद्धिकरण • वाक्य रचना (क) वाक्य के अंग (ख) वाक्य के प्रकार • संक्षेपण • पल्लवन • लोकोक्ति, मुहावरे • पत्र (प्रारूप)
<p style="text-align: center;">इकाई-5 TEACHING HOURS (22)</p>	<p>रचना खण्ड-ब</p> <ul style="list-style-type: none"> • निबन्ध (किसी भी विषय पर पाँच निबन्ध पूछे जायेंगे, जिनमें से एक करना होगा।) • भाषा सौंदर्य (भाव सौंदर्य, विचार सौंदर्य, नाद सौंदर्य, शिल्प सौंदर्य)

TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																													
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B.A.B.Ed. II Year			
COURSE CODE:	BABED-251	COURSE TYPE: CORE	
COURSE TITLE:	Knowledge and Curriculum		
MAX. MARKS:	100	MIN. PASS MARKS:	40
THEORY EXAMINATION	70	MIN. PASS MARKS:	28
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	30	MIN. PASS MARKS:	12
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objectives:</p> <ul style="list-style-type: none"> • To understand the Meaning and Concept of knowledge. • To understand the various dimensions of the curriculum. • To understand concept and the process of knowledge generation and their linkage with society. • To understand distinction between Data, knowledge and Information. • To understand critically analyze various curriculum textbook. <p>Learning Outcomes: After completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • To understand concept and 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 TEACHING HOURS (24)	<p><u>Knowledge Generation</u></p> <ul style="list-style-type: none"> • Meaning Concept and 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 and creation. • Various structures of society and knowledge and their linkage and relationship. <p>Assignment</p> <ul style="list-style-type: none"> • Conduct a group discussion on Distinction between Data, knowledge, Information and write a report. • Conduct a play on journey of knowledge on any one issue/innovation/ Discovery such as aeroplane or Robot. 		

<p style="text-align: center;">UNIT-2 TEACHING HOURS (24)</p>	<p><u>Curriculum and origin of knowledge</u></p> <ul style="list-style-type: none"> • Knowledge as the bases of curriculum. • Curriculum: Meaning, concept, nature component and its basis. • Type of curriculum: Explicit, hidden, absent or null curriculum. • Curriculum, Syllabus, content and co-curriculum for knowledge generation. <p>Assignment</p> <ul style="list-style-type: none"> • Identified the transaction of curriculum in a prescribed text book. • Organize a workshop on types of curriculum.
<p style="text-align: center;">UNIT-3 TEACHING HOURS (24)</p>	<p><u>Features of Curriculum Framework</u></p> <ul style="list-style-type: none"> • The salient features of NCF- 2005 and NCFTE-2010 and analysis of these documents with respect to various aspects of foundations, concerns and the changes made with important considerations. <p>Assignment</p> <ul style="list-style-type: none"> • Make a comparative Analysis of curriculum of school at any one level in the light of NCF 2005. • Organize an orientation program for school teachers on NCF-2005 and NCFTE-2010.
<p style="text-align: center;">UNIT-4 TEACHING HOURS (22)</p>	<p><u>Text book and curriculum</u></p> <ul style="list-style-type: none"> • 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. <p>Assignment</p> <ul style="list-style-type: none"> • Critical review or analysis of the text book at upper primary and senior secondary level. • Organize a seminar on relationship among power, ideology and Curriculum.
<p style="text-align: center;">UNIT-5 TEACHING HOURS (22)</p>	<p><u>Modernity, Post Modernity and Knowledge in Curriculum</u></p> <ul style="list-style-type: none"> • Meaning and Concept of knowledge in modernity • Meaning and Concept of knowledge in Post-modernity • Knowledge process through curriculum transaction. <p>Assignment</p> <ul style="list-style-type: none"> • Make a report on the journey of knowledge from modernity to post-modernity. • The students will be asked to collect the facts regarding current knowledge and then prepare report.
<p>TEACHING AND LEARNING STRATEGIES</p>	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries

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B.A. B.Ed. II Year			
COURSE CODE:	BABED-252	COURSE TYPE: CORE	
COURSE TITLE:	Teaching and Learning		
MAX. MARKS:	100	MIN. PASS MARKS:	40
THEORY EXAMINATION	70	MIN. PASS MARKS:	28
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	30	MIN. PASS MARKS:	12
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objectives:</p> <ul style="list-style-type: none"> • To develop Cognitive Psychology, Social Development and its effect on Teaching & Learning. • To develop the emotional Development and Spiritual Development of the students. • To develop effective Teaching • To teach about Learning & its factors influencing Learning etc. • To acquaint with the Diversity among learners and learning needs • To make aware about the Role of ICT in Learning Enhancement. • To relate with Teaching learning processes, Teaching learning strategies and methods in the context of NCF • To acquaint with Action Research. Right to Education Act 2009. <p>Learning Outcomes: After completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • 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 familiarize with ICT in teaching & learning process. 			
UNIT-1 TEACHING HOURS (24)	<p><u>Psychological Domains of Teaching & Learning</u></p> <ul style="list-style-type: none"> • 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. <p>Assignment:</p> <ul style="list-style-type: none"> • Make a critical analysis of school situation in terms of its role in 		

	<p>promoting learner’s cognitive and non-cognitive learning outcome and report on entire activities.</p> <ul style="list-style-type: none"> • Prepare learners’ profile based on cognitive and non cognitive characteristics of two adopted students.
<p style="text-align: center;">UNIT-2 TEACHING HOURS (24)</p>	<p><u>Effective Teaching</u></p> <ul style="list-style-type: none"> • 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. <p>Assignment:</p> <ul style="list-style-type: none"> • Draft a survey based report on an effective Teacher’s behaviour . • Prepare an academic schedule of students after a thorough analysis of school dairy of students. Focus on the analysis of record of Teaching and Learning.
<p style="text-align: center;">UNIT-3 TEACHING HOURS (24)</p>	<p><u>Learning</u></p> <ul style="list-style-type: none"> • 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, Principles 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 learner’s motivation learning in diverse socio-cultural condition. <p>Assignment:</p> <ul style="list-style-type: none"> • Conduct a Study of a case and prepare a report on factors influencing learning of two adopted students. • Conduct a test of at least two students to determine which side of the brain is more powerful.
<p style="text-align: center;">UNIT-4 TEACHING HOURS (22)</p>	<p><u>Learning Style</u></p> <ul style="list-style-type: none"> • Diversity among learners and learning needs (with reference to special needs) background & Concept of Multilingual. • Learning & thinking Style - Concept, Types and importance in Teaching – Learning process, factor effecting and relationship between Learning & Thinking Style. • Role of ICT in Learning Enhancement. <p>Assignment:</p> <ul style="list-style-type: none"> • Prepare an academic record of two students justifying your

	<p>contribution in academic enhancement of them.</p> <ul style="list-style-type: none"> Observe differential learning needs of the learners with regard to learning styles through active involvement of students (playing, storytelling, puzzle games, reading etc) and draft a report for presentation. 																																	
UNIT-5 TEACHING HOURS (22)	<p><u>Teaching Style</u></p> <ul style="list-style-type: none"> Teaching learning processes, Teaching learning strategies and methods in the context of National Curriculum Framework 2005. Action Research, Right to Education Act 2009 (Role and Responsibilities of Teachers) Teaching as Profession, Effective Classroom Management. ICT & Teaching. <p>Assignment:</p> <ul style="list-style-type: none"> Draft a report on Teachers' Teaching Style for one week based on the Classroom observation of two teachers. Make your own lesson Plan by studying Teacher's diaries. 																																	
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PERIODICAL REVISION OF SYLLABUS	<p>1. ANNUAL</p> <p>2. However, the University may revise the syllabus at any time during the running Year after giving a notice for a period one month.</p>												
SELECTED READINGS	<ul style="list-style-type: none"> • चौबे,एस.पी. (2005). बाल विकास व मनोविज्ञान के मूल तत्व Concept Publishing Company Private Ltd Mahan Garden: New Delhi. • भूषण,शैलेन्द्र (2007-08).शैक्षिक तकनीकी. अग्रवाल पब्लिकेशन: आगरा-7. • शर्मा, आर.ए. (2008). शिक्षा के मनोविज्ञान आधार. इंटरनेशनल पब्लिशिंग हाउस: मेरठ. • सेवानी, अशोक एवं सिंह,उमा (2008). शिक्षा मनोविज्ञान. अग्रवाल पब्लिकेशन: आगरा. • कुलश्रेष्ठ,एस.पी.(2007-08).शैक्षिक तकनीकी के मूल आधार. अग्रवाल पब्लिकेशन: आगरा. • ऑबेरॉय, एस. सी, (1999). शिक्षक तकनीकी के मूल तत्व. आर्य बुक डिपो: नई दिल्ली. • शर्मा, आर.ए. (2005). शिक्षण अधिनम में नवीन प्रवर्तन आर. लाल बुक डिपो: मेरठ. • शर्मा, आर.ए. (2005). शिक्षण अधिगम में नवीन प्रवर्तन. आर.लाल बुक डिपो: मेरठ. • Siddiqui, Mujebul Hasan (2009). Teachings of teaching (classroom teaching). APH publishing: New Delhi. • Mathur, S.S & Mathur, Anju (2007-2008).Development of learner and teaching learning process.Agrawal publication: Agra. • Rao, V.K. & Reddy, R.S. (1992). Learning and Teaching. Commonwealth Publishers: New Delhi. • Bhatnagar, A.B, Meehakshi and Anurag. (2008). Development of learner and teaching learning process. R.lal Bookdepot: Meerut. 												

B.A.B.Ed. II Year			
COURSE CODE:	BABED-253	COURSE TYPE: CORE	
COURSE TITLE:	Health and Physical Education		
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	35	MIN. PASS MARKS:	14
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objectives:</p> <ul style="list-style-type: none"> To develop an understanding of Concept of Health, Health needs of children and adolescents. To get acquainted with body system-Skeleton, Muscular, Digestive in relation to Health fitness, & their Functions. To know the physical fitness, strength, endurance and self-defense activities. To learn about Safety and Security — disasters in and outside schools, ways of prevention etc. To familiarize with various Games and Sports and their impact on health To understand and learn various Yogic practices, health services, policies and major of institutions. <p>Learning outcome: After completion of the course, student-teachers will be able -</p> <ul style="list-style-type: none"> 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 sensitize, 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-1 TEACHING HOURS (12)	<ul style="list-style-type: none"> 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. <p>Assignment:</p> <ul style="list-style-type: none"> Analysis various text book in light of health education, prepare report. Prepare an awareness program on healthy life style of children or adolescence. 		

<p style="text-align: center;">UNIT-2 TEACHING HOURS (12)</p>	<ul style="list-style-type: none"> • 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 persevere food, shift in food practices food and waterborne and deficiency diseases and prevention. <p>Assignment:</p> <ul style="list-style-type: none"> • 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.
<p style="text-align: center;">UNIT-3 TEACHING HOURS (12)</p>	<ul style="list-style-type: none"> • 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-defense activities. <p>Assignment:</p> <ul style="list-style-type: none"> • Organize a Training program for girl students of school on self-defense activities. • Organize a workshop on prevention of disasters in school.
<p style="text-align: center;">UNIT-4 TEACHING HOURS (11)</p>	<ul style="list-style-type: none"> • 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, sports-person ship. <p>Assignment:</p> <ul style="list-style-type: none"> • Organization of inter school games and sports tournaments in your district/village/town. • Orientation program on Fundamental Sports Skills : Basics of track and field (100 mts. 200 mts., long jump, shot-put, 4 × 50 mts. Relay) Gymnastics.
<p style="text-align: center;">UNIT-5 TEACHING HOURS (12)</p>	<ul style="list-style-type: none"> • Yogic practices—importance of yoga, yogasanas, kriyas and pranayams of (school, family and sports), health services, policies and major of institutions. <p>Assignment:</p> <ul style="list-style-type: none"> • Learning and performing of basic yogic activities. • Conduct yoga activities for development of physical fitness, i.e strength, speed, endurance, flexibility and body composition of students in school.
<p>TEACHING AND LEARNING STRATEGIES</p>	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos

	<ol style="list-style-type: none"> 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																													
CONTINUOUS & COMPREHENSIVE ASSESSMENT (CCA)	<p>Details of Continuous and Comprehensive Assessment (CCA) are as follows:</p> <table border="1"> <thead> <tr> <th>SR. NO</th> <th>CCA: COMPONENT</th> <th>MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>10X6 Test = 60</td> </tr> <tr> <td>2</td> <td>Presentation</td> <td>10</td> </tr> <tr> <td>3</td> <td>Group Discussion</td> <td>10</td> </tr> <tr> <td>4</td> <td>Debate</td> <td>10</td> </tr> <tr> <td>5</td> <td>Participation and Presentation in Seminar</td> <td>10</td> </tr> <tr> <td>6</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>7</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>8</td> <td>Attendance*</td> <td>10</td> </tr> <tr> <td>9</td> <td>Co-curricular Activity</td> <td>10</td> </tr> <tr> <td>10</td> <td>Team Teaching</td> <td>10</td> </tr> </tbody> </table> <p>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA): CCA will be reduced to 30 marks or 15 marks (as per course weightage). Formula: Marks obtained/Total marksX30 For example: $60 \div 160 \times 30 = 11.25$ PROVISO-I: Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course. PROVISO-II: Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course. *Attendance in Lectures and Practical</p> <table border="1"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	SR. NO	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	10X6 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Viva Voce	10	8	Attendance*	10	9	Co-curricular Activity	10	10	Team Teaching	10	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
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B.A.B.Ed. II Year			
COURSE CODE:	BABED-254 a I	COURSE TYPE: CORE	
COURSE TITLE:	हिन्दी साहित्य प्रथम प्रश्न पत्र : रीति कालीन काव्य		
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
उद्देश्य:-			
<ul style="list-style-type: none"> रीतिकालीन कवियों की भावगत विशेषताओं का ज्ञान प्रदान करना। रीतिकालीन कवियों की काव्यगत विशेषताओं का ज्ञान प्रदान करना। रीतिकालीन कवियों के साहित्य का ज्ञान कराना। रीतिबद्ध, रीतिसिद्ध, रीतिमुक्त काव्य के मध्य अंतर का ज्ञान कराना। छंद एवं अलंकार के लक्षण व उदाहरणों का परिचय प्रदान करना। रीतिकाल की ऐतिहासिक पृष्ठभूमि का ज्ञान कराना। काव्य के लक्षण, काव्य के हेतु, काव्य प्रयोजन, नायक-नायिका भेद आदि का ज्ञान कराना। 			
अधिगम सम्प्राप्तियाँ:			
<ul style="list-style-type: none"> 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 TEACHING HOURS (15)	<ul style="list-style-type: none"> 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। 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 तर्पौना, तो पर वारौ, बतरस-लालच, नेह न नैनजी, केसरि कै सरि, या अनुरागी चित्त, डीठि न परतु, अंग अंग नग, लिखन बैठि जाकी, दूग उरझत, मानहु बिधि तन, सघन कुंज छाया, भाल लाल बेदी, इत आवति चलि, रनित भुंग घंटावली, कहलाने एकत बसत, अरुन सरोरुह कर, ज्यौं दैहौं त्यों, करौ कुवत जगु, कब को टेरत, थोरेई गुन रीझते, स्वारथु सुकृत न, करि फलेल 		

	<p>को, जिन दिन देखे, कौन भाँति रहि, कहत नटत रीझत, नेह न नैननु, नहिं परागु, मंगल बिन्दु सुरंग, दीरघ साँस न लेहु, पत्रा ही तिथि, तो लग या, तन्त्री नाद कवित्त-रस, कनक कनक तै, नर की अरु, मरत प्यास पिंजरा, इही आस अटक्क्यौ रहत, लिखन बैठि जाकी, कंचन तन धन, आवत जात न जानिए, पावस निसी।</p>
<p style="text-align: center;">इकाई- 2 TEACHING HOURS (15)</p>	<p>1. पद्माकर : ऋतु वर्णन - कूलन में, केलिन, कछारन में; औरै भाँति कुजन में; चंचला चमाकै; आयी हौ खेलन फाग; सीज ब्रज चंद पै चली; झिलकड झकोर रहै; आपहि आपपै रुसि रही; आज बरसाने की नबेली अलबेली 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, एकै गहि भाले, किलकिलकत चंडी, कामद कला-निधान, सूरत के साह कहै, पुच्छन के स्वच्छ, पारावार-पार-लौं। भक्ति - देवनर किन्नर, राम को नाम जपो, भूख लगे तब देत है भोजन, भोग में रोग वियोग संयोग में, या जग जानकी-जीवन, मीठे महा मिसिरी तै, जोग जप सन्ध्या, काम बस सूपनखा, गंगा के चरित्र, सुखद सुहाई।</p> <p>2. महाकवि भूषण :</p> <p>गणेश स्तवन - अकथ अपार भवपंथ के। राजवंश-वर्णन - राजत है दिनराज; महाबीर ता बंस में; ता कुल में नृपवृंद; सदा दान किखान में; तातैं सरजा बिरद भो; भूषन भनि ताके भयौ; दसरथ राजाराम भो; दच्छिन के सब। शिवा-प्रशस्ति - त्रिभुवन भहिं परसिद्ध; सिवराज साहिसुत सथ्यनित; सीयसंग सोभित सुलच्छन; सुंदरता गुरुता प्रभुता भनि; तेरौ तेज सरजा; वेद राखेबिदित; इंद्र जिमि जुंभ पर; चढ़त तुरंग चतुरंग; छूटत कमान बान; गरुड़ कोदावा; ऊँचे घोर मंदर के; मुंड कटत कहूँ रुंड। छत्रसाल-पराक्रम - भुज भुजगेस की वै; राजत अखंड</p>
<p style="text-align: center;">इकाई- 3 TEACHING HOURS (15)</p>	<p>● घनानन्द : कवि-प्रशस्ति - प्रेम सदा अति ऊँचौ लहे। प्रेम-पीर-वर्णन - वहै मुसक्यानि; भोर तैं साँझ लौं; सोएँ न सोयबो; निस-द्यौंस खरी; तब तौ छबि पीवत; रावरे रूप की रीति अनूप; जेतौ घट सोधौं; तब व्है सहायहाय; चोप चाह चावनि; नेह-निधान सुजान समीप; चंद चकोर की चाह करै; हिये मैं जु आरति; दिननि के फेर सौं; कौन की सरन जैये; घनआनंद प्यारे सुजान सुनौ; जिन आँखिन; पूरन प्रेमको मंत्र; भए अति निटुर; मीत सुजान अनीत करौ जिन; पहले अपनाय सुजान सनेह; तेरे देखिबे को; अति सूधो सनेह को; कित को ढरि गौ; आँ जौ न देखै; इत बाँट परी सुधि; अन्तर मैं बासी पै; सुनि री सजनी; बैरी वियोग की हूकनि;</p> <p>● गिरधर : कविराय - कुण्डलियां : पुत्र प्राणते अधिक है, रही न रानी कैकयी, चिन्ता ज्वाल शरीर की, दाड़िम के धोखे गयो, भूलो चातक आइकै, सोना लादनपिव गये, मोती लादन पिव गये, दौलत पाय न कीजिये, गुण के गाहक सहसनर, साँई सब संसार में, पीवै नीर न सरवरौ, नारा कहै नदीन सन, मूसा कहैबिलार सौं, कौवा कहे मराल से, प्रीति कीजिये बडेन सौं, बड़े वडेन की ऐसिही, बीती ताहि बिसार दे, साँई नदी समुद्र को, साँई समय न चूकिये, नयनाजब परवश भये, बानी मात्र जगत सब, बानी विषय न करि सकै, खल सज्जनदो जगत में, चिदविलास परपंच यह, राम तुही तुहि कृष्ण है,।</p>

इकाई- 4 TEACHING HOURS (15)	रीति कालीन काव्य का इतिहास, परिस्थितियाँ, नामकरण, प्रवृत्तियाँ, प्रमुख धाराएँ एवं प्रमुख कवि।																																		
इकाई - 5 TEACHING HOURS (15)	<p>काव्य शास्त्र :- काव्य के लक्षण, काव्य के हेतु, काव्य प्रयोजन (संक्षिप्त परिचय) नायक-नायिका भेद।</p> <p>प्रमुख छन्द :- दोहा चौपाई, कुंडलियाँ, कवित्त, गीतिका, हरिगीतिका, रोला, उल्लाला, मलिनी, सवैया, द्रुतविलम्बित।</p>																																		
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SELECTED READINGS	<ol style="list-style-type: none"> 1. प्रेमशंकर, (1979). <i>भक्तिकाव्य की सामाजिक सांस्कृतिक चेतना</i>. नई दिल्ली: दि मैकमिलन कं. आफ इंडिया लि. 2. मलिक, मोहम्मद. (1971). <i>वैष्णव भक्ति आन्दोलन का अध्ययन</i>. नई दिल्ली: राजपाल एण्ड सन्स. 3. शुक्ल, कृष्णशंकर. (1971). <i>केशव की काव्यकला</i>. बनारस: सुलभ पुस्तकमाला कार्यालय. 4. ओम प्रकाश, (1978). <i>बिहारी</i>, दिल्ली: राजपाल एण्ड संस 5. सिंह, बच्चन. (2008). <i>बिहारी का नया मूल्यांकन</i>. इलाहाबाद: लोकभारती प्रकाशन. 6. रमाशंकर. (1970). <i>बिहारी का काव्य लालित्य</i>. दिल्ली: नेशनल पब्लिशिंग हाउस 7. नगेन्द्र, (1953). <i>रीति काव्य की भूमिका</i>. दिल्ली: नेशनल पब्लिशिंग हाउस. 8. मिश्र, भागीरथ (1973). <i>हिन्दी रीति साहित्य</i>. दिल्ली: राजकमल प्रकाशन. 9. गुप्त, जगदीश (1983). <i>रीति काव्य संग्रह</i>. कानपुर: ग्रन्थम प्रकाशन 10. गौड़, मनोहर लाल (1959). <i>घनानंद और स्वच्छन्द काव्यधारा</i>. काशी: नागरी प्रचारिणी सभा. 												

B.A.B.Ed. II Year			
COURSE CODE:	BABED-254 a II	COURSE TYPE: CORE	
COURSE TITLE:	हिन्दी साहित्य प्रश्नपत्र द्वितीय : नाटक एवं एकांकी		
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>उद्देश्य-</p> <ul style="list-style-type: none"> हिन्दी नाटक के उद्भव, विकास व तत्वोंसे अवगत करवाना। हिन्दी एकांकी के उद्भव, विकास व तत्वों से अवगत करवाना। एकांकी व नाटक में अंतर से परिचित करवाना। विद्यार्थियों में रंगमंच क्षमता उत्पन्न करना विद्यार्थियों में भावाभिव्यक्ति की कुशलता उत्पन्न करना <p>अधिगम सम्प्राप्तियां:-</p> <ul style="list-style-type: none"> 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 विषयगत प्रवृत्तियों का अध्ययन कर सकेंगे। नाटक एवं एकांकी के मध्य अन्तर को स्पष्ट कर सकेंगे। एकांकीकारों की विषयगत एवं भाषागत योग्यता को पहचान सकेंगे। नाटक एवं एकांकी द्वारा विद्यार्थियों में रंगमंचीय क्षमता का विकास करना। नाटक की विभिन्न शैलियों से परिचित कराना। नाटक एवं एकांकी को विद्यालय एवं समाज में अभिनयात्मक रूप में प्रस्तुत कर सकेंगे। एकांकीकारों के भावों को अलग-अलग रूपों में पहचानना। 			
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इकाई-2 TEACHING HOURS (15)	नाटक - लहरों के राजहंस मोहन राकेश		

इकाई-3 TEACHING HOURS (15)	एकांकी :- 1. एक तोला अफीम की कीमत -रामकुमार वर्मा 2. साहब को जुकाम है -उपेन्द्रनाथ 'अशक' 3. परदे के पीछे -उदयशंकर भट्ट
इकाई-4 TEACHING HOURS (15)	1. काल पुरुष और अजंता की नर्तकी-लक्ष्मीनारायण लाल 2. हरी घास पर क्षण भर -सुरेन्द्र वर्मा 3. समर्थ को नहीं दोष गुसाई -सफदर हाशमी
इकाई-5 TEACHING HOURS (15)	नाटक -मुक्तिपथ - रवि चतुर्वेदी
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SELECTED READINGS	<ul style="list-style-type: none"> ● शुक्ल, वीरेन्द्र कुमार. (1955).भारतेन्दु का नाट्य साहित्य. (प्र. सं.). प्रयाग: रामनारायण लाल. ● शर्मा, रामविलास. (1966).भारतेन्दु हरिश्चन्द्र. दिल्ली: राज कमल प्रकाशन. ● वाजपेयी,नन्द दुलारे. (1997). जयशंकर प्रसाद. हिमाचल: भारतीय भण्डार. ● चातक, गोविन्द. (1972). प्रसाद के नाटक स्वरूप एवं 	

	<p>संरचना. दिल्ली: आत्माराम प्रकाशन.</p> <ul style="list-style-type: none">•नगेन्द्र, (1998). हिन्दी के आधुनिक नाटक.दिल्ली:नेशनल पब्लिशिंग हाउस.•ओझा, दशरथ. (2013). हिन्दी नाटक : उद्भव और विकास.दिल्ली:राजपाल प्रकाशन.•चातक, गोविन्द. (1984). आधुनिक नाटक का मसीहा मोहन राकेश. दिल्ली: इन्द्रप्रस्थ प्रकाशन.•तनेजा, जयदेव. (1998). अंधायुग : पाठ और प्रदर्शन.नई दिल्ली: राष्ट्रीय नाट्य विद्यालय.•मिश्र, उर्मिला. (1990). आधुनिकता और मोहन राकेश. वाराणसी: विश्वविद्यालय प्रकाशन.
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B.A.B.Ed. II Year			
COURSE CODE:	BABED-254 b I	COURSE TYPE: CORE	
COURSE TITLE:	HISTORY OF MEDIEVAL INDIA (1206-1740 A.D.)		
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objectives:</p> <ul style="list-style-type: none"> To provide the knowledge of the main sources of Medieval Indian History. To provide the knowledge of the Social and Economic condition during Sultanate period. To provide the knowledge of the Mughal Period. To provide the knowledge of the causes of downfall of the Mughal Empire To provide the knowledge of the nature of Mughal State. <p>Learning Outcomes: After completion of the course, student-teachers will be able to-</p> <ul style="list-style-type: none"> Students will be able to recall & recognize 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-1 TEACHING HOURS (15)	<ul style="list-style-type: none"> Sources of Medieval Indian History, Establishment of Turkish Rule in India, Qutubuddin Aibak, Iltutmish, Razia and Balban, Khalji imperialism. <i>Relation with Delhi Sultanate: Mewar, Ranthanbore and Jalore.</i> Administrative and Economic regulations and their impact on the State and people. 		
UNIT-2 TEACHING HOURS (15)	<ul style="list-style-type: none"> 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-3 TEACHING HOURS (15)	<ul style="list-style-type: none"> • 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. Shershah: Expansion of his Empire and Administration, Political Unification, Expansion and Consolidation of the Mughal Empire under Akbar. 																																	
UNIT-4 TEACHING HOURS (15)	<ul style="list-style-type: none"> • 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-5 TEACHING HOURS (15)	<ul style="list-style-type: none"> • Nature of Mughal State, Agrarian system, Mansabdari system, Foreign Trade and Commerce, Social Condition of the people. 																																	
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																	
CONTINUOUS & COMPREHENSIVE ASSESSMENT (CCA)	<p>Details of Continuous and Comprehensive Assessment (CCA) are as follows:</p> <table border="1" data-bbox="496 1391 1406 1883"> <thead> <tr> <th>SR. NO.</th> <th>CCA: COMPONENT</th> <th>MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>10X6 Test = 60</td> </tr> <tr> <td>2</td> <td>Presentation</td> <td>10</td> </tr> <tr> <td>3</td> <td>Group Discussion</td> <td>10</td> </tr> <tr> <td>4</td> <td>Debate</td> <td>10</td> </tr> <tr> <td>5</td> <td>Participation and Presentation in Seminar</td> <td>10</td> </tr> <tr> <td>6</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>7</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>8</td> <td>Attendance*</td> <td>10</td> </tr> <tr> <td>9</td> <td>Co-curricular Activity</td> <td>10</td> </tr> <tr> <td>10</td> <td>Team Teaching</td> <td>10</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	10X6 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Viva Voce	10	8	Attendance*	10	9	Co-curricular Activity	10	10	Team Teaching	10
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	<ul style="list-style-type: none"> • Saxena, B. P. (1958). <i>History of Shahjahan of Delhi</i>. Allahabad, Delhi, India. • Saxena, L. D. B. P. (1983). <i>Ideals of Moghul Sovereigns</i>. UP Historical Review. • मिश्र, आ गा राधे याम (1999). <i>मुगल सम्राट बाबर</i>. जयपुर: राजस्थान हिन्दी ग्रंथ अकादमी. • मिश्र, उर्मिला प्रका ट (1999). <i>भारत का इतिहास</i>. भोपाल: मध्यप्रदेश ट हिन्दी ग्रंथ अकादमी. • राधे याम, (2001). <i>सल्तनत कालीन सामाजिक व आर्थिक इतिहास</i>. इलाहाबाद: बौहरा पब्लिके टन एण्ड डिस्ट्रीब्यूटर्स. • सिन्हा, विपिन बिहारी (2001). <i>भारत का सामाजिक आर्थिक एवं सांस्कृतिक इतिहास (1200–1900)</i>. नई दिल्ली: ज्ञानदा प्रका टन. • वर्मा, हरी ट चन्द्र (2007). <i>मध्यकालीन भारत</i>. भाग 1 एवं 2. दिल्ली वि वविद्यालय:हिन्दी माध्यम कार्यान्वयन निदेशालय,
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B.A.B.Ed. II Year			
COURSE CODE:	BABED-254 b II	COURSE TYPE: CORE	
COURSE TITLE:	Survey of Rajasthan History from the Earliest Times to 1956 A.D.		
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objectives:</p> <ul style="list-style-type: none"> To provide the knowledge of the main sources of history of Rajasthan To provide the knowledge of the Rajputana's states. To provide the knowledge of the main Leading Personalities of Rajasthan. To provide the knowledge of the role & contribution of prajamandals in the freedom movement. To provide the knowledge of the Heritage of Rajasthan. <p>Learning Outcomes: After completion of the course, student-teachers will be able to-</p> <ul style="list-style-type: none"> 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 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. To study the Art, Culture and Heritage of Rajasthan. 			
UNIT-1 TEACHING HOURS (15)	Main Sources of History of Rajasthan, An outline of Proto-Historic of Rajasthan with special reference to Kalibanga, Ahar and Bairath, Outline of Matsya Janapad, <i>Gurjar-Pratihara</i> , Origin of Rajputs, <i>Chauhan of Ajmer. Society, Religion and Culture in Ancient Rajasthan.</i>		
UNIT-2 TEACHING HOURS (15)	The policy of Collaboration and Resistance of the Rajput States <i>with Mughals</i> with special reference to Man Singh of Amer, Rai Singh of Bikaner, Chandra Sen of Marwar, Maharana Sanga, Maharana Pratap and <i>Raj Singh of Mewar.</i>		
UNIT-3 TEACHING HOURS (15)	Causes and Results of Maratha Penetration in Rajputana, Uprising of 1857 in Rajasthan: Causes and results, Causes of political <i>and Social</i> awakening in Rajasthan. <i>Leading Personalities of Rajasthan: Jai Narayan Vyas, Heera Lal Shastri, Vijay Singh Pathik.</i>		

UNIT-4 TEACHING G HOURS (15)	Peasant Movement in Bijolia and Tribal Movements under Govindgiri and Motilal Tejawat, Contribution of Prajamandals in the Freedom Movement, Formation of Rajasthan in 1948-1956.																																	
UNIT-5 TEACHING G HOURS (15)	<i>Haritage of Rajasthan: Forts of Chittor, Ranthambore and Amber, Haveli of Shekhawati and Jaisalmer, Chhatari of Musi Rani and Getor. Fairs of Puskar and Ramdev, Festival of Gangaur and Dashara. Painting of Mewar, Marwar and Kishangarh . Folk Dance: Terah Tali and Ghumar. Lok Devta and Lok Saint: Ramdevji, Meera Bai.</i>																																	
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																	
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SELECTED READINGS	<ul style="list-style-type: none"> • Sharma, Dashrath: Rajasthan Through the Ages. Vol.I, II & III, Rajasthan State. Archives, Bikaner. • Hooja, R. (2006). <i>A history of Rajasthan</i>. Egully. com. • Krishnan, M. S. (1952, September). Geological history of Rajasthan and its relation to present day conditions. In <i>Proc. Symp. Rajputana Desert. Bull. Natl Inst. Sci. India</i> (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. <i>Precambrian Research</i>, 1(1), 55-73. • S.S. Saxena (1972). Bijolia Kissan Andolan ka Ithihas. Padmaja Sharma Rajasthan Archieves, Bikaner 1972. • Sharma, D. (Ed.). (1966). <i>Rajasthan Through the Ages: From the earliest times to 1316 AD</i> (Vol. 1). Rajasthan State Archives. • Vyas, R. P. (1983). Changing Political Scene in Marwar During 19th Century. <i>Journal of the Rajasthan Institute of Historical Research</i>, 21, 15. • Vyas, R. P. (1979). Social and Religious Reform Movements in the Nineteenth and Twentieth Century in Western Rajasthan. <i>Social and Religious Reform Movements in Nineteenth and Twentieth Century, Calcutta: Institute of Historical Studies</i>. • व्यास, आर.पी. (1990). <i>राजस्थान का वृहत इतिहास</i>. भाग प्रथम तथा द्वितीय. जयपुर: राजस्थान हिन्दी ग्रंथ अकादमी. • सक्सेना, के.एस. (1999). <i>राजस्थान में राजनैतिक जनजागरण</i>. जयपुर: राजस्थान हिन्दी ग्रंथ अकादमी. • शर्मा, जी.एन. (1993). <i>राजस्थान का इतिहास</i>. जयपुर: राजस्थान हिन्दी ग्रंथ अकादमी. 												

B.A.B.Ed. IIYear			
COURSE CODE: BABED-254 c I		COURSE TYPE: CORE	
COURSE TITLE: Physical Geography-Climatology and Oceanography			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	40	MIN. PASS MARKS:	16
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	10	MIN. PASS MARKS:	4
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
Objectives:			
<ul style="list-style-type: none"> • The aim of this paper is to develop the better understanding about origin of the earth, rocks, earth's movements, atmosphere. • The students will also able to understand other aspects such as – Relief, Temperature, Marine Deposits. 			
Learning Outcomes:			
<ul style="list-style-type: none"> • Understand concept and need of physical geography. • Apply their knowledge in daily life. • To compare various types of land form. • Conceptualize Cycle of Erosion, soil formation and Volcanicity. • Examine Different type of reefs. 			
UNIT-1 TEACHING G HOURS (12)	Introduction to climatology; Elements of weather and climate; composition and structure of the atmosphere; Temperature: horizontal and vertical distribution; Atmospheric pressure and pressure belts; Winds: planetary, periodic and local.		
UNIT-2 TEACHING HOURS (12)	Atmospheric moisture –Humidity; processes of evaporation and condensation; Air Masses, Fronts: Origin, Classification and Characteristics; Atmospheric Disturbances: Cyclone: tropical and temperate; theories of origin and associated weather conditions.		
UNIT-3 TEACHING HOURS (12)	Types of precipitation: pattern of Rainfall at Global, Regional and seasonal scales; Climatic classification by Koppen; Global Warming, climate change: causes, consequences and measures of control.		
UNIT-4 TEACHING HOURS (11)	Introduction to Oceanography; surface configuration of the ocean floor; Relief of Atlantic, Pacific, and Indian Oceans; Temperature of Oceanic water: horizontal and vertical distribution; Salinity of Oceanic water: composition, sources and horizontal and vertical distribution.		

UNIT-5 TEACHING G HOURS (11)	Circulation of oceanic water: waves, currents, streams, drifts; Currents of Atlantic, Pacific and Indian Ocean; Tides –Causes, Types and Theories; Coral reefs: types, formation, theories; coastal environment; Marine deposits, Importance of ocean as storehouse of resources.																																	
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																	
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B.A.B.Ed. II Year			
COURSE CODE:	BABED-254 c II	COURSE TYPE: CORE	
COURSE TITLE:	Geography of Rajasthan		
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	40	MIN. PASS MARKS:	16
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	10	MIN. PASS MARKS:	4
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objectives</p> <ul style="list-style-type: none"> The aim of this paper is to develop the better understanding about Rajasthan Geography. Students will be able to understand more about these aspects such as – Physiography of Rajasthan, relief, climate, drainage, energy, industry, agriculture and population. <p>Learning Outcomes</p> <ul style="list-style-type: none"> To understanding 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 enabling 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 enabling to understand the demographic structure. Students will be enabling to understand the physiographic region of Rajasthan. 			
UNIT-1 TEACHING HOURS (12)	Introduction: State building and administrative framework, Geological Structure Physiography of Rajasthan-Physical Division, Structure, Relief, Climate, Drainage pattern, Soils, Natural Vegetation.		
UNIT-2 TEACHING HOURS (12)	Agricultural and Economic features of Rajasthan, Food and Commercial Crops Sources of Irrigation, Animal and Dairy Development.		
UNIT-3 TEACHING HOURS (12)	Energy and Power Resources- Hydro. Electricity-Coal, Petroleum, Natural gas, Solar energy, Bio-gas Mineral's Resources and Industries.		
UNIT-4 TEACHING HOURS (11)	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-5 TEACHIN G HOURS (11)	Physiographic Region of Rajasthan Detailed Study of Marusthali, Aravali, Hadoti Plateau and Bangar Area.
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>

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B.A.B.Ed. II Year			
COURSE CODE:	Practical	COURSE TYPE: CORE	
COURSE TITLE:	Weather Interpretation & Forecasting		
MAX. MARKS:	50	MIN. PASS MARKS:	25
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
Objectives <ul style="list-style-type: none"> The aim of this paper is to develop the better understanding about Rajasthan Geography. Students will be able to understand more about these aspects such as – Physiography of Rajasthan, relief, climate, drainage, energy, industry, agriculture and population. Learning outcomes <ul style="list-style-type: none"> To develop ability to present geographical region through different types of diagrams. To develop the skills of reading maps and globe. To develop drawing and measuring skills. To develop the skill of using and manipulating geographical instruments. To develop the in forest in field visit. To develop an ability of preparing report of socio-economic survey of a village. 			
UNIT-1 TEACHING HOURS (12)	Cartographic Symbol's Types and its use, Classification of distribution map dot map, choropleth map and Isopleth map.		
UNIT-2 TEACHING HOURS (12)	Circle Diagrams, Traffic Flow Diagram. Mean, Median, mode & Standard Deviation.		
UNIT-3 TEACHING HOURS (12)	Plane table survey- Radiation and Inter-Section method, Resectioning-Two point problems and three point problems.		
UNIT-4 TEACHING HOURS (11)	Classification of Indian Meteorological Observatories and methods of collection of weather data.		
UNIT-5 TEACHING HOURS (11)	Village Report: Socio-economic Survey of One Village.		
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> Lectures E-learning Videos Extension Lectures Content Review Self-Learning Group Discussions Field Visit Survey 		

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- Singh Gopal. Map Work and Practical Geography. Vikas Publishing, New Delhi. 2012
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- Robinson, A.H., et. al.: Elements of Cartography. 6th ed. John Wiley, New York, 1995.
- Singh, R.L.: Elements of Practical Geography. Kalyani, New Delhi. 1991.
- Monkhouse, F.J.: Maps and Diagrammes. Methuen, London. 1982.
- Raisz, E. General Cartography. John Wiley and Sons, New York. 5th edition, 1962.
- सिंह, आर. एल.: प्रायोगिक भूगोल के मूलतत्व, कल्याणी, नई दिल्ली 1991

B.A.B.Ed. II Year			
COURSE CODE:	BABED-254 d I	COURSE TYPE: CORE	
COURSE TITLE:	PAPER I - Comparative Government And Politics		
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
Objective- <ul style="list-style-type: none"> To learn the constitutional systems of UK, USA, China, Switzerland and France. Acquire knowledge of the composition, functions and position of legislature's executives and judiceries in different countries. To know the different patterns of relationship among the Executive, Legislature and Judiciary prevailing in different kinds of political systems Develop an understanding of the main issues related to Indian educational system. To identify the various aspects and agencies of political process in different systems. Learning Outcomes: <ul style="list-style-type: none"> 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. 			
UNIT-1 TEACHING HOURS (15)	Comparative politics: Meaning, scope and nature. Evolution of Comparative Politics Comparative method, Types of comparison (Vertical-Horizontal), Types of Constitutions, Constitutionalism.		
UNIT-2 TEACHING HOURS (15)	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-3 TEACHING HOURS (15)	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-4 TEACHING HOURS (15)	Legislature: Composition and Powers of the British Parliament, USA's Congress, Swiss Federal Assembly, French Parliament and National people's Congress of China.																																	
UNIT-5 TEACHING HOURS (15)	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.																																	
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																	
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EXAMINATION PATTERN	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.												
PERIODICAL REVISION OF SYLLABUS	1. ANNUAL 2. However, the University may revise the syllabus at any time during the running Year after giving a notice for a period one month.												
SELECTED READINGS	<ul style="list-style-type: none"> • Mehran, Kamrava (2000). <i>Understanding Comparative politics</i>. New Delhi: Prentice hall of India. • Huiton, H. C. (1973). <i>An Introduction to Chinese Politics</i>. London: David and Charles. • Laski, H.J. (1984). <i>American Democracy: A commentary and An Interpretation</i>. London: Unwin pub. • Leys, C. (1983). <i>Politics in Britain: An Introduction</i>. London: Heinemann. • Zhang, W. (2000). <i>Transforming China: Economic Reforms and its Political Implication</i>. NewYork: St. Martin's Press. • भार्मा, प्रभुदत्त (2005). <i>तुलनात्मक राजनीतिक संस्थाएँ</i> जयपुर :कालेज बुक डीपो । • गाबा, ओ. पी. (2018). <i>तुलनात्मक राजनीति की रूपरेखा</i>. नई दिल्ली: मयूर बुक्स । 												

B.A.B.Ed. II Year			
COURSE CODE: BABED-254 d II		COURSE TYPE: CORE	
COURSE TITLE: Paper II - Indian Political System			
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
Objective			
<ul style="list-style-type: none"> • To learn the historical background of constitutional development in India. • Acquire knowledge the contribution of different streams of national movement in India. • Understand the salient features of the Indian Constitution. • Understanding the philosophical postulates of the constitution on the basis of Preamble, Fundamental Rights and Duties and DPSP. • To know the composition, functioning, role and position of Parliament in India. • To identify the pattern of relationship between the Executive and Legislature in India and also the composition, functions and role of the Executive. • To learn federal system of the country and governance at the state level. • To know the electoral system of the country and to identify the areas of electoral reforms. • To know the Gender issues in Indian politics. 			
Learning Outcomes:On the completion of the course the students will be able to:			
<ul style="list-style-type: none"> • 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. 			

UNIT-1 TEACHING HOURS (15)	<p>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.</p>												
UNIT-2 TEACHING HOURS (15)	<p>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.</p>												
UNIT-3 TEACHING HOURS (15)	<p>Parliament; Composition, power, position, working and pattern of relationship between the two Houses (Lok Sabha & Rajya Sabha), Supreme Court: High court ,Composition, functions, Judicial Review and Judicial Activism, Judicial Reforms,Amendability of the Constitution.</p>												
UNIT-4 TEACHING HOURS (15)	<p>Federal system: evolution and trends; Union-state relations, Areas of Tension and demand of Autonomy. Governor - Powers and Role, Composition, and Functions of State Legislature, Chief Minister,Council of minister’s,Cabinet, Beurocracy, Rural and urban local self government.</p>												
UNIT-5 TEACHING HOURS (15)	<p>Election Commission, State election Commission and Issues of Electoral Reforms, Nature of Indian Political System: Political parties pressure groups, Voting Behaviourism, Regionalism, Gender issues, Poverty and Caste.</p>												
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>												
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- फड़िया, बी.एल. (2007).*भारतीय शासन एवं राजनीति*. आगरा: साहित्य भवन पब्लिके िन्स.
- अवस्थी, ए.पी. (2006).*भारतीय भासन व राजनीति*. आगरा: लक्ष्मी नारायण अग्रवाल.
- सर्ईद, एस. एम. (2004).*भारतीय राजनीतिक व्यवस्था*. लखनऊ: सुलभ प्रका िन.
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B.A.B.Ed. II Year			
COURSE CODE:	BABED-254 e I	COURSE TYPE: CORE	
COURSE TITLE:	संस्कृत साहित्य प्रथम प्रश्न पत्र : नाटक, छन्द, संस्कृत साहित्येतिहास एवं व्याकरण		
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
उद्देश्य:-			
<ul style="list-style-type: none"> • वाक्य में प्रयुक्त संज्ञा व सर्वनाम के साथ क्रियापदों का अन्वय करना। • अशुद्ध संस्कृत वाक्यों को शुद्ध करना। • धातुओं के साथ वर्तमानकालिक, 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 अनुसंधानात्मक 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 सृजनशीलता का विकास करना। 			
अधिगम सम्प्राप्तियाँ:-			
<ul style="list-style-type: none"> • भाषा तत्वों, शैली, छन्द, अंलकारों का 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 TEACHING HOURS (15)	नाटक (अभिज्ञानशाकुन्तलम्, प्रथमोऽध्यायेन चतुर्थोऽध्यायः) (क) श्लोकानां व्याख्या (ख) सामान्या प्रश्नाः		
इकाई-2 TEACHING HOURS (15)	(अभिज्ञानशाकुन्तलम्, पंचमोऽध्यायेन सप्तमोऽध्यायः) (क) श्लोकानां व्याख्या (ख) सामान्या प्रश्नाः		
इकाई -3 TEACHING HOURS (15)	छंदः अनुष्टुप्, आर्या, इन्द्रवज्रा, उपेन्द्रवज्रा, उपजातिः, वंशस्थम् द्रुतविलम्बितम्, भुजंगप्रयातम्, वसन्ततिलका, मालिनी, मन्दाक्रान्ता, शिखरिणी, शार्दूलविकीडितम् राग्धरा। (निम्नलिखितानां छन्दासां सामान्यपरिचयात्मकप्रश्नाः)		

<p>इकाई-4 TEACHING HOURS (15)</p>	<p>व्याकरण- (क) कृदन्त प्रत्ययाः - तव्यत्, अनीयर् यत् प्यत् क्यप् मतुप्, तल्, तरप् तमप्, क्त, क्तवतु, क्त्वा, ल्युट्, शत्, शानच्, तुमन्, ल्यप् (निम्नलिखितानां कृदन्त प्रत्ययाः सामान्यपरिचयात्मकप्रश्नाः)</p>																																	
<p>इकाई-5 TEACHING HOURS (15)</p>	<p>संस्कृतसाहित्येतिहास - महाकवीनाम् एवं व्यक्तित्वकृतित्वश्च सम्बन्धि सामान्या प्रश्नाः- (क) महाकाव्यकवयः वाल्मीकिः, अश्वघोषः, कालिदासः, भारविः, माघः, श्रीहर्षः (ख) गद्यकाव्य, दण्डी, सुबन्धुः, बाणभट्टः, अम्बिकादत्तव्यासः। (ग) नाट्यकवयः भासः, कालिदासः, भवभूतिः, शुद्रकः विशाखदत्तः। (घ) नीतिकवयः भर्तृहरिः पं. विष्णुशर्मा, पं. नारायणपण्डितः। (ङ.) अर्वाचीनकवयः देवर्षिकलानाथशास्त्री, भट्टमथुरानाथशास्त्री, पं. पद्मशास्त्री, डॉ. प्रभाकरशास्त्री</p>																																	
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EXAMINATION PATTERN	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.												
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SELECTED READINGS	<ul style="list-style-type: none"> • कुमार, कृष्ण कुमार, (2004) <i>अभिज्ञानशाकुन्तलम्</i>, अंलकार प्रकाशन जयपुर • द्विवेदी, शिवप्रसाद, (2006) <i>अभिज्ञानशाकुन्तलम्</i>, भारतीय विद्या प्रकाशन, दिल्ली • चतुर्वेदी, वासुदेवकृष्ण, (1999) <i>अभिज्ञानशाकुन्तलम्</i>, महालक्ष्मी प्रकाशन, आगरा • शास्त्री, प्रभाकर, त्रिपाठी, प्रभाकर, (2008) <i>अभिज्ञानशाकुन्तलम्</i> पंचशील प्रकाशन, जयपुर • गैरोला, वाचस्पति, (2010) <i>संस्कृत साहित्य का इतिहास</i>, चौखम्बा विद्या भवन। • द्विवेदी, कपिलदेव, (2011) <i>प्रौढ़ रचनानुवाद कौमुदी</i>, विश्वविद्यालय प्रकाशन • नौटियाल, चक्रधर हंस, (2011) <i>वृहद् अनुवाद चन्द्रिका</i>, मोतीलाल बनारसीदास 												

B.A.B.Ed. II Year			
COURSE CODE:	BABED-254 e II	COURSE TYPE: CORE	
COURSE TITLE:	संस्कृत साहित्य द्वितीय प्रश्न पत्र : वैदिक साहित्य, गद्य सहित्य एवं व्याकरण		
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
उद्देश्य:-			
<ul style="list-style-type: none"> 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:-			
<ul style="list-style-type: none"> भारतीय मूल्य संस्कार व सद्वृत्ति 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 साहित्य से परिचित कराना। 			
इकाई-1	ऋक्सूक्त - ऋग्वेद 1. अग्नि सूक्तम् (1:1) 2. विष्णु सूक्तम् (1:154) 3. इन्द्र सूक्तम् (2:12) 4. पुरुषसूक्तम् (1.154) (क) ऋक्सूक्त ऋग्वेदस्य द्वयं मंत्राणां व्याख्या (ख) निम्नलिखितानां एकस्य सूक्तस्य हिन्दी भाषाया सार		
इकाई-2	ईशावास्योपनिषद् - यजुर्वेद का 40वां अध्याय (क) द्वयां मंत्राणां व्याख्या (ख) सामान्या प्रश्नाः		

<p style="text-align: center;">इकाई -3</p>	<p style="text-align: center;">वैदिक साहित्य</p> <p>वेद शब्दस्य अर्थ, ऋग्वेद, वेदों के भाष्यकार, ऋग्वेद के देवता, यजुर्वेद, यजुर्वेदस्य वर्णन विषयः सामवेदः अथर्ववेद, उपवेदः बाह्यणः, बाह्यणानां संख्या, आरण्यकः</p> <p>उपनिषद्: उपनिषदानां विषयवस्तु, वेदांग-शिक्षा, कल्प, व्यकरण, निरुक्त छन्द, ज्योतिष,</p> <p>(क) अधोलिखितानां सामान्या प्रश्नाः</p>
<p style="text-align: center;">इकाई-4</p>	<p>वाच्य -</p> <p>(कर्तृवाच्य, कर्मवाच्य, भाववाच्य)</p> <p>वाच्यों का सामान्य ज्ञान एवं वाच्य परिवर्तन</p>
<p style="text-align: center;">इकाई-5</p>	<p>व्याकरण--समास प्रकरणम्:</p> <p>(अ) सह सुपा, अव्ययं विभक्तिर्द्वं, नदीभिश्च, द्वितीया श्रितातीतर्द्वं, तृतीयातत्कृतार्थेनर्द्वं, चतुर्थी तदर्थार्थर्द्वं, पञ्चमी भयेन, षष्ठी, तत्पुरुषः समानाधिकरण कर्मधारयः, संख्यापूर्वो द्विगुः, विशेषणं विशेष्येण बहुलम्, उपमानानि सामान्यवचनैः, कुगतिप्रादयः, दिक्संख्ये संज्ञायाम्, संख्यापूर्वोद्विगुः, अनेकमन्यपदार्थे, चार्थे द्वन्द्वः, पिता मात्रा इति सूत्राणाम् अर्थं ज्ञानम्।</p> <p>(आ) व्याकरण- कारक प्रकरण निम्नलिखिततानां सूत्राणां वार्तिकानां च अर्थोदाहरणानि वाक्यप्रयोगाश्च</p> <ol style="list-style-type: none"> 1. प्रातिपदिकार्थ-लिङ्गपरिमाणवचन - (यं प्रति कोपः मात्रे प्रथमा) कर्तुरीप्सिततमं कर्म 2. कर्मणि द्वितीया 3. अकथितं च 4. अधि-शीङ् स्थाऽऽसां कर्म 5. उपान्वध्याङ्वसः 6. अभितः परितः समया-निकषा-हा प्रतियोगेऽपि 7. अन्तराऽन्तरेण युक्ते 8. साधकतमं करणम् 9. कर्तृकरणयोस्तृतीया 10. सहयुक्तेऽप्रधाने 11. येनाङ्गविकारः 12. इत्थंभूतलक्षणे 13. कर्मणा यमभिप्रैति स सम्प्रदानम् 14. रूच्यर्थानां प्रीयमाणः 15. कुधद्रुहेर्ष्यासूयार्थानां यं प्रति कोपः, 16. नमःस्वरितस्वाहास्वधाऽलं वषड्योगाच्च, 17. ध्रुवपायेऽपादानम् 18. भीत्रार्थानां भयहेतु, 19. जनिकर्तुं प्रकृति 20. षष्ठी शेषे 21. आधारोऽधिकरणम् 22. यतश्चनिर्धारणम्, 23. यस्य च भावेन भावलक्षणम् 24. षष्ठी चानादरे।

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PERIODICAL REVISION OF SYLLABUS	<ol style="list-style-type: none"> 1. ANNUAL 2. HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running Year after giving a notice for a period one month.
SELECTED READINGS	<ul style="list-style-type: none"> • शास्त्री, हरिदत्त, (1993) ऋक् सूक्त संग्रह, साहित्य भण्डार मेरठ। • वेलणकर, एच.डी. (2015) ऋक्सूक्तवैजयन्ती, संशोधन मण्डल, पूना। • वेदालंकार, जयदेव, (2004) वैदिक साहित्य का संस्कृत, भारतीय विद्या प्रकाशन। • शास्त्री, कपिल देव (1999) हिन्दी निरुक्त प्रथम अध्याय एक समीक्षात्मक अध्ययन, साहित्य भण्डार, मेरठ। • पाण्डेय, ओमप्रकाश, (1994) वैदिक साहित्य एवं संस्कृति का स्वरूप, विश्व प्रकाशन, दरियागंज, दिल्ली। • वेदालंकार, सुभाष, (2002) लघुसिद्धान्तकौमुदी, अंलकार प्रकाशन, जयपुर। • द्विवेदी, कपिल देव, (2011) रचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी। • द्विवेदी, कपिल देव, (2011) प्रौढरचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी।

B.A.B.Ed. II Year			
COURSE CODE: BABED-254 f I		COURSE TYPE: CORE	
COURSE TITLE: Social Research And Statistics (Paper –I)			
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objective : 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.</p> <p>Learning outcomes: - After completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Evaluate the scientific nature of sociology and why it is called a social science • 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 			
UNIT-1	<i>Science, Scientific method, Objectivity and Critique of Scientific method, Major theoretical strands of research methodology, Quantitative and Qualitative methods, Non-Positivist Methodology.</i> Social Research and Social Survey-Meaning, Nature, Stages and Types		
UNIT-2	Data, Forms and Sources. <i>Variable</i> , Hypothesis, Concept, Type and Sources, <i>Reliability and Validity</i>		
UNIT-3	Techniques of Data Collection: Observation, Interview, Schedule & Questionnaire. Questionnaire Construction		

UNIT-4	Sampling - Concept, type, Importance and limitations. CaseStudyMethod.																																														
UNIT-5	Tabular presentation of Data, Graphical representation of data.Measurement of central tendency- Mean, Median, Mode, R, RhoCorrelation(Rank).																																														
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																														
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EXAMINATION PATTERN	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.
PERIODICAL REVISION OF SYLLABUS	<ol style="list-style-type: none"> 1. ANNUAL 2. HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running Year after giving a notice for a period one month.
SELECTED READINGS	<ul style="list-style-type: none"> • Argyrous, G. (1997). <i>Statistics for social research</i>. MacmillanInternational HigherEducation. • Elhance D.N. (2014) <i>Fundamental of Statistics</i>, Kitab Mahal: Delhi. • Champion, D. J. (1970). <i>Basic statistics for social research</i>.Scranton: Chandler PublishingCompany. • Cramer,D.(1998).<i>Fundamentalstatisticsforsocialresearch: step-by-step calculations and computer techniquesusingSPSSfor Windows</i>. PsychologyPress. • Hanneman, R. A., Kposowa, A. J., & Riddle, M. D. (2012).<i>Basic statistics for social research</i> (Vol. 38). John Wiley & Sons. • Healey, J. F. (2012). <i>The essentials of statistics: A tool forsocial research</i>. Nelson Education. • Healey, J. F. (2014). <i>Statistics: A tool for social research</i>.CengageLearning. • Jahoda, M. and Others, (2001) <i>Research Method in Social Relation</i>, Wadsworth Publishing Co Inc: New York • Levin,J.(2006).<i>Elementarystatisticsinsocialresearch</i>.PearsonEducation India. • Moser, C.A. and Kalton, G. (1971) <i>Survey Method in Social Investigation</i>, Heinemann: London. • Wright, S. R. (1979). <i>Quantitative methods and statistics: Aguidetosocialresearch</i>(Vol. 9). Sage • William J. Goode, Paul K. Hatt, (2013) <i>Methods in Social Research</i>, Surjeet Publication: Delhi. • Young, P. V. (1953) <i>Scientific Social Survey and Research</i>, Prentice Hall: Delhi.

B.A.B.Ed. II Year			
COURSE CODE: BABED-254 g I		COURSE TYPE: CORE	
COURSE TITLE: English Literature (Paper –I) : Poetry and Drama			
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
OBJECTIVE:			
<ul style="list-style-type: none"> • Acquaint with the poetry of Dryden, Pope, Sheridan • Understand the literature written by William Blake, Thomas Gray, William Collins, William Wordsworth • Learn poetry of P.B Shelly, John Keats • Appreciate the drama of William Shakespeare • Learn about Literary History – Romanticism, Victorian poetry, Modern Poetry • Learn about Literary Terms -Dramatic Monologue, Ballad, Ode, Free Verse, Blank verse, Irony, Soliloquy, elegy, plot, catharsis etc. 			
Learning outcomes: - After the completion of this course, the student will be able to:			
<ul style="list-style-type: none"> • Recognize poetry from a variety of cultures, language & historical periods. • Develop their critical thinking skill and enhance their writing potential • Enhance skills of note making, summarizing & their writing • Understand texts with specific genres, forms and literary terms. • Interpret and appreciate the selected texts from the genres of poetry and drama. • Recognize rhythms, metrics and other musical aspects of poetry. • 			
UNIT-1	Dryden: Absalom & Achitophel Pope: The Rape of the Lock Sheridan: School for Scandal		
UNIT-2	William Blake - London Thomas Gray - An Elegy written in a country churchyard William Collins - Ode to Evening William Wordsworth -Tintern Abbey, The Solitary Reaper		
UNIT-3	P.B Shelly - Ode to the West Wind, to a Skylark, John Keats - Ode to Autumn, Ode to a Nightingale, Ode on a Grecian Urn		

UNIT-4	William Shakespeare - Othello																																		
UNIT-5	Literary History – Romanticism, Victorian poetry, Modern poetry, Literary Terms- Dramatic Monologue, Ballad, Ode, Free Verse, Blank verse, Irony, Soliloquy, elegy, plot, catharsis etc.																																		
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																		
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B.A.B.Ed. II Year			
COURSE CODE: BABED-254 g II		COURSE TYPE: CORE	
COURSE TITLE: English Literature (Paper –II) : Prose and Fiction			
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
Objectives: <ul style="list-style-type: none"> Understand the literature written by E.V. Lucas, Thomas B. Macaulay, G.K. Chesterton, A.G Gardiner Appreciate the literature of Huxley, Hilaire Belloc, O’Henry Learn about the literature of Jonathan swift, Katherine Mansfield, Nathaniel Hawthorne, R. K. Narayan Give exposure to the Literary works of Thomas Hardy , D. H. Lawrence, Virginia Woolf Acquaint with the Literary History pertaining to Victorian novel, Victorian prose. Learn Literary terms such as Stream of consciousness Novel, Element of Story, Science fiction. 			
Learning Outcomes: After the completion of this course the Student will be able to: <ul style="list-style-type: none"> Recognize prose from a variety of cultures, language & historical periods. Broaden their vocabularies and literary thinking. Interpret and appreciate the selected texts from the genres of prose and fictionWrite Focused analytical essays in clean grammatical prose. Cultivate the aesthetic sense & Develop global competencies for successful life. 			
UNIT-1	<ul style="list-style-type: none"> E.V. Lucas - Third thoughts Thomas B. Macaulay - Minute on Indian Education G.K. Chesterton - On the pleasures of no longer being very young A.G Gardiner - On superstitions 		
UNIT-2	<ul style="list-style-type: none"> Huxley- Selected Snobberies Hilaire Belloc - In Praise of Ignorance O’Henry - The Gift of the magi 		
UNIT-3	<ul style="list-style-type: none"> Jonathan swift - On style Katherine Mansfield - A Cup of Tea Nathaniel Hawthorne - Dr. Heidegger’s. Experiment R. K. Narayan - Under the Banyan tree. 		

UNIT-4	<ul style="list-style-type: none"> • Thomas Hardy - The Mayor of Casterbridge. • D. H. Lawrence - Sons and Lovers • Virginia Woolf - Mrs. Dalloway 																																	
UNIT-5	<ul style="list-style-type: none"> • Literary History – Victorian novel, Victorian prose. • Literary terms - Stream of consciousness Novel, Element of Story, Science fiction 																																	
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B.A.B.Ed. II Year			
COURSE CODE: BABED-254 h I		COURSE TYPE: CORE	
COURSE TITLE: भारतीय संगीत (कंठ एवं वाद्य) –Paper I			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	40	MIN. PASS MARKS:	16
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	10	MIN. PASS MARKS:	4
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
उद्देश्य-			
<ol style="list-style-type: none"> 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! छात्रों को सिद्धांत प्रदर्शनों की सूची, साहित्य, संगीत प्रौद्योगिकी या अन्य क्षेत्र में उन्नति ज्ञान से अवगत करना! छात्रों को स्नातक और पेशेवर स्तर पर आगे के अध्ययन के लिए तैयार करना। 			
अधिगम सम्प्राप्तियां -			
<ol style="list-style-type: none"> 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। 			
UNIT-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।		
UNIT-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 गीतिगान (3) आवर्तन एवं विभाग (4) सःशब्द एवं निःशब्द क्रिया		
UNIT-3	गायक, वादक एवं वाग्गेयकार की परिभाषा तथा गुण-दोष। ग्राम - मूर्च्छना की विस्तृत जानकारी।		
UNIT-4	रवीन्द्र संगीत की सामान्य जानकारी। कर्नाटक संगीत में प्रचलित गायनशैलियों की जानकारी वर्णम, कृति, जावलि, पदम्, तिल्लाना।		
UNIT-5	निम्नलिखित लोकनृत्यों की संक्षिप्त जानकारी - कालबेलिया, घूमर, भवाई, गरबा, डांडिया, भंगड़ा, गिद्धा, लावणी, बिहू, बाऊल। पाश्चात्य स्वरलिपि- पद्धति की विस्तृत जानकारी।		

TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																													
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EXAMINATION PATTERN	<p>Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.</p>																																													

PERIODICAL REVISION OF SYLLABUS	1. ANNUAL 2. HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running Year after giving a notice for a period one month.
SELECTED READINGS	<ul style="list-style-type: none"> • क्रमिक पुस्तक मालिका भाग 1, 2, 3 और 4 – पंडित विष्णु नारायण भातखण्डे • संगीतांजली भाग 1, 2, 3 4, 5, और 6 – पंडित ओमकार नाथ ठाकुर • राग विज्ञान भाग 1, 2, 3, 4, 5 और 6 – पंडित वी.एन. पटवर्धन • रागबोध भाग 1, 2, और 3 – बी.आर. देवधर • तंत्रिनाद भाग 1, 2 और भारतीय संगीत वाद्य – डा. लालमणी मिश्रा • सितार मालिका (संगीत कार्यालय हाथरस) • सितार वादन – एस.जी. व्यास • संगीत विशारद (संगीत कार्यालय हाथरस) • सितार मार्ग भाग 1 और 2 – एस.पी. बेनर्जी • संगीत बोध – डा. शरत चन्द्र परांजपे • ध्वनि और संगीत – प्रो. एल.के. सिंह • संगीत दर्शिका भाग 1 और 2 – श्री नानीगोपाल बैनर्जी • तान संग्रह भाग 1, 2 और 3 – पंडित एस.एन. रातनजनकर • तान मलिका – राजा भैया पूंछवाले • हमारे संगीत रत्न – लक्ष्मी नारायण गर्ग • विष्णु दिगम्बर पलुस्कर – पंडित विनय चन्द्र मौद्गल्य • विष्णु नारायण भातखण्डे – एस.एन. रातनजनकर • वागेयकार ओमकार नाथ ठाकुर – डा. प्रदीप कुमार दिक्षित • घराना – वमन राव एच. दशपाण्डे • संगीत परिभाषा – पंडित रातनजनकर • रस मंजरी शतक पं. लक्ष्मण भट्ट तैलंग • राग और रूप – स्वामी प्रज्ञानन्द • संगीत और संस्कृति – स्वामी प्रज्ञानन्द • भारतीय संगीत का इतिहास – ठाकुर जयदेव सिंह • संगीत चिंतामणी – आचार्य ब्रह्मस्पति • Sitar and its Nibaddha forms by Stefan Slavek • ध्रुपद लखेक इन्दुरामा श्रीवास्तव • राग परिचय भाग 1, 2, 3 और 4 – हरीश चन्द्र श्रीवास्तव • अभिनव संगीतांजली – प्रो. रामाक्षय झा 'रामरंग' • स्वर और रागों के विकास में वाद्यों का योगदान – प्रो. इन्द्राणी चक्रवर्ती • संगीत मंजुषा – प्रो. इन्द्राणी चक्रवर्ती • Music- its methods and technique of teaching in Higher Education by Prof Indrani Chakravarti • Sitar and its teaching by Prof Debu Chaudhury • Senia Gharana and its contribution to Indian Music by Dr. Saroj Ghosh • संगीत रत्नाकर भाग 1 और 2 प्रो. पी.एल. शर्मा और डा. आर. के सिंघी • वृहद्देशी भाग 1 और 2 प्रो. पी.एल. शर्मा • डनेपबंस वितडे पद दहपजं त्जदंतां इल च्त्वणि छ्प त्जंदंजीद

- राग दर्शन भाग 1 और 2 – पंडित माणिक बुआ ठाकुर दास
- संगीत सुषमा भाग 1 से 4 पंडित माणिक बुआ ठाकुर दास
- ख्याल दर्शन – पंडित माणिक बुआ ठाकुर दास
- संगीत मणि – भाग प्रथम – डॉ. महारानी शर्मा
- संगीत मणि – भाग द्वितीय – डॉ. महारानी शर्मा
- All journals / Magazines of Music

B.A.B.Ed. II Year			
COURSE CODE: BABED-254 h II		COURSE TYPE: CORE	
COURSE TITLE: भारतीय संगीत (कंठ एवं वाद्य) –Paper II			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	40	MIN. PASS MARKS:	16
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	10	MIN. PASS MARKS:	4
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
उद्देश्य-			
<ol style="list-style-type: none"> 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 आगे की शैक्षिक और व्यवसायिक गतिविधियों की एक विस्तृत श्रृंखला के लिए तैयार करती है जिस्म संगीत एक घटक के रूप में शामिल होता है उससे अवगत करना! 			
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<ol style="list-style-type: none"> 1. विद्यार्थियों को फिल्मी संगीत पर पारंपरिक संगीत का प्रभाव समझाया जायेगा। 2. सितार, तानपुरा, तबला, हारमोनियम की बनावट एवं वादन करवाया जायेगा। 3. हिन्दुस्तानी पद्धति के 40 सिद्धान्त समझाये जायेगे। 4. लय और स्वर के सम्बन्ध को सूक्ष्मता से समझाया जायेगा। 5. लय पक्ष को मजबूत करने के तरीके समझाये जायेंगे। 			
UNIT-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।		
UNIT-2	राग-लक्षण , स्वस्थान- नियम, आविर्भाव-तिरोभाव, अल्पत्व-बहुत्व, रागालाप- रूपकालाप की सामान्य जानकारी। भारतीय ताल - पद्धति का वर्णन (दस प्राणों सहित)		
UNIT-3	ललित कलाओं में संगीत का स्थान। निम्नलिखित संगीतकारों का जीवन परिचय-लालमणि मिश्र, पं. भातखण्डे, आचार्य बृहस्पति, अली-अकबर, अल्लारखा खां।		
UNIT-4	स्वरलिपि - पद्धति का उद्गम एवं विकास (भारतीय संगीत के संदर्भ में) भारतीय संगीत में वृन्दगान एवं वाद्यवृन्द का विस्तृत अध्ययन।		

UNIT-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।																																													
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EXAMINATION PATTERN	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.
PERIODICAL REVISION OF SYLLABUS	<ol style="list-style-type: none"> 1. ANNUAL 2. HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running Year after giving a notice for a period one month.
SELECTED READINGS	<ul style="list-style-type: none"> • क्रमिक पुस्तक मालिका भाग 1, 2, 3 और 4 – पंडित विष्णु नारायण भातखण्डे • संगीतांजली भाग 1, 2, 3 4, 5, और 6 – पंडित ओमकार नाथ ठाकुर • राग विज्ञान भाग 1, 2, 3, 4, 5 और 6 – पंडित वी.एन. पटवर्धन • रागबोध भाग 1, 2, और 3 – बी.आर. देवधर • तंत्रिनाद भाग 1, 2 और भारतीय संगीत वाद्य – डा. लालमणी मिश्रा • सितार मालिका (संगीत कार्यालय हाथरस) • सितार वादन – एस.जी. व्यास • संगीत विशारद (संगीत कार्यालय हाथरस) • सितार मार्ग भाग 1 और 2 – एस.पी. बेनर्जी • संगीत बोध – डा. शरत चन्द्र परांजपे • ध्वनि और संगीत – प्रो. एल.के. सिंह • संगीत दर्शिका भाग 1 और 2 – श्री नानीगोपाल बैनर्जी • तान संग्रह भाग 1, 2 और 3 – पंडित एस.एन. रातनजनकर • तान मालिका – राजा भैया पूंछवाले • हमारे संगीत रत्न – लक्ष्मी नारायण गर्ग • विष्णु दिगम्बर पलुस्कर – पंडित विनय चन्द्र मौद्गल्य • विष्णु नारायण भातखण्डे – एस.एन. रातनजनकर • वागेयकार ओमकार नाथ ठाकुर – डा. प्रदीप कुमार दिक्षित • घराना – वमन राव एच. दशपाण्डे • संगीत परिभाषा – पंडित रातनजनकर • रस मंजरी शतक पं. लक्ष्मण भट्ट तैलंग • राग और रूप – स्वामी प्रज्ञानन्द • संगीत और संस्कृति – स्वामी प्रज्ञानन्द • भारतीय संगीत का इतिहास – ठाकुर जयदेव सिंह • संगीत चिंतामणी – आचार्य ब्रह्मस्पति • Sitar and its Nibaddha forms by Stefan Slavek • ध्रुपद लखेक इन्दुरामा श्रीवास्तव • राग परिचय भाग 1, 2, 3 और 4 – हरीश चन्द्र श्रीवास्तव • अभिनव संगीतांजली – प्रो. रामाक्षय झा 'रामरंग' • स्वर और रागों के विकास में वाद्यों का योगदान – प्रो. इन्द्राणी चक्रवर्ती • संगीत मंजुषा – प्रो. इन्द्राणी चक्रवर्ती • Music- its methods and technique of teaching in Higher Education by Prof Indrani Chakravarti

- Sitar and its teaching by Prof Debu Chaudhury
- Senia Gharana and its contribution to Indian Music by Dr. Saroj Ghosh
- संगीत रत्नाकर भाग 1 और 2 प्रो. पी.एल, शर्मा और डा. आर. के सिंघी
- वृहद्देशी भाग 1 और 2 प्रो. पी.एल. शर्मा
- डनेपबंस वितडे पद दहपजं तंजदांत इल च्त्वणि छण तंडंजीद
- राग दर्शन भाग 1 और 2 – पंडित माणिक बुआ ठाकुर दास
- संगीत सुषमा भाग 1 से 4 पंडित माणिक बुआ ठाकुर दास
- ख्याल दर्शन – पंडित माणिक बुआ ठाकुर दास
- संगीत मणि – भाग प्रथम – डॉ. महारानी शर्मा
- संगीत मणि – भाग द्वितीय – डॉ. महारानी शर्मा

B.A.B.Ed. II Year			
COURSE CODE: PRACTICAL		COURSE TYPE: CORE	
COURSE TITLE: प्रायोगिक प्रश्न पत्र-भारतीय संगीत (कंठ एवं वाद्य)			
MAX. MARKS:	50	MIN. PASS MARKS:	25
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
<p>1. निम्नलिखित रागों का अध्ययन :- (1) विहाग (2) देस (3) बागेश्वरी (4) रागेश्वरी (5) भीमपलासी (6) अहीरभैरव (7) जौनपुरी (8) हमीर (9) केदार (10) मालकौंस (अ) परीक्षार्थी की इच्छानुसारकिसी एक रागमेंविलम्बित एवं मध्यलय ख्याल/गतकोपूर्णगायकी एवंवादन क्षमता के अनुसारप्रस्तुतकरना।</p> <p>(ब) सभी रागों में लक्षण गीत, सरगम गीत</p> <p>निम्नलिखित तालों का अध्ययन (1) आड़ाचौताल (2) पंजाबी त्रिताल (3) रूपक (4) झपताल (5) धमार थाटभैरव, मारवा एवंकाफी के स्वरोंमें 5-5 अलंकार</p> <p>2. श्यामपट्ट पर लिखी हुयी कोई स्वर लिपि गाने अथवा बजाने का अभ्यास</p> <p>3. निम्नलिखित रागों का अध्ययन - (1) विहाग (2) देस (3) बागेश्वरी (4) रागेश्वरी (5) भीमपलासी (6) अहीरभैरव (7) जौनपुरी (8) हमीर (9) केदार (10) मालकौंस (अ) उपरोक्तरागोंमें से तीनविलंबितख्याल/मसीतखानीगततानअलापसहित (ब) कोई चार रागों में मध्य लय ख्याल/रजाखानीगत तान अलाप सहित (बिन्दु अ के अतिरिक्त)</p> <p>4. एक ध्रुपद अथवा एक धमार दुगुन, तिगुन एवं चौगुन की लयकारी के साथ/तीन ताल के अतिरिक्त किन्हीं अन्य तालों में एक मध्य लयगत (वाद्य संगीत के लिए)</p> <p>5. त्रिवट/तराना/भजन/गजल/लोकगीत/देशभक्तिगीत/कोई एक धुन (वाद्ययंत्र के विद्यार्थियों के लिए) करने का अभ्यास (1) आड़ाचौताल (2) पंजाबी त्रिताल (3) रूपक (4) झपताल (5) धमार।</p>			
SELECTED READINGS	<ul style="list-style-type: none"> • Sorrell, N., & Narayan, R. (1980). <i>Indian music in performance: a practical introduction</i>. Manchester University Press. • Sambamurthy, P. (1960). <i>History of Indian music</i> (No.). • Deva, B. C. (Ed.). (1992). <i>Introduction to Indian Music</i>. Publications Division Ministry of Information & Broadcasting. • Levine, V. L. (Ed.). (2002). <i>Writing American Indian music: historic transcriptions, notations, and arrangements</i> (Vol. 11). AR Editions, Inc. 		

THIRD YEAR –III

Course code	Title of the course	EVALUATION			
		External	Internal	Practical	Total
BABED-330	ICT in Education(compulsory)*	70	30	-	100
BABED-351	Gender, School & Society	35	15	-	50
BABED-352	Creating an Inclusive School	35	15	-	50
BABED-353	Educational aspects of Geeta (Specialization)	35	15	-	50
BABED-354	Pedagogy of school Subject-I			-	
BABED-354 I	Hindi	35	15	-	50
BABED-354 II	Sanskrit	35	15	-	50
BABED-354 III	English	35	15	-	50
BABED-354 IV	Social Studies	35	15	-	50
BABED-354 V	Civics	35	15	-	50
BABED-354 VI	History	35	15	-	50
BABED-354 VII	Geography	35	15	-	50
BABED-354 VIII	Music	35	15	-	50
BABED-354 IX	Computer Science	35	15	-	50
Course – 355	Content:				
BABED-355 a I	Hindi Literature I	60	15	-	150
BABED- 355 a II	HindiLiterature II	60	15		
BABED- 355 b I	HistoryI	60	15	-	150
BABED- 355 b II	HistoryII	60	15		
BABED- 355 c I	GeographyI	40	10	50	150
BABED- 355 c II	GeographyII	40	10		
BABED- 355 d I	Political ScienceI	60	15	-	150
BABED- 355 d II	Political ScienceII	60	15		
BABED- 355e I	Sanskrit LitratureI	60	15	-	150
BABED- 355 e II	Sanskrit Litrature II	60	15		
BABED-355 f I	Sociology I	60	15	-	150
BABED-355 f II	Sociology II	60	15		
BABED-355 g I	EnglishLitrature I	60	15	-	150
BABED-355 g II	EnglishLitrature II	60	15		
BABED-355 h I	Music – I	40	10	50	150
BABED-355 h II	Music – II	40	10		
	CCA				25
	Prayer, Yoga, meditation & festival etc				25
BABED- 356	Internship (4 Weeks)			50	50
Total				-	750

*Marks of compulsory subjects shall not be added in the total marks
Internship (4 Weeks) Included in total marks

B.A.B.Ed. III Year			
COURSE CODE: BABED-330		COURSE TYPE: CORE	
COURSE TITLE: ICT in Education (Compulsory)			
MAX. MARKS:	100	MIN. PASS MARKS:	40
THEORY EXAMINATION	70	MIN. PASS MARKS:	28
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	30	MIN. PASS MARKS:	12
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objectives</p> <ul style="list-style-type: none"> To make enable to know about latest computer technology. To develop the capabilities to analyse the educational data using computers. <p>Learning outcomes:</p> <p>On the completion of the Course, the student teacher will be able to</p> <ul style="list-style-type: none"> 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. 			
UNIT-1	Computer Fundamentals: -Introduction to InformationTechnology, 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-2	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-3	<p>Multimedia technology Introducing framework for multimedia devices, image compression standards, JPEG, MPEG, MIDI formats.</p> <p>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.</p>
UNIT-4	<p>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.</p> <p>Type of networks, LAN, MAN and WAN, concept of topology, bridges, routers, gateways, modems, ISDN leased lines, teleconferencing and videoconferencing.</p>
UNIT-5	<p>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.</p> <p>E-Commerce: Concept of e-commerce, benefits and growth of e-commerce, e-commerce categories, e-Governance, EDI, electronic funds transfer on EDI networks Electronic payment system.</p>
	<p>Practical: -</p> <p>The laboratory exercise will be designed to help in the understanding of concepts of computer and the utilization in the areas outlined in the theory syllabus. The emphasis should be on practical usage rather than on theoretical concept only. In addition, DOS, MS Windows, MS Word, MS Excel, MS Power Point packages has to be practiced in the lab.</p>
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>

CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	Details of Continuous and Comprehensive Assessment (CCA) are as follows:	
	SR. NO.	CCA: COMPONENT
	1	Monthly Test
	2	Presentation
	3	Group Discussion
	4	Debate
	5	Participation and Presentation in Seminar
	6	Report Writing
	7	Viva Voce
	8	Attendance*
	9	Co-curricular Activity
	10	Team Teaching
EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):		
CCA will be reduced to 30 marks or 15 marks (as per course weightage). Formula: Marks obtained/Total marksX30 For example: 60»160X30 =11.25		
PROVISO-I: Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course.		
PROVISO-II: Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.		
*Attendance in Lectures and Practical		
	Percentage	Marks Allotted
	75% to 80%	02
	81% to 85%	04
	86% to 90%	06
	91% to 95%	08
	Above 96%	10
EXAMINATION PATTERN	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.	
PERIODICAL REVISION OF SYLLABUS	<ol style="list-style-type: none"> Annual However, the university may revise the syllabus at any time during the running Year after giving a notice for a period one month. 	
SELECTED READINGS	<ul style="list-style-type: none"> Bott, E., Siechert, C., & Stinson, C. (2009). <i>Windows 7 inside out</i>. Pearson Education. Comer, D. E. (2018). <i>The Internet book: everything you need to know about computer networking and how the Internet works</i>. CRC Press. Emberton, D. J., & Hamlin, J. S. (2000). <i>Flash 4 magic</i>. New Riders Publishing. Geoghan, D. (2011). <i>Visualizing Technology, Introductory</i>. Delhi: 	

	<p>Pearson Higher Ed.</p> <ul style="list-style-type: none"> • Melton, B., Dodge, M., Swinford, E., & Schorr, B. (2013). <i>Microsoft Office Home and Student 2013 Step by Step</i>. Pearson Education. • Mohanty, L., & Vohra, N. (2006). <i>ICT strategies for schools: A guide for school administrators</i>. SAGE Publishing India. • Rathbone, A. (2012). <i>Windows 8 for dummies</i>. John Wiley & Sons. • Saxena, J. (2008). <i>Role of Ict & Total Quality Management in Professional Education</i>. New Delhi: APH Publishing Corporation. • Shaikh, I. R. (2013). <i>Introduction to Educational Technology & ICT</i>. Tata McGraw-Hill Education. • Solomon, G., & Schrum, L. (2007). <i>Web 2.0. New tools, new schools</i>. Eugene, Oregon, Washington, DC: ISTE. • Solomon, G., & Schrum, L. (2007). <i>Web 2.0: New tools, new schools</i>. ISTE (Interntl Soc Tech Educ.
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B.A.B.Ed. III Year			
COURSE CODE: BABED-351		COURSE TYPE: CORE	
COURSE TITLE: Gender, School and Society			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	35	MIN. PASS MARKS:	14
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objectives:</p> <ul style="list-style-type: none"> • To describe the concept of gender and sex. • To describe the social construction of gender. • To understand different types of gender roles. • To understand Analysis the gender relationship matrix. • To identify the division of gender and valuation of work based on gender. <p>Learning outcome:After completion of the course, student-teachers will be able -</p> <ul style="list-style-type: none"> • 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 socialization processes would be analyzed to see how socialization 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-1	<p><u>Gender Issues an Introduction</u></p> <ul style="list-style-type: none"> • Meaning of Sex and Gender. • Key concept of Gender Studies. • Purpose of Gender Studies. • Gender socialization and Gender Roles. • Gender discrimination at Social, Cultural, Religious, Economic, Political, and Educational stage. <p>Assignment:</p> <ul style="list-style-type: none"> • Organize cultural seminars/symposia with school-students and prepare a report on gender equality. • 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-2	<p><u>Gender Identities and Socialization Practices</u></p> <ul style="list-style-type: none"> • Gender Identity: Definitions and concept. • Gender Identity and Socialization Practices in Family, School, and other formal and informal organizations. • Social construction of Gender. • Schooling of Girls: Inequalities and resistances. • Gender Concerns related to access, enrolment, retention, participation and overall achievement. <p>Assignment:</p> <ul style="list-style-type: none"> • Collection of folklores reflecting socialization processes and drafts a report on entire program. • Analyze of textual materials from the perspective of gender bias and stereotype. • Find out the concept of women empowerment in ancient Indian culture and analyze its relevance at present scenario.
UNIT-3	<p><u>Creating Gender Inclusive Classroom</u></p> <ul style="list-style-type: none"> • Gender Inclusive Classroom-tips/activities/toolkit. • Developing Positive Self-Concept and Self-Esteem among Students. • Teaching-Learning Materials to teach Gender Issues. • Classroom Transaction in relation to Gender. • Teacher as an Agent of Change in the Context of Gender and Society. <p>Assignment:</p> <ul style="list-style-type: none"> • Write a survey based report on financial allocations/field conditions/policies/ imperatives of schools. • Field visits to schools, to observe the schooling process from a gender perspective.

<p style="text-align: center;">UNIT-4</p>	<p><u>Gender Issues in Curriculum</u></p> <ul style="list-style-type: none"> • Gender and Education (Indian context): Socialization-theory and Structural-theory. • In the Culture, Gender and Institution, Girls as Learners, Curriculum, Gender Culture and Hidden Curriculum, Gender- Education content and Construction of Knowledge. • Curriculum frame-work and Pedagogy based on gender issues. <p>Assignment:</p> <ul style="list-style-type: none"> • Debate on women role models in various fields with emphasis on women in unconventional roles. • Prepare tools to analyze reflection of gender in curriculum and draft a report after administration of scoring and prepare a report. Report will be presented in seminar.
<p style="text-align: center;">UNIT-5</p>	<p><u>Gender, Sexual Harassment and Legislative Action</u></p> <ul style="list-style-type: none"> • Meaning, Definition, Concept, types and identification of term Gender/Sexual harassment. • Institutions redressing sexual harassment and abuse. • Prenatal Diagnostic Technique Act, 1994. • The draft sexual Law Reforms in India-2000. • Domestic Violence Act, 2005. • Reservation for Women. • Constitutional provisions against sexual harassment. <p>Assignment:</p> <ul style="list-style-type: none"> • Gathering Information on Laws by Compiling Violence against Women in India. • Case study on how students perceive role models in their own lives. • Draft a report with the help of field interview while studying the issue of reservation as an equalitarian policy. • Group Assignment on Examining Policies and Schemes on Girls.
<p>TEACHING AND LEARNING STRATEGIES</p>	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>

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SELECTED READINGS	<ul style="list-style-type: none"> • Mr. Chandramoulesh G K, Mr. Manjunath D R & Mrs Jaya K (2016). Gender, School and Society. (ISBN13:9789381846728): Sirivara Prakashana. Kanpur. Pp.no.-188. • Ovink, Sarah M. 2013. “They Always Call Me an Investment” Gendered Formalism and Latino / a College Pathways. Gender & Society: (0891243213508308.) • Trived, Vinoti Ojha (2016). Gender school and society. Agrawal Publication: C. • Nirantar, (2010). Textbook regimes. A feminist critique of nation and identity: New Delhi. • A. banon, Robent (2010). Social Psychology. Pearson education: New 																																													

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- Mathur, Savitri (2008). Sociological Foundation of Education. Kavita prakashan: Jaipur.
- Sidhu, Ramindra (2009). Sociology of Education. Shri Sai Printo Graphers: New Delhi.
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- Nath, pramanik rathindra (2006). Gender Lhequality and women's empowerment. abhijeet publication: Delhi
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- Naik, S.C. (2005) Society and Environment. Oxford & 1B Publishing Co. Pvt.ltd: New Delhi.
- Runela, satypal (2009). Society of the Indian Education. Rajasthan Hindi Granth Akadmi: Jaipur.

B.A.B.Ed. III Year			
COURSE CODE: BABED-352		COURSE TYPE: CORE	
COURSE TITLE: Creating an Inclusive School			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	35	MIN. PASS MARKS:	14
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objectives:</p> <ul style="list-style-type: none"> • Prepare teachers for inclusive schools. • Develop the conceptual understanding of inclusive education . • Develop the understanding of difference between Special Education, Integrated Education and Inclusive Education. • Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education. • Develop the understanding for curriculum and pedagogy in Inclusive School. • Make enable to conducive teaching learning environment in inclusive school . • Make enable to conducive Assessment and Evaluation in Inclusive Classroom. <p>Learning outcome:After completion of the course, student-teachers will be able -</p> <ul style="list-style-type: none"> • 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-1	<p><u>Introduction, Issues & perspectives of Inclusive Education</u></p> <ul style="list-style-type: none"> • Definitions, Concept and Importance of Inclusive Education, • 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. <p>Assignment:</p> <ul style="list-style-type: none"> • Organize a group discussion on Difference between Special Education, Integrated Education and Inclusive Education. • To investigate the opinion of teachers on the integration of students with disability in normal schools. 		

UNIT-2	<p><u>Concept & Policy Perspective</u></p> <ul style="list-style-type: none"> • 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. • Promoting Inclusion Preventing Exclusion. • UNESCO Conventions, Declaration and Recommendations related to Rights of persons with Disabilities. <p>Assignment:</p> <ul style="list-style-type: none"> • To study the conceptions of teachers about the need of inclusive education in primary schools, collect views of teachers of school. Analyze in the light of inclusive education and write a report. • Organize a seminar on constitutional provisions on inclusive education.
UNIT-3	<p><u>Diversity in the Classroom</u></p> <ul style="list-style-type: none"> • 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) UNESCO. <p>Assignment:</p> <ul style="list-style-type: none"> • Conduct an awareness program on millennium goal of UNESCO. • Conduct a survey on the type of supportive service needed for inclusion of children with any disability and share the findings in the class.
UNIT-4	<p><u>Curriculum & Pedagogy in Inclusive School</u></p> <ul style="list-style-type: none"> • Inclusive Curriculum- Meaning and Characteristics. • Teaching and Learning Environment with special reference to Inclusive School. • Individual differences, children with disabilities: Hearing Impairment, visual Impairment, voice Impairment and orthopedic. <p>Assignment:</p> <ul style="list-style-type: none"> • Planning and conducting multi level teaching in the persons with disabilities (two classes). • Write a report on entire activity and present it in classroom presentation. (among peer group)
UNIT-5	<p><u>Assessment in Inclusive School</u></p> <ul style="list-style-type: none"> • Alternative means for Assessment and Evaluation in Inclusive Classroom. • Utilization of records/case profiles for identification, assessment and intervention for Inclusive Classrooms. • Evaluation and follow-up Programmes for improvement of teacher preparation programmes in Inclusive Education. <p>Assignment:</p> <ul style="list-style-type: none"> • Discussion, group work and presentation by students on any topic of course. • Study the assessment and evaluation practice being followed in a school. Critically reflect on the practice in the context of inclusive education.

TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																													
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SELECTED READINGS	<ul style="list-style-type: none"> • Siddiqui, Hena (2016). Inclusive education. Agraval Publication: Agra. • Mitara, Krishna and Saxena, vandana (2008). Inclusive Issues and Perspectives. Arihant Publication: Jaipur. • Sharma, P.L (2003). Planning Inclusive Education in Small Schools. R .I E. Mysore . • Delpit, L.D. (2012). Multiplication is for white people: raising expectations for other people’s children. The new press: USA. • GOI, (1966). Report of the education commission: Education and national development. Ministry of education: New Delhi. • Govinda R. (2011). Who goes to school? Exploring exclusion in Indian education. Oxford University Press: United Kingdom. • Parekh, B.C. (2000). Rethinking multiculturalism: Cultural diversity and political theory. Palgrave: 213-230. • UNESCO (2006). United Nations convention on the rights of persons with disabilities. • UNESCO. (2009). Policy guidelines on inclusion in education UNESCO.

B.A.B.Ed. III Year			
COURSE CODE: BABED-353		COURSE TYPE: CORE	
COURSE TITLE: Educational Aspects of the Geeta			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	35	MIN. PASS MARKS:	14
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
Objectives: <ul style="list-style-type: none"> To understand the philosophy of the Geeta. To understand different Aspects of the Geeta Education. To learn the significance of the teachings of the Geeta in the present context. Learning outcome: After completion of the course, student-teachers will be able - <ul style="list-style-type: none"> 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-1	<u>Introduction of the Geeta</u> <ul style="list-style-type: none"> 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. Assignment: <ul style="list-style-type: none"> Conduct a drama to demonstrate life philosophy in the Geeta. By playing method show teacher student relationship according to the Geeta. 		
UNIT-2	<u>Philosophical Aspects</u> <ul style="list-style-type: none"> God, Human being, Nature, Universe. Human life and Duties. Soul, Knowledge and Science. Religion, Morality and Nishkam Karma (Service of Selflessness) Assignment: <ul style="list-style-type: none"> Poster presentation competition on god, human being, nature and universe according to the Geeta darshan. Essay competition on Nishkam Karma (concept of the Geeta) 		

UNIT-3	<p><u>Social Aspects</u></p> <ul style="list-style-type: none"> • 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. <p>Assignment:</p> <ul style="list-style-type: none"> • 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. • Conduct one week orientation program in school on the Geeta Darshan and evaluate the effectiveness of the program through examination.
UNIT-4	<p><u>Psychological Aspects</u></p> <ul style="list-style-type: none"> • 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. <p>Assignment:</p> <ul style="list-style-type: none"> • Conduct a nukkar natak, to demonstrate satvik, rajsi & tamsi nature of man.
UNIT-5	<p><u>Multi-dimensional aspects and current significance of the Geeta</u></p> <ul style="list-style-type: none"> • Yoga and Spiritualism. • Religion, Religious – Secularism, Peace and Ahinsa. • Universal values and decision making system (Conviction). • Cosmic order and symbolism in the Geeta, Expansion of all religions fellow feeling. • Environmental Conservation. <p>Assignment:</p> <ul style="list-style-type: none"> • Practice Suryanamaskar with school students and explain them importance of the yoga. • Organize a Drama/ play on universal values as described in The Geeta Darshan.
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>

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B.A.B.Ed. III Year			
COURSE CODE: BABED-354 I		COURSE TYPE: CORE	
COURSE TITLE: हिन्दी भाषा का शिक्षण			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	35	MIN. PASS MARKS:	14
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	

उद्देश्य :

- हिन्दी भाषा तत्वों एवं साहित्य के विविध रूपों का अध्ययन करवाना।
- गद्य साहित्य एवं हिन्दी भाषा की विविध विधाओं का शिक्षण करवाने की योग्यता विकसित करना।
- हिन्दी भाषा के शिक्षण कौशलो का विकास करना।
- भाषा शिक्षण हेतु विभिन्न सहयोगी सामग्रियों के निर्माण की योग्यता विकसित करना।
- विषय-वस्तु विश्लेषण की योग्यता विकसित करना।
- हिन्दी शिक्षण में मूल्यांकन संस्थितियों व विधाओं के अधिगम की योग्यता उत्पन्न करना।
- निदानात्मक एवं उपचारात्मक परीक्षण के उपयोग की क्षमता विकसित करना।

अधिगम सम्प्राप्तियाँ :

- विद्यार्थी हिन्दी भाषा तत्वों एवं साहित्य के विविध रूपों को जान सकेंगे।
- विद्यार्थी गद्य साहित्य एवं हिन्दी भाषा की विविध विधाओं की व्याख्या कर सकेंगे।
- भाषा के माध्यम से अनुवाद कला और सौन्दर्यात्मक सृजनात्मकता का अध्ययन कर सकेंगे।
- विद्यार्थी साहित्यिक अभिव्यक्ति के विविध रूपों को समझ सकेंगे।
- श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों को जान सकेंगे।
- विद्यार्थी भाषा शिक्षण हेतु विभिन्न सहयोगी सामग्रियों के निर्माण में रुचि ले सकेंगे तथा भाषा शिक्षण में पाठ्यक्रम सम्बन्धी विषय-वस्तु एवं प्रकरण पर चार्ट, पोस्टर, चित्र, एवं मॉडल बना सकेंगे।
- हिन्दी भाषा शिक्षण में दृश्य-श्रव्य उपकरणों का व्यावहारिक उपयोग कर सकेंगे।
- सूक्ष्म पाठ, इकाई पाठ, दैनिक पाठ एवं प्रतिमान आधारित पाठ योजनाओं के महत्व से अवगत होकर इनका निर्माण कर सकेंगे।
- पाठ्य प्रकरण के अन्तर्गत आयी किसी कहानी एवं नाटक का रूपान्तरण करवाने में रुचि ले सकेंगे।
- हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विधाओं को जान सकेंगे।
- निदानात्मक एवं उपचारात्मक परीक्षण के अर्थ, स्वरूप महत्व एवं उपयोग को जान सकेंगे।

इकाई-1	<p>भाषा साहित्य और सौंदर्य</p> <ul style="list-style-type: none"> • हिन्दी शिक्षण का अर्थ, प्रकृति और क्षेत्र। • हिन्दी भाषा का महत्व तथा हिन्दी भाषा का ऐतिहासिक एवं वैज्ञानिक स्वरूप। • साहित्य के विविध रूप एवं अनुवाद कला और भाषा सौंदर्य। <p>Assignment:</p> <ul style="list-style-type: none"> • साहित्य के विभिन्न रूपों में से दो-दो पसंदीदा रचनाओं का संकलन कर उनका आलोचनात्मक मूल्यांकन करना एवं प्रतिवेदन तैयार करना। • हिन्दी भाषा के ऐतिहासिक विकास पर एक गोष्ठी का आयोजन करना।
इकाई-2	<p>भाषा साहित्य और अभिव्यक्ति</p> <ul style="list-style-type: none"> • भाषायी शिक्षण कौशल :- <ul style="list-style-type: none"> ○ लिखित, मौखिक (श्रवण, वाचन एवं अभिव्यक्ति)। ○ गद्य, पद्य, नाटक, निबंध, कहानी एवं व्याकरण शिक्षण। ○ रचना शिक्षण। • हिन्दी भाषा शिक्षण में चुनौतियाँ। <p>Assignment:</p> <ul style="list-style-type: none"> • हिन्दी साहित्य के नाटकों/ एकांकियों का मंचन करवाना। • हिन्दी साहित्य व सौंदर्य आदि पर आधारित विभिन्न समकालीन विषयों (विशेषकर हिन्दी भाषा का विकास) पर निबंध लेखन। • हिन्दी भाषा शिक्षण में चुनौतियाँ पर समूह चर्चा का आयोजन।
इकाई-3	<p>पाठ्यक्रम और पाठ्य-सामग्री का निर्माण और विश्लेषण</p> <ul style="list-style-type: none"> • हिन्दी भाषा शिक्षण विधियाँ एवं हिन्दी शिक्षण के सिद्धान्त। • सूक्ष्म शिक्षण (उपयोगिता, संरचना एवं कौशल)। • पाठ-योजना (संप्रत्यय, अर्थ, उद्देश्य, प्रकार एवं विविध सोपान)। • प्रतिमान शिक्षण। <p>Assignment:</p> <ul style="list-style-type: none"> • हिन्दी की विभिन्न विधाओं पर पाठ योजना निर्माण से संबंधित कार्यशाला का आयोजन करना एवं प्रतिवेदन तैयार करना। • किन्हीं पाँच शिक्षण कौशलों पर सूक्ष्म पाठ निर्माण करना।
इकाई-4	<p>सहायक शिक्षण सामग्री</p> <ul style="list-style-type: none"> • शिक्षण सहायक सामग्री। • श्रव्य-दृश्य उपकरणों का निर्माण, प्रकार, रख-रखाव एवं उपयोगिता। • पाठ्यपुस्तकों की गुणवत्ता एवं महत्त्व। • मीडिया तथा अन्य पाठ्य सामग्री (पत्रिकाएँ, अखबार, पुस्तकालय,

	<p>रेडियो, टेलीविजन, फिल्में, भाषा प्रयोगशाला, चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि)।</p> <ul style="list-style-type: none"> भाषा प्रयोगशाला। <p>Assignment:</p> <ul style="list-style-type: none"> भाषा प्रयोगशाला का प्रयोग करके उच्चारण कौशल, वर्तनीगत शुद्धता/लेखन कौशल, वाचन व श्रवण कौशल का अभ्यास करना एवं प्रतिवेदन तैयार करना। एक कार्यकारी शिक्षण सहायक सामग्री (Working Model) का निर्माण करना।
इकाई-5	<p>आकलन की भूमिका और महत्व</p> <ul style="list-style-type: none"> भाषा शिक्षण में मूल्यांकन (पाठान्तर्गत एवं पाठोपरान्त)। उपलब्धि परीक्षण का निर्माण। सतत् और समग्र मूल्यांकन, स्व-मूल्यांकन, पारस्परिक मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो। निदानात्मक एवं उपचारात्मक शिक्षण। प्रश्न-पत्र निर्माण एवं नील-पत्र। प्रश्नों के विभिन्न प्रकार एवं रचना। <p>Assignment:</p> <ul style="list-style-type: none"> प्रश्न निर्माण से सम्बन्धित कार्यशाला का आयोजन करना एवं प्रतिवेदन तैयार करना। स्वयं का पोर्टफोलियो निर्माण करना।
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> Lectures E-learning Videos Extension Lectures Content Review Self-Learning Group Discussions Field Visit Survey Documentaries Short Films Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>

CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	Details of Continuous and Comprehensive Assessment (CCA) are as follows:	
	SR. NO.	CCA: COMPONENT
	1	Monthly Test
	2	Presentation
	3	Group Discussion
	4	Debate
	5	Participation and Presentation in Seminar
	6	Report Writing
	7	Viva Voce
	8	Attendance*
	9	Co-curricular Activity
	10	Team Teaching
	EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA): CCA will be reduced to 30 marks or 15 marks (as per course weightage). Formula: Marks obtained/Total marksX30 For example: 60÷160X30 =11.25 PROVISO-I: Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course. PROVISO-II: Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course. *Attendance in Lectures and Practical	
	Percentage	Marks Allotted
	75% to 80%	02
	81% to 85%	04
	86% to 90%	06
	91% to 95%	08
	Above 96%	10
EXAMINATION PATTERN	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.	
PERIODICAL REVISION OF SYLLABUS	1. ANNUAL 2. HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running Year after giving a notice for a period one month.	
SELECTED READINGS	<ul style="list-style-type: none"> • शर्मा, राजकुमारी (2006). हिन्दी शिक्षण. राधा प्रकाशन मन्दिर. आगरा। • मंगल, उमा (2005). हिन्दी शिक्षण. आर्य बुक डिप्यो. करोल बाग नई दिल्ली. • पाण्डेय. मुतिकान्त (2010). हिन्दी शिक्षण-अभिनव आयाम. विश्व भारती पब्लिकेशन: नई दिल्ली. • शर्मा, अनुराधा (2012). भाषा विज्ञान तथा सिद्धान्त. विश्व भारती पब्लिकेशन: नई दिल्ली. • गुप्ता, प्रभा (2012). मातृभाषा व विविध योजनाएँ. साहित्य प्रकाशन: आगरा. • गुप्ता, ओ.पी. (1994). वृहत पुस्तकालय व सूचना विकास 	

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- त्यागी, एस.के. (2008). हिन्दी भाषा शिक्षण. अग्रवाल पब्लिकेशन्स: आगरा.

B.A.B.Ed. III Year			
COURSE CODE: BABED-354 II		COURSE TYPE: CORE	
COURSE TITLE: भाषाया शास्त्रम् (संस्कृतम्)			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	35	MIN. PASS MARKS:	14
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
अध्ययनस्य उद्देश्यानि :			
<ul style="list-style-type: none"> • संस्कृत भाषायां प्रति रुच्युत्पादनम् । • संस्कृत शिक्षणस्य योग्यतोत्पादनम् । • संस्कृते भाषाभिव्यक्ते क्षमताया दृढिकरणम् । • संस्कृतस्य विभिन्न विधानां ज्ञानपरिपोषणम् । • संस्कृत भाषा साहित्यम् प्रति अनुसंधानात्मक अभिवृत्ते विकसनम् । • संस्कृत शिक्षणस्य प्रश्नपत्र निर्माणम् च मूल्यांकन योग्यतोत्पादनम् । 			
अध्ययनस्य परिणामः			
<ul style="list-style-type: none"> • भाषायाः विभिन्नानां भूमिकानां अवबोधनम् भविष्यन्ति । • भाषाप्रणाल्याः प्रकृतेः च बोधः विकसितः भविष्यन्ति । • 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 भविष्यन्ति । • शिक्षार्थेभ्यः गतिविधय कार्याणि च निर्मातुं योग्याः भविष्यन्ति । • कक्षा कक्षे शिक्षण कौशलां प्रयोगा कर्तुम् योग्याः भविष्यन्ति । • विभिन्न विधानाम् पाठ्योजना निर्मातुं योग्याः भविष्यन्ति । 			
इकाई-1	भाषायः भूमिका <ul style="list-style-type: none"> • भाषा समाजः च भाषा लिंग च भाषा अभिज्ञानं च भाषा शक्तिश्च । संस्कृतशिक्षणस्य विभिन्नस्तरेषु लक्ष्यं उद्देश्यानि (प्राथमिक माध्यमिक 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, 35, 350ए) कोठारी आयोगः (1965-66) एन.पी.ई. 1986, पी.ओ.ए. -1992, राष्ट्रीय पाठ्यचर्यायाः रूपरेखा 2005 (भाषा शिक्षा) संस्कृत स्थितिः राजस्थान संस्कृताकादमी । 		

	<p>Assignment:</p> <ul style="list-style-type: none"> • 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 अवबोधन निमित्तं सर्वेक्षणं (न्यूनातिन्यूनम् एकस्मिन् ग्राम खण्ड)
इकाई-2	<p>संस्कृतभाषायाः महत्त्वम्</p> <ul style="list-style-type: none"> • संस्कृतभाषायाः महत्त्वम्। • संस्कृतभाषा साहित्यं च। • संस्कृतभाषा एवं च अन्याः भारतीयभाषाः। • संस्कृतभाषायाः सामाजिक-सांस्कृतिकमहत्त्वम्। • आधुनिकभारतीयभाषारूपेण संस्कृतम्। • भारतेसंस्कृतशिक्षणस्य महत्त्वम्। • विद्यालयस्तरे संस्कृतशिक्षणात् संबन्धिताः समस्याः। <p>Assignment:</p> <ol style="list-style-type: none"> 1. संस्कृतपाठ्यपुस्तकेषु अधोलिखित विषयाणामुपरि गतिविधिनांआवलीकरणम् 1. भाषा लिंगम् च 2. भाषा शक्तिश्चएतेषां पाठ्यपुस्तकानां उपरि प्रभावस्य प्रतिवेदनं लेखनम्। 2. समीपस्थ पञ्च विद्यालयानां सर्वेक्षणं कृत्वा अधोलिखित तत्वानां आधारेण प्रतिवेदन लेखनम्। 3. संस्कृतशिक्षणे शिक्षकशिक्षार्थीनाम् समक्षे आगतानां समस्यानां उल्लेखः। <ol style="list-style-type: none"> 1. संस्कृतस्य प्रारम्भिक स्तरः। 2. कक्षायाम् प्रयुक्त पाठ्यपुस्तकम्। 3. विविध स्तरेषु गुणवतायुक्त शिक्षणस्य कृते विमर्शयोजनं वा विद्यालये स्तरे संस्कृत शिक्षणस्य स्थितिः। 4. त्रिभाषासूत्रं संस्कृतं च।
इकाई-3	<p>संस्कृत पाठ्यचर्या शिक्षण विधयश्च</p> <ul style="list-style-type: none"> • संस्कृतभाषायाः शिक्षणं पाठ्यचर्या च। • विद्यालयशिक्षायाः विधिस्तरेषु संस्कृतस्य स्वरूपम् (प्राथमिकोच्च प्राथमिकमाध्यमिकोच्चमाध्यमिकस्तरे)। • त्रिभाषा सूत्रे संस्कृतस्य स्थानम् उद्देश्यानि च। • संस्कृतपाठशालायाम् संस्कृतस्य स्थानम्। • पाठ्यचर्या एवं च संस्कृतायोगः। • संस्कृतपाठ्यक्रमः एवं च विद्यालय स्तरे पाठ्यपुस्तकानि (संस्कृतभाषा- धिगमस्य दृष्टिकोणे)। • प्रत्यक्षविधिः। • पारम्परिकविधिः। • पाठ्यपुस्तकविधिः। • वैकल्पिकविधिः। • व्याकरणसहानुवादविधिः। • आगमन-निगमनविधिः। • गद्य शिक्षण विधिः। • पद्य शिक्षण विधिः। • नाटक शिक्षण विधिः। • उच्चारण शिक्षण विधिः। • कथा शिक्षण विधिः।

	<p>Assignment:</p> <ul style="list-style-type: none"> • समीपस्य पत्रच विद्यालयानां भ्रमणं तथा च विद्यालये त्रिभाषा सूत्रस्य अनुपालन विषये प्रतिवेदनलेखनम्। • संस्कृतभाषायाः पत्र-पत्रिकायाः संगृहणं कृत्वातेषां भाषापद्धते प्रस्तुतिविषयेः च प्रतिवेदनलेखनम्। • स्वप्रान्तस्य कृते एकस्याः कक्षायाः पाठ्यपुस्तकस्य विकासं कर्तुम् योजनायाः/रूपरेखायाः निर्माणम्। • पाठ्यपुस्तकेषु उल्लेखित 50 (पच्चाशत) शब्दानां अभिज्ञानं एवं च तेषां दैनिक जीवने उपयोगस्य अभ्यासः • विद्यालयस्तरे संस्कृतशिक्षणस्य विभिन्नानां पद्धतिनां विषये विमर्शः। • भाषाधिगमस्य विषये सकारात्मकविशेषतानां एवं च न्यूनतानां तुलनात्मकाध्ययनं करणीयम्। • भाषा कक्षायाम् रचनात्मकता धारिता चतस्र (4) गतिविधयः। • छात्रैः सह वार्तालापं कृत्वा तेषां मातृ-भाषायाः ज्ञानप्राप्तिकरणम् एवं च संस्कृतकक्षायाः बहुभाषावादस्य उपयोगाय एकस्याः योजनायाः निर्माणम्। शिक्षणविधिद्वयाधारित पाठयोजनायाः निर्माणं एवं च अभ्यासः।
इकाई-4	<p>भाषा च शिक्षण कौशलानि</p> <ul style="list-style-type: none"> • श्रवण कौशलम्। • भाषण कौशलम्। • पठन कौशलम्। • लेखन कौशलम्। • शिक्षण कौशलम् - प्रस्तावना, श्यामपट्ट, प्रश्नोत्तर, उद्दीपन परिवर्तन, पुनर्बलन, व्याख्या कौशलम्। • भाषाकौशलस्य विकासाय पाठ्यसहगामी क्रियाः वादविवाद, भाषणम्, प्रतियोगिताः, अन्वयाक्षरी, भाषाधारितकीड़ा, निबन्ध लेखनं, सम्मेलनम्, कथालेखनम्, समस्यापूर्तिः, गायनम्, हास्य कणिकाः, कथा, प्रदर्शनी, प्रश्नोत्तरी एवं च विद्यालयपत्रिकायाः सिद्धता। <p>Assignment:</p> <ul style="list-style-type: none"> • छात्रैः सह वार्तालापं कृत्वा तेषां भाषायाः ज्ञानं कृत्वा तताधारेण संस्कृत भाषायाः विकासाय बहुभाषावादधारित योजनायाः निर्माणम्। • कक्षा षष्ठीतः अष्टमी पर्यन्तं विद्यमानेषु पाठ्यपुस्तकेषु दश प्रासंगिक-उदाहरणानां चयनं कृत्वा समुह चर्चायाः आयोजनम्। • विद्यालयस्य छात्राणां कृते जनपदं/ प्रान्तस्तरीय संस्कृत प्रतियोगितानां आयोजनस्य रूपरेखानिर्माणम्। <p>संस्कृतभाषायाः सम्भाषणस्य कृते साप्ताहिक वासीयशिविरस्य आयोजनं/ सहभागिता।</p>
इकाई-5	<p>मूल्यांकनम्</p> <ul style="list-style-type: none"> • आकलनं मूल्यांकनम् च। • उपलब्धिपरीक्षणस्य अर्थ, अवधारणा, निर्माणः च, निदानात्मकोपचारात्मक परीक्षणस्य निर्माणम्। • नीलपत्रस्य अर्थः अवधारणा उपयोगः च।

	<ul style="list-style-type: none"> • इकाई योजना। • पाठ्ययोजना (गद्य, पद्य, नाटक, व्याकरण, रचना, कथा)। • संस्कृते सतत् एवं च व्यापकमूल्यांकनम् (सीसीई)। • संस्कृते आकलनस्य लक्षणानि - अर्थावधारणा च। • संस्कृतस्यमूल्यांकनाय विभिन्नानां प्रश्नानां निर्माण। <p>Assignment:</p> <ul style="list-style-type: none"> • विद्यालयस्य कश्चित् स्तरस्य कृते उपलब्धि परीक्षणस्य निर्माण एवं च प्रशासनम् • संस्कृत विषयस्य नैदानिक परीक्षणस्य सिद्धता एवं च तस्य प्रयोगाय विद्यालयशिक्षकेण सह चर्चायाः अनन्तरम् उपचारात्मकं विमर्शदानम् अपि। • संस्कृते प्रथम श्रेणी (60 प्रतिशत) निमित्तं न्यूनातिन्यूनं अंकान् ये प्राप्तछात्रा सन्ति तेषां सूची निर्माणम्। 																																	
<p>TEACHING AND LEARNING STRATEGIES</p>	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																	
<p>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</p>	<p>Details of Continuous and Comprehensive Assessment (CCA) are as follows:</p> <table border="1" data-bbox="496 1279 1524 1727"> <thead> <tr> <th>SR. NO.</th> <th>CCA: COMPONENT</th> <th>MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>10X6 Test = 60</td> </tr> <tr> <td>2</td> <td>Presentation</td> <td>10</td> </tr> <tr> <td>3</td> <td>Group Discussion</td> <td>10</td> </tr> <tr> <td>4</td> <td>Debate</td> <td>10</td> </tr> <tr> <td>5</td> <td>Participation and Presentation in Seminar</td> <td>10</td> </tr> <tr> <td>6</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>7</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>8</td> <td>Attendance*</td> <td>10</td> </tr> <tr> <td>9</td> <td>Co-curricular Activity</td> <td>10</td> </tr> <tr> <td>10</td> <td>Team Teaching</td> <td>10</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	10X6 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Viva Voce	10	8	Attendance*	10	9	Co-curricular Activity	10	10	Team Teaching	10
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	<p>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA): CCA will be reduced to 30 marks or 15 marks (as per course weightage). Formula: Marks obtained/Total marksX30 For example: 60÷160X30 =11.25</p> <p>PROVISO-I: Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course.</p> <p>PROVISO-II: Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p>*Attendance in Lectures and Practical</p> <table border="1" data-bbox="702 548 1197 761"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
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EXAMINATION PATTERN	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.												
PERIODICAL REVISION OF SYLLABUS	<ol style="list-style-type: none"> 1. ANNUAL 2. HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running Year after giving a notice for a period one month. 												
SELECTED READINGS	<ul style="list-style-type: none"> • शर्मा, उषा (2009). संस्कृतशिक्षणम्. स्वाति पब्लिकेशन्स: जयपुर. • पाण्डेय, रामशकल (2016). संस्कृतशिक्षणम्. विनोद पुस्तक मन्दिर: आगरा. • मिश्रा, महेन्द्र कुमार (2011). संस्कृत व्याकरणम्. विवेक पब्लिशिंग आउस: जयपुर. • शर्मा, लक्ष्मी नारायण (2006). भाषा की शिक्षण विधियाँ एवं पाठ नियोज्य. विनोद पुस्तक मन्दिर: आगरा. • माताप्रसाद, (2016). संस्कृत शिक्षणम्. कविता प्रकाशन: जयपुर. • कपिलदेव, (2015). द्विवेदी संस्कृत साहित्य का समीक्षात्मक इतिहास. रामनारायण लाल विजय कुमार प्रकाशन: इलाहाबाद. • चौबे, विजय नारायण, (2018). संस्कृत शिक्षण विधि, हिन्दी ग्रंथ अकादमी प्रभाग, उत्तरप्रदेश हिन्दी संस्थान, लखनऊ। 												

B.A.B.Ed. III Year			
COURSE CODE: BABED-354 III		COURSE TYPE: CORE	
COURSE TITLE: Pedagogy of Language (English)			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	35	MIN. PASS MARKS:	14
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY EXAMINATION	80 PERCENT IN RESPECTIVE YEAR		
	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
Objectives:			
<ul style="list-style-type: none"> • Develop a good understanding of the Basic Concepts, objectives and Methods of Teaching English as a second language. • Learn the Concept of listening in second language & the Phonemic elements involved in listening at the receptive level. • Learn various types of Reading: Skimming, scanning, silent reading, Reading Aloud. Intensive Reading. • Enable students to teach using Direct Method, Structural – Situational Approach, Audio – Lingual Method, Bilingual Method, Communicative – Language Teaching (CLT). • Learn the Concept, aims and objectives of teaching poetry in Second Language. • Enable students to develop various Resources for English Language Teaching. 			
Learning outcome: After completion of the course, student-teachers will be able -			
<ul style="list-style-type: none"> • Cultivate a good understanding of the basic concepts in teaching of English • Enable them to critically review and use suitably different approaches and methods of teaching English as second language. • Prepare lesson plans on different and prescribed aspects of English as second language. • Choose, prepare and use appropriate audio-visual teaching aids for effective teaching of English. • Use various techniques of testing English as second language and develop remedial and conduct teaching. • Teach basic language skills as listening, speaking, reading and writing and integrate them for communication purpose. 			

Concepts, objectives & Methods of Teaching English

- Basic Concepts, objectives and Methods of Teaching English as a second language:
 - (i) Mother – tongue
 - (ii) Second Language
 - (iii) Difference between teaching and language teaching.
 - (iv) Principles of Second Language Teaching.
 - (v) Forms of English – Formal, Informal, Written, Spoken, Global English.
 - (vi) English as a Second Language (ESL), English as a Foreign Language (EFL), English for specific purpose (ESP).
- Methods and Approaches :
- Objectives : Objectives of Teaching English as a second language.
 - (i) Skill based (LSRW)
 - (ii) Competence based: Linguistic Competence (LC) and Communicative Competence (CC) in reference to LSRW skills.
- Introduction to Methods of and Approaches to Teaching of English as a second language.
 - (i) Direct Method.
 - (ii) Structural – Situational Approach
 - (iii) Audio – Lingual Method
 - (iv) Bilingual Method
 - (v) Communicative – Language Teaching (CLT).
- Role of Computer and Internet in Second Language Teaching Computer Assisted Language Learning (CALL) Computer Assisted Language Teaching (CALT).
- Eclectic Approach to Second Language Teaching
- Study of the above methods and approaches in the light of :
 - (i) Psychology of second language learning.
 - (ii) Nature of English Language.
 - (iii) Classroom environment and conditions.
 - (iv) Language functions.
- Aims of language teaching, role of mother tongue, role of teacher learners, text books and A.V. aids language skills testing, errors and remedial work.
- Principles of Teaching English, Methods and Approaches to English Language Teaching.

Assignment:

- Organize a debate on Direct Method vs Bilingual Method.
- Organize a workshop on Review of a text book in the teaching period of English.

UNIT-2	<p><u>Listening and speaking skills</u></p> <p>(A) Listening:</p> <ol style="list-style-type: none"> (i) Concept of listening in second language : (ii) The Phonemic elements involved in listening at the receptive level (Monothongs, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm). (iii) Listening skills and their sub skills. (iv) Authentic listening v/s Graded listening. (v) Techniques of teaching listening. (vi) Role of teaching aids in teaching listening skills. (vii) Note-taking <p>(B) Speaking:</p> <ol style="list-style-type: none"> (i) Concept of speaking in second language; (ii) The phonemic element involved in speaking at the productive level (monotones, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm) : (iii) The stress system – Weak forms. (iv) Use of pronouncing dictionary. (v) Phonemic transcription. (vi) Techniques of teaching speaking skills and pronunciation practice and drills – Ear training, repetition, dialogues and conversation. (vii) Role of A.V. aids in teaching speaking skills. <p>Assignment:</p> <ul style="list-style-type: none"> • Your university is organizing a workshop on Monothongs, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm. Participate in the workshop. • Organize a symposium on the skills of Listening/Speaking/Reading/Writing skill.
UNIT-3	<p><u>Reading and Writing skills</u></p> <p>Reading</p> <ul style="list-style-type: none"> • Concept of reading in second language; • Mechanics of Reading (Eye span, Pause, Fixations, Regressions) : • Types of Reading: Skimming, scanning, silent reading, Reading Aloud. Intensive Reading, Extensive reading: Local and Global Comprehension. • Role of speed and pace. • Relating teaching of Reading to listening and speaking skills. • Teaching silent reading, intensive reading, extensive reading and genuine reading comprehension in terms of inference prediction critical reading, interpretation judgment summarizing, central idea, etc. • Role of course reader and rapid reader, cloze procedure, Maza method, dictionary in teaching reading skills. <p>Writing:</p> <ul style="list-style-type: none"> • Concept of writing in the first language and the second language. • Types of composition – oral, written, controlled, guided, contextualized and integrated composition. • Teaching the following items keeping in view their style, ingredients, and mechanics.

	<ul style="list-style-type: none"> • Letter (Formal and informal), Essay, Report, Telegram, E-mail, Notices, Précis, Paragraph, Developing Stories, Note Making. • Teaching prose, poetry, Grammar and Composition. • Language Difficulties, Errors and Disorders, , Remedial Teaching. • A Critical Analysis of the Evaluation of language Teaching Methodologies; Methods of Evaluation. • Continuous and Comprehensive Evaluation, Evaluation Language Proficiency. <p>Assignment:</p> <ul style="list-style-type: none"> • Organize a workshop on Types of Reading: Skimming, scanning, silent reading, Reading Aloud. Intensive Reading, Extensive reading: Local and Global Comprehension. • Organize a workshop on Letter (Formal and informal), Essay, Report, Telegram, E-mail, Notices, Précis, Paragraph, Developing Stories, Note Making. • Draft advertisements for Newspaper and Magazine teaching lexical and structural items. Prepare a file using newspaper cuttings.
UNIT-4	<p><u>Resources and Planning for English Language Teaching</u></p> <p>(A) Resources for English Language Teaching:</p> <ul style="list-style-type: none"> • The blackboard and the white board. • Blackboard drawings and sketches. • The overhead projector (OHP). • Flashcards, Poster and Flip Charts. • Songs, Raps and Charts. • Video Clips. • Pictures, Photos, Postcards and Advertisements. • Newspapers, Magazines and Brochures. • Mind Maps • Radio, Tape – Recorder, T.V. • Language Laboratory • Stories and Anecdotes <p>(B) Planning for English Language teaching as a second Language B–Prose Lessons:</p> <ul style="list-style-type: none"> • Planning a Unit (Based on a lesson in the Course Reader (Text Book) • Identifying and listing language material to be taught (New Preparation of unit test and examination • Lexical and structural items, their usage and uses). • Planning for teaching the content and skills in the following order : • New Lexical items (Vocabulary). • New Structural items • Reading Comprehension • Textual exercises • Writing / Composition <p>Assignment:</p> <ul style="list-style-type: none"> • Suppose you are a teacher of English. Deliver a lecture on Prose Lessons: a. planning a Unit (Based on a lesson in the Course Reader (Text Book). • Make a group of five students each in your class and then make a preparation of twenty test items in listening / composition exercise.

UNIT-5	<p><u>Testing and Evaluation in English</u></p> <ul style="list-style-type: none"> • Components of Poetry • Concept, aims and objectives of teaching poetry in Second Language • Steps of teaching Poetry at the Secondary stage. • Concept of testing and evaluation in English as a second language. • Difference in testing in content – subjects and skills subjects. • Testing language skills (LSRW), lexical and structural items, and poetry. • Type of test Achievement test, Proficiency test, Diagnostic test, prognostic test, Formative and summative tests). • Paper – their blue – print and answer key. • Types and preparation of test-items. • Error analysis. • Concept and need of remedial teaching and remedial work. • Development of Language Skills, • Teaching Learning Materials, Text Books, Multi-media Materials and other resources, • Basic Principles of Second language Teaching • Methods of Evaluation • Continuous and Comprehensive Evaluation , Evaluation Language Proficiency • Teaching prose, poetry, Grammar and Composition <p>Assignment:</p> <ul style="list-style-type: none"> • As an educationist, deliver a lecture on Types of test Achievement test, Proficiency test, Diagnostic test, prognostic test, Formative and summative tests). • Write a speech on the merits of Language Lab. 															
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>															
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B.A.B.Ed. III Year			
COURSE CODE: BABED-354 IV		COURSE TYPE: CORE	
COURSE TITLE: Pedagogy of Social Sciences			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	35	MIN. PASS MARKS:	14
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objectives:</p> <ul style="list-style-type: none"> • Understand the need for teaching-learning of Social Science in secondary classes. • Develop a critical understanding about the aims and objectives of Social Science in a Democratic and Secular country. • Develop a critical understanding about the nature and philosophy of Social Science and its interface with society. • Understand the nature of Social Science curriculum and its pedagogical issues. • Engage with the classroom processes in Social Science and its transactional implications. • Critique and develop suitable evaluation mechanisms in Social Science. • Develop the ability to organize co-curricular activities and community resources for promoting Social Science learning. • <p>Learning outcome: After completion of the course, student-teachers will be able -</p> <ul style="list-style-type: none"> • 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-1	<p><u>Nature and Scope of Social Science</u></p> <ul style="list-style-type: none"> • 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.) 		

	<ul style="list-style-type: none"> Contemporary social issues in Indian society and their solution through Education. <p>Assignment:</p> <ul style="list-style-type: none"> 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. Organize a group discussion on Correlation of social science with other School Subjects.
UNIT-2	<p><u>Teaching-learning of Social Science</u></p> <ul style="list-style-type: none"> 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. Enquiry/Empirical Evidence, Problems of teaching Social Science/Social Studies. <p>Assignment:</p> <ul style="list-style-type: none"> To study social environmental degradation in the local area through interview of local community and talk about suggestions for preservation methods. Prepare a lesson plan based on innovative method.
UNIT-3	<p><u>ICT and Materials in Teaching-learning of Social Science</u></p> <ul style="list-style-type: none"> 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, And 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. Dale cone of experience. Micro Teaching Bloom's Taxonomy (Cognitive, effective and psychomotor), in terms of Instructional behavior <p>Assignment:</p> <ul style="list-style-type: none"> Prepare and present a lesson through power point presentation on any topic of your choice. Make teaching materials using different type of teaching aids (chart, atlas, model & PowerPoint, etc) at school social science subject.
UNIT-4	<p><u>Teaching-Learning Resources in Social Sciences</u></p> <ul style="list-style-type: none"> People as Resource: the significance of oral data. Types of primary and secondary sources: data from field, textual materials, journals, text book, magazines, newspapers, etc. Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.

	<p>Assignment:</p> <ul style="list-style-type: none"> • Conduct a training program on use of digital library especially for secondary sources and reference material, such as dictionaries and encyclopedias. • Going beyond the textbook; getting children to craft little nuggets of History from primary sources. 																																		
UNIT-5	<p>Assessment and Evaluation</p> <ul style="list-style-type: none"> • Meaning, Concept and Construction of Achievement test, Diagnostic Test and Remedial teaching. • Blue print: Meaning, Concept, Need and Construction. • Open-Book tests: Strengths and Limitations. • Continuous and Comprehensive Evaluation (CCE) in Social Sciences. <p>Assignment:</p> <ul style="list-style-type: none"> • Construction, administration and interpretation and an achievement test of any standard of school. • Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure. 																																		
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																		
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B.A.B.Ed. III Year			
COURSE CODE: BABED-354 V		COURSE TYPE: CORE	
COURSE TITLE: Pedagogy of Civics			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	35	MIN. PASS MARKS:	14
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objectives: To enable the prospective teachers to:</p> <ul style="list-style-type: none"> • Understand the need for teaching-learning of civics in secondary classes. • Develop a critical understanding about the aims and objectives of civics in a Democratic and Secular country. • Develop a critical understanding about the nature and philosophy of civics and its interface with society. • Understand the nature of civics curriculum and its pedagogical issues. • Engage with the classroom processes in civics and its transactional implications. • Critique and develop suitable evaluation mechanisms in civics. • Develop the ability to organize co-curricular activities and community resources for promoting civics learning. <p>Learning outcome: After completion of the course, student-teachers will be able -</p> <ul style="list-style-type: none"> • Define and differentiate the concept of Civics and explain its relative position in the Syllabus. • Understand the aims and objectives of teaching Civics. • Prepare unit plans and Lesson plans for different classes. • Critically evaluate the existing school syllabus of Civics. • 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. • Preparation of Related Contents for Teacher Recruitment Exams. 			
UNIT-1	<p><u>Nature and Scope of Civics</u></p> <ul style="list-style-type: none"> • Meaning, concept, Nature and scope of civics in current trends. • Aim and Objective of Civics Teaching in School. • Correlation of civics to other social sciences subjects. • Problems of teaching Civics; developing critical thinking. • Role of civics in promoting international understanding. <p>Assignment:</p> <ul style="list-style-type: none"> • 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-2	<p><u>Teaching-Learning Contents in Civics</u> Indian Constitution and Democracy -</p> <ul style="list-style-type: none"> • Making of the Indian Constitution and its features, Preamble, Fundamental rights and Fundamental duties, Social justice, Child Rights and Child Protection, Election in Democracy and Voters Awareness. <p>Government : Composition and Functions –</p> <ul style="list-style-type: none"> • Parliament, President, Prime Minister and Council of Ministers; Supreme Court, State Government, Panchayati raj and Urban Self - Government. (in reference to Rajasthan) District Administration and Judicial System. <p>Assignment:</p> <ul style="list-style-type: none"> • 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-3	<p><u>ICT & Materials in Teaching-learning of Civics</u></p> <ul style="list-style-type: none"> • 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. <p>Assignment:</p> <ul style="list-style-type: none"> • Prepare and present a lesson through power point presentation on any topic of your choice. • Make teaching materials using different type of teaching aids.
UNIT-4	<p><u>Teaching-Learning of Civics</u></p> <ul style="list-style-type: none"> • Lesson plan, Unit plan and Year plan: Concept, Meaning, Need and Importance. • Teaching strategies in Civics Questioning, collaborative strategies: games, simulations and role play: problem solving and decision-making. • Methods - interactive verbal learning: Experiential learning through activities experiments: investigative field visits. • Enquiry/Empirical Evidence; Teaching Learning Material and Teaching Aids, Information and Communication Technology. Project Work, Learning outcomes, Evaluation. <p>Assignment:</p> <ul style="list-style-type: none"> • Conduct a training program on Lesson plan, Unit plan and Year plan. • Collect news paper related with any current issues and make a survey related with local public problem.

UNIT-5	<p><u>Assessment and Evaluation</u></p> <ul style="list-style-type: none"> • Meaning and Characteristics of Assessment. • Meaning, Concept and Construction of Achievement test, Diagnostic Test and Remedial teaching. • Blue print: Meaning, Concept, Need and Construction. • Open-Book tests: Strengths and limitations. • Continuous and Comprehensive Evaluation (CCE). <p>Assignment:</p> <ul style="list-style-type: none"> • Construction, administration and interpretation of an achievement test of any standard of school. • Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure. 																																	
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B.A.B.Ed. III Year			
COURSE CODE: BABED-354 VI		COURSE TYPE: CORE	
COURSE TITLE: Pedagogy of History			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	35	MIN. PASS MARKS:	14
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
Objectives:			
To enable the prospective teachers to:			
<ul style="list-style-type: none"> • Appreciate the need for teaching-learning of History in secondary classes. • Develop a systematic and critical understanding of History in a democratic and secular country with a diverse socio-cultural milieu and relevance in the contemporary context of a globalised world. • Promote critical perspectives on the nature and philosophy of History and methods of enquiry. • Comprehend, analyse, evaluate and integrate source material critically as historical evidence. • Understand the organisation of History curriculum and its pedagogical concerns. • Engage with the classroom processes in History and its transactional implications. • Critique and develop suitable evaluation mechanisms in History. • Nurture the ability to organize curricular activities and community resources for promoting History learning • Become a reflective practitioner capable of translating theoretical perspectives into innovative pedagogical practices. • Acquaint with the need and processes of continuous professional development 			
Learning outcome: After completion of the course, student-teachers will be able -			
<ul style="list-style-type: none"> • 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 -1	<u>Nature and Scope of History</u> <ul style="list-style-type: none"> • Meaning, nature and scope of history. • Importance of teaching history. 		

	<ul style="list-style-type: none"> • Aims and Objective of teaching History at different levels. • Importance of studying Local History, National History, and World History in the context of National Integration and International brotherhood and global citizenship. • Co-relation of History with other school subjects. <p>Assignment:</p> <ul style="list-style-type: none"> • 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-2	<p><u>Teaching-Learning Resources in History</u></p> <ul style="list-style-type: none"> • 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. • Qualities and professional growth of History teacher, his role in future prospective. <p>Assignment:</p> <ul style="list-style-type: none"> • 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-3	<p><u>ICT & Materials in Teaching-learning of History</u></p> <ul style="list-style-type: none"> • Use of ICT: Video clips, Power points presentations, films, Various on-line apps (Zoom, WebEx, goggle-meet, Drive) etc. • Planning, Preparation and Presentation of Instructional Material. • Techniques: • Various methods of teaching History (Story Telling, Biographical, Dramatization Time sense, Source, Project and Supervised study method) • Resource Material • Audio-Visual aids in teaching History • Text book, teacher, co-curricular activities • Community Resource: Computer, T.V. • History room. • Planning of historical excursion. • Co-curricular activities. <p>Assignment:</p> <ul style="list-style-type: none"> • Organize Workshop on Planning, preparation and presentation of Instructional Material. • Make teaching materials using different type of teaching aids (chart, atlas, model & PowerPoint, etc) at school history subject.
UNIT-4	<p><u>Teaching-Learning of History</u></p> <ul style="list-style-type: none"> • 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

	<p>events, instruction affairs.</p> <ul style="list-style-type: none"> • Method of history Teaching: Project Method, Problem Solving, Lecture cum Discussion Method, Team Teaching, Concept Mapping Method, Role plays. • Teaching strategies in history; questioning; collaborative strategies; games, simulation and role plays; values classification, problem solving and decision. <p>Assignment:</p> <ul style="list-style-type: none"> • Prepare your own teaching strategy of lesson plan and find its effectiveness. • Organise workshop on Method of history Teaching.
UNIT-5	<p><u>Assessment and Evaluation</u></p> <ul style="list-style-type: none"> • Meaning, Concept and Construction of Achievement Test, Diagnostic Test and Remedial teaching. • Blue Print: Meaning, Concept, Need and Construction. • Open-Book Tests: Strengths and Limitations. • Characteristics of Assessment in History. • Continuous and Comprehensive Evaluation (CCE) in History. • Concept and Purpose of evaluation • Objectives based evaluation • Tools and techniques of evaluation in History teaching. • various types of question • Content analysis. <p>Assignment:</p> <ul style="list-style-type: none"> • Construction, administration and interpretation of an achievement test of any standard of school. • Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>

CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	Details of Continuous and Comprehensive Assessment (CCA) are as follows:	
	SR. NO.	CCA: COMPONENT
	1	Monthly Test
	2	Presentation
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	MAXIMUM MARKS	
	10X6 Test = 60	
	10	
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EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA): CCA will be reduced to 30 marks or 15 marks (as per course weightage). Formula: Marks obtained/Total marksX30 For example: $60 \div 160 \times 30 = 11.25$ PROVISO-I: Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course. PROVISO-II: Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course. *Attendance in Lectures and Practical		
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EXAMINATION PATTERN	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.	
PERIODICAL REVISION OF SYLLABUS	1. ANNUAL 2. HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running Year after giving a notice for a period one month.	
SELECTED READINGS	<ul style="list-style-type: none"> • Singh, K.C. (1990). Ancient India. Arya publishinging House:Karol Bagh. New Delhi. • Ahluvalia, M.M. (1992). Modern India and the Canted Porary word. Arya book depot:Karol Bagh. New Delhi. • Choube, S.B. (2007). History of Indian culture. Agrawal publication: Agra. • Tyagi, Gursarndas (2007). Teaching of History.Vinod pustak mandir: Agra. • Sharma, R.K. (2006). Teaching of History.Radha prakashan mandir: Agra. • .Jain, M.S.(2004). Concise History of Modern Rajasthan.Wishwa 	

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B.A.B.Ed. III Year			
COURSE CODE: BABED-354 VII		COURSE TYPE: CORE	
COURSE TITLE: Pedagogy of Geography			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	35	MIN. PASS MARKS:	14
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION		MONTHLY TEST
DURATION	03 HR		01 HR
<p>Objectives:</p> <ul style="list-style-type: none"> • Understand the need for teaching-learning of Geography in secondary classes. • Develop a critical understanding about the aims and objectives of Geography in a Democratic and Secular country. • Develop a critical understanding about the nature and philosophy of Geography and its interface with society. • Understand the nature of Geography curriculum and its pedagogical issues. • Engage with the classroom processes in Geography and its transactional implications. • Critique and develop suitable evaluation mechanisms in Geography • Develop the ability to organize co-curricular activities and community resources for promoting Geography learning. <p>Learning outcome:After completion of the course, student-teachers will be able -</p> <ul style="list-style-type: none"> • 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-1	<p><u>Nature and Scope of Geography</u></p> <ul style="list-style-type: none"> • Meaning, nature and scope of geography. • Uniqueness of disciplines and interdisciplinary. • Social and geographic issues and concerns of the present-day Indian 		

	<p>society.</p> <ul style="list-style-type: none"> • Origin of earth, atmosphere, Earthquake, Volcanic, pollution: air water soil. <p>Assignment:</p> <ul style="list-style-type: none"> • 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-2	<p>Teaching-learning Resources in Geography</p> <ul style="list-style-type: none"> • 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. • Enquiry/Empirical Evidence, Problems of teaching Geography. <p>Assignment:</p> <ul style="list-style-type: none"> • 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	<p><u>ICT & Materials in Teaching-learning of Geography</u></p> <ul style="list-style-type: none"> • 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. • Dale cone of experience. Micro Teaching Bloom's Taxonomy (Cognitive, effective and psychomotor), in terms of Instructional behavior. <p>Assignment:</p> <ul style="list-style-type: none"> • 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 (chart, atlas, model & PowerPoint, etc) on school geography subject.

<p style="text-align: center;">UNIT-4</p>	<p><u>Teaching-learning of Geography</u></p> <ul style="list-style-type: none"> • Various teaching aids: Using atlas as a resource for Geography; maps, globe, charts, models, graphs, visuals. Teaching learning material • Teaching aids and lab equipments • Lesson plan format in geography. • Approaches and methods of geography teaching: project method, problem solving, team teaching, regional method, laboratory method. <p>Assignment:</p> <ul style="list-style-type: none"> • Conduct a workshop for preparation of educational model for implementation of functional utility of audio and visual in geography teaching. • Make a lesson plan of geography on any topic of your interest using your own creative strategy for better understanding of the topic and present it in class, after them evaluate the effectiveness of your strategy.
<p style="text-align: center;">UNIT-5</p>	<p><u>Assessment and Evaluation</u></p> <ul style="list-style-type: none"> • Meaning, concept and construction of achievement test, diagnostic and remedial test. • Blue print: Meaning, concept, need and construction. • Open-book tests: Strengths and limitations • Continuous and Comprehensive Evaluation (CCE): Meaning, Concept, need and importance. <p>Assignment:</p> <ul style="list-style-type: none"> • Construction, administration and interpretation of an achievement test of any standard of school. • Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.
<p>TEACHING AND LEARNING STRATEGIES</p>	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>

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- कक्षा -10. माध्यमिक शिक्षा बोर्ड राज. (2011). सामाजिक विज्ञान व समकालीन भारत -2. राजस्थान राज्य पाठ्यपुस्तक मण्डल: जयपुर.
- कक्षा - 11. माध्यमिक शिक्षा बोर्ड राज. (2014). भारत भौतिक पर्यावरण. राजस्थान पाठ्यपुस्तक मण्डल: जयपुर.
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B.A.B.Ed. III Year			
COURSE CODE: BABED-354 VIII		COURSE TYPE: CORE	
COURSE TITLE: Pedagogy of Music			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	35	MIN. PASS MARKS:	14
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>उद्देश्य –</p> <ul style="list-style-type: none"> • संगीत शिक्षण की अवधारणा एवं प्रकृति से परिचित करवाना। • संगीत शिक्षण के विविध प्रकारों से परिचित करवाना। • संगीत शिक्षण के विभिन्न उपागम एवं विधियों से अवगत करवाना। • संगीत शिक्षण अधिगम में आईसीटी के प्रयोग से अवगत करवाना। • संगीत शिक्षण आंकलन एवं मूल्यांकन का ज्ञान प्रदान करना। <p>अधिगम सम्प्राप्तियां–</p> <ul style="list-style-type: none"> • विद्यालय स्तर पर संगीत शिक्षण के महत्व को जान सकेंगे। • संगीत का अन्य विद्यालय विषयों से सहसंबंध को समझ सकेंगे। • संगीत शिक्षण के विभिन्न उपागम एवं विधियों से परिचित हो सकेंगे। • संगीत शिक्षण के प्रमुख सिद्धांत एवं शैलियों से परिचित हो सकेंगे। • संगीत शिक्षण में आंकलन एवं मूल्यांकन की विधियों से अवगत हो सकेंगे। 			
UNIT-1	<p>संगीत की प्रकृति एवं कार्य क्षेत्र</p> <ul style="list-style-type: none"> • संगीतशिक्षण का अर्थ, परिभाषा ,अवधारणा प्रकृति एवंकार्य • संगीतशिक्षण के विविध प्रकार एवंमहत्व • विद्यालय स्तरपरसंगीतशिक्षण का ऐतिहासिकमहत्व • संगीत का अन्य विद्यालय विषयों से सहसंबंध • परिचर्चा,समूहकार्य,प्रदत्तकार्य। 		
UNIT-2	<p>संगीत मेंशिक्षणअधिगम</p> <ul style="list-style-type: none"> • संगीतशिक्षण के प्रमुख लक्ष्य एवंउद्देश्य • .संगीतशिक्षण के विभिन्नउपागम एवंविधियां • समस्या समाधानविधि,स्वरलिपिविधि, प्रदर्शनात्मकविधि,प्रयोगात्मकविधि,प्रदर्शनमय व्याख्यानविधि प्रश्नोत्तरतकनीक,पाठ्यपुस्तक, नाटकीयकरण। 		
UNIT-3	<p>संगीत शिक्षणमेंआईसीटी का उपयोग</p> <ul style="list-style-type: none"> • संगीतमेंदैनिकइकाई एवंवार्षिकपाठ्यक्रम का अर्थअवधारणाआवश्यकता एवंनिर्माण • शिक्षणसामग्री:–संगीतमेंशिक्षणसामग्रियों का अर्थमहत्व एवंप्रकार, संगीत कक्ष (वाद्य यंत्रों का महत्वआवश्यकता एवं उपकरण) • संगीतशिक्षणअधिगममेंआईसीटी का अभिप्रयोग 		

UNIT-4	<p>संगीतशिक्षण के सिद्धांत एवंसंवेगात्मकसमग्रतातथास्रोत</p> <ul style="list-style-type: none"> ● संगीतशिक्षण के प्रमुख सिद्धांत एवं शैलियां ● संगीतशिक्षण के माध्यम से संवेगात्मकसमग्रता ● संगीतशिक्षण के द्वारा जीवन मेंविभिन्नबदलाव एवंअनुभव ● प्राथमिक एवं द्वितीयकस्रोत,क्षेत्र प्रदत्त, पाठ्यसामग्रियां, जर्नलपत्र पत्रिकाएं एवंअखबार 																																	
UNIT-5	<p>आकलन एवंमूल्यांकन</p> <ul style="list-style-type: none"> ● संगीतशिक्षणमेंआकलन एवंमूल्यांकन का अर्थ, संप्रत्यय एवंविशेषताएं। ● संगीतशिक्षणमेंउपलब्धि परीक्षण का निर्माण, निदान एवंउपचारात्मकपरीक्षण। ● नीलपत्रक—अर्थ, अवधारणा, आवश्यकता एवंनिर्माण। 																																	
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																	
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EXAMINATION PATTERN	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.												
PERIODICAL REVISION OF SYLLABUS	<p>1. ANNUAL</p> <p>2. HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running Year after giving a notice for a period one month.</p>												
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B.A.B.Ed. III Year			
COURSE CODE: BED-354 IX		COURSE TYPE: CORE	
COURSE TITLE: Pedagogy of Computer Science			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	35	MIN. PASS MARKS:	14
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objectives:</p> <ul style="list-style-type: none"> • Understand 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. • Understand the practical concepts of the M.S Office applications in School Management. • To introduce students with basic concepts of Operating System, its functions and services. • Understanding the basic elements of computers and their uses. <p>Learning outcome:After completion of the course, student-teachers will be able -</p> <ul style="list-style-type: none"> • 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 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-1	<p><u>Nature and Scope of Computer Science</u></p> <ul style="list-style-type: none"> • Concept, Nature & Scope of Computer Science. • History and Generations of Computers and their characteristics. • Classification and Part of computers. • Input Output Devices, Block Diagram. <p>Assignment:</p> <ul style="list-style-type: none"> • Make a power point presentation on demonstration of computer parts and input/output devices of school students. • Organise seminar on History and Generations of Computers and their Applications. 		

UNIT-2	<p><u>Hardware</u></p> <ul style="list-style-type: none"> • 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. <p>Assignment:</p> <ul style="list-style-type: none"> • Training program on hardware for output: monitors, speakers, head phone etc, in school workshop on use and function of modem and Souter. • Prepare a report on various memory devices used in computer.
UNIT-3	<p><u>Software</u></p> <ul style="list-style-type: none"> • 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 <p>Assignment:</p> <ul style="list-style-type: none"> • Conduct training on basic features of Windows, M S Word, Excel and Power point. • Classroom Presentations on use of wizard, templates, slide master, blank slides.
UNIT-4	<p><u>Teaching-Learning Resources in Computer Science</u></p> <ul style="list-style-type: none"> • Network, Type and Topology, Internet and Intranet, Network Protocol • Web Browsers: Internet Explorer, Mozilla Firefox, Chrome. • Search Engines: Google, Yahoo, Meta Search Engine. <p>Assignment:</p> <ul style="list-style-type: none"> • Organize a camp for one week in school on uses of internet and search engines, to train students in searching educational material and enhance knowledge. • Draft a report on effectiveness of camp. • Use of Search Engine for access primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.
UNIT-5	<p><u>ICT Application in Teaching and Learning</u></p> <ul style="list-style-type: none"> • Concept, Nature and Use of ICT in Education. • Preparing lesson plans. • Managing Subject related content. • Preparing results and reports. • School Brochure and Magazine. • E-Education & E-learning. • Virtual Classrooms, Web-based teaching materials, Interactive white boards. <p>Assignment:</p> <ul style="list-style-type: none"> • Orientation program on interactive white boards. • Conduct an awareness program among students on E-learning.

<p>TEACHING AND LEARNING STRATEGIES</p>	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																													
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B.A.B.Ed. III Year			
COURSE CODE: BED-355 a I		COURSE TYPE: CORE	
COURSE TITLE: हिन्दी साहित्य प्रथम प्रश्नपत्र –आधुनिक काव्य			
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
अधिगम उद्देश्य – <ul style="list-style-type: none"> आधुनिक पद्य की परम्परा से अवगत करवाना। आधुनिक काव्य की प्रमुख विधाओंसे परिचित करवाना। रस के अर्थ स्वरूप, अवयव, निष्पत्ति, साधारणीकरण, बिम्ब एवं प्रतीक के बारे में जानकारी प्रदान करना। आधुनिक कविता के इतिहास का ज्ञान प्रदान करना। 			
अधिगम सम्प्राप्तियाँ – <ul style="list-style-type: none"> विद्यार्थी आधुनिक पद्य की परम्परा से अवगत हो सकेंगे। आधुनिक काव्य की प्रमुख विधाओं के बारे में जानना। विद्यार्थी हिन्दी काव्यों की काव्यधाराओं का परिचय प्राप्त कर सकेंगे। विद्यार्थी रस के अर्थ स्वरूप, अवयव, निष्पत्ति एवं साधारणीकरण की विवेचना कर 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 कर सकेंगे। विद्यार्थी बिम्ब एवं प्रतीक में उत्पन्न अन्तर को जान सकेंगे। 			
इकाई- 1	संशय की एक रात – नरेश मेहता		
इकाई- 2	<ul style="list-style-type: none"> हरिऔध – एक बूँद, फूल और काँटा, ब्रज पर इन्द्र का कोप मैथिलीशरण गुप्त – दोनों ओर प्रेम पलता है, सखी वे मुझसेकहकर जाते। जयशंकर प्रसाद – अशोक की चिन्ता, शेरसिंह का शस्त्र समर्पण। सुमित्रानन्दन 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	<ul style="list-style-type: none"> • हरिवंशराय बच्चन – बुद्ध और नाचघर। • रामधारी सिंह दिनकर – राष्ट्रदेवता का विसर्जन। • नागार्जुन – उनको प्रणाम, तुम किशोर तुम तरुण, मेरी भी आभा है इसमें। • अज्ञेय – असाध्य वीणा। • मुक्तिबोध – बबूल, एक भूतपूर्व विद्रोही का आत्मकथन। • भवानीप्रसाद मिश्र – सतपुड़ा के घने जंगल, बुनी हुई रस्सी।
इकाई- 4	<ul style="list-style-type: none"> • रघुवीर सहाय – बार-बार, शोक सभा। • धूमिल – मोचीराम। • दुष्यन्त कुमार- इस नदी की धार में, कहाँ तो तय था चिरागाँ, गाँधीजी के जन्मदिन पर। • हरीश भादानी • नन्दकिशोर आचार्य – अब नहीं होगा कुछ, नदी है तो बहेगी, जब तक, फुर्सत में नहीं हूँ अभी।
इकाई- 5	<p>(अ) आधुनिक कविता का इतिहास (ब) काव्य रूप, बिम्ब एवं प्रतीक, रस का अर्थ, स्वरूप, अवयव, निष्पत्ति एवं साधारणीकरण (संक्षिप्त परिचय), रस के भेद।</p>
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>

CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	<p>Details of Continuous and Comprehensive Assessment (CCA) are as follows:</p> <table border="1" data-bbox="448 264 1465 705"> <thead> <tr> <th>SR. NO.</th> <th>CCA: COMPONENT</th> <th>MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>10X6 Test = 60</td> </tr> <tr> <td>2</td> <td>Presentation</td> <td>10</td> </tr> <tr> <td>3</td> <td>Group Discussion</td> <td>10</td> </tr> <tr> <td>4</td> <td>Debate</td> <td>10</td> </tr> <tr> <td>5</td> <td>Participation and Presentation in Seminar</td> <td>10</td> </tr> <tr> <td>6</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>7</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>8</td> <td>Attendance*</td> <td>10</td> </tr> <tr> <td>9</td> <td>Co-curricular Activity</td> <td>10</td> </tr> <tr> <td>10</td> <td>Team Teaching</td> <td>10</td> </tr> </tbody> </table> <p>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA): CCA will be reduced to 30 marks or 15 marks (as per course weightage). Formula: Marks obtained/Total marksX30 For example: $60 \div 160 \times 30 = 11.25$</p> <p>PROVISO-I: Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course. PROVISO-II: Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p>*Attendance in Lectures and Practical</p> <table border="1" data-bbox="448 974 1133 1176"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	10X6 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Viva Voce	10	8	Attendance*	10	9	Co-curricular Activity	10	10	Team Teaching	10	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
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PERIODICAL REVISION OF SYLLABUS	<ol style="list-style-type: none"> ANNUAL HOWEVER THE UNIVERSITY may revise the syllabus at any time during the running Year after giving a notice for a period one month. 																																													
SELECTED READINGS	<ul style="list-style-type: none"> रणजीत, हिंदी के प्रगतिशील कवि. 1973. नई दिल्ली : पीपुल्स पब्लिशिंग हाउस प्राइवेट लिमिटेड. नगेंद्र .आधुनिक हिंदी कविता की मुख्य प्रवृत्तियां.1951.दिल्ली : गौतम बुक डिपो. सिंह, नामवर. छायावाद. 2006. नई दिल्ली : राजकमल प्रकाशन प्राइवेट लिमिटेड. सिंह, नामवर. कविता के नए प्रतिमान. 2016. नई दिल्ली : राजकमल प्रकाशन प्राइवेट लिमिटेड. मेहता, नरेश .संशय की एक रात. 2012. इलाहाबाद : लोकभारती प्रकाशन. नगेंद्र. काव्यशास्त्र की परंपरा. 2013. दिल्ली : नेशनल पब्लिशिंग हाउस. 																																													

B.A.B.Ed. III Year			
COURSE CODE: BED-355 a II		COURSE TYPE: CORE	
COURSE TITLE: हिन्दी साहित्य द्वितीय प्रश्नपत्र – निबन्ध एवं भाषा			
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
अधिगम उद्देश्य-			
<ul style="list-style-type: none"> • निबन्ध के स्वरूप व भाषा से परिचित करवाना। • निबन्ध लेखन की शैली से परिचित करवाना। • निबन्ध लेखन में रुचि उत्पन्न करना। • हिन्दी भाषा की महत्ता का ज्ञान करवाना। • हिन्दी भाषा के उद्भव व विकास की प्रक्रिया से परिचित कराना। • हिन्दी आलोचना व निबन्ध के मध्य तात्त्विक अंतर समझाना। • हिन्दी निबन्ध लेखन हेतु प्रेरित कराना। • देवनागरी लिपि की वैज्ञानिकता से परिचित करवाना। 			
अधिगम सम्प्राप्तियाँ-			
<ul style="list-style-type: none"> • विद्यार्थी निबन्ध के स्वरूप व भाषा से परिचित हो सकेंगे। • विद्यार्थी निबन्ध लेखन की शैली से परिचित हो सकेंगे। • विद्यार्थी हिन्दी भाषा के उद्भव व विकास की प्रक्रिया से परिचित हो सकेंगे। • विद्यार्थी हिन्दी निबन्ध एवं आलोचना की ऐतिहासिक पृष्ठभूमि से परिचित हो सकेंगे। • हिन्दी भाषा व उसकी विविध विधाओं क प्रति अभिरुचि व अभिवृत्ति विकसित हो सकेंगे। 			
इकाई- 1	<ul style="list-style-type: none"> • मन की दृढ़ता • साहित्य का मूल्य • आचरण की सभ्यता • उत्साह 	<ul style="list-style-type: none"> - बालकृष्ण भट्ट - बाबू गुलाब राय - अध्यापक पूर्ण सिंह - आचार्य रामचन्द्र शुक्ल 	
इकाई- 2	<ul style="list-style-type: none"> • नाखून क्यों बढ़ते हैं ? • प्रसाद और निराला • भूमि को देवत्व प्रदान (पृथ्वी पुत्र से) • जीने की कला 	<ul style="list-style-type: none"> - आचार्य हजारीप्रसाद द्विवेदी - आचार्य नन्द दुलारे वाजपेयी - वासुदेव शरण अग्रवाल - महादेवी वर्मा 	
इकाई- 3	<ul style="list-style-type: none"> • प्रेमचन्द और भाषा समस्या • तमाल के झरोखे से • आधुनिकता : नयी और पुरानी • परम्परा बोध और समकालीन साहित्य 	<ul style="list-style-type: none"> - डॉ. रामविलास शर्मा - विद्यानिवास मिश्र - कुबेर नाथ राय - नन्दकिशोर आचार्य 	
इकाई- 4	<ul style="list-style-type: none"> • 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																																													
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																													
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EXAMINATION PATTERN	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.
PERIODICAL REVISION OF SYLLABUS	<ol style="list-style-type: none"> 1. ANNUAL 2. HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running Year after giving a notice for a period one month.
SELECTED READINGS	<ul style="list-style-type: none"> ● पाण्डेय. पृथ्वीनाथ. (2007). निबन्ध सागर. नई दिल्ली: प्रभात पेपरबैग्स. ● चतुर्वेदी. रामस्वरूप. (2010). हिन्दी साहित्य और संवेदना का विकास. इलाहबाद: लोकभारती प्रकाशन. ● दुबे. सुशमा. राजकुमार.(2002). कहानी व निबन्ध संकलन. नई दिल्ली: वाणी प्रकाशन. ● प्रसाद. वि. वनाथ. (2000). निबन्ध निकेत, नई दिल्ली: वाणी प्रकाशन. ● तिवारी. रामचन्द्र. (2003). श्रेष्ठ निबन्ध. नई दिल्ली: राजकमल प्रकाशन. ● द्विवेदी. मुकुन्द. (1996). चुने हुए निबन्ध (हजारी प्रसाद द्विवेदी). नई दिल्ली: किताबघर प्रकाशन.

B.A.B.Ed. III Year			
COURSE CODE: BED-355 b I		COURSE TYPE: CORE	
COURSE TITLE: MODERN INDIAN HISTORY (1740-1956 A.D.)			
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
Objectives: <ul style="list-style-type: none"> • To provide the knowledge of the British Expansion in India. • To provide the knowledge of the Establishment of British Rule in Bengal and its Consequences. • To provide the knowledge of the uprising of 1857. • To provide the knowledge of the Government of India Act of 1919 and 1935 A.D. • To provide the knowledge of the Indian National Movement (1885 -1947). Learning Outcomes: After completion of the course, student-teachers will be able to- <ul style="list-style-type: none"> • To study the advent of European companies in India. • To study the emergence of regional powers. • To study the British establishment in India. • To study the Maratha struggle with British. • To analyse the uprising of 1857. • To study the revenue settlement and their impact on peasantry. • To study the impact of British rule in India. • To study the national freedom movement of India. • To know the main feature of the Indian Constitution of 1950 			
UNIT-1 TEACHING NG Hours: 18	<i>Advent of European companies in India, Political and Economic condition of India, British Expansion in Bengal, Battle of Plassey and Buxer, Regulating Act, Emergence of Regional Powers: Mysore, Punjab and Awadh, their struggle with British and Annexation in the British Empire.</i>		
UNIT-2 TEACHING NG Hours: 18	Establishment of British Rule in Bengal and its Consequences, Third Battle of Panipat and its Consequences. Maratha struggle with the British, Causes of the failure of the Marathas.		
UNIT-3 TEACHING G Hours: 18	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-4 TEACHING Hours: 18	Drain of Wealth and its Consequences, Economic Impact of British Rule. Causes of the Emergence of Indian Nationalism, <i>Intellectual awakening; Western education, Socio-religious reform movements in 19th century</i> , Salient features of Government of India Act of 1919 and 1935 A.D.		

UNIT-5 TEACHIN G Hours: 18	<i>Indian National Movement (1885 -1947): Birth of Congress, freedom movement and role of Gandhi, Factors leading to Independence and Partition of India, Main features of the Indian Constitution of 1950, Problems and Process of the Integration of Princely States into Indian Dominion, Linguistic reorganisation of the states.</i>
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>

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EXAMINATION PATTERN	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.													
PERIODICAL REVISION OF SYLLABUS	1. ANNUAL 2. HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running Year after giving a notice for a period one month.													
SELECTED READINGS	<ul style="list-style-type: none"> • Majumdar, R.C. (1965). <i>British Paramountcy and Indian Renaissanc</i>. Bombay: Bhartiya Vidya Bhavan. • Sarkar, Sumit (1995). <i>Modern India 1885-1947</i>. Delhi: Raj kamal prakashan. • Chandra, Bipin (1981). <i>Nationalizm and Colonializm in modern India</i>, Delhi: Raj kamal prakashan. • Desai, A. R. (1998). <i>Peasant Struggles in India</i>. New Delhi: oxford unversity press. • मिश्र, जगन्नाथ प्रसाद (2003). <i>आधुनिक भरत का इतिहास</i>. लखनऊ: उत्तर प्रदेश हिन्दी संस्थान. • जैन, एस. एस. (1993). <i>आधुनिक भारत का इतिहास</i>. नई दिल्ली: न्यू एज इंटरनेशनलप्रा. लिमिटेड. • चद्र, बिपिन (1998). <i>भारत का स्वतंत्रता संग्राम</i>. नई दिल्ली: न्यू एज इंटरनेशनलप्रा. लिमिटेड. 													

B.A.B.Ed. III Year			
COURSE CODE: BED-355 b II		COURSE TYPE: CORE	
COURSE TITLE: Foundations Of Indian Culture			
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objectives:</p> <ul style="list-style-type: none"> To provide the knowledge of the main features of Indian culture. To provide the knowledge of the Ancient Indian Education. To provide the knowledge of the development of Science during the Gupta Period. To provide the knowledge of the Mughal Architecture and Painting. To provide the knowledge of the Impact of Western Culture. <p>Learning Outcomes: After completion of the course, student-teachers will be able to-</p> <ul style="list-style-type: none"> To enable the students to recognize 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 study the impact of western culture on India. 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-1 TEACHING Hours: 18	Main features of Indian culture, <i>Vedic Age: Social and Religious Life, Ajivaka, Jainism and Buddhism: causes of rise and fall of Buddhism.</i>		
UNIT-2 TEACHING Hours: 18	Varna System, Ashrama System, Sanskars, Purusarthas, Main Centres of Ancient Indian Education.		
UNIT-3 TEACHING Hours: 18	Ramayana, Mahabharata, Cultural Importance of the Puranas, <i>Development of Language and Literature in Ancient India: Sanskrit, Prakrit and Tamil</i> , Development of Science during the Gupta Period.		
UNIT-4 TEACHING Hours: 18	Salient features of the Indus and Mauryan Art, Mathura Art, Gupta Temple, Mughal Architecture <i>and Painting.</i>		

UNIT-5 TEACHING Hours: 18	Bhakti Movement, Sufism and their impact on Indian Culture, Impact of Western Culture, <i>Development of Art and Music during medieval period.</i>																																														
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																														
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B.A.B.Ed. III Year			
COURSE CODE: BED-355 c I		COURSE TYPE: CORE	
COURSE TITLE: Fundamentals of Remote Sensing and GIS			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	40	MIN. PASS MARKS:	16
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	10	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
OBJECTIVE			
<p>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.</p>			
LEARNING OUTCOMES			
<ol style="list-style-type: none"> 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. 			
UNIT-1 TEACHING HOURS 14	<u>Aerial Photography</u> Introduction to Aerial Photographs: their advantages and types. Elements of aerial Photo interpretation.		
UNIT-2 TEACHING HOURS 14	<u>Remote Sensing</u> Introduction to Remote Sensing; Electromagnetic spectrum, Stages in remote sensing, type of satellites.		
UNIT-3 TEACHING HOURS 14	<u>Imageries and Mapping</u> Types of Imageries and their application in various fields such as agriculture, Environment and resource mapping.		
UNIT-4 TEACHING HOURS 14	<u>GIS (Geographical Information System)</u> Introduction to Geographical Information System: Definition, purpose, advantages and software and hardware requirements.		

UNIT-5 TEACHING HOURS 14	<u>Application of GIS</u> Application of GIS in various fields of geography: agriculture, Settlements, Roads, Water bodies.																																													
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																													
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B.A.B.Ed. III Year			
COURSE CODE: BED-355 c II		COURSE TYPE: CORE	
COURSE TITLE: Geography of India			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	40	MIN. PASS MARKS:	16
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	10	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
Objectives			
<ul style="list-style-type: none"> • The aim of this paper is to develop the better understanding about all Aspects of Indian Geography. • Students will be able to understand more about such as – India in the context of the south east Asia, Climate, Soil types, Forests and their conservation. 			
Learning Outcomes			
<ul style="list-style-type: none"> • To enable the students to acquire Regional and seasonal variations in climate. • Students will be enabling to understand the types of soil. • To introduce with different types of agricultural techniques. • To acquire knowledge of resources. • Students will be enabling to understand the changing nature of Indian economic. 			
UNIT-1 TEACHING HOURS 14	Physical setting: Locational characteristics, Geology, Physiographic divisions; Drainage system, Climate: Origin of monsoon, climatic regions in India; Soils: types, characteristic and distribution; Vegetation: types and distribution.		
UNIT-2 TEACHING HOURS 14	Population: Size, Growth, Distribution and Density; Population characteristics: literacy, sex ratio; Trends of Urbanization in India.		
UNIT-3 TEACHING HOURS 14	Resource Base: Minerals –Iron ore, Manganese, Bauxite and Copper; Power resources- Coal, Petroleum, Hydroelectric power; non-conventional sources of energy.		
UNIT-4 TEACHING HOURS 14	Agriculture: Major crops- wheat, rice, sugarcane, cotton and tea –their distribution, production and trade; Impacts of Green revolution on Indian agriculture; Agricultural regions in India.		
UNIT-5 TEACHING HOURS 14	Industries: Iron and Steel, Cement, Cotton textile and Sugar –locational factors, distribution and production; International trade; Globalization and Economic Development.		

TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																													
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SELECTED READINGS	<ul style="list-style-type: none"> • Khullar, D.R. India: A Comprehensive study kalyani pub., Luchiana, New Delhi, 2016. • Tiwari, R.C., Geography of India. Allahabad: Pravalika Publication. Allahabad, 2016. • Singh Gopal. A Geography of India. Atmaram and Sons, New Delhi. 2010. • Husain, Majid, Geography of India, McGraw-Hill Com. New Delhi, 2008. • तिवारी आर. सी. भारत का भूगोल, इलाहाबाद: प्रयाग पुस्तक भवन, 2016 • गौतम, अलका, भारत का वृहद् भूगोल, भारदा पुस्तक भवन, इलाहाबाद, 2015 • Suggested Readings: • Basham, A. L. The Wonder that was India. Picador, London. 2004. • Das, P.K., The Monsoon. National Book Trust of India, New Delhi. 2002. • Sharma, T.C. & Countinho O., Economic and Commercial Geography of India, Vikash Publication, New Delhi. 1998. • Singh, R. L., ed., India- A Regional Geography. N. G. S. India, Varanasi, 1971. • बंसल, सुरेश चंद: भारत का वृहद् भूगोल, मीनाक्षी प्रकाशन, मेरठ 2015 • चौहान पी. आर. भारत का वृहद् भूगोल, वसुन्धरा प्रकाशन, गोरखपुर, 2013 • शर्मा, श्रीकमल, सम्पादक: भारत का भूगोल, म.प्र. हिन्दी ग्रंथ अकादमी भोपाल, 2013 • सिंह, जगदीश: भारत-भौगोलिक आधार एवं आयाम, ज्ञानादेय प्रकाशन गोरखपुर, 2003. • अग्रवाल, पी.सी. भारत का भौतिक भूगोल, एशिया प्रकाशन कम्पनी रायपुर 2003-04

B.A.B.Ed. III Year			
COURSE CODE: Practical		COURSE TYPE: CORE	
COURSE TITLE: Quantitative Techniques in Geography			
MAX. MARKS:	50	MIN. PASS MARKS:	25
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION		MONTHLY TEST
DURATION	03 HR		01 HR
Objectives			
<ul style="list-style-type: none"> The aim of this paper is to develop the better understanding about all Aspects of Indian Geography. Students will be able to understand more about such as – India in the context of the south east Asia, Climate, Soil types, Forests and their conservation. 			
Learning Outcomes			
<ul style="list-style-type: none"> To enable the students to acquire Regional and seasonal variations in climate. Students will be enabling to understand the types of soil. To introduce with different types of agricultural techniques. To acquire knowledge of resources. Students will be enabling to understand the changing nature of Indian economic. 			
UNIT-1 TEACHING HOURS 5	Map projections: general principles, classification. Drawing of the following map projections by graphical method-polar Zenithal projections: Gnomonic, Stereographic and Orthographic.		
UNIT-3 TEACHING HOURS 6	Measures of dispersion: Range, Quartiles, Mean Deviation and Standard Deviation, relative measure of dispersion.		
UNIT-2 TEACHING HOURS 5	Conical Projection — One and Two standard parallels; , Bonne's projection and Polyconic projection.		
UNIT-4 TEACHING HOURS 3	Prismatic Compass survey		
UNIT-5 TEACHING HOURS 5	Project Report Based on field Survey of local Area's Pertaining To Problems of Environmental Geography.		
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> Lectures E-learning Videos Extension Lectures Content Review 		

	6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching * The teaching strategies are subject to change as per requirement of the students and their capabilities.																																													
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B.A.B.Ed. III Year			
COURSE CODE: BABED- 355 d I		COURSE TYPE: CORE	
COURSE TITLE: POLITICAL SCIENCE-I : REPRESENTATIVE WESTERN POLITICAL THINKERS			
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION		MONTHLY TEST
DURATION	03 HR		01 HR
Objective			
<ul style="list-style-type: none"> • To learn the fundamental contours of classical western political thoughts. • Acquire knowledge of the basic features of medieval political thought,. • Understand the social contract theory and appreciate its implications on the perception of state in terms of its purpose and role. • To know the fundamental terms of different schools of liberal and realistic streams of western political thoughts. • To learn Marxian philosophy to operate and analyses also some trends of western political theory in the post Marxian era. 			
Learning Outcomes: On the completion of the course the students will be able to:			
<ul style="list-style-type: none"> • 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. 			
UNIT-1	Plato: Ideal State, Justice, Rule of Philosophy, Education, Communism. Aristotle: State, Constitution, Citizenship, Property, Slavery, Revolution.		

UNIT-2	St. Augustine: Theory of Two Cities Thomas Aquinas: State, Law, Christianization of Aristotle Machiavelli: Nation State, State Craft, Religion and Morality.																																	
UNIT-3	Thomas Hobbes: Contractual theory and Sovereignty John Locke: Contractual theory and Private Property J.J. Rousseau: Contractual theory and General Will.																																	
UNIT-4	Jeremy Bentham: Utilitarianism, Law & Reform J.S. Mill: Revision of Bentham's Utilitarianism, Liberty and Representative Government. T. H. Green: Theory and functions of state, Liberty.																																	
UNIT-5	G. W. Hegel: Dialectical idealism, Theory of State, Karl Marx: Dialectical & Historical materialism, Surplus value, Class Struggle, Revolution John Rawls: Theory of Justice.																																	
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																	
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B.A.B.Ed. III Year			
COURSE CODE: BABED- 355 d II		COURSE TYPE: CORE	
COURSE TITLE: POLITICAL SCIENCE-II : INTERNATIONAL RELATIONS SINCE-1945			
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objective</p> <ul style="list-style-type: none"> • To learn the various approaches to the study of international politics • To know the important concepts which provide the framework for understanding international politics. • To learn International politics after the World War II. • To know 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. • To know the determinants and features of India 's foreign policy and India 's relations with her neighboring countries. • To learn the recent developments and emerging trends in International politics. • To know the role and functioning and impact of various Organizations for regional cooperation. <p><u>Learning Outcomes:</u> <u>On the completion of the course the students will be able to:</u></p> <ul style="list-style-type: none"> • 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. 96 • 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.	
UNIT-1	Meaning, Nature and Scope of International Relations: Approaches to International Relations, Idealist and Realist approaches, Morgenthau's Realist Theory. Morton Kaplan's System Theory, Game Theory, Decision Making Theory.
UNIT-2	National Power: meaning and elements, Balance of power, Collective Security, Instruments of National Interest – Diplomacy and Propaganda-
UNIT-3	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), G-20,G-7
UNIT-4	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-5	Major Contemporary, Trends and Issues in International Politics, Role and Impact of UN in changing the World, Globalization, Human Rights and Global Terrorism,Globlization; World Bank,IMF and WTO, Empowerment of deprived groups and class, Disarmament, SAARC, ASEAN, European Union, APEC, NAFTA
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>

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SELECTED READINGS	<ul style="list-style-type: none"> • Goodrich, L.M. ¼1974½-<i>United Nation in changed world</i>. New York: Columbia University Press. • Rajan, M.S. (1996). <i>United Nations at Fifty and Beyond</i>. New Delhi: Lancer Books. • Folk, R.A. ¼1963½- <i>Law, Morality and War in the Contemporary World</i>. New York: Frederick A Praegar. • Coplin, W.D. ¼1971½- <i>Introduction to International Politics</i>. Chicago: Markham. • Waltz, K.N. ¼1979½. <i>Theory of International Politics Reading</i>. 													

Massachusetts: Massachusetts pub.

- ;kno] vkj-,1- ¼2004 ½- Hkkjr dh fons" k uhfr & ,d fo"ys" k.k- bykgkckn : fdrkc egy ,tsUlht-
- dkSf"kd] ihrkEcj nRr ¼2004½- vUrjkZ"V^h; laca/k- yqf/k;kuk : dY;k.kh ifCy"kl-
- पंत, पुष्पे । व जैन, श्रीपाल (2008). अन्तर्राष्ट्रीय संबंध. मेरठ रू मीनाक्षी प्रका ।न.
- दीक्षित, जे.एन. (2008). भारतीय विदे । नीति, नई दिल्ली रू प्रभाव प्रका ।न
- घई, यू. आर. (2005). अन्तर्राष्ट्रीय राजनीति : सिद्धांत व व्यवहार. जालंधररू न्यू एकेडेमिक पब्लि िंग कंपनी.

B.A.B.Ed. III Year			
COURSE CODE: BABED- 355 e I		COURSE TYPE: CORE	
COURSE TITLE: संस्कृत साहित्यप्रथम प्रश्न पत्र : काव्य, स्मृति एवं निबंध			
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
उद्देश्य:-			
<ul style="list-style-type: none"> • काव्य में निहित श्लोकों के अध्ययन से छात्र सदाचार के मूल्यों को ग्रहण कर सकेंगे। • छात्र काव्यगत सौंदर्य की अनुभूति कर सकेंगे। • छात्र श्लोकों में निहित भावों को आचरित कर सकेंगे। • छात्र व्याकरणगत विधाओं 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 सम्प्राप्तियाँ:-			
<ul style="list-style-type: none"> • 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	सांख्यकारिका (आदितः विशतिकारिकाः) (क) सांख्यकारिकाश्लोकानां व्याख्या (ख) सांख्यकारिकाया सामान्या प्रश्नाः		
इकाई -2	किरातार्जुनीयम् (भारवि) प्रथमोसर्गः (क) किरातार्जुनीयमग्रन्थस्य सर्गस्य व्याख्या (ख) किरातार्जुनीयम् ग्रन्थस्य सामान्या प्रश्नाः		
इकाई -3	दशकुमारचरितम् (दण्डीः) (क) दशकुमारचरितम् सर्गाणां व्याख्या (ख) दशकुमारचरितम् (दण्डी) द्वितीय सर्गे सामान्या प्रश्नाः		

इकाई -4	स्मृति -याज्ञवल्क्यस्मृति: (गृहस्थ प्रकरणम्) (क) याज्ञवल्क्यस्मृतिषु श्लोकस्य व्याख्या (ख) याज्ञवल्क्यस्मृतिषु सामान्या प्रश्ना:																																													
इकाई -5	राजस्थानसंस्कृतआधुनिक कविनां काव्य भट्टमथुरानन्दशास्त्री, श्रीरामदवे, पं. गिरधरशर्मा नवरत्नः, पं. नित्यानन्दशास्त्री, पं. जगदीशचन्द्र आचार्यः। राजस्थानसंस्कृतआधुनिक कविनां काव्यसम्बन्धिनः प्रश्नाः																																													
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B.A.B.Ed. III Year			
COURSE CODE: BABED- 355 e II		COURSE TYPE: CORE	
COURSE TITLE: संस्कृत साहित्यद्वितीय प्रश्न पत्र : भारतीय दर्शन, नीति एवं व्याकरण			
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION		MONTHLY TEST
DURATION	03 HR		01 HR
उद्देश्य:-			
<ul style="list-style-type: none"> • छात्रों में भारतीय दर्शन के इतिहास को जानने की क्षमता को विकसित करना। • छात्रों मेंशास्त्रार्थ करने की योग्यता विकसित करना। • छात्रोंमेंसमस्या 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 परिपुष्ट करना। • वाक्य रचना, शुद्ध लेखन की योग्यता विकसित करना। • शब्दों का संश्लेषण-विश्लेषण करने की क्षमताइ का विकास करना। 			
अधिगम सम्प्राप्तियाँ:-			
<ul style="list-style-type: none"> • छात्रों 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 (क) तर्कसंग्रहग्रन्थेषु व्याख्या (ख) तर्कसंग्रहग्रन्थेषु सामान्या प्रश्नाः		
इकाई -2	भारतीय दर्शन के सिद्धान्त (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		

इकाई -3	भर्तृहरि नीतिशतकम् (निर्णयसागर) (क) भर्तृहरि नीतिशतकग्रन्थेषु सामान्या प्रश्नाः (ख) भर्तृहरि नीतिशतकग्रन्थेषु अनुवादव्याख्याश्च																																	
इकाई -4	श्रीमद्भगवद्गीता (द्वितीयोऽध्यायः) (क) श्रीमद्भगवद्गीताया द्वितीयोऽध्यायः व्याख्या (ख) श्रीमद्भगवद्गीताया सामान्या प्रश्नाः																																	
इकाई -5	अव्यवपदः अत्र अद्य, इतः, इत्थम्, इदानीम् शनैः, उच्चैः, नीचैः, नमः, कथम्, कदापि, किल, पुनः, यथा, तथा, खलु, धिक्, प्रातः, चिरम्, किमर्थम्, कुतः, कदा। अव्यवपदसम्बन्धिसामान्यप्रश्नाः उपसर्गः प्र, परा, अप, सम्, अनु, दु, वि, आ, अति, सु, प्रति, परि, उप, निर्, अधि। उपसर्गसम्बन्धिसामान्यप्रश्नाः																																	
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EXAMINATION PATTERN	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.												
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B.A.B.Ed. III Year			
COURSE CODE: BABED- 355 f I		COURSE TYPE: CORE	
COURSE TITLE: Sociology-I : Social Thinkers			
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION		MONTHLY TEST
DURATION	03 HR		01 HR
<p>Objective : 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.</p> <p>Learning Outcomes:- After completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Explain the systematic explanations of social phenomena through the lens of diverse thinkers 'reflection which will power their abstract explanation 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 stable 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-1	August Comte: Law of three stages, Positivism, Hierarchy of sciences. Herbert Spencer: Organic theory of society, social evolution, types of society.		
UNIT-2	Durkheim: <i>Structural Functional Theory, Religion and Society</i> , Social Action, Ideal Type, Social Fact, Division of Labor, Suicide Max Weber: <i>Social Action, Ideal type, Authority, Bureaucracy, Protestant Ethics, Religion and Capitalism, Spirit of Capitalism</i>		
UNIT-3	Karl Marx: <i>Mode of Production</i> , Class-struggle, Dialectical Materialism, Historical Materialism, <i>Alienation</i> Talcott Parsons: <i>Social system, pattern variables</i> , Structuralism, social action, institutionalization		
UNIT-4	<i>Development of social thought in India</i> M.N. Srinivas: Sanskritization, westernization, dominant caste. Radha Kamal Mukherjee: Social Values, Social Ecology, Theory of Social Science		

UNIT-5	G.S.Ghurye:Caste,ClassandOccupation,SocialTension. <i>A.R.Desai : Social background of Indian Nationalism, Marxist view of Indian Society</i>																																			
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																			
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- Ghurye, G.S. (1961). *Caste, class, and occupation*. Popular Book Depot.
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- Ishikawa, N., & Soda, R. (Eds.). (2019). *Anthropogenic Tropical Forests: Human–Nature Interfaces on the Plantation Frontier*. Springer Nature.
- Mukherji, R.K. *Sociology and Indian Society I.C.S.S.R: Vol.I to IV*. 9. Ghurye, G.S. (1961) *Caste, Class and Occupation*, Popular Book Depot: Jaipur .
- Sturrock, J. (1998). *The Word from Paris: Essays on Modern French Thinkers and Writers*. Verso

B.A.B.Ed. III Year			
COURSE CODE: BABED- 355 f II		COURSE TYPE: CORE	
COURSE TITLE: Sociology-Ii : Social Anthropology			
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objective : This paper will introduce students with the concept of social anthropology, its development in India and its salient features. The paper will primarily focus on the primitive structure of society, the problems of Tribal and their status in the contemporary world.</p> <p>Learning Outcomes:- After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Explore the tribal social problems with a special reference to Rajasthan tribes and their comparative views with other regions. • 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-1	Social Anthropology: Meaning, Definition, Nature and Scope.		
UNIT-2	Social Structure: Marriage, Family & Kinship.		
UNIT-3	Culture: Concept, theories of Cultural-growth, <i>Ethnicity and Identity, Ethnic conflicts, Magic and Religion.</i>		

UNIT-4	Primitive Political System, Primitive Economic System, <i>Power and Politics</i> .																																		
UNIT-5	Problems of Tribes in India, <i>Colonial Practices, issues of Integration and Autonomy, Geographical Spread</i> , Tribes in Rajasthan: Bhils, Meenas and Garasiyas.																																		
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- Nadel, S.F. (2013). *The foundations of social anthropology*. Routledge.
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- 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

B.A.B.Ed. III Year			
COURSE CODE: BABED- 355 g I		COURSE TYPE: CORE	
COURSE TITLE: English Literature-I : Poetry And Drama			
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
Objective- <ul style="list-style-type: none"> • Acquaint with the poetry of A. Tennyson, Robert Browning, Matthew Arnold. • Understand the literature written by G.M.Hopkins, W B Yeats, Robert Frost, T.S Eliot. • Learn poetry of Dylan Thomas, Nissim Ezekiel, Toru Dutt . • Appreciate the literature of Jane Austen &, Shaw. • Learn about Literary History: Renaissance in Indian English literature etc. • Give exposure to the Literary Terms such as Dramatic monologue, paradox, etc. 			
Learning outcomes: - After the completion of this course, the student will be able to: <ul style="list-style-type: none"> • Recognize poetry from a variety of cultures, language & historical periods. • Develop their critical thinking skill and enhance their writing potential. • Enhance skills of note making, summarizing & their writing. • Understand texts with specific genres, forms and literary terms. • Interpret and appreciate the selected texts from the genres of poetry and drama. • Recognize rhythms, metrics and other musical aspects of poetry. 			
UNIT-1	A. Tennyson – Ulysses Robert Browning–My Last Duchess, The Last Ride Together Matthew Arnold– Dover Beach		
UNIT-2	G.M. Hopkins – The Sea and the skylark W B Yeats Sailing to Byzantium, Lapis Lazuli, Wild Swans at Coole Robert Frost – Birches T.S Eliot– The Love Song of J. Alfred Prufrock, Gerontion		
UNIT-3	Dylan Thomas –Fern Hill Nissim Ezekiel– Night of the Scorpion Toru Dutt– Our Casuarina Tree		
UNIT-4	Jane Austen– Pride & Prejudice Shaw– Arms and the Man		

UNIT-5	<p>Literary History: Renaissance in Indian English literature, Anglo Indian & Indo Anglican literature, the current age etc.</p> <p>Literary Terms: Dramatic monologue, paradox, Antithesis symbolism, onomatopoeia, allegory, short story, Essay, Novel, Satire, etc.</p>																																														
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SELECTED READINGS	<ul style="list-style-type: none"> • 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. • Frost, R. (2002). Birches. Macmillan. • Hopkins, G. M. (1956). Poems of Gerard Manley Hopkins. ReadHowYouWant.com. • Ramanujan, A. K. (1995). The collected poems of AK Ramanujan. Oxford University Press. • Ramanujan, N. (1994). Certain aspects of the ecology of Kallar River (Doctoral dissertation, Ph. D, Thesis, University of). • Rowlinson, M. C., & Rowlinson, M. (1994). Tennyson's fixations: Psychoanalysis and the Topics of the Early Poetry. University of Virginia Press.

B.A.B.Ed. III Year			
COURSE CODE: BABED- 355 g II		COURSE TYPE: CORE	
COURSE TITLE: English Literature-Ii : Prose and Fiction			
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
Objective			
<ul style="list-style-type: none"> • Understand the literature written by Ruskin Bond, J.B priestly, Ivor Brown. • Appreciate the literature of Joyce Cary, Aruna Roy. • Learn about the literature of Manohar Malgaonkar, Raja Rao, Mulk Raj Annand, Khushuwant Singh • Give exposure to the Literary works of Graham Greene, R.K Narayan. • Acquaint with the Literary History pertaining to Literary History: Twentieth century English Literature to the present age, modernism. • Learn Literary terms such as Imagism, symbolism, Antithesis, characterization, Epilogue, Fiction, paradox etc. 			
Learning outcomes: - After the completion of this course the Student will be able to:			
<ul style="list-style-type: none"> • Recognize prose from a variety of cultures, language & historical periods. • Broaden their vocabularies and literary thinking. • Interpret and appreciate the selected texts from the genres of prose and fiction. • Write Focused analytical essays in clean grammatical prose. • Cultivate the aesthetic sense & Develop global competencies for successful life. 			
UNIT-1	Ruskin Bond – The Meeting Pool J.B priestly – On getting off to Sleep Ivor Brown – A Sentimental journey		
UNIT-2	Joyce Cary – Growing Up Aruna Roy – Tune into the voice of the deprived Manoharmalgaonkar – upper division love		
UNIT-3	Manohar Malgaonkar – Upper Division love Raja Rao – A Client Mulk Raj Annand – The Barber’s Trade Union Khushuwant Singh – Karma		
UNIT-4	Graham Greene The power and the Glory R.K Narayan – The Guide		

UNIT-5	<p>Literary History: Twentieth century English Literature to the present age, modernism.</p> <p>Literary Terms: Imagism, symbolism, Antithesis, characterization, Epilogue, Fiction, paradox etc.</p>																																	
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B.A.B.Ed. III Year			
COURSE CODE: BABED- 355 h I		COURSE TYPE: CORE	
COURSE TITLE: भारतीय संगीत (कंठ एवं वाद्य) : प्रथम प्रश्न पत्र			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	40	MIN. PASS MARKS:	16
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	10	MIN. PASS MARKS:	4
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
उद्देश्य-			
<ul style="list-style-type: none"> संगीतको बढ़ावा देने और छात्र अनुसंधान और सहयोग का समर्थन, अक्सर प्रकाशन और प्रदर्शन के माध्यम से संकाय के साथ संयुक्त रूप से आयोजन करना! संकाय और छात्रों के बीच हुई ता को बढ़ावा देना! इंटरशिप, 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			
<ul style="list-style-type: none"> विद्यार्थियों को पाठ्यक्रम के किसी एक राग में विलम्बित एवं मध्यलय ख्याल/गत, तान/तोड़ो सहित करवाया जायेगा। जीवन में संगीत के महत्व को समझाया जायेगा। संगीत की उपज प्राकृतिक और अप्राकृतिक कैसे हो सकती है ? समझाया जाएगा। ध्वनि पहचान के प्रयास को समझाया जायेगा। 			
UNIT-1	<ul style="list-style-type: none"> निम्नलिखित रागों का शास्त्रीय एवं तुलनात्मक अध्ययन <ol style="list-style-type: none"> (1) जयजयवन्ती (2) पूरीया (3) बहार (4) दरबारी कान्हड़ा (5) मियां की मल्हार (6) मियाँ की तोड़ी (7) मारवा (8) बसंत (9) शुद्ध कल्याण पाठ्यक्रम की बंदिशों/गतों को स्वर लिपिबद्ध करना। 		
UNIT-2	<ul style="list-style-type: none"> निम्नलिखित तालों का ठेका, दुगुन, तिगुन एवं चौगुन सहित लिखना <ol style="list-style-type: none"> (1) तिलवाड़ा (2) सूलताल (3) तीव्रा (3) झुमरा (4) दीपचंदी गमक एवं तान की परिभाषा और प्रकार। 		
UNIT-3	<ul style="list-style-type: none"> 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। 		

UNIT-4	<ul style="list-style-type: none"> • प्रबन्ध की परिभाषा , प्रकार, धातु एवं अंग, राग एवं रस। 																																	
UNIT-5	<ul style="list-style-type: none"> • संगीत और मनोविज्ञान (1) स्मृति - कल्पना। (2) अनुभूति - अभिव्यक्ति (3) वंशानुक्रम - वातावरण • काकु की परिभाषा एवं उपयोगिता 																																	
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SELECTED READINGS	<ul style="list-style-type: none"> • क्रमिक पुस्तक मालिका भाग 1, 2, 3 और 4 – पंडित विष्णु नारायण भातखण्डे • संगीतांजली भाग 1, 2, 3 4, 5, और 6 – पंडित ओमकार नाथ ठाकुर • राग विज्ञान भाग 1, 2, 3, 4, 5 और 6 – पंडित वी.एन. पटवर्धन • रागबोध भाग 1, 2, और 3 – डा. बी.आर. देवधर • तंत्रिनाद भाग 1, 2 और भारतीय संगीत वाद्य – डा. लालमणी मिश्रा • सितार मालिका (संगीत कार्यालय हाथरस) • सितार वादन – एस.जी. व्यास • संगीत विशारद (संगीत कार्यालय हाथरस) • सितार मार्ग भाग 1 और 2 – एस.पी. बेनर्जी • संगीत बोध – डा. शरत चन्द्र परांजपे • ध्वनि और संगीत – प्रो. एल.के. सिंह • संगीत दर्शिका भाग 1 और 2 – श्री नानीगोपाल बैनर्जी • संगीत शास्त्र भाग 1 और 2 – एम.एन. सक्सैना • तान संग्रह भाग 1, 2 और 3 – पंडित एस.एन. रातनजनकर • तान मालिका – राजा भैया पूछवाले • हमारे संगीत रत्न – लक्ष्मी नारायण गर्ग • विष्णु दिगम्बर पलुस्कर – पंडित विनय चन्द्र मौद्गल्य • विष्णु नारायण भातखण्डे – एस.एन. रातनजनकर • वागेयकार ओमकार नाथ ठाकुर – डा. प्रदीप कुमार दिक्षित • घराना – वमन राव एच. दशपाण्डे • संगीत परिभाषा – पंडित रातनजनकर • रस मंजरी शतक पं. लक्ष्मण भट्ट तैलंग • राग और रूप – स्वामी प्रज्ञानन्द • संगीत और संस्कृति – स्वामी प्रज्ञानन्द • भारतीय संगीत का इतिहास – ठाकुर जयदेव सिंह • संगीत चिंतामणी – आचार्य ब्रह्मस्पति 												

B.A.B.Ed. III Year			
COURSE CODE: BABED- 355 h II		COURSE TYPE: CORE	
COURSE TITLE: भारतीय संगीत (कंठ एवं वाद्य) : द्वितीय प्रश्न पत्र			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	40	MIN. PASS MARKS:	16
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	10	MIN. PASS MARKS:	4
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
उद्देश्य-			
<ul style="list-style-type: none"> संगीत की व्यावहारिकता प्रस्तुति और प्रदर्शन के माध्यम से मानव का और कलात्मक अखंडता के उच्चतम स्तर को बढ़ावा देना! गायन, वादन और प्रस्तुतीकरण में अखंडता का रूप प्रदान करना! संगीत शिक्षा एक संस्कार के रूप में अपने जीवन में निर्वाहन करने के लिए छात्रों को प्रेरित करना। 			
अधिगम सम्प्राप्तियां-			
<ul style="list-style-type: none"> 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। ध्रुपद धमार, टप्पा ठुमरी आदि तैयार करवाई जायेगी। थाट, चलन, पकड़ एवं वादी संवादी को पहचानने के लिए तरीका बताया जायेगा। 			
UNIT-1	<ul style="list-style-type: none"> आधुनिक काल में संगीत का विकास (स्वतंत्रता प्राप्ति पश्चात्) धरानों का उद्भव, विकास एवं वर्तमान संदर्भ में उसकी उपयोगिता। 		
UNIT-2	राग- वर्गीकरण <ul style="list-style-type: none"> 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। 		
UNIT-3	ग्रंथ एवं ग्रंथकारों का परिचय। <ul style="list-style-type: none"> कुंभा- संगीतराज (2) रामामात्य - स्वरमेलकलानिधि (3) व्यंकटमुखी-चतुर्दण्डी प्रकाशिका(4) जयदेव-गीतगोविन्द हिन्दुस्तानी एवं कर्नाटक संगीत पद्धतियों के शुद्ध एवं विकृत स्वरों का अध्ययन। 		
UNIT-4	निम्नलिखित संगीतकारों की जीवनियों एवं संगीत क्षेत्र में योगदान- <ul style="list-style-type: none"> 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। 		
UNIT-5	<ul style="list-style-type: none"> संगीत में महिला कलाकारों का योगदान। समाज में संगीत का महत्व। चिकित्सा और संगीत। दूरस्थ शिक्षा एवं संगीत शिक्षण 		

TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																													
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	<p>Details of Continuous and Comprehensive Assessment (CCA) are as follows:</p> <table border="1" data-bbox="459 768 1481 1227"> <thead> <tr> <th>SR. NO.</th> <th>CCA: COMPONENT</th> <th>MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>10X6 Test = 60</td> </tr> <tr> <td>2</td> <td>Presentation</td> <td>10</td> </tr> <tr> <td>3</td> <td>Group Discussion</td> <td>10</td> </tr> <tr> <td>4</td> <td>Debate</td> <td>10</td> </tr> <tr> <td>5</td> <td>Participation and Presentation in Seminar</td> <td>10</td> </tr> <tr> <td>6</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>7</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>8</td> <td>Attendance*</td> <td>10</td> </tr> <tr> <td>9</td> <td>Co-curricular Activity</td> <td>10</td> </tr> <tr> <td>10</td> <td>Team Teaching</td> <td>10</td> </tr> </tbody> </table> <p>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA): CCA will be reduced to 30 marks or 15 marks (as per course weightage). Formula: Marks obtained/Total marksX30 For example: $60 \div 160 \times 30 = 11.25$</p> <p>PROVISO-I: Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course.</p> <p>PROVISO-II: Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p>*Attendance in Lectures and Practical</p> <table border="1" data-bbox="670 1585 1165 1798"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	10X6 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Viva Voce	10	8	Attendance*	10	9	Co-curricular Activity	10	10	Team Teaching	10	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
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PERIODICAL REVISION OF SYLLABUS	1. ANNUAL 18. 2. HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running Year after giving a notice for a period one month.
SELECTED READINGS	<ul style="list-style-type: none"> • क्रमिक पुस्तक मालिका भाग 1, 2, 3 और 4 – पंडित विष्णु नारायण भातखण्डे • संगीतांजली भाग 1, 2, 3 4, 5, और 6 – पंडित ओमकार नाथ ठाकुर • राग विज्ञान भाग 1, 2, 3, 4, 5 और 6 – पंडित वी.एन. पटवर्धन • रागबोध भाग 1, 2, और 3 – डा. बी.आर. देवधर • तंत्रिनाद भाग 1, 2 और भारतीय संगीत वाद्य – डा. लालमणी मिश्रा • सितार मालिका (संगीत कार्यालय हाथरस) • सितार वादन – एस.जी. व्यास • संगीत विशारद (संगीत कार्यालय हाथरस) • सितार मार्ग भाग 1 और 2 – एस.पी. बेनर्जी • संगीत बोध – डा. शरत चन्द्र परांजपे • ध्वनि और संगीत – प्रो. एल.के. सिंह • संगीत दर्शिका भाग 1 और 2 – श्री नानीगोपाल बैनर्जी • संगीत शास्त्र भाग 1 और 2 – एम.एन. सक्सैना • तान संग्रह भाग 1, 2 और 3 – पंडित एस.एन. रातनजनकर • तान मलिका – राजा भैया पूंछवाले • हमारे संगीत रत्न – लक्ष्मी नारायण गर्ग • विष्णु दिगम्बर पलुस्कर – पंडित विनय चन्द्र मौद्गल्य • विष्णु नारायण भातखण्डे – एस.एन. रातनजनकर • वागेयकार ओमकार नाथ ठाकुर – डा. प्रदीप कुमार दिक्षित • घराना – वमन राव एच. दशपाण्डे • संगीत परिभाषा – पंडित रातनजनकर • रस मंजरी शतक पं. लक्ष्मण भट्ट तैलंग • राग और रूप – स्वामी प्रज्ञानन्द • संगीत और संस्कृति – स्वामी प्रज्ञानन्द • भारतीय संगीत का इतिहास – ठाकुर जयदेव सिंह • संगीत चिंतामणी – आचार्य ब्रह्मपति

B.A.B.Ed. III Year

COURSE CODE: PRACTICAL

COURSE TYPE: CORE

COURSE TITLE: प्रायोगिक प्रश्न पत्र-भारतीय संगीत (कंठ एवं वाद्य)

MAX. MARKS:

50

MIN. PASS MARKS:

25

ATTENDANCE
ELIGIBILITY

80 PERCENT IN RESPECTIVE YEAR

Part-A

- निम्नलिखितरागों का अध्ययन
(1) जयजयवन्ती (2) पूरीया (3) बहार कान्हड़ा (4) दरबारी (5) मियां की मल्हार
(6) मियाँ की तोड़ी (7) मारवा (8) बसंत(9)शुद्ध कल्याण
- (अ) पाठ्यक्रम की किसी एक रागमेंविलंबित एवं मध्यलय/गत के साथसंपूर्ण गायकी/वादन क्षमता के साथप्रस्तुतकरने का अभ्यास।
(ब) सभीरागोंमें लक्षणगीत, सरगमगीत
- निम्नलिखिततालों का अध्ययन -
(1) तिलवाड़ा (2) सूलताल (3) तीव्रा (4) झूमरा (5) दीपचन्दी
- थाटआसावरी, तोड़ी, पूरीयाऔरभैरवीमें 5-5 अलंकार
- श्यामपट्टपरलिखीहुयीकोईस्वरलिपिगानेअथवा बजाने की क्षमता।

Part-B

- निम्नलिखितरागों का अध्ययन
(1) जयजयवन्ती (2) पूरीया (3) बहार (4) दरबारीकान्हड़ा (5) मियां कीमल्हार
(6) मियाँ की तोड़ी (7)मारवा (8) बसंत (9) शुद्ध कल्याण
- (अ) किन्हींचाररागोंमेंविलंबितख्याल/मसीत खानीगतआलाप एवंतानतोड़ोंसहित
(ब) किन्हींचाररागोंमें मध्यलय ख्याल/रजा खानीगतआलाप एवंतानतोड़ोंसहित
(बिन्दु अ के अतिरिक्त)
- दोगुन, तिगुन, चौगुन एवंकुछउपज की लयकारियोंसहित एक ध्रुपद या एक धमार/तीनताल के अतिरिक्तअन्य तालोंमें एक मध्य लयगत (वाद्य संगीतके लिए)
- एक चतुरंग, एक तराना, एक भजन, एक गजल, एक लोकगीत, एक प्रार्थना,राष्ट्रीय गान एवंराष्ट्रीय गीतगाने काअभ्यास/वाद्य संगीत के विद्यार्थियों केलिए धुन
- निम्नलिखिततालोंकोहाथपरताली एवं खालीसहितप्रदर्शितकरने का अभ्यास
(1) तिलवाड़ा (2) सूलताल (3) तीव्रा (4) झूमरा (5) दीपचन्दी

Phase-I : Internship (4 weeks)

	Assessment is based on the following activities –	
Planning	Content Analysis and mode of transaction (Assignment in teaching course)	5
	Creating and maintaining teaching learning material for the school (which can become valuable resource for the regular teachers of the school). a) TLM in any teaching course	5+5=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.	5
Planning & Execution	Identify a problem of action research and draft proposal on it.	5
	*Innovative Micro Teaching (5 Skills) (Teaching Courses at secondary to senior secondary level)	5
Execution	One-week, regular observation of regular teacher (at the beginning of practice teaching.)	5
	Delivery of Four lessons based on model of teaching. (After each lesson of practice teaching student teacher need to discuss with course teacher on their pedagogy and new practices it must be seconded.)	5
Assessment & Evaluation	Draft a report based on: - continuously and comprehensively evaluating students' learning for feedback into curriculum and pedagogic practice.	5
Regularity and involvement in different school activities	Observation of day-to-day * school activities and report of an in- depth study of four activities.	5
	TOTAL MARKS	50

* Note: Any of the above activity may be replaced as per the need of the course

SUGGESTED SCHOOL ACTIVITIES: -

Select any one activity from each group given below: -

A Group

- Organization of cultural activities,
- Organization of literary activities
- Organization of games/sports.
- Framing of time table.
- Water resource management through traditional methods.
- Prepare a report after interview of effective/good teachers.

B Group

- Attending and organizing morning assembly
- Maintenance of classroom discipline
- Review of School Records
- Guidance and Counseling
- Gardening

C Group

- Organizing science fair, exhibition, science club, nature study
- Maintenance of School library
- Maintenance of School laboratories.
- Health and hygiene.
- Study on role of community for school improvement
- School mapping

D Group

- Sensitization for environmental problems.
- Cleaning campaigning in school.
- School climate/Environment (any one aspect)
- Voluntary services.
- Mass awareness of social evils and taboos.
- Any other activity/s decided by the institute.

FOURTH YEAR –IV

Course code	Title of the course	EVALUATION			
		External	Internal	Practical	Total
BABED-440	Environmental Studies(compulsory)*	70	30		100
BABED-451	Assessment for Learning	70	30		100
BABED-452	Agriculture(Specialization)	35	15		50
BABED- 453	Pedagogy of school Subject-II (Select any one)				
BABED- 453 I	Hindi	35	15		50
BABED- 453 II	Sanskrit	35	15		50
BABED- 453 III	Social Studies	35	15		50
BABED- 453 IV	Civics	35	15		50
BABED- 453 V	History	35	15		50
BABED- 453 VI	Geography	35	15		50
BABED- 453 VII	Computer Science	35	15		50
BABED- 453 VIII	English	35	15		50
BABED-453 IX	Music	35	15		50
Course –455	Content				
BABED-455 a I	Hindi Literature	60	15	-	75
BABED- 455 b I	History	60	15	-	75
BABED- 455 c I	Geography	40	10	25	75
BABED- 455 d I	Political Science	60	15	-	75
BABED- 455e I	Sanskrit Litature	60	15	-	75
BABED-455 f I	Sociology	60	15	-	75
BABED-455 g I	EnglishLitature	60	15	-	75
BABED-455 h I	Music	40	10	25	75
	CCA				25
	Prayer, Yoga, meditation & festival etc				25
BABED-456	Internship (16 weeks)				200
Total					675

*Marks of compulsory subjects shall not be added in the total marks
Internship (16 Weeks) Included in total marks

B.A.B.Ed. IV Year			
COURSE CODE: BABED-440		COURSE TYPE: CORE	
COURSE TITLE: Environmental Studies(Compulsory)			
MAX. MARKS:	100	MIN. PASS MARKS:	40
THEORY EXAMINATION	70	MIN. PASS MARKS:	28
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	30	MIN. PASS MARKS:	12
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
Objectives: <ul style="list-style-type: none"> • To create the awareness about environmental problems among people. • To impart basic knowledge about the environment and its allied problems. • To develop an attitude of concern for the environment. • To motivate public to participate in environment protection and environment improvement. • To acquire skills to help the concerned individuals in identifying and solving environmental problems. • Make enable to striving to attain harmony with Nature. Learning outcome: After completion of the course, student-teachers will be able - <ul style="list-style-type: none"> • To understand background of EVS as a composite area of study that draws upon the science, social science and environs mental 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-1	<p style="text-align: center;"><u>Introduction to Environmental Studies</u></p> <p>Environmental studies: Historical background, Concept, Nature and Scope of EVS.</p> <ul style="list-style-type: none"> • Natural and Social Environment: Concept, its Components, and Relationship, Man & Environment, Man on Environment. • Disciplinary and Multidisciplinary approach of EVS. <p>Assignment:</p> <ul style="list-style-type: none"> • 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 awareness campaigning for plantation of Tulsi, Neem, and Khejri etc. 		

UNIT-2	<p><u>Eco-systems</u></p> <ul style="list-style-type: none"> • 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- <ul style="list-style-type: none"> ▪ Forest Ecosystem. ▪ Grassland Ecosystem. <p>Assignment:</p> <ul style="list-style-type: none"> • 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 analyze its impact on students and teachers of schools.
UNIT-3	<p><u>Biodiversity Its Conservation</u></p> <ul style="list-style-type: none"> • 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. <p>Assignment:</p> <ul style="list-style-type: none"> • 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. • Conduct a seminar in your village/ district /town in which invite local people of various socio-economic/socio cultural background to present their experiences on sustainable agriculture.
UNIT-4	<p><u>Environmental Issues</u></p> <ul style="list-style-type: none"> • Meaning, Concept, Process, Effects and Preventive. Action of Acid rain, Global warming and cooling. • Natural & Manmade disasters. • Meaning, Concept, Effects and Preventive action of <ul style="list-style-type: none"> • Water pollution. • Air Pollution. • Noise Pollution. • Land or Soil pollution.

	<p>Assignment:</p> <ul style="list-style-type: none"> • Conduct an orientation programme in rural / urban school on waste management. • Organize a planned Visit to urban or rural area to study about waste produced by human, after visiting the site, present your report in local community to create awareness for resolution of the problem. 																																	
<p style="text-align: center;">UNIT-5</p>	<p><u>Environmental Conservation & Management</u></p> <ul style="list-style-type: none"> • Meaning, Concept and Importance of Environmental Conservation & Management. • Role of women in Conservation: Chipko Movement, Khejri Movement. • Consumerism and waste generation and its management. • Agricultural/Urban waste: their impact and management. <p>Assignment:</p> <ul style="list-style-type: none"> • Analyze the direct or indirect message of Traditional Culture/folk songs of your area for social or natural environment enhancement. • Plant at least one tree and cultivate it throughout the years. 																																	
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B.A.B.Ed. IV Year			
COURSE CODE: BABED-451		COURSE TYPE: CORE	
COURSE TITLE: Assessment for Learning			
MAX. MARKS:	100	MIN. PASS MARKS:	40
THEORY EXAMINATION	70	MIN. PASS MARKS:	28
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	30	MIN. PASS MARKS:	12
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	

Objectives:

- To Understand Concept of Measurement Assessment and Evaluation.
- To Understand Types of Measurement and Evaluation.
- Make to Know about Continuous and Comprehensive Evaluation.
- To Understand Evaluation Tools.
- Make to Know about Characteristics of Good Evaluation.
- Make to Know about analysis process of Students.

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

- 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-1	<p><u>Concept of Evaluation</u></p> <ul style="list-style-type: none"> • Meaning & concept of Assessment, Measurement & Evaluation and their Interrelationship, Purpose of Evaluation (Prognostic, Monitoring of Learning, Providing Feedback, Promotion, Diagnosing). Principles of Assessment. • Functions of Measurement and Evaluation, Steps of Evaluation Process, Types of Measurement, Tools of Measurement and Evaluation. Techniques of Evaluation. <p>Assignment:</p> <ul style="list-style-type: none"> • Observe the teaching learning process in class room and prepare a report and feedback on it. • Conduct a group discussion on difference between Assessment, Measurement and Evaluation.
UNIT-2	<p><u>Type of Evaluation</u></p> <ul style="list-style-type: none"> • 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). • Examination and how to improve it, Item Analysis. <p>Assignment:</p> <ul style="list-style-type: none"> • Presentation of papers on examination and evaluation policies. • Prepare a diagnostic test of any subject and apply it on students and give suggestions for improvement.
UNIT-3	<p><u>Continuous and Comprehensive Evaluation</u></p> <ul style="list-style-type: none"> • Meaning, concept need and process and characteristics of CCE. • Assessment of affective learning: attitude and values, interest, Intelligence, Personality, self-concept items and procedures for their assessment. • Grading: Concept, types and Application, Indicators for grading. <p>Assignment:</p> <ul style="list-style-type: none"> • Prepare a plan for continuous and comprehensive evaluation of students. • To assess self concept of the students in class room and provide them feedback for it.
UNIT-4	<p><u>Evaluation Tools</u></p> <ul style="list-style-type: none"> • Use of projects, Assignments, Worksheet, Practical Work, and Performance based activities, seminars and reports as assessment devices. • Self, Peer and Teacher Assessment. • Commercialization of assessment. • Construction an Achievement test • Typology of questions <p>Assignment:</p> <ul style="list-style-type: none"> • Organise a group activity (like competition/story telling/reading/writing) and get it assessed by self, peer and teacher. • Draft a feedback form about overall performance of students from parents and teacher, evaluate its effectiveness too.

UNIT-5	<p><u>Evaluation Practices</u></p> <ul style="list-style-type: none"> • Construction and Selection of items, Guidelines for Construction of test items, assembling the test items, Guideline for administration. • Characteristics of Good Evaluation System– Reliability, Validity, Objectivity, Comparability, Practicability. • Analysis and interpretation of student’s performance processing test, performance, calculation of percentage (Measures of Position), Central tendency measurement, Co-efficient of Correlation, Product Moment and Rank difference, Graphical Representations. <p>Assignment:</p> <ul style="list-style-type: none"> • Determination of Reliability or Validity of any self made test. • Construction, administration and interpretation of self made achievement text. 																																	
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B.A.B.Ed. IV Year			
COURSE CODE: BABED-452		COURSE TYPE: CORE	
COURSE TITLE: Agriculture (Specialization)			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	35	MIN. PASS MARKS:	14
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION		MONTHLY TEST
DURATION	03 HR		01 HR
Learning outcomes: -			
On completion of the course, the student teacher will be able to			
<ul style="list-style-type: none"> • 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-1	Agriculture: Meaning, definition, scope, history, branches and objectives		
UNIT-2	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-3	Irrigation: Definition, method of irrigation, systems of irrigation, drainage, irrigation pattern of India.		
UNIT-4	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-5	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) <ol style="list-style-type: none"> 1. Identification of an agronomy of following crops: Wheat, Bajra, Maize, Rose etc. 2. Agricultural Processes: Irrigation, Training and Pruning, Hoeing and Weeding, Seed Bed 		

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SELECTED READINGS	<ul style="list-style-type: none"> • Bleasdale, J. K. A. (1973). <i>Plant physiology in relation to horticulture</i>. Macmillan International Higher Education. • Dubey, D. K. (2008). <i>Fruit Production in India</i>. Meerut: Rama Publishing House. • Edmond, J. B., Senn, T. L., Andrews, F. S., & Halfacre, R. G. (1975). <i>Fundamentals of horticulture</i> (No. 4th ed.). McGraw-Hill, Inc. • Panda, S. C. (2005). <i>Agronomy</i>. Agrobios. Varanasi: Kushal Publications and Distributors. • Sing, Jaiveer (2002). <i>Plant Propagation & Nursery Husbandry</i>. Meerut: Rama Publishing House. • Singh, J. (2014). <i>Basic Horticulture</i>. New Delhi: Kalyani publishers.

B.A.B.Ed. IV Year			
COURSE CODE: BABED-453 I		COURSE TYPE: CORE	
COURSE TITLE: हिन्दी भाषा का शिक्षण			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	35	MIN. PASS MARKS:	14
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY EXAMINATION	80 PERCENT IN RESPECTIVE YEAR		
	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
उद्देश्य :			
<ul style="list-style-type: none"> हिन्दी भाषा तत्वों एवं साहित्य के विविध रूपों का अध्ययन करवाना। गद्य साहित्य एवं हिन्दी भाषा की विविध विधाओं का शिक्षण करवाने की योग्यता विकसित करना। हिन्दी भाषा के शिक्षण कौशल का विकास करना। भाषा शिक्षण हेतु विभिन्न सहयोगी सामग्रियों के निर्माण की योग्यता विकसित करना। विषय-वस्तु विश्लेषण की योग्यता विकसित करना। हिन्दी शिक्षण में मूल्यांकन संस्थितियों व विधाओं के अधिगम की योग्यता उत्पन्न करना। निदानात्मक एवं उपचारात्मक परीक्षण के उपयोग की क्षमता विकसित करना। 			
अधिगम सम्प्राप्तियाँ :			
<ul style="list-style-type: none"> विद्यार्थी हिन्दी भाषा तत्वों एवं साहित्य के विविध रूपों को जान सकेंगे। विद्यार्थी गद्य साहित्य एवं हिन्दी भाषा की विविध विधाओं की व्याख्या कर सकेंगे। भाषा के माध्यम से अनुवाद कला और सौन्दर्यात्मक सृजनात्मकता का अध्ययन कर सकेंगे। विद्यार्थी साहित्यिक अभिव्यक्ति के विविध रूपों को समझ सकेंगे। श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों को जान सकेंगे। विद्यार्थी भाषा शिक्षण हेतु विभिन्न सहयोगी सामग्रियों के निर्माण में रुचि ले सकेंगे तथा भाषा शिक्षण में पाठ्यक्रम सम्बन्धी विषय-वस्तु एवं प्रकरण पर चार्ट, पोस्टर, चित्र, एवं मॉडल बना सकेंगे। हिन्दी भाषा शिक्षण में दृष्य-श्रव्य उपकरणों का व्यावहारिक उपयोग कर सकेंगे। सूक्ष्म पाठ, इकाई पाठ, दैनिक पाठ एवं प्रतिमान आधारित पाठ योजनाओं के महत्व से अवगत होकर इनका निर्माण कर सकेंगे। पाठ्य प्रकरण के अन्तर्गत आयी किसी कहानी एवं नाटक का रूपान्तरण करवाने में रुचि ले सकेंगे। हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विधाओं को जान सकेंगे। निदानात्मक एवं उपचारात्मक परीक्षण के अर्थ, स्वरूप महत्व एवं उपयोग को जान सकेंगे। 			
इकाई-1	भाषा साहित्य और सौंदर्य		
	<ul style="list-style-type: none"> हिन्दी शिक्षण का अर्थ, प्रकृति और क्षेत्र। हिन्दी भाषा का महत्व तथा हिन्दी भाषा का ऐतिहासिक एवं वैज्ञानिक स्वरूप। साहित्य के विविध रूप एवं अनुवाद कला और भाषा सौंदर्य। 		
	Assignment:		
	<ul style="list-style-type: none"> साहित्य के विभिन्न रूपों में से दो-दो पसंदीदा रचनाओं का संकलन कर उनका आलोचनात्मक मूल्यांकन करना एवं प्रतिवेदन तैयार करना। हिन्दी भाषा के ऐतिहासिक विकास पर एक गोष्ठी का आयोजन करना। 		

इकाई-2		<p>भाषा साहित्य और अभिव्यक्ति</p> <ul style="list-style-type: none"> भाषायी शिक्षण कौशल :- <ul style="list-style-type: none"> लिखित, मौखिक (श्रवण, वाचन एवं अभिव्यक्ति)। गद्य, पद्य, नाटक, निबंध, कहानी एवं व्याकरण शिक्षण। रचना शिक्षण। हिन्दी भाषा शिक्षण में चुनौतियाँ। <p>Assignment:</p> <ul style="list-style-type: none"> हिन्दी साहित्य के नाटकों/ एकांकियों का मंचन करवाना। हिन्दी साहित्य व सौंदर्य आदि पर आधारित विभिन्न समकालीन विषयों (विशेषकर हिन्दी भाषा का विकास) पर निबंध लेखन। हिन्दी भाषा शिक्षण में चुनौतियाँ पर समूह चर्चा का आयोजन।
इकाई-3		<p>पाठ्यक्रम और पाठ्य-सामग्री का निर्माण और विश्लेषण</p> <ul style="list-style-type: none"> हिन्दी भाषा शिक्षण विधियाँ एवं हिन्दी शिक्षण के सिद्धान्त। सूक्ष्म शिक्षण (उपयोगिता, संरचना एवं कौशल)। पाठ-योजना (संप्रत्यय, अर्थ, उद्देश्य, प्रकार एवं विविध सोपान)। प्रतिमान शिक्षण। <p>Assignment:</p> <ul style="list-style-type: none"> हिन्दी की विभिन्न विधाओं पर पाठ योजना निर्माण से संबंधित कार्यशाला का आयोजन करना एवं प्रतिवेदन तैयार करना। किन्हीं पाँच शिक्षण कौशलों पर सूक्ष्म पाठ निर्माण करना।
इकाई-4		<p>सहायक शिक्षण सामग्री</p> <ul style="list-style-type: none"> शिक्षण सहायक सामग्री। श्रव्य-दृश्य उपकरणों का निर्माण, प्रकार, रख-रखाव एवं उपयोगिता। पाठ्यपुस्तकों की गुणवत्ता एवं महत्त्व। मीडिया तथा अन्य पाठ्य सामग्री (पत्रिकाएँ, अखबार, पुस्तकालय, रेडियो, टेलीविजन, फिल्में, भाषा प्रयोगशाला, चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि)। भाषा प्रयोगशाला। <p>Assignment:</p> <ul style="list-style-type: none"> भाषा प्रयोगशाला का प्रयोग करके उच्चारण कौशल, वर्तनीगत शुद्धता/लेखन कौशल, वाचन व श्रवण कौशल का अभ्यास करना एवं प्रतिवेदन तैयार करना। एक कार्यकारी शिक्षण सहायक सामग्री (Working Model) का निर्माण करना।
इकाई-5		<p>आकलन की भूमिका और महत्व</p> <ul style="list-style-type: none"> भाषा शिक्षण में मूल्यांकन (पाठान्तर्गत एवं पाठोपरान्त)। उपलब्धि परीक्षण का निर्माण। सतत् और समग्र मूल्यांकन, स्व-मूल्यांकन, पारस्परिक मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो। निदानात्मक एवं उपचारात्मक शिक्षण। प्रश्न-पत्र निर्माण एवं नील-पत्र। प्रश्नों के विभिन्न प्रकार एवं रचना। <p>Assignment:</p> <ul style="list-style-type: none"> प्रश्न निर्माण से सम्बन्धित कार्यशाला का आयोजन करना एवं प्रतिवेदन तैयार करना। स्वयं का पोर्टफोलियो निर्माण करना।

TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																													
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	<p>Details of Continuous and Comprehensive Assessment (CCA) are as follows:</p> <table border="1" data-bbox="475 730 1492 1160"> <thead> <tr> <th>SR. NO.</th> <th>CCA: COMPONENT</th> <th>MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>10X6 Test = 60</td> </tr> <tr> <td>2</td> <td>Presentation</td> <td>10</td> </tr> <tr> <td>3</td> <td>Group Discussion</td> <td>10</td> </tr> <tr> <td>4</td> <td>Debate</td> <td>10</td> </tr> <tr> <td>5</td> <td>Participation and Presentation in Seminar</td> <td>10</td> </tr> <tr> <td>6</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>7</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>8</td> <td>Attendance*</td> <td>10</td> </tr> <tr> <td>9</td> <td>Co-curricular Activity</td> <td>10</td> </tr> <tr> <td>10</td> <td>Team Teaching</td> <td>10</td> </tr> </tbody> </table> <p>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA): CCA will be reduced to 30 marks or 15 marks (as per course weightage). Formula: Marks obtained/Total marksX30 For example: $60 \div 160 \times 30 = 11.25$</p> <p>PROVISO-I: Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course. PROVISO-II: Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p>*Attendance in Lectures and Practical</p> <table border="1" data-bbox="683 1458 1166 1659"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	10X6 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Viva Voce	10	8	Attendance*	10	9	Co-curricular Activity	10	10	Team Teaching	10	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
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EXAMINATION PATTERN	<p>Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.</p>																																													
PERIODICAL REVISION OF SYLLABUS	<ol style="list-style-type: none"> 1. ANNUAL 2. HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running Year after giving a notice for a period one month. 																																													
SELECTED	<ul style="list-style-type: none"> • शर्मा, राजकुमारी (2006). हिन्दी शिक्षण. राधा प्रकाशन मन्दिर. आगरा। 																																													

READINGS

- मंगल, उमा (2005). हिन्दी शिक्षण. आर्य बुक डिप्लो. करोल बाग नई दिल्ली.
- पाण्डेय. मुतिकान्त (2010). हिन्दी शिक्षण-अभिनव आयाम. विश्व भारती पब्लिकेशन: नई दिल्ली.
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- गुप्ता, ओ.पी. (1994). वृहत पुस्तकालय व सूचना विकास शब्दावली. अवधारणा प्रकाशन कंपनी प्रा.लि.: नई दिल्ली.
- किशोरीदास (2013). हिन्दी की वर्तनी व शब्द प्रयोग मीमांसा. वाणी प्रकाशन: नई दिल्ली।
- नारंग, वैशना (2013). सम्प्रेषणपरक हिन्दी भाषा शिक्षा. ए.पी. भार्गव बुक हाऊस: आगरा.
- शर्मा, प्रसाद प्रीतम (2007). हिन्दी शिक्षण. साहित्यागार. धामाणी मार्केट की गली. चौड़ा रास्ता: जयपुर.

B.A.B.Ed. IV Year			
COURSE CODE: BABED-453 III		COURSE TYPE: CORE	
COURSE TITLE: Pedagogy of Social Sciences			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	35	MIN. PASS MARKS:	14
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objectives:</p> <ul style="list-style-type: none"> • Understand the need for teaching-learning of Social Science in secondary classes. • Develop a critical understanding about the aims and objectives of Social Science in a Democratic and Secular country. • Develop a critical understanding about the nature and philosophy of Social Science and its interface with society. • Understand the nature of Social Science curriculum and its pedagogical issues. • Engage with the classroom processes in Social Science and its transactional implications. • Critique and develop suitable evaluation mechanisms in Social Science. • Develop the ability to organize co-curricular activities and community resources for promoting Social Science learning. <p>Learning outcome: After completion of the course, student-teachers will be able -</p> <ul style="list-style-type: none"> • 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-1	<p><u>Nature and Scope of Social Science</u></p> <ul style="list-style-type: none"> • 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. 		

	<p>Assignment:</p> <ul style="list-style-type: none"> • 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. • Organize a group discussion on Correlation of social science with other School Subject
UNIT-2	<p><u>Teaching-learning of Social Science</u></p> <ul style="list-style-type: none"> • 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. • Enquiry/Empirical Evidence, Problems of teaching Social Science/Social Studies. <p>Assignment:</p> <ul style="list-style-type: none"> • To study social environmental degradation in the local area through interview of local community and talk about suggestions for preservation methods. • Prepare a lesson plan based on innovative method.
UNIT-3	<p><u>ICT and Materials in Teaching-learning of Social Science</u></p> <ul style="list-style-type: none"> • 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, And 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. • Dale cone of experience. Micro Teaching Bloom's Taxonomy (Cognitive, effective and psychomotor), in terms of Instructional behavior <p>Assignment:</p> <ul style="list-style-type: none"> • Prepare and present a lesson through power point presentation on any topic of your choice. • Make teaching materials using different type of teaching aids (chart, atlas, model & PowerPoint, etc) at school social science subject.
UNIT-4	<p><u>Teaching-Learning Resources in Social Sciences</u></p> <ul style="list-style-type: none"> • People as Resource: the significance of oral data. • Types of primary and secondary sources: data from field, textual materials, journals, text book, magazines, newspapers, etc. • Using the library for secondary sources and reference material, such as dictionaries and encyclopedias. <p>Assignment:</p> <ul style="list-style-type: none"> • Conduct a training program on use of digital library especially for secondary sources and reference material, such as dictionaries and encyclopedias. • Going beyond the textbook; getting children to craft little nuggets of History from primary sources.

UNIT-5	<p><u>Assessment and Evaluation</u></p> <ul style="list-style-type: none"> • Meaning, Concept and Construction of Achievement test, Diagnostic Test and Remedial teaching. • Blue print: Meaning, Concept, Need and Construction. • Open-Book tests: Strengths and Limitations. • Continuous and Comprehensive Evaluation (CCE) in Social Sciences. <p>Assignment:</p> <ul style="list-style-type: none"> • Construction, administration and interpretation and an achievement test of any standard of school. • Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure. 																																	
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																	
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B.A.B.Ed. IV Year			
COURSE CODE: BABED-453 IV		COURSE TYPE: CORE	
COURSE TITLE: Pedagogy of Civics			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	35	MIN. PASS MARKS:	14
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objectives: To enable the prospective teachers to:</p> <ul style="list-style-type: none"> • Understand the need for teaching-learning of civics in secondary classes. • Develop a critical understanding about the aims and objectives of civics in a Democratic and Secular country. • Develop a critical understanding about the nature and philosophy of civics and its interface with society. • Understand the nature of civics curriculum and its pedagogical issues. • Engage with the classroom processes in civics and its transactional implications. • Critique and develop suitable evaluation mechanisms in civics. • Develop the ability to organize co-curricular activities and community resources for promoting civics learning. <p>Learning outcome:After completion of the course, student-teachers will be able -</p> <ul style="list-style-type: none"> • Define and differentiate the concept of Civics and explain its relative position in the Syllabus. • Understand the aims and objectives of teaching Civics. • Prepare unit plans and Lesson plans for different classes. • Critically evaluate the existing school syllabus of Civics. • 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. • Preparation of Related Contents for Teacher Recruitment Exams. 			
UNIT-1	<p><u>Nature and Scope of Civics</u></p> <ul style="list-style-type: none"> • Meaning, concept, Nature and scope of civics in current trends. • Aim and Objective of Civics Teaching in School. • Correlation of civics to other social sciences subjects. • Problems of teaching Civics; developing critical thinking. • Role of civics in promoting international understanding. <p>Assignment:</p> <ul style="list-style-type: none"> • 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-2	<p><u>Teaching-Learning Contents in Civics</u> Indian Constitution and Democracy -</p> <ul style="list-style-type: none"> • Making of the Indian Constitution and its features, Preamble, Fundamental rights and Fundamental duties, Social justice, Child Rights and Child Protection, Election in Democracy and Voters Awareness. <p>Government : Composition and Functions –</p> <ul style="list-style-type: none"> • Parliament, President, Prime Minister and Council of Ministers; Supreme Court, State Government, Panchayati raj and Urban Self - Government. (in reference to Rajasthan) District Administration and Judicial System. <p>Assignment:</p> <ul style="list-style-type: none"> • 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-3	<p><u>ICT & Materials in Teaching-learning of Civics</u></p> <ul style="list-style-type: none"> • 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. <p>Assignment:</p> <ul style="list-style-type: none"> • Prepare and present a lesson through power point presentation on any topic of your choice. • Make teaching materials using different type of teaching aids.
UNIT-4	<p><u>Teaching-Learning of Civics</u></p> <ul style="list-style-type: none"> • Lesson plan, Unit plan and Year plan: Concept, Meaning, Need and Importance. • Teaching strategies in Civics Questioning, collaborative strategies: games, simulations and role play: problem solving and decision- making. • Methods - interactive verbal learning: Experiential learning through activities experiments: investigative field visits. • Enquiry/Empirical Evidence; Teaching Learning Material and Teaching Aids, Information and Communication Technology. Project Work, Learning outcomes, Evaluation. <p>Assignment:</p> <ul style="list-style-type: none"> • Conduct a training program on Lesson plan, Unit plan and Year plan. • Collect news paper related with any current issues and make a survey related with local public problem.

<p style="text-align: center;">UNIT-5</p>	<p><u>Assessment and Evaluation</u></p> <ul style="list-style-type: none"> • Meaning and Characteristics of Assessment. • Meaning, Concept and Construction of Achievement test, Diagnostic Test and Remedial teaching. • Blue print: Meaning, Concept, Need and Construction. • Open-Book tests: Strengths and limitations. • Continuous and Comprehensive Evaluation (CCE). <p>Assignment:</p> <ul style="list-style-type: none"> • Construction, administration and interpretation of an achievement test of any standard of school. • Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure. 																																	
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B.A.B.Ed. IV Year			
COURSE CODE: BABED-543 V		COURSE TYPE: CORE	
COURSE TITLE: Pedagogy of History			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	35	MIN. PASS MARKS:	14
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objectives: To enable the prospective teachers to:</p> <ul style="list-style-type: none"> • Appreciate the need for teaching-learning of History in secondary classes. • Develop a systematic and critical understanding of History in a democratic and secular country with a diverse socio-cultural milieu and relevance in the contemporary context of a globalised world. • Promote critical perspectives on the nature and philosophy of History and methods of enquiry. • Comprehend, analyse, evaluate and integrate source material critically as historical evidence. • Understand the organisation of History curriculum and its pedagogical concerns. • Engage with the classroom processes in History and its transactional implications. • Critique and develop suitable evaluation mechanisms in History. • Nurture the ability to organize curricular activities and community resources for promoting History learning • Become a reflective practitioner capable of translating theoretical perspectives into innovative pedagogical practices. • Acquaint with the need and processes of continuous professional development <p>Learning outcome: After completion of the course, student-teachers will be able -</p> <ul style="list-style-type: none"> • 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. 			

<p style="text-align: center;">UNIT-1</p>	<p><u>Nature and Scope of History</u></p> <ul style="list-style-type: none"> • Meaning, nature and scope of history. • Importance of teaching history. • Aims and Objective of teaching History at different levels. • Importance of studying Local History, National History, and World History in the context of National Integration and International brotherhood and global citizenship. • Co-relation of History with other school subjects. <p>Assignment:</p> <ul style="list-style-type: none"> • 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.
<p style="text-align: center;">UNIT-2</p>	<p><u>Teaching-Learning Resources in History</u></p> <ul style="list-style-type: none"> • 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. • Qualities and professional growth of History teacher, his role in future prospective. <p>Assignment:</p> <ul style="list-style-type: none"> • 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.
<p style="text-align: center;">UNIT-3</p>	<p><u>ICT & Materials in Teaching-learning of History</u></p> <ul style="list-style-type: none"> • Use of ICT: Video clips, Power points presentations, films, Various on-line apps (Zoom, WebEx, goggle-meet, Drive) etc. • Planning, Preparation and Presentation of Instructional Material. • Techniques: • Various methods of teaching History (Story Telling, Biographical, Dramatization Time sense, Source, Project and Supervised study method) • Resource Material • Audio-Visual aids in teaching History • Text book, teacher, co-curricular activities • Community Resource: Computer, T.V. • History room. • Planning of historical excursion. • Co-curricular activities.

	<p>Assignment:</p> <ul style="list-style-type: none"> • Organize Workshop on Planning, preparation and presentation of Instructional Material. • Make teaching materials using different type of teaching aids (chart, atlas, model & PowerPoint, etc) at school history subject.
UNIT-4	<p><u>Teaching-Learning of History</u></p> <ul style="list-style-type: none"> • 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. • Teaching strategies in history; questioning; collaborative strategies; games, simulation and role plays; values classification, problem solving and decision. <p>Assignment:</p> <ul style="list-style-type: none"> • Prepare your own teaching strategy of lesson plan and find its effectiveness. • Organise workshop on Method of history Teaching. •
UNIT-5	<p><u>Assessment and Evaluation</u></p> <ul style="list-style-type: none"> • Meaning, Concept and Construction of Achievement Test, Diagnostic Test and Remedial teaching. • Blue Print: Meaning, Concept, Need and Construction. • Open-Book Tests: Strengths and Limitations. • Characteristics of Assessment in History. • Continuous and Comprehensive Evaluation (CCE) in History. • Concept and Purpose of evaluation • Objectives based evaluation • Tools and techniques of evaluation in History teaching. • various types of question • Content analysis. <p>Assignment:</p> <ul style="list-style-type: none"> • Construction, administration and interpretation of an achievement test of any standard of school. • Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.

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B.A.B.Ed. IV Year			
COURSE CODE: BABED-453 VI		COURSE TYPE: CORE	
COURSE TITLE: Pedagogy of Geography			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	35	MIN. PASS MARKS:	14
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objectives:</p> <ul style="list-style-type: none"> • Understand the need for teaching-learning of Geography in secondary classes. • Develop a critical understanding about the aims and objectives of Geography in a Democratic and Secular country. • Develop a critical understanding about the nature and philosophy of Geography and its interface with society. • Understand the nature of Geography curriculum and its pedagogical issues. • Engage with the classroom processes in Geography and its transactional implications. • Critique and develop suitable evaluation mechanisms in Geography • Develop the ability to organize co-curricular activities and community resources for promoting Geography learning. <p>Learning outcome:After completion of the course, student-teachers will be able -</p> <ul style="list-style-type: none"> • 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-1	<p style="text-align: center;"><u>Nature and Scope of Geography</u></p> <ul style="list-style-type: none"> • 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. <p>Assignment:</p> <ul style="list-style-type: none"> • 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-2	<p><u>Teaching-learning Resources in Geography</u></p> <ul style="list-style-type: none"> • 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. • Enquiry/Empirical Evidence, Problems of teaching Geography. <p>Assignment:</p> <ul style="list-style-type: none"> • 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	<p><u>ICT & Materials in Teaching-learning of Geography</u></p> <ul style="list-style-type: none"> • 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. • Dale cone of experience. Micro Teaching Bloom’s Taxonomy (Cognitive, effective and psychomotor), in terms of Instructional behavior. <p>Assignment:</p> <ul style="list-style-type: none"> • 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 (chart, atlas, model & PowerPoint, etc) on school geography subject.
UNIT-4	<p><u>Teaching-learning of Geography</u></p> <ul style="list-style-type: none"> • Various teaching aids: Using atlas as a resource for Geography; maps, globe, charts, models, graphs, visuals. Teaching learning material • Teaching aids and lab equipments • Lesson plan format in geography. • Approaches and methods of geography teaching: project method, problem solving, team teaching, regional method, laboratory method. <p>Assignment:</p> <ul style="list-style-type: none"> • Conduct a workshop for preparation of educational model for implementation of functional utility of audio and visual in geography teaching. • Make a lesson plan of geography on any topic of your interest using your own creative strategy for better understanding of the topic and present it in class, after them evaluate the effectiveness of your strategy.
UNIT-5	<p><u>Assessment and Evaluation</u></p> <ul style="list-style-type: none"> • Meaning, concept and construction of achievement test, diagnostic and remedial test. • Blue print: Meaning, concept, need and construction. • Open-book tests: Strengths and limitations • Continuous and Comprehensive Evaluation (CCE): Meaning, Concept, need and importance.

	<p>Assignment:</p> <ul style="list-style-type: none"> • Construction, administration and interpretation of an achievement test of any standard of school. • Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure. 																																	
<p>TEACHING AND LEARNING STRATEGIES</p>	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																	
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B.A.B.Ed. IV Year			
COURSE CODE: BED-354 VII		COURSE TYPE: CORE	
COURSE TITLE: Pedagogy of Computer Science			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	35	MIN. PASS MARKS:	14
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objectives:</p> <ul style="list-style-type: none"> • Understand 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. • Understand the practical concepts of the M.S Office applications in School Management. • To introduce students with basic concepts of Operating System, its functions and services. • Understanding the basic elements of computers and their uses. <p>Learning outcome: After completion of the course, student-teachers will be able -</p> <ul style="list-style-type: none"> • 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 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-1	<p><u>Nature and Scope of Computer Science</u></p> <ul style="list-style-type: none"> • Concept, Nature & Scope of Computer Science. • History and Generations of Computers and their characteristics. • Classification and Part of computers. • Input Output Devices, Block Diagram. <p>Assignment:</p> <ul style="list-style-type: none"> • Make a power point presentation on demonstration of computer parts and input/output devices of school students. • Organise seminar on History and Generations of Computers and their Applications. 		

UNIT-2	<p><u>Hardware</u></p> <ul style="list-style-type: none"> • 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. <p>Assignment:</p> <ul style="list-style-type: none"> • Training program on hardware for output: monitors, speakers, head phone etc, in school workshop on use and function of modem and Souter. • Prepare a report on various memory devices used in computer.
UNIT-3	<p><u>Software</u></p> <ul style="list-style-type: none"> • 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 <p>Assignment:</p> <ul style="list-style-type: none"> • Conduct training on basic features of Windows, M S Word, Excel and Power point. • Classroom Presentations on use of wizard, templates, slide master, blank slides.
UNIT-4	<p><u>Teaching-Learning Resources in Computer Science</u></p> <ul style="list-style-type: none"> • Network, Type and Topology, Internet and Intranet, Network Protocol • Web Browsers: Internet Explorer, Mozilla Firefox, Chrome. • Search Engines: Google, Yahoo, Meta Search Engine. <p>Assignment:</p> <ul style="list-style-type: none"> • Organize a camp for one week in school on uses of internet and search engines, to train students in searching educational material and enhance knowledge. • Draft a report on effectiveness of camp. • Use of Search Engine for access primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.
UNIT-5	<p><u>ICT Application in Teaching and Learning</u></p> <p>Concept, Nature and Use of ICT in Education.</p> <ul style="list-style-type: none"> • Preparing lesson plans. • Managing Subject related content. • Preparing results and reports. • School Brochure and Magazine. • E-Education & E-learning. • Virtual Classrooms, Web-based teaching materials, Interactive white boards. <p>Assignment:</p> <ul style="list-style-type: none"> • Orientation program on interactive white boards. • Conduct an awareness program among students on E-learning.

<p>TEACHING AND LEARNING STRATEGIES</p>	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																													
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B.A.B.Ed. IV Year			
COURSE CODE: BABED-453 VIII		COURSE TYPE: CORE	
COURSE TITLE: Pedagogy of Language (English)			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	35	MIN. PASS MARKS:	14
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
Objectives:			
<ul style="list-style-type: none"> • Develop a good understanding of the Basic Concepts, objectives and Methods of Teaching English as a second language. • Learn the Concept of listening in second language & the Phonemic elements involved in listening at the receptive level. • Learn various types of Reading: Skimming, scanning, silent reading, Reading Aloud. Intensive Reading. • Enable students to teach using Direct Method, Structural – Situational Approach, Audio – Lingual Method, Bilingual Method, Communicative – Language Teaching (CLT). • Learn the Concept, aims and objectives of teaching poetry in Second Language. • Enable students to develop various Resources for English Language Teaching. 			
Learning outcome: After completion of the course, student-teachers will be able -			
<ul style="list-style-type: none"> • Cultivate a good understanding of the basic concepts in teaching of English • Enable them to critically review and use suitably different approaches and methods of teaching English as second language. • Prepare lesson plans on different and prescribed aspects of English as second language. • Choose, prepare and use appropriate audio-visual teaching aids for effective teaching of English. • Use various techniques of testing English as second language and develop remedial and conduct teaching. • Teach basic language skills as listening, speaking, reading and writing and integrate them for communication purpose. 			

Concepts, objectives & Methods of Teaching English

- Basic Concepts, objectives and Methods of Teaching English as a second language:
 - (vii) Mother – tongue
 - (viii) Second Language
 - (ix) Difference between teaching and language teaching.
 - (x) Principles of Second Language Teaching.
 - (xi) Forms of English – Formal, Informal, Written, Spoken, Global English.
 - (xii) English as a Second Language (ESL), English as a Foreign Language (EFL), English for specific purpose (ESP).
- Methods and Approaches :
- Objectives : Objectives of Teaching English as a second language.
 - (iii) Skill based (LSRW)
 - (iv) Competence based: Linguistic Competence (LC) and Communicative Competence (CC) in reference to LSRW skills.
- Introduction to Methods of and Approaches to Teaching of English as a second language.
 - (vi) Direct Method.
 - (vii) Structural – Situational Approach
 - (viii) Audio – Lingual Method
 - (ix) Bilingual Method
 - (x) Communicative – Language Teaching (CLT).
- Role of Computer and Internet in Second Language Teaching Computer Assisted Language Learning (CALL) Computer Assisted Language Teaching (CALT).
- Eclectic Approach to Second Language Teaching
- Study of the above methods and approaches in the light of :
 - (v) Psychology of second language learning.
 - (vi) Nature of English Language.
 - (vii) Classroom environment and conditions.
 - (viii) Language functions.
- Aims of language teaching, role of mother tongue, role of teacher learners, text books and A.V. aids language skills testing, errors and remedial work.
- Principles of Teaching English, Methods and Approaches to English Language Teaching.

Assignment:

- Organize a debate on Direct Method vs Bilingual Method.
- Organize a workshop on Review of a text book in the teaching period of English.

UNIT-2	<p><u>Listening and speaking skills</u></p> <p>(A) Listening:</p> <ul style="list-style-type: none"> (viii) Concept of listening in second language : (ix) The Phonemic elements involved in listening at the receptive level (Monothongs, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm). (x) Listening skills and their sub skills. (xi) Authentic listening v/s Graded listening. (xii) Techniques of teaching listening. (xiii) Role of teaching aids in teaching listening skills. (xiv) Note-taking <p>(B) Speaking:</p> <ul style="list-style-type: none"> (viii) Concept of speaking in second language; (ix) The phonemic element involved in speaking at the productive level (monotones, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm) : (x) The stress system – Weak forms. (xi) Use of pronouncing dictionary. (xii) Phonemic transcription. (xiii) Techniques of teaching speaking skills and pronunciation practice and drills – Ear training, repetition, dialogues and conversation. (xiv) Role of A.V. aids in teaching speaking skills. <p>Assignment:</p> <ul style="list-style-type: none"> • Your university is organizing a workshop on Monothongs, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm. Participate in the workshop. • Organize a symposium on the skills of Listening/Speaking/Reading/Writing skill.
UNIT-3	<p><u>Reading and Writing skills</u></p> <p>Reading:</p> <ul style="list-style-type: none"> • Concept of reading in second language; • Mechanics of Reading (Eye span, Pause, Fixations, Regressions) : • Types of Reading: Skimming, scanning, silent reading, Reading Aloud. Intensive Reading, Extensive reading: Local and Global Comprehension. • Role of speed and pace. • Relating teaching of Reading to listening and speaking skills. • Teaching silent reading, intensive reading, extensive reading and genuine reading comprehension in terms of inference prediction critical reading, interpretation judgment summarizing, central idea, etc. • Role of course reader and rapid reader, cloze procedure, Maza method, dictionary in teaching reading skills. <p>Writing:</p> <ul style="list-style-type: none"> • Concept of writing in the first language and the second language. • Types of composition – oral, written, controlled, guided, contextualized and integrated composition. • Teaching the following items keeping in view their style, ingredients, and mechanics.

	<ul style="list-style-type: none"> • Letter (Formal and informal), Essay, Report, Telegram, E-mail, Notices, Précis, Paragraph, Developing Stories, Note Making. • Teaching prose, poetry, Grammar and Composition. • Language Difficulties, Errors and Disorders, , Remedial Teaching. • A Critical Analysis of the Evaluation of language Teaching Methodologies; Methods of Evaluation. • Continuous and Comprehensive Evaluation, Evaluation Language Proficiency. <p>Assignment:</p> <ul style="list-style-type: none"> • Organize a workshop on Types of Reading: Skimming, scanning, silent reading, Reading Aloud. Intensive Reading, Extensive reading: Local and Global Comprehension. • Organize a workshop on Letter (Formal and informal), Essay, Report, Telegram, E-mail, Notices, Précis, Paragraph, Developing Stories, Note Making. • Draft advertisements for Newspaper and Magazine teaching lexical and structural items. Prepare a file using newspaper cuttings.
UNIT-4	<p><u>Resources and Planning for English Language Teaching</u></p> <p>(A) Resources for English Language Teaching:</p> <ul style="list-style-type: none"> • The blackboard and the white board. • Blackboard drawings and sketches. • The overhead projector (OHP). • Flashcards, Poster and Flip Charts. • Songs, Raps and Charts. • Video Clips. • Pictures, Photos, Postcards and Advertisements. • Newspapers, Magazines and Brochures. • Mind Maps • Radio, Tape – Recorder, T.V. • Language Laboratory • Stories and Anecdotes <p>(B) Planning for English Language teaching as a second Language B–Prose Lessons:</p> <ul style="list-style-type: none"> • Planning a Unit (Based on a lesson in the Course Reader (Text Book) • Identifying and listing language material to be taught (New Preparation of unit test and examination • Lexical and structural items, their usage and uses). • Planning for teaching the content and skills in the following order : • New Lexical items (Vocabulary). • New Structural items • Reading Comprehension • Textual exercises • Writing / Composition <p>Assignment:</p> <ul style="list-style-type: none"> • Suppose you are a teacher of English. Deliver a lecture on Prose Lessons: a. planning a Unit (Based on a lesson in the Course Reader (Text Book). • Make a group of five students each in your class and then make a preparation of twenty test items in listening / composition exercise.
UNIT-5	<p><u>Testing and Evaluation in English</u></p> <ul style="list-style-type: none"> • Components of Poetry • Concept, aims and objectives of teaching poetry in Second Language • Steps of teaching Poetry at the Secondary stage.

	<ul style="list-style-type: none"> • Concept of testing and evaluation in English as a second language. • Difference in testing in content – subjects and skills subjects. • Testing language skills (LSRW), lexical and structural items, and poetry. • Type of test Achievement test, Proficiency test, Diagnostic test, prognostic test, Formative and summative tests). • Paper – their blue – print and answer key. • Types and preparation of test-items. • Error analysis. • Concept and need of remedial teaching and remedial work. • Development of Language Skills, • Teaching Learning Materials, Text Books, Multi-media Materials and other resources, • Basic Principles of Second language Teaching • Methods of Evaluation • Continuous and Comprehensive Evaluation , Evaluation Language Proficiency • Teaching prose, poetry, Grammar and Composition <p>Assignment:</p> <ul style="list-style-type: none"> • As an educationist, deliver a lecture on Types of test Achievement test, Proficiency test, Diagnostic test, prognostic test, Formative and summative tests). • Write a speech on the merits of Language Lab. 																														
<p>TEACHING AND LEARNING STRATEGIES</p>	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																														
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PERIODICAL REVISION OF SYLLABUS	<ol style="list-style-type: none"> 1. ANNUAL 2. HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running Year after giving a notice for a period one month. 														
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B.A.B.Ed. IV Year			
COURSE CODE: BABED-453 IX		COURSE TYPE: CORE	
COURSE TITLE: Pedagogy of Music			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	35	MIN. PASS MARKS:	14
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>उद्देश्य –</p> <ul style="list-style-type: none"> • संगीत शिक्षण की अवधारणा एवं प्रकृति से परिचित करवाना। • संगीत शिक्षण के विविध प्रकारों से परिचित करवाना। • संगीत शिक्षण के विभिन्न उपागम एवं विधियों से अवगत करवाना। • संगीत शिक्षण अधिगम में आईसीटी के प्रयोग से अवगत करवाना। • संगीत शिक्षण आंकलन एवं मूल्यांकन का ज्ञान प्रदान करना। <p>अधिगमसम्प्राप्तियां–</p> <ul style="list-style-type: none"> • विद्यालय स्तर पर संगीत शिक्षण के महत्व को जान सकेंगे। • संगीत का अन्य विद्यालय विषयों से सहसंबंध को समझ सकेंगे। • संगीत शिक्षण के विभिन्न उपागम एवं विधियों से परिचित हो सकेंगे। • संगीत शिक्षण के प्रमुख सिद्धांत एवं शैलियों से परिचित हो सकेंगे। • संगीत शिक्षण में आंकलन एवं मूल्यांकन की विधियों से अवगत हो सकेंगे। 			
UNIT-1	<p><u>संगीत की प्रकृति एवं कार्य क्षेत्र</u></p> <ul style="list-style-type: none"> • संगीतशिक्षण का अर्थ, परिभाषा, अवधारणा प्रकृति एवंकार्य • संगीतशिक्षण के विविध प्रकार एवंमहत्व • विद्यालय स्तरपरसंगीतशिक्षण का ऐतिहासिकमहत्व • संगीत का अन्य विद्यालय विषयों से सहसंबंध • परिचर्चा,समूहकार्य,प्रदत्तकार्य। 		
UNIT-2	<p><u>संगीतमेंशिक्षणअधिगम</u></p> <ul style="list-style-type: none"> • संगीतशिक्षण के प्रमुख लक्ष्य एवंउद्देश्य। • संगीतशिक्षण के विभिन्नउपागम एवंविधियां। • समस्या समाधानविधि,स्वरलिपिविधि, प्रदर्शनात्मकविधि, प्रयोगात्मकविधि,प्रदर्शनमय व्याख्यानविधि प्रश्नोत्तरतकनीक,पाठ्यपुस्तक, नाटकीयकरण। 		
UNIT-3	<p><u>संगीतशिक्षणमेंआईसीटी का उपयोग</u></p> <ul style="list-style-type: none"> • संगीतमेंदैनिकइकाई एवंवार्षिकपाठ्यक्रम का अर्थअवधारणाआवश्यकता एवंनिर्माण। • शिक्षणसामग्री:–संगीतमेंशिक्षणसामग्रियों का अर्थमहत्व एवंप्रकार, संगीत कक्ष (वाद्य यंत्रों का महत्वआवश्यकता एवं उपकरण) • संगीतशिक्षणअधिगममें आईसीटी का अभिप्रयोग। 		
UNIT-4	<p><u>संगीतशिक्षण के सिद्धांत एवंसंवेगात्मकसमग्रतातथास्रोत</u></p> <ul style="list-style-type: none"> • संगीतशिक्षण के प्रमुख सिद्धांत एवं शैलियां। • संगीतशिक्षण के माध्यम से संवेगात्मकसमग्रता। • संगीतशिक्षण के द्वारा जीवन मेंविभिन्नबदलाव एवंअनुभव। • प्राथमिक एवं द्वितीयकस्रोत,क्षेत्र प्रदत्त, पाठ्यसामग्रियां, जर्नलपत्र पत्रिकाएं एवं अखबार। 		

UNIT-5	आंकलन एवंमूल्यांकन <ul style="list-style-type: none"> संगीतशिक्षणमेंआंकलन एवंमूल्यांकन का अर्थ, संप्रत्यय एवंविशेषताएं। संगीतशिक्षणमेंउपलब्धि परीक्षण का निर्माण, निदान एवंउपचारात्मकपरीक्षण। नीलपत्र-अर्थ,अवधारणाआवश्यकता एवंनिर्माण 																																													
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B.A.B.Ed. IV Year			
COURSE CODE: BABED-455 a I		COURSE TYPE: CORE	
COURSE TITLE: भाषा साहित्य एवं शिक्षा			
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>अधिगम सम्प्राप्तियाँ:-</p> <ol style="list-style-type: none"> विद्यार्थी भाषा अवधारणा एवं संरचना से अवगत हो सकेंगे। विद्यार्थी भाषा की प्रकृति एवं उसकी शिक्षा में भूमिका को जान सकेंगे। विद्यार्थी भाषा के परिप्रेक्ष्य के सन्दर्भ में विभिन्न आयोगों की संस्तुतियों एवं नीतियों को समझ सकेंगे। विद्यार्थी भाषा की आधारभूत भाषायी दक्षताओं और कौशलों का विकास कर अपनी भाषा कौशल को समुन्नत बना सकेंगे। विद्यार्थी भाषागत सम्प्रेषण एवं सूचना तकनीकी में वर्तमान परिस्थितियों में नवाचारों का प्रयोग कर पारंगत हो सकेंगे। 			
इकाई 1	<p>भाषा एवं पाठ्यक्रम</p> <ul style="list-style-type: none"> हिन्दी साहित्य के इतिहास का नामकरण, कालविभाजन, प्रमुख प्रवृत्तियाँ एवं रचना व रचनाकार। हिन्दी भाषा का उद्भव एवं विकास, हिन्दी एवं उसकी बोलियों का सामान्यपरिचय। 		
इकाई 2	<p>भाषा साहित्य एवं सौंदर्यशास्त्र</p> <ul style="list-style-type: none"> भाषा, साहित्य एवं सौंदर्यशास्त्र भाषा एवं संस्कृति भाषा एवं लिंग भाषा एवं सत्ता भाषागत अधिकार एवं अल्पसंख्यक भाषाएँ 		
UNIT-3	<p>अध्ययन का पाठ्यक्रम, पाठ्यविवरण, पाठ्यपुस्तक और सम्प्रेषण तकनीकी</p> <ul style="list-style-type: none"> अध्ययन का पाठ्यक्रम एवं पाठ्य विवरण का विकास माध्यमिक स्तर के वर्तमान पाठ्य विवरण का समीक्षात्मक अध्ययन भाषा की पाठ्यपुस्तक की विशेषताएँ, अतिरिक्त पाठ्य पुस्तक, टीचर हैंडबुक (शिक्षक सहायिका), वर्क बुक, पाठ्यपुस्तक विवेचना। भाषा एवं सम्प्रेषण, प्रभावी सम्प्रेषण की मुख्य तत्व 		
इकाई 4	<p>विभिन्न नीतियों एवं कमीशनों में भाषा</p> <ul style="list-style-type: none"> विभिन्न कमीशनों, कमीटियों, नीतियों एवं स्वतंत्रता उपरान्त राष्ट्रीय पाठ्यचर्चा दस्तावेज (एन.सी.एफ.) में भाषा की चर्चा एवं महत्त्व, मुदलियार कमीशन, कोटारी 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	<p>क्रियात्मक हिंदी</p> <ul style="list-style-type: none"> • 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। 																																													
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- पाल, आर. ए. (2002). हिन्दी शिक्षण, जयपुर: अरिहंत शिक्षा प्रकाशन.
- गौड़, राधेश्याम (1998). हिन्दी शिक्षण, जयपुर: अरिहंत शिक्षा प्रकाशन.
- एन.सी.ई.आर.टी. (2005). राष्ट्रीय पाठ्यचर्या रूपरेखा-2005. नई दिल्ली: एन.सी.ई.आर.टी.
- लाल, रमन बिहारी. (2001). हिन्दी शिक्षण. मेरठ: आर.लाल बुक डिपो.
- एम.एच.आर.डी. (1986). राष्ट्रीय शिक्षा नीति. नई दिल्ली : भारत सरकार शिक्षा.
- सचदेवा और शर्मा (2016). सूचना, संचार एवं तकनीकी. पटियाला: ट्वन्टी फर्स्ट सेंचुरी पब्लिके न ।

B.A.B.Ed. IV Year			
COURSE CODE: BABED-455 b I		COURSE TYPE: CORE	
COURSE TITLE: History Of Indian Ecology And Environment			
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
<p>Objectives:</p> <ul style="list-style-type: none"> To provide the knowledge of the ecology and environment of ancient India. To provide the knowledge of the Environmental Awareness during Mauryan. To provide the knowledge of the Promotion of Eco-Tourism. To provide the knowledge of the Vedic Saraswati River in Rajasthan. To provide the knowledge of the Wild Life Sanctuaries. <p>Learning Outcomes: After completion of the course, student-teachers will be able to-</p> <ul style="list-style-type: none"> 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-1	Understanding Ecology and Environment: Meaning, Context and Significance, Expansion of Agriculture, Harappa Cities: Ecosystem and Environmental Factors, Indus and Saraswati rivers.		
UNIT-2	Rise of Magadha Empire: Role of Environment, Ecological and Environmental Awareness during Mauryan, Post-Mauryan and Gupta periods.		
UNIT-3	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-4	Eco-System of Kalibanga, Ahar and Ganeswar culture, Geographical Zones of Ancient Rajasthan (Forests, Mountains, Desert), Flow of Vedic Saraswati River in Rajasthan and its Disappearance.		

UNIT-5	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.																																													
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																													
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B.A.B.Ed. IV Year			
COURSE CODE: BABED-455 c I		COURSE TYPE: CORE	
COURSE TITLE: Regional Planning			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	40	MIN. PASS MARKS:	16
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	10	MIN. PASS MARKS:	4
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
Objectives			
<ul style="list-style-type: none"> The aim of this paper is to develop the better understanding about origin of the earth, rocks, earth's movements, and atmosphere. The students will also able to understand other aspects such as – Relief, Temperature, and Marine Deposits. 			
Learning Outcomes			
<ul style="list-style-type: none"> Understand concept and need of physical geography. Apply their knowledge in daily life. To compare various types of land form. Conceptualize Cycle of Erosion, soil formation and Volcanicity. Examine Different type of reefs. 			
UNIT-1	Meaning, concepts and scope of regional planning; Approaches to regional planning; Planning Region: concept, Characteristics and Delineation; Planning regions of India.		
UNIT-2	Regional development: concept and principles; Theories of regional development (Myrdal and Perroux); Regional patterns of development and imbalances in India; Planning for regional development.		
UNIT-3	Role of agriculture, industry and infrastructure in regional development; regional Development and economy.		
UNIT-4	Area development and regional planning: National Capital Region; Micro-level Planning and panchayati raj and their implications.		
UNIT-5	Backward Regions and Regional Planning- Special Area Development Plans in India; Damodar Valley Corporation (DVC)-The Success Story and the failures; NITI Aayog and its implications.		

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SELECTED READINGS	<ul style="list-style-type: none"> • Gupta, H. S. Regional Development and Planning. Kalyanai Publication, New Delhi. 2017. • Chandana, R. C. Regional Planning and Development, Kalyani Publication. 2016. • Mishra R. P. Regional Planning: Concepts, Techniques, Policies and Case Studies. Concept, 2002 • Sundram K. V. Geography of Planning. Concept Publishing Co. New Delhi, 2012. • Sundram K. V. Development Planning at the Grass Roots, Concept, 2012 • Chandana,R.C.,Regional Development and Planning.Kalyani Publishers, New Delhi, 2005. • Dube, K.K. and Singh, M.B. Pradeshik Niyojan. Tara Book Agency, Varanasi, 1986. • Suggested Readings: • Chand, M. and Puri, V.K. Regional planning in India; Allied Publishers, New Delhi, 2016. • Publishing Co. New Delhi, 2012. • Haynes J., Development Studies, Polity Short Introduction Series, 2008. • Bhat, L.S. Micro Planning: A Case Study of Karnal Area, KB Publications, New Delhi, 2003. Publishing, New Delhi, 2002. • Claval P.I., An Introduction to Regional Geography, Blackwell Publishers, Delhi, 1998. • Mishra, R.P, Sundaram, K.V., and Prakasarao, V.L.S. Regional Development MIT Press, Massachusetts, 1976. • Kuklinski, A.R. Growth Centres in Regional Planning. Mounon & Company, Paris, 1972. • Bhat, L.S. Regional Planning in India, Indian Statistical Institute, Calcutta, 1972. • Blij H. J. De, Geography: Regions and Concepts, John Wiley and Sons, 1971. • Johnson E. A. J. The Organization of Space in Developing Countries, MIT Press, 1970. • Friedman, J. and Alonse, W. (eds.), Regional Development and Planning, M.I.T. • Press, Cambridge-Massachusetts, 1968.

B.A.B.Ed. IV Year			
COURSE CODE:		COURSE TYPE: CORE	
COURSE TITLE: Practical			
MAX. MARKS:	25	MIN. PASS MARKS:	13
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
Objectives <ul style="list-style-type: none"> The Students will be able to demonstrate knowledge of the locations of various sites on the map. The Students will be able to understand different analysis methods. Learning Outcomes <ul style="list-style-type: none"> Understand concept and need Map Generation. Apply their knowledge in daily life routine. To compare various types of land locations. Conceptualize knowledge about aerial photographs and their interpretations. 			
UNIT-1	Maps History, techniques and preparation.		
UNIT-2	Theoretical basis of nearest neighbor analysis; practical exercise on nearest neighbors' analysis, Network analysis, locational analysis of urban centers, coefficient of variation.		
UNIT-3	Air photo interpretation and exercise on the determination of height, knowledge of stereoscopic vision, interpretation and identification of cultural and physical features on aerial photography.		
UNIT-4	Remote sensing and GIS: Historical development, types of satellite and space programmes of India, GIS: importance and its application in regional planning.		
UNIT-5	Use and application of Indian clinometers in small area survey; use of dumpy level and contouring		
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> Lectures E-learning Videos Extension Lectures Content Review Self-Learning Group Discussions Field Visit Survey Documentaries Short Films Team Teaching 		

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B.A.B.Ed. IV Year			
COURSE CODE: BABED-455-d-I		COURSE TYPE: CORE	
COURSE TITLE: Human Rights: Theory And Practice			
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY EXAMINATION	80 PERCENT IN RESPECTIVE YEAR		
	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
Objective			
<ul style="list-style-type: none"> • To learn meaning, nature and concepts of Human rights. • Acquire the capacity of distinguished human rights prospective in different ideological framework. • Understand the socio-political history of Human rights. • Understand the Human Rights dimension of certain concepts, such as Liberty, Justice etc. • To know the world wide concern of Human rights as evinced through Universal proclamation of Human rights. • To identify the nature and scope of Human rights as proclaimed in the Constitution of India • To know and evaluate the institutional legal arrangement for the protection of human rights in India. • Appreciate and analyse the social economic environment for human rights in India as also the relevant social issues associated with Human rights. • To know and appreciate specific context of women, childrens as regards the Human rights. • To know the role of civil society for the protection of Human rights. 			
Learning Outcomes:			
On completion of the course the students –will be able to :			
<ul style="list-style-type: none"> • Understand the meaning and nature of Human rights • Acquire the capacity of distinguished human rights perspectives in different ideological framework. • Acquaint themselves with socio-political history of Human rights. • Understand the Human Rights dimension of certain concepts, such as Liberty, Justice etc. • Understand the world wide concern of Human rights as evinced through Universal proclamation of Human rights. • Understand the nature and scope of Human rights as proclaimed in the Constitution of India. • Appreciate and evaluate the institutional legal arrangement for the protection of human rights in India. • Appreciate and analyse the social economic environment for human rights in India as also the relevant social issues associated with Human rights. • Understand and appreciate specific context of women, childrens as regards the Human rights. • Appreciate the role of civil society institutions for the protection of Human rights 			

UNIT-1	Human Rights: Meaning and Nature, characteristics of Human Rights, relationship of Human Rights with social and Human Values.																																	
UNIT-2	Socio-Political History of Human Rights: State, Civil Society, Liberty, Equality and Justice with special relationship to human rights.																																	
UNIT-3	International Conventional and Human Rights: With special reference to Universal Declaration 1948. United Nations and Human rights.																																	
UNIT-4	Human Rights and Indian Constitution Preamble, Fundamental Rights, Direction Principles and Fundamental duties, NHRC: Composition and Working Process.																																	
UNIT-5	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.																																	
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																	
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B.A.B.Ed. IV Year			
COURSE CODE: BABED-455-e-I		COURSE TYPE: CORE	
COURSE TITLE: संस्कृत साहित्यप्रथम प्रश्न पत्र-भाषा दक्षता संवर्धन			
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
अधिगमसम्प्राप्तियाँ :			
<ul style="list-style-type: none"> • संस्कृतभाषायां दक्षताप्राप्तुम् । • संस्कृतभाषामाध्यमेन छात्रैशु भाषाभावनैपुण्यं । • भाषा, भावानुभूति, भावगांभीर्यं च समायातीति । • भाषाव्याकरण, साहित्याध्ययने रूचि वर्धनाय । • संस्कृतसंभाषणे संस्कृतलेखने समर्था भविष्यति । • भाषाया उत्पत्ति, महत्त्वं च ज्ञास्यन्ति । • रचनात्मक, कार्यम् कुर्वन् । 			
इकाई -1	संस्कृतसाहित्य परिचय, <ul style="list-style-type: none"> • भाषायाः उत्पत्ति, महत्त्व, उपयोगिता च । • संस्कृतसाहित्यस्य परिचयात्मक इतिहासः । • वैदिकलौकिक च । 		
इकाई -2	अनुप्रयुक्तव्याकरणम् <ul style="list-style-type: none"> • वर्णोच्चारणस्थानानि प्रयत्नानि च । • कारक प्रकरणम् उपपदविभक्ति च । • अच् हल, विसर्गसन्धि । • समासज्ञानम्, प्रत्ययज्ञानम्, अव्यय पदानि 		
इकाई -3	रचनात्मकार्यम् <ul style="list-style-type: none"> • संकेताधारित अनौपचारिकपत्रम् • संकेताधारित संवादलेखनम्, अनुच्छेदलेखनम् • चित्राधारित वर्णनम् अथवा लघुकथालेखनम् 		
इकाई -4	भाषाईकौ ल <ul style="list-style-type: none"> • भाषाईकौ ल (श्रवण, वाचन, पठनलेखन च) • जनसंचारस्य परंपरागतमाध्यमम् • प्रयोजनामूलकलेखनम् • रिपोर्टाज, यात्रावृत्त, डायरीलेखन च । 		

इकाई - 5	<ul style="list-style-type: none"> • अकारान्तपुल्लिंग, स्त्रीलिंग, नपुसंकलिंग च। • सर्वनाम भाब्द,(पुल्लिंग, स्त्रीलिंग, नपुसंक लिंग च)। • धातु रूपा: (परस्मैपद, आत्मेनपद, उभयपदी च) लट, लड़, लृट, लोट, लिड़ लकार: (पठ, क्रीड़ गम, पा, जि, ध् द् ा, नी, नम, पच, भज, इत्यादि धातुरूप: पचम लकारे)																																													
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SELECTED READINGS	<ul style="list-style-type: none"> • प्रवे T, (2015). <i>संस्कृतभारती, समरसता, भवनम्, भारतमातामन्दिर</i>. सुभाशनगर:अजयमेरु (राज) • चौधरी, अर्कनाथ (1997). <i>व्याख्याकार, वैयाकरणसिद्धान्तकौमुदी</i>. जयपुर:जगदी Tसंस्कृतपुस्तकालय. • भार्मा, नीरतविकास (2000). <i>विविधा</i>.जयपुर: हंसाप्रका Tन, • नौटियाल, हंस (2006). <i>वृहदनुवादचन्द्रिका</i>. नईदिल्ली:मोतीलालबनारसीदास. • चौधरी, अर्कनाथ (2007). <i>लघुसिद्धान्तकौमुदी</i>.जयपुर: जगदी Tसंस्कृतपुस्तकालय. • वाशर्णय जय प्रका T (2001). <i>संस्कृतज्ञानोदय</i>.कानपुर: गौतमब्रदर्स. • लोद्धा,मनोज एवंकुंजन, (2018). <i>संवादसेतु</i>. अजमेर:माध्यमिक शिक्षा बोर्डराजस्थान.

B.A.B.Ed. IV Year			
COURSE CODE: BABED-455 f I		COURSE TYPE: CORE	
COURSE TITLE: Sociology Paper – I Gender And Society			
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
Learning Outcomes:			
After completion of the course, the students will be able to:			
<ul style="list-style-type: none"> • 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-1	Gender in Sociological Analysis: Approaches to the Study of Gender; Gender Studies as a Critique of Ethnography and Theory		
UNIT-2	Gender and Relevant Theories; Wave of Feminism; Post-Feminism and Current Debates		
UNIT-3	Reproduction, Sexuality and Ideology: Biology and Culture; Concepts of Male and Female; Life Cycle		
UNIT-4	Family, Work and Property: Production and Reproduction; Work and Property; Family and Household		
UNIT-5	The Politics of Gender: Complementarity, Inequality, Dependence, Subordination; Feminist Politics		
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> 1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 		

	<p>12. Team Teaching</p> <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																													
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SELECTED READINGS	<ul style="list-style-type: none"> • Ardener, E. 1975. “Belief and the Problem of Women” and “The Problem Revisited”, in S. Ardener (ed.). <i>Perceiving Women</i>, London: Malaby Press. • Barrett, M. 1980. <i>Women’s Oppression Today</i>, London: Verso. (Chapters 1 to 4, and 6). • Boserup, E. 1974. <i>Women's Role in Economic Development</i>, New York: St. Martin's Press. (Part I). 																																													

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- Rogers, S.C. 1975. "Female Forms of Power and the Myth of Male Dominance: A Model of Female/Male Interaction in Peasant Societies", *American Ethnologist*, 2(4), pp. 727-56.
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- Sharma, U. 1980. *Women, Work and Property in North West India*, London: Tavistock.
- Uberoi, J. P. S. 1961. "Men, Women and Property in Northern Afghanistan" in S.T. Lokhandawala (ed.). *India and Contemporary Islam*, Simla: Indian Institute of Advanced Study. Pp. 398-415.
- Vatuk, S. 1982. "Purdah Revisited: A Comparison of Hindu and Muslim Interpretations of the Cultural Meaning of Purdah in South Asia", in H. Papanak and G. Minault (eds.). *Separate World: Studies of Purdah in South Asia*, Delhi: Chanakya.
- Yalman, N. 1963. "On the Purity of Women in the Castes of Ceylon and Malabar", *Journal of the Royal Anthropological Institute*, pp. 25-58.
- Young, K. C. Wolkowitz and R. McCullagh (eds.). 1981. *Of Marriage and the Market: Women's Subordination in International Perspective*, London: CSE Books, (Articles by O. Harris, M. Molyneux).

B.A.B.Ed. IV Year			
COURSE CODE: BABED-455 g I		COURSE TYPE: CORE	
COURSE TITLE: Enhancing Language Proficiency			
MAX. MARKS:	75	MIN. PASS MARKS:	30
THEORY EXAMINATION	60	MIN. PASS MARKS:	24
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	15	MIN. PASS MARKS:	6
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION		MONTHLY TEST
DURATION	03 HR		01 HR
Objective			
<ul style="list-style-type: none"> • Understand the Concept, structure, nature, scope and functions of language. • Learn about Concepts, nature, types, elements and functions of basic language skills(LSRW) • Enhance Basic Language Skills • Acquire proficiency over the ICT, Language and Self-development • Learn about Phonology and Morphology 			
Learning Outcomes:- After the completion of the course, the students will be able to:			
<ul style="list-style-type: none"> • Develop the conceptual understanding and framework of the nature of language. • Develop the conceptual understanding of communication skills in English language. • Acquire the basic language skills (LSRW). • Develop a skill of performing arts in English language. • Develop the conceptual understanding of the ICT and self-development through language. • Enhance communication skills. • Enhance language proficiency skills. 			
UNIT-1	<ul style="list-style-type: none"> • Concept, structure, nature, scope and functions of language. • Role of dialect, register, and standard and non –standard language. • Role of spoken and written language. • Role of sounds and script. • Role of Indian language. 		
UNIT-2	<ul style="list-style-type: none"> • Concepts, nature, types, elements and functions of basic language skills (LSRW). • Role of language skills in questioning and responding (Answering/ replying). • Essay writing, letter writing, summary writing, note making, report writing, notice writing, e-mail writing CV / resume writing, group discussion and presentation. • Relationship between Home language & English. 		
UNIT-3	<ul style="list-style-type: none"> • Concept, types of communication, animal and human communication, Verbal and non-verbal communication. • Role of Paralinguistic features in communication. • Communication skills. • Elements of effective communication. • Removing barriers to communications. • Role of proper pronunciation and punctuations in communication. 		

UNIT-4	<ul style="list-style-type: none"> Phonemes/ sounds of English, the physiology of speech, place and manner of articulation, the description of vowels and consonants, phonemes and allophones. Phonemes of British RP and phonemes of GIE, syllables, word stress, weak forms, sentence stress division and groups and intonation. Morphology, Structure of words, concept of morpheme/ allomorph, types of morpheme, processes of word formation. 																																	
UNIT-5	<p>ICT, Language and Self-development</p> <ul style="list-style-type: none"> Concept, scope, nature, types and functions of ICT. Role of ICT in teaching. Role of language in developing social sensitivity and awareness in students. Techniques of developing personality and self-confidence of teachers. <p>Modes of Learning Engagement Workshop, Seminar, Group discussion, mock session, reading and writing assignments, role play, acting, simulations, exhibition, mime, presentations, debates, extempore speech, critical reading, PPP, etc. Lecture/contact periods; Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.</p>																																	
TEACHING AND LEARNING STRATEGIES	<ol style="list-style-type: none"> Lectures E-learning Videos Extension Lectures Content Review Self-Learning Group Discussions Field Visit Survey Documentaries Short Films Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																	
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B.A.B.Ed. IV Year			
COURSE CODE: BABED-455 h I		COURSE TYPE: CORE	
COURSE TITLE: भारतीय संगीत (कंठ एवं वाद्य)			
MAX. MARKS:	50	MIN. PASS MARKS:	20
THEORY EXAMINATION	40	MIN. PASS MARKS:	16
CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)	10	MIN. PASS MARKS:	4
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
EXAMINATION	TERM END EXAMINATION	MONTHLY TEST	
DURATION	03 HR	01 HR	
अधिगम सम्प्राप्तियां			
<ul style="list-style-type: none"> • 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। 			
UNIT-1	1. निम्नलिखितरागों का शास्त्रीय एवंतुलनात्मक 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 का लयबद्ध लिखना		
UNIT-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।		
UNIT-3	1. भारतीय संगीत का मानव जीवन में प्रभाव और एक सफल कलाकार के गुण तथा अवगुण, पहचान और अवगुण निराकरण।		
UNIT-4	1. पंडित भातखंडे द्वारा संगीतव्यवस्था 2. रागरस एवंतालरस		
UNIT-5	1. भारतीय संगीत और योग 2. संगीत के अंतर्गत कल्पना वंशानुक्रम		
TEACHING AND	1. Lectures 2. E-learning		

LEARNING STRATEGIES	<ol style="list-style-type: none"> 3. Videos 4. Extension Lectures 5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films 12. Team Teaching <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																													
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1	Monthly Test	10X6 Test = 60																																												
2	Presentation	10																																												
3	Group Discussion	10																																												
4	Debate	10																																												
5	Participation and Presentation in Seminar	10																																												
6	Report Writing	10																																												
7	Viva Voce	10																																												
8	Attendance*	10																																												
9	Co-curricular Activity	10																																												
10	Team Teaching	10																																												
Percentage	Marks Allotted																																													
75% to 80%	02																																													
81% to 85%	04																																													
86% to 90%	06																																													
91% to 95%	08																																													
Above 96%	10																																													
EXAMINATION PATTERN	<p>Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.</p>																																													

PERIODICAL REVISION OF SYLLABUS	1 ANNUAL 2 HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running Year after giving a notice for a period one month.
SELECTED READINGS S	<ul style="list-style-type: none"> • क्रमिक पुस्तक मालिका भाग 1, 2, 3 और 4 – पंडित विष्णु नारायण भातखण्डे • संगीतांजली भाग 1, 2, 3 4, 5, और 6 – पंडित ओमकार नाथ ठाकुर • राग विज्ञान भाग 1, 2, 3, 4, 5 और 6 – पंडित वी.एन. पटवर्धन • रागबोध भाग 1, 2, और 3 – डा. बी.आर. देवधर • तंत्रिनाद भाग 1, 2 और भारतीय संगीत वाद्य – डा. लालमणी मिश्रा • सितार मालिका (संगीत कार्यालय हाथरस) • सितार वादन – एस.जी. व्यास • संगीत विशारद (संगीत कार्यालय हाथरस) • सितार मार्ग भाग 1 और 2 – एस.पी. बेनर्जी • संगीत बोध – डा. शरत चन्द्र परांजपे • ध्वनि और संगीत – प्रो. एल.के. सिंह • संगीत दर्शिका भाग 1 और 2 – श्री नानीगोपाल बैनर्जी

B.A.B.Ed. IV Year			
COURSE CODE: PRACTICAL		COURSE TYPE: CORE	
COURSE TITLE: प्रायोगिक प्रश्न पत्र-भारतीय संगीत (कंठ एवं वाद्य)			
MAX. MARKS:	25	MIN. PASS MARKS:	13
ATTENDANCE ELIGIBILITY	80 PERCENT IN RESPECTIVE YEAR		
1. तीन ताल में कोई टुकड़ा 2. ताल मत ताल में एक बंदिश 3. ताल एक ताल में कोई गत 4- राग का वर्गीकरण एवं पहचान			

Internship (16 weeks)

TEACHING PRACTICE AND PRACTICAL WORK

Planning & Execution	Preparation, administration & analysis of diagnostic test (s) followed by remedial teaching any selected lesson.	10
Execution	Execution of action research project	10
	Observation and preparation of report	10
	Working with community project of social welfare. (submission of report)	10
	Exhibition of TLM in school prepared by student teacher	10
	Regular classroom teaching delivery of 70 lessons	5+5=10
Assessment & Evaluation	Two Criticism Lesson in teaching course	10+10=20
	5 Lessons to be observe by teacher educator.	5+5=10
	Final Lesson (External evaluation)	50
Regularity & involvement in different school activities	Student teachers function in liaison with the regular teachers in the school in all day-to-day functioning along with teaching-learning by mentor teachers	05
	Participating in various 'out of classroom activities' in school	5
	Organizing events	5
	Participation in any two co-curricular activity and preparation of report	10
	Study (and preparation) of school calendar, time table, assessment schedule, library and laboratory.	5
	Portfolio, including detailing of teaching-learning plans, resources used, assessment tools, student observations and records.	10
	Exhibition of critical observations of work done by the students during the internship programme.(Seeking reactions of students, headmasters/ principals/ cooperating teachers and supervisors)	05
	Preparation and maintenances of feedback diary	10
	A journal by student teacher in which he/she records one's experiences, observations, and reflections.	10
	TOTAL MARKS	200