

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 (36) 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 teappchers 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 program 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 foster 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 assess 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-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 Literature I	60	15	-	150
BABED-155a II	2. Hindi Literature II	60	15		
BABED-155 b I	3. History I	60	15	-	150
BABED-155 b II	4. History II	60	15		
BABED-155 c I	5. Geography I	40	10	50	150
BABED-155 c II	6. Geography II	40	10		
BABED-155 d I	7. Political Science I	60	15	-	150
BABED-155 d II	8. Political Science II	60	15		
BABED-155 e I	9. Sanskrit Literature I	60	15	-	150
BABED-155 e II	10. Sanskrit Literature 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. English Literature I	60	15	-	150
BABED-155 g II	14. English Literature 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-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	Hindi Literature I	60	15	-	150
BABED-254a II	Hindi Literature II	60	15		
BABED-254 b I	History I	60	15	-	150
BABED-254 b II	History II	60	15		
BABED-254 c I	Geography I	40	10	50	150
BABED-254 c II	Geography II	40	10		
BABED-254 d I	Political Science I	60	15	-	150
BABED-254 d II	Political Science II	60	15		

BABED-254 e I	Sanskrit Literature I	60	15	-	150
BABED-254 e II	Sanskrit Literature II	60	15		
BABED-254 f I	Sociology I	60	15	-	150
BABED-254 f II	Sociology II	60	15		
BABED-254 g I	English Literature I	60	15	-	150
BABED-254 g II	English Literature II	60	15		
BABED-254 h I	Music – I	40	10	50	150
BABED-254 h II	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 –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	Hindi Literature II	60	15		
BABED - 355 b I	History I	60	15	-	150
BABED - 355 b II	History II	60	15		
BABED - 355 c I	Geography I	40	10	50	150
BABED - 355 c II	Geography II	40	10		
BABED - 355 d I	Political Science I	60	15	-	150
BABED - 355 d II	Political Science II	60	15		
BABED - 355e I	Sanskrit Literature I	60	15	-	150

BABED - 355 e II	Sanskrit Litrature II	60	15		
BABED -355 f I	Sociology 1	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

FOURTH YEAR –IV

Course code	Title of the course	EVALUATION			
		Externa 1	Interna 1	Practica 1	Tota 1
BABED -440	Environmental Studies(compulsory)*	70	30		100
BABED -451	Assessment for Learning	70	30		100
BABED -452	Agriculture(Specializatio n)	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 Litrature	60	15	-	75
BABED -455 f I	Sociology	60	15	-	75
BABED -455 g I	EnglishLitrature	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

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	5

	calendar, time table, assessment schedule, library and laboratory.	
	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.Sc.B.Ed. &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 s/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-Internship/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-153	Yoga for Holistic Health	35	15	-	50
BABED-154	Chetna Vikas Moolya Shiksha (Specialization)	35	15	-	50
BABED-155	Content:				
BABED-155a I	Hindi Litrature I	60	15	-	150
BABED-155a II	Hindi Litrature II	60	15		
BABED-155 b I	History I	60	15	-	150
BABED-155 b II	HistoryII	60	15		
BABED-155 c I	GeographyI	40	10	50	150
BABED-155 c II	GeographyII	40	10		
BABED-155 d I	Political ScienceI	60	15	-	150
BABED-155 d II	Political Science II	60	15		
BABED-155 e I	Sanskrit Litrature I	60	15	-	150
BABED-155 e II	Sanskrit Litrature II	60	15		
BABED-155 f I	Sociology 1	60	15	-	150
BABED-	Sociology II	60	15	-	

155f II					
BABED-155 g I	EnglishLitrature I	60	15	-	150
BABED-155 g II	EnglishLitrature II	60	15		
BABED-155 h I	Music – I	40	10	50	150
BABED-155 h II	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

Course - 1
(CODE: BABED-110)
GENERAL ENGLISH

Maximum Marks: 100 **External: 70** **Internal: 30** Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcomes:

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

COURSE CONTENT

Unit I :Grammar

- Tenses
- English sound & phonetic symbols
- Determinar
- Preposition
- Models

Unit II- Reading & Comprehension

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

UNIT III- Poetry & Prose

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

UNIT IV-Written Composition

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

UNIT V- Enhancing writing abilities

- Advertisement
- Notice
- Invitation
- E. mail

Practicum/Field Work (any two of the following)

- Discuss in groups how the role of English language has changed in the twenty-first century.
- Keeping in view the topics given in this unit, prepare a questionnaire. Interview ten people and write a report on 'English Language in India'.
- Do a survey of five schools in your neighbourhood to find out the level of Introduction of English
- Materials (textbooks) used in the classroom
- Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

Recommended Books

- 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.

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- 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.
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- 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.
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- Wolfreys, Julian (2012). *the English Literature companions*. New York: Palgrave MacMillan.

Childhood, Growing Up & Learning (CODE: BABED-151)

Maximum Marks: 100

External: 70Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

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

- Understand children of different ages by interacting & observing them in diverse social, economic and cultural context rather than through an exclusive focus on child development.
- Study of childhood, child development and adolescence.
- Understand learning as divergent process.
- Make aware about the importance of healthy 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.

UNIT – I Childhood and child Development

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

Practicum/Field Work

- Organize creative activities for children of diverse socio-cultural background with aim to learn to communicate and relate with them.

- Create child based new activity to learn to listen to children with attention and empathy.
- Organize Creative activities (Such as slogan writing, Creative writing, story writing etc to cultivate linguistic skill.

UNIT – II Adolescent Development

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

Practicum/Field Work

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

UNIT – III Learning

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

Practicum/Field Work

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

UNIT – IV Personality and Hygiene

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

Practicum/Field Work

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

UNIT – V Development and implications in education of

- Self concept, Attitudes, Interest, Habits, Aptitude and Social skills.

- Intelligence and creativity – meaning, theories and measurement, role in learning, emotional, maladjustment.
- Childhood and child Development implication in teaching and learning
- Physical & Mental Hygiene implication for teachers
- Adolescent Development implication for teachers, teaching and learning
- Learning implication for teachers

Practicum/Field Work

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

References:

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- Gesell, A., Amatruda, C. S., Knobloch, H., & Pasamanick, B. (1947). *Developmental diagnosis: normal and abnormal child development, clinical methods and pediatric applications*. New York: Hoeber.
- Mangal, S.K. (2005). *Child Development*. New Delhi: Arya Book Depot.
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- Mishra, R.C. (2010). *Child Psychology*. New Delhi: A.P.H Publishing Corporation.
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- Shrivastva, D.N. (2010). *Modern Experimental Psychology and testing*. Agra: Shri Vinod Pustak Mandir.
- Shrivastva, D.N. & Verma P. (2007). *Child Development and Child Psychology*. Agra: Vinod Pustak Mandir.

- Singh, D.P. & Talang, Prakash (2002). *Psycho-social basis of learning and development*. Jaipur: Research Publication.
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- शर्मा, राजकुमारी (2016). *बाल्यावस्था और वृद्धि विकास*. आगरा: राधा प्रकाशन.

Education in Contemporary India

(CODE: BABED-152)

Maximum Marks: 100 **External: 70** **Internal: 30** Marks
(in which two tests of 7.5-7.5 marks each are included)

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

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

UNIT – I Diversity in contemporary Indian society & Education

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

Practicum/Field Work

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

UNIT – II Educational Management

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

Practicum/Field Work

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

UNIT –III Constitutional Provision as the guideline to Education

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

Practicum/Field Work

- Observe mid day meal of a school to assess its nutritive value and social integral value (when children from various socio-cultural background religion, caste etc.come together)
- Conduct an awareness programme on Child Rights with students, parents and community.
- What nations stand out with regard to high or low percentages of girls or women enrolled in schools at various levels of education? What seem to be some of the determinants of high or low percentages? What changes

appear to be likely in the next few years?

UNIT – IV Emerging Indian Concerns and their educational implications

- 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 alternatives
- Education for marginalized group like women, dalits and tribal people on personal family and community hygiene.

Practicum/Field Work

- Discuss with parents and students about hygiene.
- Draft a report on above special camp and present it in classroom seminar.

UNIT – V Organisation of educational setup

- Organisation 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, Edusat, Gyandarshan, Gyanvani.
- Right to Education, SSA, Policies for UEE, NayeTaleem

Practicum/Field Work

- Examine policy & constitutional provision on equality and right to education.
- Train students in any five handicrafts on the basis of the Nayeetaleem (such as paper Meshi, Mithi Kutti, Handloom etc) and other related to cottage industries.
- Organize an exhibition on handicraft material.

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- रुहेला, एस. पी. (2009). *शिक्षा के दार्शनिक व समाज शास्त्रीय आधार*. आगरा: अग्रवाल पब्लिकेशन.
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- रुहेला, एस. पी. (2008). *विकासोन्मुख भारतीय समाज में शिक्षक और शिक्षा*. आगरा: अग्रवाल पब्लिकेशनस.
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- त्यागी, ओकार सिंह (2009). *उदीयमान भारतीय समाज और शिक्षा*. जयपुर: अरहित प्रकाशन.
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Course - 4
Yoga for Holistic Health
(CODE: BABED-153)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning Outcomes:

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

UNIT – I Fundamentals of holistic health

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

Practicum/Field Work

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

UNIT – II Metaphysical Bases of Yoga

- Concept of Purush and Prakriti as Basic Component of Cosmic Reality.

- Concept of Antahkaran Man, Budhdhi, Chitt, Ahankar.
- The metaphysics of Sankhya, theory of causation.

Practicum/Field Work

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

UNIT – III Philosophy of Yoga Education

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

Practicum/Field Work

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

UNIT – IV Different Yoga Systems and Characteristics of Yoga Practitioner

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

Practicum/Field Work

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

UNIT – V Instrument of Yoga

- Inner instrument to self awareness: Antah Karana (Sankhya philosophy)
- 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.

Practicum/Field Work

- 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 YogaAsana special for Isolate people.

Reference

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Chetna Vikas Mulya Shiksha **(CODE: BABED-154)**

Maximum Marks: 50

External: 35 Internal: 15 Marks (in which two tests of 5-5 marks each are included)

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

To develop the understanding about:

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

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

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

UNIT-II Significance of Value Education

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

UNIT-III Understanding the Values

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

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

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

UNIT – V Harmony and Values in Family

- Family and Relationships: meaning, need, importance and purpose.
- Human relation: types and purpose.
- Meaning and purpose of fulfillment in relationships and Justice in relationships.
- Understanding values in family-relations, Importance of ethics and character.
- Family-work and Goal (Living with resolution and a feeling of prosperity, and participation in society).
- Reasons for breaking up of families and relationships.
- Purpose and need of marriage (vivaahsambandh) 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.

Sessional-Work (Any two of the following)

- A Report of a programme organized under the Chetna Vikas Moolya Shiksha programme.
- Propose a broad outline for Humanistic Constitution at the level of Nation.
- A Critical study of value-based book or work in any organization.

References

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- Nagraj, A. (1998). *Jeevan Vidya EkParichay*. Amarkantak:Divya Path Sansthan.
- Dhar,&Gaur, (1990).*Science and Humanism*.Delhi: Commonwealth Publisher.
- Tripathi, A.N (2003).*Human Values*. New Age International Publishers.
- Banerjee, B.P. (2005).*Foundation of Ethics and Management*.New Delhi: Excel BooksValue Education Website, <http://www.uptu.ac.in>
- Study Material provided by Jeevan Vidya Study Centre, Somaiya Vidya Vihar.

B.A.B.Ed.- I (Hindi) PAPER – I

हिन्दी साहित्य

(CODE: BABED-155aI)

Maximum Marks: 75

External: 60

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

अधिगम सम्प्राप्तियाँ:—

- fo|kFkhZ fgUnh lkfgR; ds bfrgkl rFkk bfrgkl ys[ku ijEijk ls ifjpr gks ldsaxsA
- fgUnh lkfgR; ds vkfndky ds izeq[k dfo;ksa o mudh jpukvksa dh tkudkj izklr dj ldsaxsA
- vkfndky ds yksdlkfgR; dh Hkk"kk] 'kSyh vkfn dk dk Kku izklr dj ldsaxsA
- fgUnh lkfgR; ds vkfndky dh ledkyhu izeq[k izo`fr;ksa dh tkudkj izklr gks ldsaxsA
- fgUnh lkfgR; ds HkfDrdky ds izeq[k dfo rFkk mudh jpukvksa ls ifjpr gks ldsaxsA
- fgUnh lkfgR; ds fofo/k dkyksa dh tkudkj izklr dj ldsaxsA
- fgUnhdKO; 'kkL= dk lkekU; Kku vftZr dj ldsaxsA
- HkfDrdky dh lkaLd`frd] lkekftd] lkfgR;d] /kkfeZd vkfn izo`fr;ksa dh tkudkj izklr dj ldsaxsA
- fgUnh lkfgR; ds izfr ldkjRed vfHko`fRr dk fodkl gks ldsaxsA

इकाई – 1

1. बीसलदेव रास— नरपतिनाल्ह — डॉ. ब्रजनारायण पुरोहित
गावण हारा मांडली गाइ, देस मालव माहे नगरी धार, नाल्ह
वखाणइ नगरि जु धार, धार नगरी राजा भोज नरेस, राजमती
कुमरी मन भाइ, भोज तणउ जुड़यउ छइ दिवाण, पंडिया तेहि

बोलावड़ राइ, राजा भोज बोलइ तिणि ठाइ, ले महरत चाल्यो तिणि ठाइ, जोयो तोडउ जेसळमेर, पांडयो परधान आव्या बाहोड़ि ।

2. **ढोला मारु रा दूहा**— सं. नरोत्तम स्वामी, सूर्यकरण पारीक, रामसिंह अम्हाँ मन अचरिज भयउ, जे जीवण तिन्हँ—तणॉ, ससनेही समदाँ परइ, सखिए सज्जण वल्लहा, मारुनूँ आखइ सखी, सखीवयण सुंदरि सुण्या, हे सखिए परदेस प्री, बाबहियउ नइ विरहणी, बाबहिया, चढ़ि गउखसिरि, बाबहिया चढ़ि डूंगरे, बाबहिया तूँ चोर, बाबहिया निलपंखिया, बाबहिया तरपंखिया, बाबहिया निलपंखिया, बाबहिया रतपंखिया, बाबहिया प्रिउ प्रिउ न कहि, बाबहिया डूंगर—दहण, चहुँ, दिस दामिनि सघन घन, पावस आयउ साहिबा, गिरिवर मोर गहक्किया, राजा परजा गुणियजण ।
3. **विद्यापति पदावली**— सं. आनन्द प्रकाश दीक्षित
भलहर भल हरि भल तुअ कला; जय जय भैरवि असुर भयाउनि; नंदक नन्दन कदम्बक तरुतर; देख देख राधा रूप अपारा; ए सखि पेखल एक अपरूप; माधव कत तोर करब बढाई
4. **अमीर खुसरो**— दोहा : खुसरो रैन सुहाग की, खुसरो दरिया प्रेम का, खीर पकायी जतन से, गोरी सोवे सेज पर, खुसरो मौला के रूठते । 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 ।

इकाई — 2

5. **कबीर**— संपादक डॉ. श्यामसुन्दर दास
साखियाँ :-

गुरुदेव कौ अंग— सतगुर के सदकै करूँ, सतगुर लई कमाँण करि, सतगुर मार्या बाण भरि, पीछै लागा जाइ था, भली भई जु गुर मिल्या।

रस कौ अंग— कबीर हरि रस यौ पिया, राम रसाइन प्रेम रस, हरि रस पीया जाँणिये, मैमंता किण नाँ चरै, जिहि सर घड़ा न डूबता।

मन कौ अंग — आसा का ईधण करूँ, मन जाँणै सब बात, मन दीयां मन पाइए, कबीर तुरी पलाड़ियाँ, कबीर मन बिकरै पड़या।

कुसंगति कौ अंग — मूरिश संग न कीजिए, हरिजन सेती रूसणाँ।

पद—

1. अवधू ग्यान लहरि
2. संतों आयी ग्यान की आँधी रे
3. मन से जागत रहिए भाई
4. पंडित वाद वदन्ते झूठा
5. काहे री नलिनि तू कुम्हलानी
6. **जायसी ग्रंथावली—** सं. आचार्य रामचन्द्र शुक्ल (ना.प्र.स.)
मानसरोवर खण्ड — एक दिवस पून्यो तिथि आई, खेलत मानसरोवर गइई, मिलहिं रहसि सब चढ़हि हिंडोरी, सरवर तीर पदमिनि आई, धरी तीर सब कंचुकि सारी, लागीं केलि करै मझ नीरा, सखी एक तेइ खेल न जाना, कहा मानसर चाह सो पाई।
नागमती वियोग खण्ड — नागमती चितउर पथ हेरा, पिउ वियोग अस बाउर जीऊ, पाट महादेव हिये न हारू, चढ़ा असाढ़ गगन घन गाजा, सावन बरस मेह अति पानी, भा भादौं दूभर अति भारी, लाग कुवार नीर जग घटा, कातिक सदर चंद उजियारी, अगहन दिवस घटा निसि बाढ़ी, पूस जाड़ थर थर तन काँपा।
7. **तुलसीदास**

विनयपत्रिका— ते नर नरकरूप जीवत जग, हौं सब विधि राम,
मेरे रावरियै गति है, देव! दूसरो कौन दीनको दयालु, बिस्वास
एक राम—नामको, कलि नाम कामतरु रामको, कैसे देऊँ नाथहिं
खोरि, मैं हरि पतित—पाव सुने ।

रामचरितमानस — अयोध्याकाण्ड — 125 से 133 तक
चौपाई—दोहा सहित (गीता प्रेस, गोरखपुर)

8. सूरदास—सूरसागर

1. चरण कमल बंदौ हरि राई
2. अब मैं नाच्यौ बहुत गुपाल
3. बिनती सुनो दीन की
4. जसोदा हरि पालने झूलावे
5. जसुमति मन अभिलास करै
6. सोभित कर नवनीत लिए
7. उधो अंखियां अति अनुरागी
8. मधुकर मन तो एके आहि
9. मधुबन तुम क्यों रहत हरे

इकाई — 3

9. मीरां— सम्पादक : शम्भूसिंह मनोहर

मन रे परस— हरि के चरण, बसो मेरे नैनन में नंदलाल, तनक
हरि चितवौ जी मोरी ओर, आली री मेरे नयनन बान पड़ी, मेरे
तो गिरधर गोपाल दूसरौ न कोई, मैं तो साँवरे के रंग राची, मैं
तो गिरधर के घर जाऊँ, माई री ! मैं तो लियो गोविन्दो मोल,
राणाजी थे जहर दियौ म्हाै जाणी, साँप पिटारा राणा भेज्या ।

10. रहीम— रहीम ग्रंथावली — संपादक विद्यानिवास मिश्र, गोविन्द
रजनीश अमर बेलि बिनु मूल की, अमरत ऐसे वचन में, अरज
गरज मानै नहीं, असमय परे रहीम कहिं, आदर घटे नरेस ढिंग,
आप न काहू काम के, आवत काज रहीम कहि, उरग तुरंग
नारि नरपति, ऊगत जाही किरन सां, एक उदर दो चोंच है,
एकै साधे सब सधै, ए रहीम दर दर फिरहिं, ओछो काम बड़े

करै, अंजन दिया तो किरकिरी, अंड न बौड़ रहीम कहि,
कदली सीप भुजंग—मुख, कमला थिर न रहीम कहि, लखत
अधम जे कोय, करत निपुनई गुन बिना, करम हीन रहिमन
लखो, कहि रहीम इक दीप तैं।

11. **रसखान**— रसखान ग्रंथावली — सम्पादक — विद्यानिवास मिश्र
मानुष हौं तो वही रसखानि, या लकुटी अरु कामरिया पर,
मोरपखा सिर ऊपर राखिहौं, एक समै मुरली धुनि मैं, गावैं गुनी
गनिका गन्धर्व, खेलत फाग सुहाग भरी, कान्ह भए बस बाँसुरी
के, काह कहँ सजनी सँग की रजनी, कौन ठगौरी भरी हरि,
आजु गई हुती भोरही हौं।
12. **दादू**— पद : कौन विधि पाइये रे मीत हमारा सोई, अजहँ न
निकसे प्राण कठोर, विरहन को सिंगार न भावे, मन रे राम
बिना तन छीजे, भाई रे ऐसा पंथ हमारा। साखी : दादू सतगुरु
सौं सहजे मिलया, सतगुरु पसु माणस करे, दादू नीका नांव है,
राम भजन का सोच क्या, बिरहनि रोवे रात दिन, दादू विरहनि
कूजै कुंज ज्यू, दादू जे साहिब कूं भावै, आपा पर सब दूरि
करि, सोई सूर जे मन गहै, दादू जेति लहरि समंद की।

इकाई — 4

हिन्दी साहित्य का इतिहास :-

आदिकाल और भक्ति काल का परिचयात्मक इतिहास, लेखन
की परम्परा, नामकरण, काल विभाजन, परिस्थितियाँ, प्रवृत्तियाँ,
पूर्वापर सीमा निर्धारण।

इकाई — 5

- 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 ।

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External: 60

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

अधिगम सम्प्राप्तियाँ

- 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 अर्थस्वरूप एवं विकास का ज्ञान प्राप्त हो सकेगा।
- हिन्दी कहानी की विकास यात्रा से परिचित हो सकेंगे।
- हिन्दी गद्य साहित्य के प्रति सकारात्मक अभिवृत्ति का विकास हो सकेगा।
- हिन्दी कहानी तथा उपन्यास लेखन की शैलियों की जानकारी प्राप्त कर सकेंगे।

इकाई—1

उपन्यास — धूल पौधों पर —गोविन्द मिश्र, वाघ
देवी प्रकाशन बीकानेर।

इकाई—2 कहानियाँ

- परीक्षा — प्रेमचन्द
- बिसाती — जयशंकर प्रसाद
- चोर — जैनेन्द्र
- संवदिया — रेणु
- पराया शहर — कमलेश्वर
- छिपकली — अमरकान्त

इकाई—3

- नशा — मन्नू भण्डारी
- जिन्दगी और गुलाब — उषा प्रियम्बदा
- दूसरा चमत्कार — मृदुला गर्ग
- पाँचवा बेटा — नासिरा शर्मा
- अंशदान — सुदेश बत्रा

● कुरजां — मनीषा कुलश्रेष्ठ
इकाई-4

- अजीबदास — यादवेन्द्र शर्मा 'चन्द्र'
- मोहल्लेवाले — हरदर्शन सहगल
- किराए की कोख — आलमशाह खान
- मेरा गाँव कहाँ ठे — हेतुभारद्वाज
- लालबत्ती — मालचन्दतिवारी
- स्मृतियों में पिता — रघुनन्दन त्रिवेदी

इकाई-5

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

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HISTORY OF INDIA FROM EARLIEST TIMES
TO 1206 A.D.
(CODE: BABED-155b I)
Paper - I

Maximum Marks: 75

External: 60 Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcomes: - Students will be able to

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

UNIT - I

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

UNIT – II

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

UNIT – III

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

UNIT - IV

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

UNIT - V

India in the post-Gupta period, Formation and Expansion of Vardhan Empire, Harsha Vardhan, Administration and Features of Chola-Chaulukya, Achievements of (i) vigraharaja chahamana, (ii) Kumarapala Chaulukya and (iii) Bhoja Paramara, Factors leading to disintegration of Rajput States.

Book Recommended:

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

B.A.B.Ed.- I History
OUTLINE HISTORY OF MODERN WORLD
(1453 A.D. – 1950 A.D.)
(CODE: BABED-155 b II)
PAPER – II

Maximum Marks: 75

External: 60 Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcomes

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

UNIT - I

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

Mercantilism and Commercial Revolution, Reformation: Causes, role of Martin Luther, Counter Reformation, American War of Independence: Causes and Results.

UNIT - II

Industrial Revolution : Causes, Changes in Agriculture and Industry and Results.

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

UNIT – III

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

UNIT – IV

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

UNIT – V

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

Book Recommended

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

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

Maximum Marks: 50

External: 40 Internal: 10 Marks (in which two tests of 5-5 marks each are included)

Learning Outcomes:

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

UNIT – I

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

UNIT – II

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

UNIT – III

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

- Coastal land forms

UNIT – IV

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

UNIT - V

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

Books Recommended:

- Singh, S. (2009). *Physical Geography*. Allahabad: PrayagPustak Bhawan.
- Steers, J. A. (1932). *The unstable earth*. Methuen. New Delhi:Kalyani Publishers.
- Thurman, H. V., & Burton, E. A. (1997). *Introductory oceanography*. New York: Prentice Hall.
- Pond, S., & Pickard, G. L. (1983). *Introductory dynamical oceanography*. Gulf Professional Publishing.
- Thurman, H. V., Trujillo, A. P., Abel, D. C., & McConnell, R. (1999). *Essentials of oceanography*. Upper Saddle River, NJ: Prentice Hall.
- Strahler, A., & Strahler, A. (2007). *Physical geography*. John Wiley & Sons.
- Strahler, A. H. (2008). *Modern physical geography*. John Wiley & Sons.

- Briggs, D. J., & Smithson, P. (1986). *Fundamentals of physical geography*. Rowman & Littlefield.
- Thomas, D. S., & Goudie, A. S. (Eds.). (2009). *The dictionary of physical geography*. John Wiley & Sons.
- सिंह, सविन्द्र(2000). भौतिक भूगोल. इलाहाबाद: प्रयाग पुस्तक भवन.
- चौहान, वी.एस. (2007). भौतिक भूगोल. मेरठ : रस्तोगी प्रकाशन.
- गौतम अलका(2011). भौतिक भूगोल. मेरठ : रस्तोगी प्रकाशन.

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

Maximum Marks: 50

External: 40 Internal: 10 Marks (in which two tests of 5-5 marks each are included)

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

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

UNIT – I

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

UNIT – II

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

UNIT – III

Major soil types and their distribution. Problem of soil erosion and soil conservation. Distribution and utilization of water, water harvesting, need, forms of water, Ground water utility,

storing rainwater for direct use. Economic and environmental significance.

UNIT – IV

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

UNIT – V

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

Books Recommended:

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

विकास. गौरखपुर:वसुन्धरा प्रकाशन.

- सिंह, सविन्द्र (2007).*पर्यावरणीय भूगोल*, इलाहाबाद: प्रयाग पुस्तक भवन,
- नेगी, बी.एस.(2010).*संसाधन भूगोल*, मेरठ : रस्तोगी प्रकाशन.
- सक्सेना, एच.एम. (2002).पर्यावरणीय एवं पारिस्थितिकी भूगोल, जयपुर: राजस्थान हिन्दी ग्रंथ अकादमी.
- जाट,बी.सी. (2010).*संसाधन एवं पर्यावरण भूगोल*, जयपुर: पंचशील प्रकाशन,

Geography Practical Particulars

Hours – 4

M.M. - 50

- The nature and scope of cartography. Scale: Scale by statement, Representative Fraction, Linear Scale: Simple, Comparative and Diagonal.
- Enlargement and Reduction of map.
- Methods of Showing relief- hachure's, shading, contours and layer tints Representation of different landforms by contours.
- Contour: interpolation, drawing of profiles: cross and longitudinal profiles.
- Relevance of Profiles in landform mapping and analysis.
- Diagrammatic Representation of Geographical data, types of diagram. Bar Diagram and Column charts,
- Line graph.
- Environmental Survey of a nearby village
- Chain and Tape Survey.

Distribution of Marks

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

Suggested Readings

1. Campbell, J.(2004).*Introductory Cartography*. Prentice Hall, Inc Englewood
2. Misra, R.P. and Ramesh, A. (2009). *Fundamentals of Cartography*, New Delhi:Concept Pub. Co.
3. Monkhouse, F.J. and Wilkinson, H.R., (2009): *Maps and Diagram*.New Delhi:B.I. Publication.
4. Misra, R. P. (2014): *Fundamentals of Cartography*, New Delhi: Concept Pub. Co.

5. Misra, R. P., &Ramesh, A. (1989). *Fundamentals of cartography*. New Delhi: Concept Publishing Company.
6. Corbett, J. P. (1979). *Topological principles in cartography* (Vol. 48). US Department of Commerce, Bureau of the Census.
7. Raisz, E. (2004). *Principles of Cartography*, London :McGraw Hills.
8. Singh, Gopal. (2014). *Map Work and Practical Geography*, (4thEdition) Sterling Book House.
9. शर्मा, जे.पी.(2009).प्रायोगिक भूगोल, रस्तोगी, प्रकाशन मेरठ ।

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

Maximum Marks: 75

External: 60 Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcome

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

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

UNIT-I Political Theory

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

UNIT IICncepts

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

UNIT III State

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

UNIT IV Forms of Governments

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

UNIT V Major Political Ideologies

Idealism, Liberalism, Marxism, Feminism, Sarvodaya.

Transactional Modalities

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

Tutorials/Practicum

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

Assessment Modalities

- The annual examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Two sessional Tests of 15 Marks for each paper will be conducted and average of both the tests will be taken

.Recommended readings

- गाबा, ओमप्रकाश (2010). *राजनीति सिद्धांत की रूपरेखा*. नोएडा: मयूर पेपरबैक्स.
- संधु, ज्ञानसिंह (2014). *राजनीतिक सिद्धांत*. दिल्ली: हिंदी माध्यम कार्यान्वयन निदेशालय दिल्ली विश्वविद्यालय.
- जैन, पुखराज (2010). *राजनीतिक सिद्धांत*. आगरा: साहित्य भवन पब्लिकेशन.
- Almond, G.A.(2010). *Comparative Politics Today*. New York: A world view.
- Barry, N.P. (1995). *Introduction to Modern Political Theory*. London: Macmillan pub.
- Brochl, A. (1965). *Political theory: The foundations of Twentieth Century Political Thought*. Bombay: The Times of India Press.

- Easton, D. (1953). *The Political System: An Inquiry into the state of Political Science*. New York: Wiley Pub.
- Grendstad, G., Selle, P., & Thompson, M. (Eds.). (2003). *Cultural theory as political science*. Routledge.
- Horowitz, I. L. (2018). *Foundations of political sociology*. Routledge.
- Mondak, J. J. (2010). *Personality and the foundations of political behavior*. Cambridge University Press.

B.A.B.ED– I
Political Science - II
REPRESENTATIVE INDIAN POLITICAL THINKERS
(CODE: BABED-155 d II)

Maximum Marks: 75

External: 60 Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcomes: Students will be able -

- To understand the fundamentals of ancient Indian view regarding state, society and man and also the ancient Indian view point regarding human virtues, individuals place in social order.
- To understand and appreciate major streams of social and religious reforms in India in the 19th century and also the interaction between religion and political awakening.
- To understand and appreciate different streams of nationalism in Indian political thinking.
- To explain the various aspects of Political thoughts of M.K. Gandhi, Democratic socialism of Jawaharlal Nehru, Redical humanism of M. N. Roy.
- To analyse political and social philosophy of Ambedkar, J.P. Narayan and Ram Manohar Lohiya.

Unit I

Manu, Kautilya and Somdev Soori, Ziauddin Barani

Unit II

Raja Ram Mohan Ray, Swami Dayanand Saraswati and Jyotiba Phule

Unit III

Gopal Krishan Gokhale, Bal Gangadhar Tilak, Aurobindo Ghosh

Unit IV

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

Unit V

Bhim Rao Ambedkar, Jai Prakash Narain, Ram Manohar Lohiya

Transactional Modalities

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

Tutorials/Practicum

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

Assessment Modalities

- The annual examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Two sessional Tests of 15 Marks for each paper will be conducted and average of both the tests will be taken

RECOMMENDED READING

- Bandhopadhyaya, J. (1969)- *Social and Political Thought of Gandhi*. Bombay: Allied pub.
- Bhagwan, V. (1976). *Indian political thinkers*. Atma Ram.
- Doctor, A. H. (1997). *Political Thinkers of Modern India*. Mittal Publications.
- Gaikwad, M.(2004).*The Ideas of Modern Indian Political Thinkers on Women*. Lulu. com.
- Grover, V. (Ed.). (1993). *Political Thinkers of Modern India: Lala Lajpat Rai. vol. 15* (Vol. 15). Deep and Deep Publications.
- Jayapalan, N. (2000). *Indian political thinkers: Modern Indian political thought*. Atlantic Publishers & Dist.
- Mehta, V.R. (1999). *Foundations of Indian political Thought*. New Delhi: Manohar Publishers and Distributors.
- Nagar, Purshottam (2000). *Indian Modern Social and Political Thought*. Jaipur: Rajasthan Hindi Granth Academy.
- Purohit, B.R. (2000). *Development of Political thought*. Jaipur: Rajasthan Hindi Granth Academy.
- Singh, M. P., & Roy, H. (Eds.). (2011). *Indian Political Thought: Themes and Thinkers*. Pearson Education India.

- जैन, पुखराज (2010). *भारतीय राजनीतिक विचारक*. आगरा: साहित्य भवन पब्लिकेशन.
- चतुर्वेदी, मधुकर श्याम (2005). *भारतीय राजनीतिक विचारक*. जयपुर: कॉलेज बुक हाऊस.
- वर्मा, वी.पी. (2006). *आधुनिक भारतीय राजनीतिक विचारक*. आगरा: लक्ष्मीनारायण पब्लिकेशनस.
- पुरुषोत्तम, नागर (2014). *आधुनिक भारतीय राजनीतिक विचारक*. लखनऊ: उत्तर प्रदेश हिंदी ग्रंथ अकादमी.

B.A.B.ED- I
संस्कृत साहित्य

प्रथम प्रश्न पत्र-प्राचीन संस्कृत साहित्य एवं अलंकार

CODE: BABED-155 e I

Maximum Marks: 75

External Marks: 60

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

अधिगम सम्प्राप्तियाँ:-

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

इकाई 1

नाटक - स्वप्नवासवदत्तम्

(क) नाटक-स्वप्नवासवदत्तम्-एक श्लोक की हिन्दी में व्याख्या प्रथम अंक से)

(ख) सामान्य प्रश्न

इकाई 2

वाल्मीकि रामायण-बालकाण्ड (प्रथम सर्ग)

(क) दो श्लोकों का अनुवाद (ख) सामान्य प्रश्न

इकाई 3

स्मृति - मनुस्मृति-द्वितीय अध्याय

(क) दो श्लोकों की व्याख्या(ख) सामान्य प्रश्न

इकाई 4

कथा साहित्य- हितोपदेश

(क) दो श्लोकों की व्याख्या (ख) सामान्य प्रश्न

इकाई 5

अलंकार -

काव्यदीपिका (अष्टमशिखा) से निम्नलिखित अलंकार निर्धारित हैं-

1. अनुप्रास, 2. यमक, 3. श्लेष, 4. उपमा, 5. उत्प्रेक्षा, 6. रूपक, 7. व्यतिरेक, 8. अतिशयोक्ति, 9. दृष्टान्त, 10. भ्रान्तिमान, 11. विभावना, 12. समासोक्ति

पाठ्य पुस्तकें एवं सहायक पुस्तकें :

1. चतुर्वेदी, वासूदेवकृष्ण (2005-6) स्वप्नवासवदत्तम् (भास), अभिषेक प्रकाशन, जयपुर।
2. पाण्डेय, जगदनारायण, (2004), स्वप्नवासवदत्तम् (भास) जगदीश संस्कृत पुस्तकालय, जयपुर
3. शर्मा, उषा, (2007), बालकाण्ड, जगदीश संस्कृत पुस्तकालय, जयपुर
4. शर्मा, कमलनयन, (2005) मनुस्मृति (द्वितीय अध्याय), जगदीश संस्कृत पुस्तकालय, जयपुर
5. शास्त्री, जनार्दन, (1984) मनुस्मृति (द्वितीय अध्याय), मोतीलाल बनारसीदास, दिल्ली।
6. शर्मा, आचार्य भवनीशंकर, (2004,) हितोपदेश (मित्रलाभ) जगदीश संस्कृत पुस्तकालय, जयपुर
7. त्रिपाठी, रूपनारायण, (2007) काव्यदीपिका, हंसा प्रकाशन

B.A.B.Ed.– I

संस्कृत साहित्य

**द्वितीय प्रश्न पत्र – भारतीय संस्कृति के तत्त्व, पद्य साहित्य,
अनुवाद एवं व्याकरण**

CODE: BABED-155 e II

Maximum Marks: 75 External Marks: 60 Internal: 15
Marks (in which two tests of 7.5-7.5 marks each are included)

व्/kxe lEizkflr;kj%&

- 1- 'kq)ksPpkj.k iwoZd i<+us dh {kerk dk fodkl djukA
- 2- mi;ksxh 'kCn :iksa rFkk /kkqrq:iksa dk vH;kl djukukA
- 3- il lkfgR;] vuqokn ,oa O;kdj.k vkfn dk Kku djkrS gg, 'kq) okD;ksa ds fuekZ.k dh {kerk dk fodkl djukA
- 4- 'kq) laLd`r& ek;/e ls fyf[kr :i esa vius Hkkoksa dks O;Dr djus esa leFkZ cukukA
- 5- 'kq) laLd`r ds ek;/e ls vius Hkkoksa dks ekSf[kd :i ls O;Dr djus esa leFkZ cukukA

bdkbZ&1

Hkkjrh; laLÑfr ds rUo ¼oSfnd dky ls lkroha 'krkCnh rd½
vad

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/kkfeZd] lkekftd] vkfFkZd ,o jktuhfrd fLFkr ¼x½ o.kZ] vkJe
,oa laLdkj ¼fookgksa ds izdkj lfgr½ ¼?k½
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bdkbZ&2

lk] lkfgR; & ¼j?kqoa'k½ ¼dkfynkl½ f}rh; lxZ

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¼c½ ,d lkekU; iz'u

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bdkbZ&4

O;kdj.k y?kq fl)kUr dkSeqnh

¼laKk] izdj.k] vp~] gy~ ,oa folxZ lfU/k½

1. laKk izdj.k ls nks lw=ksa dh O;k;k

2. vp~ laf/k ¼nks iz;ksxksa dh laf/k½

3. gy~ laf/k $\frac{1}{4}$ nks iz;ksxksa dh laf/k $\frac{1}{2}$
4. folxZ laf/k $\frac{1}{4}$ nks lw=ksa dh lksnkgj.k O;k[;k $\frac{1}{2}$

bdkbZ&5

'kCn o /kkrq :lk

$\frac{1}{4}v\frac{1}{2}$ 'kCn:lk $\frac{1}{4}fu/kkZfjr$ 'kCnksa esa ls nks vtUr ,oa
nks gyUr 'kCnksa dk :lk ys[ku $\frac{1}{2}$

$\frac{1}{4}c\frac{1}{2}$ /kkrq:lk $\frac{1}{4} fu/kkZfjr$ /kkrqvksa esa ls Hkw ,oa
,/k~ ds 10 ydkjksa esa ls :lk Kku ,oe~ vU; /kkrqvksa ds
fu/kkZfjr lkk;ip ydkjksa esa :lk Kku $\frac{1}{2}$

ikB~;iqLrdsa ,oa lgk;d iqLrdsa &

1. ik.Ms;]txUukjk;.k] $\frac{1}{4}2002\frac{1}{2}j?kqoa'k$ $\frac{1}{4}f\rh;$ lxZ $\frac{1}{2}$
txnh'k laLÑr&iqLrdky;A
2. f=iBh] ckcwjke $\frac{1}{4}2016\frac{1}{2}j?kqoa'k$ $\frac{1}{4}f\rh;$ lxZ $\frac{1}{2}$
ekgky{eh izdk'ku vkxjkA
3. Jh okLro] mfeZyk] $\frac{1}{4}2012\frac{1}{2}y?kqfl)kUr$ dkSeqnh]
fot; izdk'ku efUnj] okjk.klhA
4. 'kkL=h]Hkhelsu] $\frac{1}{4}2009\frac{1}{2}y?kqfl)kUr$ dkSeqnh]
HkSeh izdk'ku] fnYyhA
5. pkS/kjh vdZukFk] $\frac{1}{4}2010\frac{1}{2}$] y?*kqfl)kUr* dkSeqnh]
txnh'k laLd`r iqLrdky; t;iqjA
6. f}osnh]dfiynso] $\frac{1}{4}2011\frac{1}{2}jpukuqokndkSeqnh]$
fo'ofokj; izdk'kuA

B.A.B.Ed.- I (SOCIOLOGY) PAPER – I
PRINCIPLES OF SOCIOLOGY
CODE: BABED-155 f I)

Max. Marks: 75 **External : 60** Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

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

- Explain the social problems and issues from sociological perspective.
- 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.

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

Unit I

Meaning, nature and scope of Sociology, the Sociological perspective. Sociology and other Social Sciences, the scientific and humanistic orientations to Sociological study.

Unit II

Basic concepts: Society, Community, Institution, Association, Group, Social Structure, Culture, Status and Role.

Unit III

The Individual and Society, Society and Socialization - meaning, stages, agencies and theories, relation between Individual and Society. Social Control: Norms, Values and Sanctions. Social Stratification and Mobility - meaning, forms and theories

Unit IV

Social Change - Meaning and type: Evolution and Revolution, Progress and development - factors of Social Change- Theories of Ogburn, Sorokin, and Karl Marx.

Unit V

The uses of Sociology: Introduction to Applied Sociology, Sociology and Social Problems, Sociology and Social Change, Sociology and Social Policy and Action.

References

- Bilton, T., Bonnett, K., Jones, P., Skinner, D., Stanworth, M., & Webster, A. (2002). *Introductory sociology* (p. 532). Basingstoke: Palgrave Macmillan.
- Bottomore, T.B. (1972). *Sociology: A guide to problems and literature*. Bombay: George Allen and Unwin(India)
- Bushee, F. A. (1923). *Principles of sociology*. H. Holt.
- Clow, F. R. (1920). *Principles of sociology with educational applications*. Macmillan.
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- Giddings, F. H. (1896). *The principles of sociology: An analysis of the phenomena of association and of social organization*. Macmillan.
- Giddings, F. H. (2004). *The Principles of Sociology*. Genesis Publishing Pvt Ltd.
- Haralambos, M., & Holborn, M. (2008). *Sociology: Themes and perspectives*. HarperCollins UK.
- Inkeles, Alex. (1987). *What is Sociology?* New Delhi: Prentice-hall of India.
- Jayaram, M. (1987). *Introductory sociology*. Madras: Macmillan India.
- Parasar, A. (2013). Sociology of Law-the Indian Context. *Societas/Communitas*. (15 (1):137-151.
- Ross, E. A. (1920). *The principles of sociology*. Century Company.
- Sharma, R. K. (1996). *Fundamentals of sociology*. Atlantic Publishers & Dist.
- Spencer, H. (1895). *The principles of sociology* (Vol. 6). Appleton.
- Turner, J. H. (2012). *Theoretical principles of sociology, Volume 3: Mesodynamics* (Vol. 3). Springer Science & Business Media.

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

Max. Marks: 75

External : 60 Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcomes:-

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

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

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

Unit I

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

Unit II

Concepts of Varna, Ashram, Karma and Purshartha.

Unit III

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

Unit IV

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

Unit V

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

References

- Bayly, C. A. (1986). The Origins of Swadeshi (Home Industry): Cloth and Indian Society. *The social life of things: Commodities in cultural perspective*, 285-321.
- Bayly, C. A. (1988). *Rulers, townsmen and bazaars: North Indian society in the age of British expansion, 1770-1870* (No. 28). CUP Archive.
- Bayly, C. A., & Bayly, C. A. (1987). *Indian society and the making of the British Empire* (Vol. 1). Cambridge University Press.
- Bayly, S. (2004). *Saints, goddesses and kings: Muslims and Christians in South Indian society, 1700-1900* (Vol. 43). Cambridge University Press.
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- Carman, J. B. & Marglin, F. A. (Eds.). (1985). *Purity and auspiciousness in Indian society* (Vol. 43). Brill.
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- Prabhu, P. H. (1991). *Hindu social organization: A study in socio-psychological and ideological foundations*. Popular Prakashan.
- Sharma, R. K. (2004). *Indian society, institutions and change*. Atlantic Publishers & Dist.
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B.A.B.Ed.- I
ENGLISH LITERATURE
Poetry and Drama PAPER -1
(BABED-155 g I)

Max Marks: - 75

External -60 Internal-15(In which two tests of 7.5-7.5 Marks each are Included)

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

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

Unit –I

- William Shakespeare -
 - My mistress ‘eyes are nothing like the Sun
 - Shall I Compare thees to a Summer’s Day
- John Donne
 - Go and catch a falling star
 - The sunne rising

Unit –II

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

Unit –III

- John Milton
 - On his blindness
 - On his 23th birthday
- John Keats
 - Bright star

- On First looking into chapmen's homer

Unit –IV

- William Shakespeare- The Merchant of Venice

Unit –V

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

Reference –

- Abrams, M. H. (2005). *A glossary of literary terms*. New Delhi: Macmillan.
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B.A.B.Ed.- I English Literature
Prose and fiction Paper-II
(BABED-155 g I)

Max Marks 75 Marks

External -60 Marks Internal-15 (In which two tests of 7.5-7.5 Marks each are Included)

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

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

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

Charles Dickens	- Oliver twist
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Unit-V

Literary History -Elizabethan Prose, History of English Novel, 18Th Century Prose
Literary Terms –Myth, Fable, Plot, Climax, Catastrophe metre, Soliloquy.

Reference –

- Abrams, M. H. (2005). *A glossary of literary terms*. New Delhi: Macmillan.
- Abrams, M. H. & Harpham, G. G. (2018). *A glossary of literary terms* (Eleventh ed.). New Delhi: cengage learning india pvt.ltd.
- Baldick, C. (2015). *The oxford dictionary of literary Terms*. United Kingdom: Oxford University Press.
- Bate, & Jonathan. (2010). *English Literary:-A very short introduction*. New Delhi: Oxford University Press.
- Daiches, D. (2010). *A critical history of English Literary* (Vols. 1-2). New Delhi: Supernova Publisher.
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B.A.B.ED- I (Music)

प्रश्नपत्र प्रथम

भारतीय संगीत (कंठ एवं वाद्य)

(CODE: BABED-155h I)

MAX MARKS 50

EXTERNAL -40 INTERNAL-10 (In which two tests of 5-5

Marks each are Included)

अधिगम सम्प्राप्तियां

- विद्यार्थियों को संगीत का मानव जीवन में योगदान की समझ और संगीत का अध्यात्म से सम्बन्ध भी स्पष्ट होगा।
- संगीत में लय ताल और स्वर का सामंजस्य स्पष्ट हो पायेगा।
- तालपक्ष में विद्यार्थियों को विभिन्न तालों के ठेके याद करवाये जायेंगे जैसे—तीन ताल, दादरा, रूपक, कहरवा, एक ताल आदि।
- रागभैरव, अहिरभैरव, यमन में छोटा ख्याल (बन्दिषे) तैयार करवाई जायेगी जिससे विद्यार्थियों का लय पक्ष और सुर मजबूत होगा।
- रागों के समय को रागों के स्वरों के चलन के आधार पर परिवर्तित होता है जिससे विद्यार्थियों को सुरों के चलन के साथ सम्बन्ध स्पष्ट किया जायेगा।

इकाई 1

- निम्नलिखित रागों का शास्त्रीय विवरण एवं तुलनात्मक अध्ययन
(1) यमन (2) भूपाली (3) भैरव (4) खमाज (5) वृन्दावनीसार (6) दुर्गा
(7) हिण्डोल (8) छायानट (9) कामोद
- पाठ्यक्रम की बंदिशों/गतों को स्वर लिपि सहित लिखना।

इकाई— 2

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

इकाई— 3

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

इकाई— 4

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

इकाई— 5

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

संदर्भ ग्रन्थ

- आचार्य, बृहस्पति (1989). *संगीत—चिंतामणि*. उत्तरप्रदेश : संगीत कार्यालय हाथरस भारतीय ज्ञानपीठ.
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B.A.B.Ed.- I (Music) द्वितीय प्रश्नपत्र
भारतीय संगीत (कंठ एवं वाद्य)
(CODE: BABED-155h II)

MAX MARKS 50

EXTERNAL – 40 INTERNAL-10 (In which two tests of 5-5 Marks each are Included)

अधिगम सम्प्राप्तियां

- 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 कम्पोजिषन बनाने का बोध होगा।
- ध्रुपद धमार आदि शैलियों का ज्ञान होगा।

इकाई—1

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

इकाई— 2

- विष्णु दिगंबर पलुस्कर एवं विष्णु
- नारायण भातखंडे द्वारा निर्मित स्वरलिपि पद्धतियों का अध्ययन डायटोनिक स्केल, टोन, सेमीटोन, मेजरटोन, माइनरटोन

इकाई— 3

- हिन्दुस्तानी संगीत पद्धति के चालीस सिद्धान्त
- हारमनी और मेलोडी

इकाई— 4

- निम्नलिखित नृत्यों की जानकारी—कत्थक, भरतनाट्यम, मणिपुरी, ओडिसी
- निम्नलिखित वाद्यों की बनावट एवं उपयोगिता—सितार, तानपूरा, तबला, हारमोनियम

इकाई— 5

- जीवन में संगीत का महत्त्व
- संगीत की गुरुशिष्य परम्परा एवं संस्थागत शिक्षा प्रणाली
- संगीत एवं रोजगार

- फिल्म संगीत पर शास्त्रीय संगीत का प्रभाव

संदर्भग्रन्थ

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

Hours- 100 Hours

MM –50

- निम्नलिखित रागों का अध्ययन :—
05
(1) यमन (2) भूपाली (3) भैरव (4) खमाज (5) वृन्दावनी सारंग
(6) दुर्गा (7) हिण्डोल (8) छायानट (9) कामोद
05
(अ) पाठ्यक्रम के किसी एक राग में विलंबित एवं मध्यलय
ख्याल/गत, तान/ तोड़ों सहित
02
(ब) सभी रागों में लक्षण गीत, सरगम गीत
- निम्नलिखित तालों का अध्ययन :—
02
(1) त्रिताल (2) एकताल (3) चौताल (4) दादरा (5) कहरवा
- थाट बिलावल, खमाज एवं कल्याण के स्वरों में 5-5 अलंकार
श्यामपट्ट पर लिखी हुई कोई स्वर लिपि गाने अथवा बजाने की
क्षमता
01
- निम्नलिखित रागों का अध्ययन :
10
(1) यमन (2) भूपाली (3) भैरव (4) खमाज (5) वृन्दावनी सारंग
(6) दुर्गा (7) हिण्डोल (8) छायानट (9) कामोद
10
(अ) उपरोक्त रागों में से दो विलंबित
ख्याल/मसीतखानीगततान/तोड़ों के सहित(ब) कोई तीन रागों में
मध्यलय ख्याल / रजाखानीगततान एवं तोड़ों के सहित (बिन्दु
संख्या अ के अतिरिक्त)
- एक ध्रुपद अथवा धमारदुगुन एवं चौगुन की लय सहित / त्रिताल
के अतिरिक्त किसी अन्य ताल में मध्यलय की एक गत (वाद्य यंत्र
के विद्यार्थियों के लिए)
05
- दुमरी/तराना/भजन/गजल/लोकगीत/देशभक्तिगीतप्रार्थना/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

10

(1) त्रिताल (2) एकताल (3) चौताल (4) दादरा (5) कहरवा

सन्दर्भ ग्रन्थ :

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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	Hindi Literature I	60	15	-	150
BABED-254a II	Hindi Literature II	60	15		
BABED-254 b I	History I	60	15	-	150
BABED-254 b II	History II	60	15		
BABED-254 c I	Geography I	40	10	50	150
BABED-254 c II	Geography II	40	10		
BABED-254 d I	Political Science I	60	15	-	150
BABED-254 d II	Political Science II	60	15		
BABED-254 e I	Sanskrit Literature I	60	15	-	150
BABED-254 e II	Sanskrit Literature II	60	15		
BABED-254 f I	Sociology 1	60	15	-	150
BABED-254 f II	Sociology II	60	15		

BABED-254 g I	English Literature I	60	15	-	150
BABED-254 g II	English Literature II	60	15		
BABED-254 h I	Music – I	40	10	50	150
BABED-254 h II	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.- II
(CODE: BABED-210)
GENERAL HINDI/सामान्य हिन्दी

Maximum Marks: 100

External: 70

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

अधिगम सम्प्राप्तियाँ

- विद्यार्थी हिन्दी साहित्य के इतिहास एवं लेखण परम्परा की गद्य-पद्य शैली से परिचित हो सकेंगे।
- हिन्दी साहित्य के प्रमुख कवियों एवं रचनाकारों की विस्तृत जानकारी प्राप्त कर सकेंगे।
- विद्यार्थी हिन्दी साहित्य की भाषा के साथ भारतीय सम्यता एवं संस्कृति को जान सकेंगे।
- आदिकाल की हिन्दी साहित्य की रचनाओं की समकालीन प्रमुख रचनाओं से तुलनात्मक अध्ययन कर सकेंगे।
- 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 पारिभाषित शब्दों एवं प्रारूप से परिचित हो सकेंगे।
- हिन्दी भाषा एवं साहित्य के प्रति सकारात्मक अभिरूचि एवं वृत्तियों का विकास हो सकेगा।

इकाई- 1

साहित्य खण्ड-

(क) गद्य भाग :-निर्धारित रचनाएँ :-

- भारतवर्ष की उन्नति कैसे हो सकती है —भारतेन्दु
- मेरा जीवन —प्रेमचन्द
- मजदूरी और प्रेम —पूर्णसिंह
- भारतीय संस्कृति की देन —हजारी प्रसाद द्विवेदी

- सोना (रेखाचित्र) —महादेवीवर्मा
- राष्ट्रपिता महात्मा गांधी —मुक्तिबोध
- सवालों की नोक पर —मोहन राकेश
- गर्दिश के दिन 'शानी' —गुलशेर अहमद खान
- निन्दा रस (व्यंग्य) —हरिशंकर परसाई
- नेता नहीं नागरिक चाहिए —रामधारी सिंह दिनकर
- आज भी खरे हैं तालाब —अनुपम मिश्र

इकाई— 2

(ख) पद्य भाग :- निर्धारित रचनाएँ :-

- अयोध्या सिंह उपाध्याय 'हरिऔध' —कर्मवीर
- मैथिली शरण गुप्त —भूलोक का गौरव
(भारत-भारती) (भूलोक का गौरव...आज भी कुछ खड़े हैं।)
संदेश यहाँ मैं नहीं स्वर्ग का लाया (साकेत-आठवां सर्ग)
(निज रक्षा का अधिकार.....उच्च फल जैसा।)
- सूर्यकान्त त्रिपाठी 'निराला' —वह तोड़ती पत्थर
- जयशंकर प्रसाद — अरुण यह मधुमय देश हमारा,
(चन्द्रगुप्त से) हमारा प्यारा भारत वर्ष (स्कन्दगुप्त से)
- सुभद्रा कुमारी चौहान —झाँसी की रानी
- हरिवंशराय बच्चन —पथ की पहचान
- शिवमंगल सिंह सुमन —परिचय (हिल्लोल से)
- केदारनाथ अग्रवाल —जब-जब मैंने उसको देखा, धरती उस
किसान की
- नागार्जुन —प्रेत का बयान
- भवानी प्रसाद मिश्र —गीत फरोश
- तारा प्रकाश जोशी —आ रे आ बादल
- सरल विशारद —यही एक दर्द, अनुभूति सुख, एक
अनुभूति, परिवार के चार चित्र (खामोशी के रंग से)

इकाई— 3

- संक्षेपण
- लोकोक्ति, मुहावरे

- शुद्धिकरण
 - (क) शब्द शुद्धिकरण
 - (ख) वाक्य शुद्धिकरण

इकाई— 4

- पारिभाषिक शब्द
- शब्द युग्म
- पल्लवन
- पत्र (प्रारूप)

इकाई— 5

निबन्ध—किसी भी विषय पर पाँच निबन्ध पूछे जायेंगे, जिनमें से एक करना होगा।

परियोजना कार्य:—

- “आई.सी.टी. की शिक्षण व शिक्षा प्रक्रिया में महत्ता” विषय पर महाविद्यालय स्तर पर गोष्ठी।
- ‘मेरा संकलन’ स्क्रैपबुक/पुस्तिका का निर्माण करवाना जिसमें पत्रिकाओं, समाचार पत्रों, आदि में से प्रमुख महापुरुषों, प्रसिद्ध लेखकों, कवियों, कवयित्रियों खिलाड़ियों व अन्य प्रसिद्ध व्यक्तियों के जीवन परिचय, उपलब्धि व चित्रों का संकलन।
- अपनी पसंदीदा कहानी, कविता, नाटक का संकलन।
- किसी स्थानीय कवि/लेखक/साहित्यकार का साक्षात्कार व रिपोर्ट निर्माण
- भाषा प्रयोगशाला का प्रयोग करके उच्चारण कौशल, वर्तनीगत शुद्धता/लेखन कौशल, वाचन व श्रवण कौशल का अभ्यास करवाना।
- वाद-विवाद करवाना, विभिन्न कौशलों से जुड़े खेल (अंताक्षरी, विलोम बताना, पर्यायवाची बताना)

संदर्भ ग्रंथ सूची

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

Maximum Marks: 100

External: 70 Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

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

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

Unit –I Knowledge Generation

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

Practicum/Field Work

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

Unit –II Concept & Type of Curriculum

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

Practicum/Field Work

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

Unit- III Features of Curriculum Framework

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

Practicum/Field Work

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

Unit – IV Text book and curriculum

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

Practicum/Field Work

- The men will motive the students to know the good

qualities of book and then in the light of the knowledge select the book. A report will be prepared based on this process.

- Organize a seminar on relationship among power, ideology and Curriculum.
- Critical review or analysis of the text book at upper primary and senior secondary level.

Unit – V Modernity, Post Modernity & Knowledge in Curriculum

- Meaning and Concept of knowledge in modernity
- Meaning and Concept of knowledge in Post-modernity
- Knowledge process through curriculum transaction.

Practicum/Field Work

- Organize a poster designing competition for awareness of girl's education and Female infanticide.
- The students will be asked to collect the facts regarding current knowledge and then prepare report.
- Student should contact the people of nearby area of school for social issues.
- For collecting information related to Folk songs, Folk culture and Customs, student should contact rural people.
- To understand how to sing folk songs, the student should be present in the folk song events.

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

Maximum Marks: 100

External: 70 Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

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

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

Unit -1 Psychological domains of Teaching & Learning

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

Practicum/Field Work

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

Unit-2 Effective Teaching

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

Practicum/Field Work

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

Unit-3 Learning

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

Practicum/Field Work

- Study of a case and prepare a report on influential factors of learning on two adopted students.
- A conduct HBDI test of at least two students to determine which side of brain is more powerful.

- On the basis of regular visit (one week) to same class and student, analysis of influential factors of learning of two adopted students.
- Present the report in class workshop.

Unit – 4 Learning style

- 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.

Practicum/Field Work

- Make academic record of two students all of the session and justified your contribution in academic enhancement of them.
- Through active involvement with students(playing, storytelling, puzzle games, reading etc) observe differential learning needs of the learners with regard to learning styles and draft a report for presentation.

Unit- V Teaching style

- Teaching style - concept, types and effect on learners' learning process, factor effecting on teaching style.
- Effective teacher behavior, role of hemisphere city in thinking learning and teaching style.
- Teaching as profession, effective classroom management.
- ICT& teaching.

Practicum/Field Work

- Draft a report on Teachers' Teaching Style by one-week Classroom observation of two teachers.
- Make your own lesson Plan by studying Teacher's diaries.
- Create facilitative learning environments through enhancing motivation, positive emotions, collaborative and self regulated learning, examine the effect on learning level. (Through pre and post test of learner's treatment should at least of one week)

- Present the report of entire programme in class.

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B.A. B.Ed.-II
Course –4
Health and Physical Education
(CODE: BABED-253)

Maximum Marks: 50

External: 35 Internal: 15 Marks (in which two tests of 5-5 marks each are included)

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

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

UNIT – I

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

Practicum/Field Work

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

UNIT – II

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

Practicum/Field Work

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

UNIT – III

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

Practicum/Field Work

- Organize a Training program for girl students of school on self-defence activities.
- Organize a workshop on prevention of disasters in school.

UNIT – IV

- Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health.

- Fundamental skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports, ethics; sports awards and scholarships, sports-personship.

Practicum/Field Work

- Organisation 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, shotput, 4 × 50 mts. Relay) Gymnastics.

UNIT – IV

- Yogic practices—importance of yoga, yogasanas, kriyas and pranayams of (school, family and sports), health services, policies and major of institutions.

Practicum/Field Work

- 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.

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B.A. B.Ed.-II
(CODE: BABED-254a 1)

हिन्दी साहित्य

प्रश्नपत्र : रीतिकालीन काव्य

Maximum Marks: 75

External: 60 Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

अधिगम सम्प्राप्तियों:

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

इकाई— 1

1. **केशव** : रामचन्द्रिका—गणेश वन्दना, सरस्वती वन्दना, श्रीराम वन्दना, अवधपुरी शोभावर्णन, सीता—स्वयम्बर, परशुराम संवाद, वन में राम, भरत—कैकेयी संवाद, लक्ष्मण—क्रोध, पंचवटी वर्णन, सिया हरण, अशोक वाटिका में रावण—सीता, सीता के विरह में राम दशा, रावण—हनुमान संवाद, लंका दहन, अंगद—रावण संवाद, सीता की अग्नि—परीक्षा, रामराज्य वर्णन।

2. **बिहारी**: दोहे— मेरी भव बाधा हरौ, सीस मुकुट कटि काछनी, मोर मुकुट की चन्द्रिकनु, सोहत ओढ़े पीत पट, तजि तीरथ, अधर धरत हरि, कीने हूँ कोटिन, अजौतर्यौना, तो पर वारौं, बतरस—लालच, नेह न नैनजी, केसरि कै

सरि, याअनुरागी चित्त, डीठि न परतु, अंग अंग नग, लिखन बैठि जाकी, दृग उरझत,मानहु बिधि तन, सघन कुंज छाया, भाल लाल बेंदी, इत आवति चलि, रनितभृंग घंटावली, कहलाने एकत बसत, अरुन सरोरुह कर, ज्यों व्हैहों त्यों, करौकुवत जगु, कब को टेरत, थोरेई गुन रीझते, स्वारथु सुकृत न, करि फलेल को,जिन दिन देखे, कौन भांति रहि, कहत नटत रीझत, नेह न नैननु, नहिं परागु,मंगल बिन्दु सुरंग, दीरघ साँस न लेहु, पत्रा ही तिथि, तो लग या, तन्त्री नादकवित्त—रस, कनक कनक तै, नर की अरु, मरत प्यास पिंजरा, इहीं आसअटक्यौ रहत, लिखन बैठि जाकी, कंचन तन धन, आवत जात न जानिए, पावस निसी ।

इकाई— 2

4. **पद्माकर :** ऋतु वर्णन — कूलन में, केलिन, कछारन में; औरै भाँति कुजनमें; चंचला चमाकैं; आयी हौ खेलन फाग; सीज ब्रज चंद पै चली; झिलकझकोर 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, सूरतके साह कहै, पुच्छन के स्वच्छ, पारावार—पार—लौं।भक्ति — देवनर किन्नर, राम को नाम जपो, भूख लगे तब देत है भोजन, भोगमें रोग वियोग संयोग में, या जग जानकी—जीवन, मीठो महा मिसिरी तें, जोगजप सन्ध्या, काम बस सूपनखा, गंगा के चरित्र, सुखद सुहाई ।

5. **महाकवि भूषण:**गणेश स्तवन — अकथ अपार भवपंथ के।राजवंश—वर्णन — राजत है दिनराज; महाबीर ता बंस में; ता कुल में नृपवृंद;सदा दान किखान में; तातें 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 जंभ पर; चढत तुरंग चतुरंग; छूटत कमान बान; गरुड कोदावा; ऊँचे घोर मंदर के; मुंड कटत कहूँ रुंड।छत्रसाल—पराक्रम — भुज भुजगेस की वै; राजत अखंड

इकाई— 3

6. **घनानन्द** : कवि—प्रशस्ति — प्रेम सदा अति ऊँचौ लहे। प्रेम—पीर—वर्णन — वहै मुसक्यानि; भोर तैं सॉझ लौं; सोएँ न सोयबो; निस—घौंस 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 सों; 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;

7. **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, सॉई सब संसार में, पीवै नीर न सरवरौ, नारा कहै नदीन सन, मूसा कहै बिलार सों, कौवा कहे मराल से, प्रीति कीजिये बडेन सों, बड़े वडेन की ऐसि ही, बीती ताहि बिसार दे, सॉई नदी समुद्र को, सॉई 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, ।

इकाई— 4

रीति कालीन काव्य का इतिहास, परिस्थितियाँ, नामकरण, प्रवृत्तियाँ, प्रमुख धाराएँ एवं प्रमुख कवि ।

इकाई— 5

काव्य शास्त्र :- काव्य के लक्षण, काव्य के हेतु, काव्य प्रयोजन (संक्षिप्त परिचय) नायक—नायिका भेद ।

प्रमुख छन्द :- दोहा चौपाई, कुंडलियाँ, कवित्त, गीतिका, हरिगीतिका, रोला, उल्लाला, मलिनी, सवैया, द्रुतविलम्बित ।

सहायक पुस्तकें :-

1. प्रेमशंकर, (1979). *भक्ति काव्य की सामाजिक सांस्कृतिक चेतना*. नई दिल्ली: दि मैकमिलन कं. आफ इंडिया लि.
2. मलिक, मोहम्मद. (1971). *वैष्णव भक्ति आन्दोलन का अध्ययन*. नई दिल्ली: राजपाल एण्ड सन्स.
3. शुक्ल, कृष्णशंकर. (1971). *केशव की काव्यकला*. बनारस: सुलभ पुस्तक माला कार्यालय.
4. ओमप्रकाश, (1978). *बिहारी*, दिल्ली: राजपाल एण्ड संस
5. सिंह, बच्चन. (2008). *बिहारी का नया मूल्यांकन*. इलाहाबाद: लोक भारती प्रकाशन.
6. रमाशंकर. (1970). *बिहारी का काव्य लालित्य*. दिल्ली: नेशनल पब्लिशिंग हाउस
7. नगेन्द्र, (1953). *रीतिकाव्य की भूमिका*. दिल्ली: नेशनल पब्लिशिंग हाउस.
8. मिश्र, भागीरथ (1973). *हिन्दी रीति साहित्य*. दिल्ली: राजकमल प्रकाशन.
9. गुप्त, जगदीश (1983). *रीतिकाव्य संग्रह*. कानपुर: ग्रन्थम प्रकाशन
10. गौड़, मनोहरलाल (1959). *घनानंद और स्वच्छन्द काव्यधारा*. काशी: नागरी प्रचारिणी सभा.

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

Maximum Marks: 75

External: 60 Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

अधिगम सम्प्राप्तियों:—

- हिन्दी नाटक के तत्वों को जान सकेंगे।
- हिन्दी नाटक के उद्भव एवं विकास की परम्परा को जानकर समझने का प्रयास कर सकेंगे।
- हिन्दी एकांकी एवं नाटक के तत्वों में तुलना कर सकेंगे।
- हिन्दी एकांकी की विकास यात्रा को समझ सकेंगे।
- विद्यार्थी हिन्दी एकांकी के उद्भव एवं प्रकारों से परिचित हो सकेंगे।
- विद्यार्थी एकांकीकारों की भाषागत विशेषताओं को समझ सकेंगे।
- विद्यार्थी एकांकी की 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 रंग मचीय 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।

इकाई — 1

नाटक —आधे—अधुरे मोहन राकेश — राधा कृष्ण प्रकाशन,
नई दिल्ली.

इकाई — 2

नाटक —मुक्तिपथ — रवि चतुर्वेदी, श्याम प्रकाशन, जयपुर

इकाई - 3

एकांकी :-

1. एक तोला अफीम की कीमत -रामकुमार वर्मा
2. साहब को जुकाम है -उपेन्द्रनाथ 'अश्क'
3. परदे के पीछे -उदयशंकर भट्ट

इकाई - 4

4. काल पुरुष और अजंता की नर्तकी-लक्ष्मीनारायण लाल
5. हरी घास पर क्षण भर -सुरेन्द्र वर्मा
6. समरथ को नहीं दोष गुसाईं -सफदर हाशमी

इकाई - 5

हिन्दी नाटक एवं एकांकी का उद्भव एवं विकास तथा नाटक एवं एकांकी का तात्विक अध्ययन।

सहायक पुस्तकें :-

1. शुक्ल, वीरेन्द्र कुमार. (1955). *भारतेन्दु का नाट्य साहित्य*. (प्र. सं.) प्रयाग: रामनारायण लाल.
2. शर्मा, रामविलास. (1966). *भारतेन्दु हरिश्चन्द्र*. दिल्ली: राज कमल प्रकाशन.
3. वाजपेयी, नन्द दुलारे. (1997). *जयशंकर प्रसाद*. हिमाचल: भारतीय भण्डार.
4. चातक, गोविन्द. (1972). *प्रसाद के नाटक स्वरूप एवं संरचना*. दिल्ली: आत्माराम प्रकाशन.
5. नगेन्द्र, (1998). *हिन्दी के आधुनिक नाटक*. दिल्ली: नेशनल पब्लिशिंग हाउस.
6. ओझा, दशरथ. (2013). *हिन्दी नाटक : उद्भव और विकास*. दिल्ली: राजपाल प्रकाशन.
7. चातक, गोविन्द. (1984). *आधुनिक नाटक का मसीहा मोहन राकेश*. दिल्ली: इन्द्रप्रस्थ प्रकाशन.
8. तनेजा, जयदेव. (1998). *अंधायुग : पाठ और प्रदर्शन*. नई दिल्ली: राष्ट्रीय नाट्य विद्यालय.
9. मिश्र, उर्मिला. (1990). *आधुनिकता और मोहन राकेश*. वाराणसी: विष्वविद्यालय प्रकाशन.
10. शर्मा, जगदीश. (1975). *मोहन राकेश की रंगदृष्टि*. दिल्ली: राधाकृष्ण प्रकाशन.

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

Maximum Marks: 75

External: 60 Marks Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning Outcome: -

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

UNIT – I

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

UNIT – II

Innovations under Muhammed Tughlaq, Religious policy and public works of Firuz Tughlaq, Timur's Invasion, Sikandar Lodi, Gormation of Vijaynagar Empire and Bahamani Kingdom and

Cause of their decline. Social and Economic condition during Sultanate period.

UNIT – III

Political Condition of India on the eve of Babur's Invasion, his role in the Establishment of the Mughal Empire, Humayun's early difficulties and causes of his failure. Shershah: Expansion of his Empire and Administration, Political Unification, Expansion and Consolidation of the Mughal Empire under Akbar.

UNIT – IV

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

UNIT – V

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

Book Recommended:

- Habib, M. (1963). The agrarian system of Mughal India (1556-1707). *The agrarian system of Mughal India (1556-1707)*.
- Sarkar, J. (2013). *Mughal Administration (Patna University Readership Lectures, 1920)*. Forgotten Books.
- Siddiqi, N. A. (1970). *Land Revenue Administration under the Mughals, 1700-1750*. Aligarh Muslim University: Centre of Advanced Study, Department of History.
- Ashraf, K. M. (1932). *Life and conditions of the people of Hindustan (1200-1550 AD)* (Doctoral dissertation, SOAS University of London).
- Tripathi, R. P. (1956). *Rise and fall of the Mughal empire*. New Delhi: Central Book Depot.
- Sarkar, J. (1991). *Fall of The Mughal Empire-Vol. I (4Th Edn.)* (Vol. 1). Hyderabad: Orient Blackswan.
- Darwin, J. (2009). *The empire project: The rise and fall of the British world-system, 1830–1970*. Cambridge

University Press.

- Mukherjee, R. & Mukherjee, R. (1974). *Rise and Fall East India*. NYU Press.
- Sharma, S. R. (1988). *The religious policy of the Mughal emperors*. Munshiram Manoharlal Publishers.
- Khosla, R. P. (1934). *Mughal kingship and nobility* (No. 34). Delli: Idarah-i Adabiyat-i.
- Day, U. N. (1959). *Administrative system of Delhi sultanat (1206-1413 AD)*. New Delhi: Kitab Mahal.
- Qanungo, K. R. (1965). *Sher Shah and His Times*. Orient Longmans.
- Saxena, B. P. (1958). *History of Shahjahan of Delhi*. Allahabad, Delhi, India.
- Saxena, L. D. B. P. (1983). *Ideals of Moghul Sovereigns*. UP Historical Review.
- मिश्र, आषा राधेष्णाम (1999). *मुगल सम्राट बाबर*. जयपुर: राजस्थान हिन्दी ग्रंथ अकादमी.
- मिश्र, उर्मिला प्रकाश (1999). *भारत का इतिहास*. भोपाल: मध्यप्रदेश हिन्दी ग्रंथ अकादमी.
- राधेष्णाम, (2001). *सल्तनत कालीन सामाजिक व आर्थिक इतिहास*. इलाहाबाद: बौहरा पब्लिकेशन एण्ड डिस्ट्रीब्यूटर्स.
- सिन्हा, विपिन बिहारी (2001). *भारत का सामाजिक आर्थिक एवं सांस्कृतिक इतिहास (1200-1900)*. नई दिल्ली: ज्ञानदा प्रकाशन.
- वर्मा, हरीष चन्द्र (2007). *मध्यकालीन भारत*. भाग 1 एवं 2. दिल्ली विष्वविद्यालय: हिन्दी माध्यम कार्यान्वयन निदेशालय,

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

Maximum Marks 75

External: 60 Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning Outcome:-

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

UNIT – I

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

UNIT – II

Features of Feudalism in Rajput States, changes in the position of the Rajput Nobility under British Paramountcy, Maldeo, Rise

of Marwar. Fort Architecture with special reference to Chittor, Ranthambore and Amber.

UNIT – III

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

UNIT – IV

Causes and Results of Maratha Penetration in Rajputana, Circumstances and Consequences of the Treaties of 1818 with special reference to Mewar, Marwar and Kota. Uprising of 1857 in Rajasthan: Causes and results, Cause of political awakening in Rajasthan.

UNIT – V

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

Book Recommended:

- Sharma, Dashrath: Rajasthan Through the Ages. Vol.I, II & III, Rajasthan State. Archives, Bikaner.
- Hooja, R. (2006). *A history of Rajasthan*. Egully. com.
- Krishnan, M. S. (1952, September). Geological history of Rajasthan and its relation to present day conditions. In *Proc. Symp. Rajputana Desert. Bull. Natl Inst. Sci. India* (Vol. 1, pp. 19-31).
- Menon, V.P.: Integration of the Indian State.
- Naha, K., & Halyburton, R. V. (1974). Early Precambrian stratigraphy of central and southern Rajasthan, India. *Precambrian Research*, 1(1), 55-73.
- S.S. Saxena (1972). Bijolia Kissan Andolan ka Ithihas. Padmaja Sharma Rajasthan Archives, Bikaner 1972.
- Sharma, D. (Ed.). (1966). *Rajasthan Through the Ages: From the earliest times to 1316 AD* (Vol. 1). Rajasthan State Archives.

- Vyas, R. P. (1983). Changing Political Scene in Marwar During 19th Century. *Journal of the Rajasthan Institute of Historical Research*, 21, 15.
- Vyas, R. P. (1979). Social and Religious Reform Movements in the Nineteenth and Twentieth Century in Western Rajasthan. *Social and Religious Reform Movements in Nineteenth and Twentieth Century*, Calcutta: Institute of Historical Studies.
- व्यास, आर.पी. (1990). *राजस्थान का वृहत इतिहास*. भाग प्रथम तथा द्वितीय. जयपुर: राजस्थान हिन्दी ग्रंथ अकादमी.
- सक्सेना, के.एस. (1999). *राजस्थान में राजनैतिक जनजागरण*. जयपुर: राजस्थान हिन्दी ग्रंथ अकादमी.
- शर्मा, जी.एन. (1993). *राजस्थान का इतिहास*. जयपुर: राजस्थान हिन्दी ग्रंथ अकादमी.

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

Maximum Marks: 50

External: 40 Internal: 10 Marks (in which two tests of 5-5 marks each are included)

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

Learning Outcome :-

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

UNIT – I

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

UNIT-II

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

UNIT-III

Human Adaptation to the environment:

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

UNIT-IV

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

UNIT-V

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

Books Recommended:

- Cloke, P., Cook, I., Crang, P., Goodwin, M., Painter, J., & Philo, C. (2004). *Practising human geography*. Sage.
- De Blij H.J. (2005). *Human Geography, Culture, Society and Space* New York: John Wiley.
- Fellman, J.L.(2001). *Human Geography-Landscape of Human Activities*. USA: Brown and Benchman Publication.
- Gregory, D., & Rose, J. G. (1978). *Ideology, science and human geography* (Vol. 198). London: Hutchinson.
- Gregory, D., Johnston, R., Pratt, G., Watts, M., & Whatmore, S. (Eds.). (2011). *The dictionary of human geography*. John Wiley & Sons.

- Johnston, R. J. (1981). The dictionary of human geography. In *The dictionary of human geography*. Basil Blackwell.
- Johnston, R. J. (1986). Philosophy and human geography: an introduction to contemporary approaches. In *Philosophy and human geography: an introduction to contemporary approaches. Second edition*. Edward Arnold.
- Marston, S. A., Jones, J. P., & Woodward, K. (2005). Human geography without scale. *Transactions of the institute of British geographers*, 30(4), 416-432.
- Massey, D. B., Allen, J., & Sarre, P. (Eds.). (1999). *Human geography today* (pp. 194-218). Cambridge: Polity Press.
- Smith, J. R. (1922). *Human geography* (Vol. 2). John C. Winston Company.
- कौषिक, (1992). *मानव भूगोल के सरल सिद्धान्त*. मेरठ: रस्तोगी पब्लिकेशन्स.
- द्विवेदी, विष्वनाथ एवं कन्नौजिया(1999). *मानव भूगोल के सिद्धान्त*. इलाहाबाद: किताब महल,
- अहमद, नफीस(1996). *मानव भूगोल*. मेरठ: रस्तोगी पब्लिकेशन्स.

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

Maximum Marks: 50 **External: 40** Internal: 10 Marks (in which two tests of 5-5 marks each are included)

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

Learning Outcome:-

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

UNIT – I

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

UNIT-II

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

UNIT-III

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

UNIT-IV

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

UNIT-V

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

Books Recommended:

- Bhalla, L. R. (2009). Geography of Rajasthan. *Astha Publication*.
- Chouan, T. S. (1987). Agricultural geography: a study of Rajasthan State. *Agricultural geography: a study of Rajasthan State*.
- Garg, K. (2017). Book Review: Sprout: A Social Geography of Rajasthan.
- Mehar, I. (1987). Geography of Rajasthan. *Granthagar, Jodhpur*.
- Misra, V. C. (1967). *Geography of Rajasthan*. National Book Trust, India.
- Sharma, H. S., & Sharma, M. L. (1992). *Geographical facets of Rajasthan*. Kuldeep Publications.
- Sharma, H. S., & Sharma, M. L. (1992). *Geographical facets of Rajasthan*. Kuldeep Publications.
- Sharma, H. S., Sharma, M. L., & Bhalla, L. R. (1992). *Geography of Rajasthan*. Kuldeep Publications.
- Sharma, R. C. (1972). Settlement geography of the Indian desert. *Settlement geography of the Indian desert*.
- सक्सेना, एच.एम. (1992). राजस्थान का भूगोल. जयपुर: राजस्थान हिन्दी ग्रंथ अकादमी.
- शर्मा, एच.एस. एवं शर्मा, एम.एल. (2009). राजस्थान का भूगोल. जयपुर: पंचषील प्रकाशन.

Geography Practical Particulars

Hours- 4

M.M. - 50

Learning Outcome :-

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

Contents:

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

Circle Diagrams, Traffic Flow Diagram.

Mean, Median, mode & Standard Deviation.

Plane table survey- Radiation and Inter-Section method,

Resectioning-Two-point problems and three-point problems.

Village Report: Socio-economic Survey of One Village.

Distribution of Marks

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

Suggested Readings :

- Foley, M., & Janikoun, J. (1996). *The really practical guide to primary geography*. Nelson Thornes.
- Kneale, P. E. (2014). *Study Skills for Geography Students: A Practical Guide 2nd Edition*. Routledge.

- Matthews, J. A. *Quantitative and statistical approaches to geography: a practical manual*. Elsevier.
- Misra, R. P., & Ramesh, A. (1989). *Fundamentals of cartography*. Concept Publishing Company.
- Robinson, A. et al. (2009). *Elements of Cartography*. U.S.A. : John Wiley & Sons.
- Sarkar. A.K. (2013). *Practical Geography: A Systematic Approach*. Calcutta: Oriental Longman.
- शर्मा, जे.पी. (2009). *प्रायोगिक भूगोल*. मेरठ: रस्तोगी प्रकाशन.

B.A.B.ED- II (POLITICAL SCIENCE) I
PAPER I - COMPARATIVE GOVERNMENT AND
POLITICS

CODE: BABED-254 d I)

Maximum Marks: 75 **External: 60** Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning Outcomes :-

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

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Transactional Modalities

Lecture/Contact periods

Communicative/Interactive and Constructivist

approaches Imparting knowledge

by means of creating situations.

Tutorials/Practicum

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

Assessment Modalities

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

Two sessional Tests of 15 Marks for each paper will be conducted and average of both the tests will be taken

SUGGESTED READINGS

- Mehran, Kamrava (2000). *Understanding Comparative politics*. New Delhi: Prentice hall of India.
- Huiton, H. C. (1973). *An Introduction to Chinese Politics*. London: David and Charles.
- Laski, H.J. (1984). *American Democracy: A commentary and An Interpretation*. London: Unwin pub.
- Leys, C. (1983). *Politics in Britain: An Introduction*. London: Heinemann.
- Zhang, W. (2000). *Transforming China: Economic*

Reforms and its Political Implication. NewYork: St. Martin's Press.

- शर्मा, प्रभुदत्त (2005). *तुलनात्मक राजनीतिक संस्थाएँ.* जयपुर:कालेज बुक डीपो ।
- गाबा, ओ. पी. (2018). *तुलनात्मक राजनीति की रूपरेखा.* नई दिल्ली:मयूर बुक्स ।

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

Maximum Marks:75

External: 60 Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning Outcome: -

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

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

identify the areas of electoral reforms.

- To understand and evaluate the Gender issues in Indian politics.

UNIT I

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

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

UNIT II

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

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

UNIT III

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

UNIT IV

Federal system: evolution and trends; Union-state relations, Areas of Tension and demand of Autonomy.

Governor - Powers and Role, Composition, and Functions of State Legislature, Rural and urban local self government.

UNIT V

Election Commission, Issues of Electoral Reforms,

Nature of Indian Political System: Political parties pressure groups, Voting Behaviourism, Regionalism, Gender issues, Poverty and Caste.

Transactional Modalities

Lecture/Contact periods

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

Tutorials/Practicum

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

Assessment Modalities

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

Two sessional Tests of 15 Marks for each paper will be conducted and average of both the tests will be taken

SUGGESTED READINGS

- Agarwal, R. C. (2000). *Indian Government and Politics*. New Delhi: S. Chand and Co.
- Austin, G. (2000). *Working a Democratic Constitution, the Indian Experience*. Delhi: Oxford University Press.
- Basu, D.D. (1994). *An Introduction to the Constitution of India*. New Delhi: Prentice Hall.
- Jayal, Niraja Gopal (2000). *Democratic Governance in India-Challenges of Poverty Development and identity*. New Delhi: Sage Publications.
- Jayal, N. G. (2008). *Democracy in India*. Delhi: Oxford University Press.
- Kothari, R. (1970). *Politics in india*. Orient Blackswan.
- Noorani, A.G. (2001). *Constitutional Questions in India: The President, Parliament and the States*. Delhi: Oxford University Press.
- Palmer, N. D. (1971). *The Indian political system* (Vol. 5). Boston: Houghton Mifflin.
- Sharma, U., & Sharma, S. K. (2001). *Indian Political Thought*. Atlantic Publishers & Dist.

- Singh, M. P., & Raj, S. R. (1976). *The Indian Political System*. Pearson Education India.
- Singh, S.N.(2006).*Caste Tribe and Religion in Indian Politics*. New Delhi: Sai pub.
- उपाध्याय, जयराम (2007).*भारत का संविधान*. इलाहाबाद:सेन्ट्रल लॉ एजेन्सी .
- फडिया, बी.एल. (2007).*भारतीय शासन एवं राजनीति*. आगरा:साहित्य भवन पब्लिकेणन्स.
- अवस्थी, ए.पी. (2006).*भारतीय शासन व राजनीति*. आगरा: लक्ष्मी नारायण अग्रवाल.
- सईद, एस. एम. (2004).*भारतीय राजनीतिक व्यवस्था*. लखनऊ: सुलभ प्रकाशन.
- अवस्थी, ए. पी. (2006). *भारतीय शासन व राजनीति*. आगरा: लक्ष्मी नारायण अग्रवाल.
- सईद, एस. एम. (2004). *भारतीय राजनीतिक व्यवस्था*, लखनऊ: सुलभ प्रकाशन.

B.A.B.Ed.- II
संस्कृत साहित्य

प्रथम प्रश्न पत्र – नाटक, छन्द, संस्कृत साहित्य इतिहास एवं
व्याकरण

(CODE: BABED-254 e I)

Maximum Marks: 75 External Marks: 60 Internal: 15
Marks (in which two tests of 7.5-7.5 marks each are included)

अधिगम सम्प्राप्तियाँ:-

- भाषा तत्त्वों, 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

नाटक से व्याख्या (अभिज्ञानशाकुन्तलम्, प्रथम व द्वितीय अध्याय)
(क) दो श्लोका की संस्कृत में व्याख्या
(ख) सामान्य प्रश्न

इकाई-2

नाटक से व्याख्या (अभिज्ञानशाकुन्तलम्, तृतीय व चतुर्थ अध्याय)
(क) दो श्लोका की हिन्दी में व्याख्या
(ख) सामान्य प्रश्न

इकाई-3

छंद (अभिज्ञानशाकुन्तलम् में प्रयुक्त सभी छन्द)

इकाई-4

व्याकरण-

(क) कृत प्रत्यय प्रकरण से निर्धारित प्रत्यय – तव्यत्, अनीयर्, क्त, क्तवतु, क्त्वा, ल्युट्, शतृ, शानच्, तुमन्, ल्यप् इन प्रत्ययों के विधायक सूत्रों का सोदाहरण अर्थज्ञान

(ख) तद्धित- मतुप्, इन्, ठक्, त्व, तल् इन प्रत्ययों के विधायक सूत्रों का सोदाहरण अर्थज्ञान

(ग) स्त्रीप्रत्यय- टाप् इन प्रत्ययों के विधायक सूत्रों का सोदाहरण अर्थज्ञान

इकाई-5

संस्कृत साहित्य का इतिहास -

(क) वीर काव्य, नाटक में से सामान्य प्रश्न

(ख) गद्यकाव्य, एवं कथा साहित्य में से सामान्य प्रश्न

पाठ्यपुस्तकें एवं सहायक पुस्तकें-

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

B.A.B.ED.- II

संस्कृत साहित्य

द्वितीय प्रश्न पत्र – वैदिक साहित्य, गद्य सहित्य एवं व्याकरण

(CODE: BABED-254 e II)

Maximum Marks: 75

External Marks: 60 Internal: 15

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

अधिगम सम्प्राप्तियाँ:—

- भारतीय मूल्य संस्कार व सद्वृत्ति विकसित करना।
- विश्व बन्धुत्व 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 के निम्नलिखित सूक्त

1. अग्नि (1:1)
2. विष्णु (1:154)
3. इन्द्र (2:12)
4. संज्ञान (10.191)

(क) ऋक्सूक्त ऋग्वेद के दो मंत्रों का अनुवाद

(ख) निर्धारित किसी एक सूक्त का हिन्दी में सार

इकाई—2

ईशावास्योपनिषद् – यजुर्वेद का 40वां अध्याय

(क) दो मंत्रों की व्याख्या

(ख) सामान्य प्रश्न

इकाई—3

गद्य साहित्य –शुकनासोपदेश (कादम्बरीतः)

(क) दो गद्यांशों का हिन्दी में अनुवाद

(ख) निर्धारित अंश से सामान्य प्रश्न

इकाई-4

वाच्य -

(कर्तृवाच्य, कर्मवाच्य, भाववाच्य)

वाच्यों का सामान्य ज्ञान एवं वाच्य परिवर्तन

इकाई-5

व्याकरण- निम्नलिखित सूत्रों के आधार पर -समास ज्ञान

(अ) सह सुपा, अव्ययं विभक्ति०, नदीभिश्च, द्वितीया श्रितातीत०, तृतीयातत्कृतार्थेन०, चतुर्थी तदर्थाथ०, पञ्चमी भयेन, षष्ठी, तत्पुरुषः समानाधिकरण कर्मधारयः, संख्यापूर्वो द्विगुः, विशेषणं विशेष्येण बहुलम्, उपमानानि सामान्यवचनैः, कुगतिप्रादयः, दिक्संख्ये संज्ञायाम्, संख्यापूर्वोद्विगुः, अनेकमन्यपदार्थे, चार्थे द्वन्द्वः, पिता मात्रा।

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

1. प्रातिपदिकार्थ-लिङ्गपरिमाणवचन - (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

(क) चार पदों का समास विग्रह तथा समास नाम दृष्टव्य है।

(ख) चार सूत्रों की सोदाहरण व्याख्या

अथवा

रेखांकित पदों में से प्रयुक्त विभक्ति का नाम एवं विधायक सूत्र लेखन

पाठ्य पुस्तकें एवं सहायक पुस्तकें—

1. शास्त्री, हरिदत्त,(1993) ऋक सूक्त संग्रह, साहित्य भण्डार मेरठ।
2. वेलणकर, एच.डी. (2015) ऋक्सूक्तवैजयन्ती, संशोधन मण्डल, पूना।
3. वेदालंकार, जयदेव,(2004) वैदिक साहित्य का संस्कृत, भारतीय विद्या प्रकाशन।
4. शास्त्री, कपिल देव (1999) हिन्दी निरुक्त प्रथम अध्याय एक समीक्षात्मक अध्ययन, साहित्य भण्डार, मेरठ।
5. पाण्डेय, ओमप्रकाश,(1994)वैदिक साहित्य एवं संस्कृति का स्वरूप,विश्व प्रकाशन, दरियागंज, दिल्ली।
6. वेदालंकार, सुभाष,(2002) लघुसिद्धान्तकौमुदी, अंलकार प्रकाशन, जयपुर।
7. द्विवेदी, कपिल देव,(2011) रचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी।
8. द्विवेदी, कपिल देव, (2011) प्रौढरचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी

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

Max. Marks: 75

External Marks : 60 Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcomes:-

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

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

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

Unit – I

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

Unit – II

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

Unit – III

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

Unit – IV

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

Unit – V

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

References:

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

B.A.B.ED- II (SOCIOLOGY) PAPER – II
SOCIAL PROBLEMS IN CONTEMPRORY INDIAN
SOCIETY

CODE: BABED-254 f II

Max. Marks: 75

External Marks : 60 **Internal: 15** Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcomes:-

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

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

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

Unit – I

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

Unit – II

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

Unit – III

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

Unit – IV

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

Unit – V

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

References:

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

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

Max Marks:- 75

External -60 Internal-15(In which two tests of 7.5-7.5 Marks each are Included)

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

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

Unit-I

- Thomas Gray An Elegy written in a country churchyard
- William Collins Ode to evening

Unit-II

- William Blake London
- William wordsworth The world is too much with us -The solitary reaper

Unit-III

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

Unit –IV

- William Shakespeare Othello

Unit-V

Literary History -Victorian poetry, Modern poetry, Pre pedantic period, Romanticism

Literary Terms -Dramatic Monologue, Ballad, Ode, Free Verse, Blank verse, Irony, Soliloquy, elegy, plot, catharsis etc.

References –

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

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

Max Marks:- 75 Marks

External -60 Internal-15 :(In which two tests of 7.5-7.5 Marks each are Included)

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

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

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

- Charles Dickens - A Tale of two Cities.

Unit-V

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

References:

- Abrams, M. H. (2005). *A glossary of literary terms*. New Delhi: Macmillan.
- Abrams, M. H., & Harpham, G. G. (2018). *A glossary of literary terms* (Eleventh Ed.). New Delhi: Cengage Learning India Pvt.Ltd.
- Baldick, C. (2015). *The oxford dictionary of Literary Terms*.United Kingdom: Oxford University Press.
- Bate, &Jonathan, (2010). *English Literary:-A very short introduction*. New Delhi: Oxford University Press.
- Chesterton, G. K. (2016). *All things considered*. Xist Publishing.
- 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.
- Gardiner, A. G. (2019). *Windfalls*. Good Press.
- Hudson, W. H. (2012). *An introduction to the study of literature*. New Delhi: Maple press.
- Huxley, A. (1992). Selected Snobberies. *Music at night*, 177.
- Long, W. J. (2015). *English Literature*. New Delhi: Rama Brothers India Educational Publishers.
- Lucas, E. V. (1930). *Traveller's luck: essays and fantasies*. Lippincott.
- Naik, M. K. (1982). *A History of Indian English Literature*. New Delhi: Rabindra Bhawan.
- Prasad, B. (1999). *A background to the study of English Literature*. New Delhi: Macmillan.
- Thakar, D. A. (2008). *A concise history of English Literature*. Patna: Bharti Bhawan.
- Trivedi, R. D. (2018). *A compendious history of English Literature*. U.P: Vikas publishing house pvt.Ltd.
- Wolfreys, Julian (2012) *the English Literature Companion*, New York, Palgrave MacMillan

B.A.B.Ed.- II (Music)
प्रश्नपत्र प्रथम
भारतीय संगीत (कंठ एवं वाद्य)
(CODE: BABED-254h I)

Max Marks 50

External -40 Marks Internal-10(In which two tests of 5-5 Marks each are Included)

अधिगम सम्प्राप्तियां

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

इकाई— 1

निम्नलिखित रागों का शास्त्रीय एवंतुलनात्मक अध्ययन –

(1) बिहाग (2) देस (3) बागेश्वरी (4) रागेश्वरी (5) अहीरभैरव (6) जौनपुरी(7) हमीर (8) केदार (9) मालकौंस

- पाठ्यक्रम की बंदिशो/गतों को स्वर लिपि सहित लिखना।

इकाई—2

- निम्नलिखित तालों का ठेका, दुगुन एवं चौगुन सहित लिखना—
(1) आड़ाचौताल (2) पंजाबी त्रिताल (3) झपताल (4) रूपक (5) धमार
- निम्नलिखित की परिभाषाएँ –
(1) मार्गी एवं देशीसंगीत (2) गंधर्व एवं गीतिगान (3) आवर्तन एवंविभाग (4) सः शब्द एवं निःशब्द क्रिया

इकाई— 3

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

इकाई— 4

- रवीन्द्र संगीत की सामान्य जानकारी।
- कर्नाटक संगीत में प्रचलित गायन शैलियों की जानकारी वर्णम, कृति, जावलि, पदम्, तिल्लाना।

इकाई— 5

- निम्नलिखित लोकनृत्यों की संक्षिप्त जानकारी—कालबेलिया, घूमर, भवाई, गरबा, डांडिया, भंगड़ा, गिद्दा, लावणी, बिहू, बाऊल ।
- पाश्चात्य स्वरलिपि—पद्धति की विस्तृत जानकारी ।

संदर्भग्रन्थ

- आचार्य, बृहस्पति (1989). *संगीत—चिंतामणि*. उत्तरप्रदेश : संगीत कार्यालय हाथरस भारतीय ज्ञानपीठ.
- ठाकुर, ओमकारनाथ (1988). *संगीतांजलि*. भाग 1 से 4 तक. दिल्ली: हरिओम ऑफ सेटप्रेस.
- देवधर, बी. आर. (1981). *रागबोध*: दिल्ली: भारतीय संगीत, देवधर विद्यालय.
- पटवर्धन, सुधा (1992). *राग—विज्ञान*. भाग 1 से 4 तक. लखनऊ: श्रीरामप्रकाशन.
- प्रज्ञानंद, स्वामी (1963). *भारतीय संगीत का इतिहास*. कोलकाता: रामकृष्ण वेदांतामथ.
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- भातखंडे, विष्णुनारायण (2001). *क्रमिक पुस्तक मालिका* .भाग 1 से 4 तक. दिल्ली: हरिओम ऑफ सेटप्रेस.
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B.A.B.Ed.- II (Music)
प्रश्नपत्र द्वितीय
भारतीय संगीत (कंठ एवं वाद्य)
(CODE: BABED-254h II)

Max Marks 50

External -40 Marks Internal-10(In which two tests of 5-5 Marks each are Included)

अधिगमसम्प्राप्तियां

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

इकाई-1

- निम्नलिखित ग्रन्थों एवं ग्रन्थकारों का परिचय एवं योगदान—
 - (1) भरत—नाट्यशास्त्र
 - (2) शारंगदेव—संगीतरत्नाकर
 - (3) मतंग—वृहदेशी
 - (4) पं. अहोबल—संगीतपारिजात
- वाद्यों का वर्गीकरण—तत्, सुषिर, घन, अवनद्ध।

इकाई- 2

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

इकाई- 3

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

इकाई- 4

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

इकाई— 5

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

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- प्रज्ञानंद, स्वामी (1963). *भारतीय संगीत का इतिहास*. कोलकाता: रामकृष्ण वेदांतामथ.
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B.A.B.Ed.- II (Music)

प्रायोगिक प्रश्नपत्र द्वितीय भारतीय संगीत (कंठ एवं वाद्य)

Time- 55M.

MM- 50

1. निम्नलिखित रागों का अध्ययन :-
(1) विहाग (2) देस (3) बागेश्वरी (4) रागेश्वरी (5) भीमपलासी
(6) अहीरभैरव (7) जौनपुरी (8) हमीर (9) केदार (10) मालकौंस
10
2. (अ) परीक्षार्थी की इच्छानुसार किसी एक राग में विलम्बित एवं मध्यलय
03
ख्याल/गत को पूर्ण गायकी एवं वादन क्षमता के अनुसार प्रस्तुत करना।
(ब) सभी रागों में लक्षण गीत, सरगमगीत
03
3. निम्नलिखित तालों का अध्ययन
(1) आड़ाचौताल (2) पंजाबी त्रिताल (3) रूपक (4) झपताल (5) धमार
03
4. थाटभैरव, मारवा एवं काफी के स्वरों में 5-5 अलंकार
03
5. श्याम पट्ट पर लिखी हुयी कोई स्वर लिपि गाने अथवा बजाने का
अभ्यास 03
6. निम्नलिखित रागों का अध्ययन -
10
(1) विहाग (2) देस (3) बागेश्वरी (4) रागेश्वरी (5) भीमपलासी
(6) अहीरभैरव (7) जौनपुरी (8) हमीर (9) केदार (10) मालकौंस
(अ) उपरोक्त रागों में से तीन विलम्बित ख्याल/मसीतखानीगततान अलाप
सहित 5
(ब) कोई चार रागों में मध्यलय ख्याल/रजाखानीगततानअलाप सहित
(बिन्दु अ के अतिरिक्त) 5
7. एक ध्रुपद अथवा एक धमारदुगुन, तिगुन एवं चौगुन की लयकारी के
साथ/तीनताल के अतिरिक्त किन्ही अन्य तालों में एक मध्य लयगत
(वाद्य संगीत के लिए) 5
8. त्रिवट/तराना/भजन/गजल/लोकगीत/देशभक्तिगीत/कोई एक ध्रुन
(वाद्ययंत्र के विद्यार्थियों के लिए) करने का अभ्यास
5
(1) आड़ाचौताल (2) पंजाबी त्रिताल (3) रूपक (4) झपताल (5) धमार

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	Hindi Literature II	60	15		
BABED-355 b I	History I	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 LitrationeI	60	15	-	150
BABED - 355 e II	Sanskrit Litratione II	60	15		
BABED -355 f I	Sociology 1	60	15	-	150
BABED -355 f II	Sociology II	60	15		
BABED -355 g I	EnglishLitratione I	60	15	-	150
BABED -355 g II	EnglishLitratione 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

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

Maximum Marks: 100 External: 70 Marks Internal: 30
Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcomes:

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

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

Course Outline:

Unit- I

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

Unit – II

Word Processing packages: Standard features like toolbar, word wrap, text formatting, paragraph formatting, effect to text, mail merge.

Spreadsheet Packages: Type of entries, Simple arithmetic calculations, formula and statistical functions, Different types of charts, Sorting, searching, formatting, printing.

Power point: - Slide creation, slide show, adding graphics, formatting, customizing and printing.

Unit – III

Multimedia technology Introducing framework for multimedia devices, image compression standards, JPEG, MPEG, MIDI formats.

Database Management System: Data, files and records, information database, creation of a database file, inserting, deletion and updating of records, modifying structure, editing and browsing of records, searching, sorting and indexing of records.

Unit – IV

Concept of Operating System, need and types of operating systems: batch, single user, multiprocessing, and time sharing, introduction to Unix/Linux, Windows and its simple commands.

Type of networks, LAN, MAN and WAN, concept of topology, bridges, routers, gateways, modems, ISDN leased lines, teleconferencing and videoconferencing.

Unit – V

Internet: Concept, email services, www, web browsers, search engines, simple programs in HTML, type of HTML document, documents structures: element, type and character formatting, tables, frames and forms, E-mail.

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.

Practical: -

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.

Suggested Readings:

- Bott, E., Siechert, C., & Stinson, C. (2009). *Windows 7 inside out*. Pearson Education.
- Comer, D. E. (2018). *The Internet book: everything you need to know about computer networking and how the Internet works*. CRC Press.
- Emberton, D. J., & Hamlin, J. S. (2000). *Flash 4 magic*. New Riders Publishing.
- Geoghan, D. (2011). *Visualizing Technology, Introductory*. Delhi: Pearson Higher Ed.
- Melton, B., Dodge, M., Swinford, E., & Schorr, B. (2013). *Microsoft Office Home and Student 2013 Step by Step*. Pearson Education.
- Mohanty, L., & Vohra, N. (2006). *ICT strategies for schools: A guide for school administrators*. SAGE Publishing India.
- Rathbone, A. (2012). *Windows 8 for dummies*. John Wiley & Sons.
- Saxena, J. (2008). *Role of Ict& Total Quality Management in Professional Education*. New Delhi: APH Publishing Corporatio.
- Shaikh, I. R. (2013). *Introduction to Educational Technology & ICT*. Tata McGraw-Hill Education.
- Solomon, G., & Schrum, L. (2007). *Web 2.0. New tools, new schools. Eugene, Oregon, Washington, DC: ISTE*.
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BA. B.Ed.- III Course - II
Gender, School and Society
(CODE: BABED-351)

Maximum Marks: 10 **External: 70 Internal: 30 Marks**

(in which two tests of 7.5-7.5 marks each are included)

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

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

- Understand how gender relates to education and schooling. The students will be able to understand on how school as an institution addresses gender concerns in curriculum, textual materials and pedagogy. It will enable the student to draw linkages between life skills and sexuality.

Unit – I Gender Issues: Key Concepts

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

Practicum/Field Work

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

UNIT – II Gender Identities and Socialisation Practices in:

- Family
- Schools
- Other formal and informal organization.
- Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion).
- Gender Concerns related to access, enrolment, retention, participation and overall achievement.

Practicum/Field Work

- Collection of folklores reflecting socialization processes and drafts a report on entire programme.
- Analyse of textual materials from the perspective of gender bias and stereotype.

- Find out the concept of women empowerment in ancient Indian culture and analyse its relevance at present scenario.

UNIT – III Creating Gender Inclusive Classroom:

- Developing positive self concept and self esteem among girls.
- Teaching Learning Materials
- Classroom transaction
- Teacher as an agent of change

Practicum/Field Work

- Write a survey-based report on financial allocations/field conditions/policies/ imperatives of schools.
- Debate and discussion on rights of girls and women.
- Field visits to schools, to observe the schooling process from a gender perspective.
- Preparation of indicators on participation of boys and girls in heterogeneous schools– public and private, aided and managed by religious organizations and prepare a report.

UNIT – IV Gender Issues in Curriculum

- Gender, culture and institution: Intersection of class, caste, religion and region
- Curriculum and the gender question
- Construction of gender in curriculum framework since Independence: An Analyse
- Gender and the hidden curriculum
- Gender in text and context (textbooks' inter-sectionalist with other disciplines, classroom processes, including pedagogy)

Practicum/Field Work

- Debate on women role models in various fields with emphasis on women in unconventional roles.
- Prepare tools to analyse reflection of gender in curriculum and draft a report after administration of scoring and prepare a report. Report will be presented in seminar.

UNIT – V Gender, Sexual Harassment and legislative action

- 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
- Supreme Court Verdict about transgender.

Practicum/Field Work

- Gathering Information on Laws by Compiling Violence against Girls and 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 Education and Women's Empowerment.

References

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- Malik, C.D (2008). *Social and Political Thoughts of B.R. Ambedkar*. New Delhi: Arise Publishers and Distributers.
- Mathur, S. (2008). *Sociological Foundation of Education*. Jaipur: Kavita Prakashan.
- Mudgal, S.D. (2007). *Social Work Education Today and Tomorrow*. Jaipur: Book Enclave
- Naik, S.C. (2005) *Society and Environment*. New Delhi: Oxford & 1B Publishing Co. Pvt.Ltd.
- Nath, P.R. (2006). *Gender Equality and Women's Empowerment*. Delhi. Abhijeet Publication
- Ojha, T.V. (2016). *Gender School and Society*. Agra: Agrawal Publication.
- Robert. A B. (2010). *Social Psychology*. New Delhi: Pearson Education.
- Runela, S. (2009). *Society of The Indian Education*. Jaipur: Rajasthan Hindi GranthAkadmi
- Sidhu.R(2009). *Sociology of Education*. New Delhi: Shri Sai Publisher.

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

Maximum Marks: 100

External: 70 Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

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

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

Unit - I Introduction, Issues & perspectives of Inclusive Education

- Definitions, concept and Importance of inclusion and disability Difference between special education, integrated education and Inclusive education.
- Advantages of inclusive education for education for all children in the context of Right to Education.

- Meaning, Concept and need for Inclusive School.

Practicum/Field Work

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

Unit - II Concept & Policy Perspective

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

Practicum/Field Work

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

UNIT - III Diversity in the classroom

- 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 (MillenniumDevelopment Goals) and EPA goal of UNESCO

Practicum/Field Work

- Study the educational resources for persons with disability (POD) in local secondary schools, two primary schools of your choice, result may be discussed in school in the present context of teacher education.
- Conduct an awareness program on millennium goal of UNESCO.
- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
- 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 - IV Curriculum & Pedagogy in Inclusive School

- Inclusive curriculum- Meaning and characteristics.
- Teaching and learning environment with special reference to inclusive school
- Guidelines for adaptation for teaching/ practicing science, mathematics, Social Sciences, languages in inclusive settings.

Practicum/Field Work

- Planning and conducting multi level teaching in the persons with disabilities (two classes).
- To study the barriers/problems in relation to development of positive policy regarding inclusive teaching-learning practices in local private schools/schools in slums/rural areas, method may be: collection of the views of managing committees/heads/teachers on development of positive policy regarding inclusive teachers-learning facilities.
- Write a report on entire activity and present it in classroom presentation. (among peer group)

Unit - V Assessment in Inclusive School

- 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.

Practicum/Field Work

- Discussion, group work and presentation by students on uses of internet in inclusive setting.
- Study the assessment and evaluation practice being followed in a school. Critically reflect on the practice in the context of inclusive education.

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B.A.B.Ed.– IV
Educational Aspect of Geeta
(CODE: BABED-353)

Maximum Marks: 50

External: 35 Internal: 15 Marks (in which two tests of 5-5 marks each are included)

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

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

UNIT – I : Introduction of The Geeta

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

UNIT – II :- Philosophical Aspects

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

UNIT – III :- Social Aspect

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

- Social life skill and management

UNIT – IV :- Psychological Aspect

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

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

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

Practicum/Field Work (any two of the following)

- Practisesurynamaskar with school students and explain them importance of the yoga.
- Plant at least one plant in school and motivate students to plant and care it throughout the year.
- Plan and organiz Visit a agoshalla with students and make them aware about cow products (such as milk urine, gobar etc.) The visit may be on Gogahavmi, on Goverdhan puja etc.
- Organize a Drama/ play on universal values as described in The Geeta Darshan.
- Conduct a drama to demonstrate life philosophy in The Geeta.
- By playing method show teacher student relationship according to The Geeta.
- Debate on “need of The Geeta in school curriculum”,
- Poster presentation competition on god, human being, nature and universe according to The Geeta darshan.
- Review of secondary level science curriculum with reference to knowledge and science according to The Geeta.

- Easy competition on Nishkam Karma (concept of The Geeta)
- Conduct an awareness programme in society with the help of students on social duties/social life skill then assess the impact of program and present the report in class.
- Discussion on concept of social life skill in The Geeta and other scripture.
- Conduct one-week orientation program in school on The Geeta Darshan. and evaluate the effectiveness of the program through examination.
- Conduct a nukkarnatak, to demonstrate satvik, rajsi&tamsi nature of man, to promote satvik nature.(Explain the type of intelligent people through a play/ drama based on the philosophy of The Geeta.)

Reference:

- Deshmukh, R., & Dwivedi, J. (2016). Reinterpretation of Amish Tripathi's Shiva Trilogy with Selected Verses of Bhagwat Gita. *Rupkatha Journal on Interdisciplinary Studies in Humanities*, 8(4), 0975-2935.
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Pedagogy of school Subject-I

B.A.B.Ed. – III

हिन्दी भाषा का शिक्षण

(CODE: BABED-354 I)

Maximum Marks: 50

External: 35 Internal: 15 Marks (in which two tests of 5-5 marks each are included)

अधिगम सम्प्राप्तियां :-

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

इकाई- 1 भाषा साहित्य और सौंदर्य

- भाषा का विकास, हिन्दी व संस्कृत में सम्बद्ध सृजनात्मक भाषा के विविध रूप - साहित्य के विविध रूपों को जानना, स्कूली पाठ्यक्रम में साहित्य को पढ़ना-पढ़ाना ,अनुवाद कला और सौंदर्य में भाषा

स्कूली पाठ्यचर्या में मीडिया की भूमिका, उद्देश्य व प्रासंगिकता, अनुवाद का महत्व और जरूरतें सृजनात्मक अभिव्यक्ति के रूप में हिंदी अनुवाद (अंग्रेजी और अन्य भारतीय भाषाओं के संदर्भ में) चुने हुए उदाहरण के आधार पर बताया जाएगा।

परियोजना कार्य:-

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

इकाई- 2 भाषा साहित्य और सौंदर्य

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

परियोजना कार्य:-

- स्वरचित कविता पाठ व कहानी प्रतियोगिता का आयोजन।
- बाल साहित्य, दलित साहित्य व स्त्री साहित्य में से नाटकों/ एकांकियों का मंचन करवाना जैसे जगदीश माथुर द्वारा रचित रीढ़ की हड्डी एकांकी का मंचन
- विभिन्न समकालीन विषयों विशेषकर हिन्दी भाषा का विकास, हिन्दी साहित्य व सौंदर्य आदि पर निबंध लेखन।
- हिन्दी की विभिन्न विधाओं पर पाठ योजना निर्माण से संबंधित कार्यशाला

- पाठ्यपुस्तक में आये मार्मिक व रोचक स्थलों को छांटकर सूचीबद्ध करना।

इकाई- 3 पाठ्यक्रम और पाठ्य-सामग्री का निर्माण और विश्लेषण

- पाठ्यचर्या और पाठ्यक्रम एक पाठ्य -सामग्री अनेक - पाठ्यचर्या, पाठ्यक्रम तथा पाठ्यपुस्तकों का संबंध पाठ्यक्रम को बच्चों के अनुरूप ढालना (शिक्षण को स्कूल के बाहरी जीवन से जोड़ते हुए तथा रटत-प्रणाली का निषेध करते हुए सामग्री चयन, गतिविधि और अभ्यास सामग्री का निर्माण), शोधकर्ता के रूप में शिक्षक (अलग-अलग बच्चों की आवश्यकताओं को ध्यान में रखते हुए)

परियोजना कार्य:-

- कक्षा शिक्षण के दौरान आने वाली समस्याओं के निवारण हेतु क्रियात्मक अनुसंधान।
- क्रियात्मक अनुसंधान से प्राप्त अनुभवों के आधार पर शिक्षण व्यूह रचना बनाना।
- समूह कार्य (विभिन्न राज्यों के हिन्दी विषय के पाठ्यक्रम का विश्लेषण व रिपोर्ट निर्माण)
- कक्षा 6 से 12 तक हिन्दी की पाठ्यपुस्तक में से प्रमुख पाठों, जैसे 'नौकर, झांसी की रानी आदि के अनुसार सन् 1857 व उसके बाद स्वतंत्रता आंदोलन के दौरान घटी प्रमुख घटनाओं का टाइमलाईन 'चार्ट' बनाना।
- पाठ्यपुस्तकों के विभिन्न पाठों को आधार बनाकर कियाए-चित्र देखकर कहानी लिखना, गीत द्वारा शिक्षण, पहेलियों द्वारा शिक्षण, अंताक्षरी का आयोजन, भ्रमण (विभिन्न ऐतिहासिक, सामाजिक, सांस्कृतिक महत्व के स्थलों का जैसे- 12 कक्षा के पाठ "जहां कोई वापसी नहीं" के अनुसार सिंगरौली जैसे पर्यावरणीय महत्व के स्थल का भ्रमण
- पर्यावरण सरोकारों से संबंधित दूरदर्शन व रेडियो पर प्रसारित कार्यक्रमों को सूचीबद्ध करना।
- शिरीष के फूल" ' पाठ में आये शिरीष के फूल जैसे अन्य स्थानीय वृक्ष को खोजना जिसमें शिरीष के वृक्ष

की भांति कोई विशेष गुण हो तथा उस पर लघु निबंध लिखवाना।

- पाठ्यपुस्तक में आयी किसी कहानी जैसे संवदिया (फणीश्वर नाथ रेणु), ईदगाह (प्रेमचंद) का नाट्य रूपान्तरण करवाना।

इकाई-4: सहायक शिक्षण सामग्री

- प्रिंट मीडिया तथा अन्य पाठ्य सामग्री जैसे बच्चे द्वारा चुनी गई सामग्री: पत्रिकाएँ, अखबार, कक्षा-पुस्तकालय आदि। आई.सी.टी. दृश्य - श्रव्य सामग्री, रेडियो, टेलीविजन, फिल्में, भाषा प्रयोगशाला, सहसंज्ञानात्मक गतिविधियों की रूपरेखा (चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि)

परियोजना कार्य:-

- “आई.सी.टी. की शिक्षण व शिक्षा प्रक्रिया में महत्ता” विषय पर महाविद्यालय स्तर पर गोष्ठी।
- ‘मेरा संकलन’ स्केप बुक/पुस्तिका का निर्माण करवाना जिसमें पत्रिकाओं, समाचार पत्रों, आदि में से प्रमुख महापुरुषों, प्रसिद्ध लेखकों, कवियों, कवयित्रियों खिलाड़ियों व अन्य प्रसिद्ध व्यक्तियों के जीवन परिचय, उपलब्धि व चित्रों का संकलन।
- अपनी पसंदीदा कहानी, कविता, नाटक का संकलन।
- किसी स्थानीय कवि/लेखक/साहित्यकार का साक्षात्कार व रिपोर्ट निर्माण
- भाषा प्रयोगशाला का प्रयोग करके उच्चारण कौशल, वर्तनीगत शुद्धता/लेखन कौशल, वाचन व श्रवण कौशल का अभ्यास करवाना।
- वाद-विवाद करवाना, विभिन्न कौशलों से जुड़े खेल (अंताक्षरी, विलोम बताना पर्यायवाची बताना)

इकाई- 5: आकलन की भूमिका और महत्व

- भाषा विकास की प्रगति का आकलन - सतत् और समय मूल्यांकन, स्वमूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो
- प्रश्नों का स्वरूप, प्रश्नों के आधार बिंदु - समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न, कल्पनाशीलता को

जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पी प्रश्न)

- फीडबैक - (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट।

परियोजना कार्य:-

- अपना पोर्टफोलियो तैयार करना
- विभिन्न प्रकार के प्रश्नों का निर्माण करने से संबंधित प्रोजेक्ट (परियोजना कार्य) एवं वर्कशॉप।

संदर्भ ग्रंथ सूची

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

Maximum Marks: 50

External: 35 Internal: 15 Marks (in which two tests of 5-5 marks each are included)

अध्ययनस्य परिणामः

- भाषायाः विभिन्नानां भूमिकानां अवबोधनम् 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 ।

इकाई- 1 भाषायः भूमिका

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

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

इकाई- 2

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

व्यवहारिकम्/ क्षेत्र कार्यम्

1. संस्कृत पाठ्य पुस्तकेषु अधोलिखित विषयाणामुपरि गतिविधिनां आवलीकरणम् 1. भाषा लिंगम् च 2. भाषा शक्तिश्च एतेषां पाठ्यपुस्तकानां उपरि प्रभावस्य प्रतिवेदनं लेखनम्।
2. समीपस्थ पत्र च विद्यालयानां सर्वेक्षणं कृत्वा अधोलिखित तत्वानां आधारेण प्रतिवेदन लेखनम्।
3. संस्कृतशिक्षणे शिक्षकशिक्षार्थीनाम् समक्षे आगतानां समस्यानां उल्लेखः
 1. संस्कृतस्य प्रारम्भिक स्तरः
 2. कक्षायाम् प्रयुक्त पाठ्यपुस्तकम्।
 विविध स्तरेषु गुणवतायुक्त शिक्षणस्य कृते विमर्शयोजनं वा विद्यालये स्तरे संस्कृत शिक्षणस्य स्थितिः।
 त्रिभाषासूत्रं संस्कृतं च

इकाई- 3

संस्कृतभाषायाः शिक्षणं पाठ्यचर्या च
 विद्यालयशिक्षायाः विधिस्तरेषु संस्कृतस्य स्वरूपम्
 (प्राथमिकोच्च प्राथमिक माध्यमिकोच्च माध्यमिकस्तरे)
 त्रिभाषा सूत्रे संस्कृतस्य स्थानम् उद्देश्यानि च

संस्कृत पाठशालायाम् संस्कृतस्य स्थानम्
 पाठ्यचर्या एवं च संस्कृतायोगः
 संस्कृत पाठ्यक्रमः एवं च विद्यालय स्तरे पाठ्य
 पुस्तकानि (संस्कृत भाषा- धिगमस्य दृष्टिकोणे)
 प्रत्यक्षविधिः
 पारम्परिकविधिः
 पाठ्यपुस्तक विधिः
 वैकल्पिक विधिः
 व्याकरण सहानुवाद विधिः
 आगमन-निगमनविधिः

व्यवहारिकम्/क्षेत्रियकार्यम्

- समीपस्य पत्रच विद्यालयानां भ्रमणं तथा च विद्यालये त्रिभाषा सूत्रस्य अनुपालन विषये प्रतिवेदन लेखनम् ।
- संस्कृत भाषायाः पत्र-पत्रिकायाः संगृहणं कृत्वा तेषां भाषापद्धते प्रस्तुतिविषयेः च प्रतिवेदन लेखनम् ।
- 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 ।
- भाषाकक्षायाम् रचनात्मकताधारिता चतस्र (4) गतिविधयः ।
- छात्रैः सह वार्तालापं कृत्वा तेषा मातृ-भाषायाः ज्ञानप्राप्तिकरणम् एवं च संस्कृतकक्षायाः बहुभाषावादस्य उपयोगाय एकस्याः योजनायाः निर्माणम् । शिक्षणविधिद्वयाधारित पाठ्योजनायाः निर्माणं एवं च अभ्यासः ।

इकाई- 4

भाषाशिक्षणस्य कौशलानि-

- भाषा कौशलस्य अधिग्रहणम्- श्रवणं वदनं पठनं लेखनं च
 श्रवणं वदनं च :- श्रवणस्य वदनस्य च उपकौशलानि

श्रवणवदन कौशलस्य विकासाय सामग्री संसाधनं च कक्षाया श्रवणसंवादः, स्थितिजन्य वार्तालापः, भूमिका निर्वहनम्, भाषणं क्रीडा एवं च संदर्भानि, सतत् अनुकरणं, भाषा प्रयोगशाला, चित्राणि, प्रमाणिक सामग्री एवं च अन्तर्जाल साधनानि

पठनम्- पठनस्य उपकौशलानि, पठनस्य कौशलानां विकासस्य महत्त्वं, उच्चैः पठनम्, मौनपठनम्, व्यापक-गहनपठनम्, कोश-शब्दकोषः- विश्वकोषश्च ।

लेखनम्- लेखनस्य उपकौशलानि लेखनस्य प्रक्रिया औपचारिकानौपचारिक लेखनस्य रूपाणि कविता, लघुकथा, दैनन्दिनीलेखनं, सूचना लेखनं, प्रतिवेदनम्, संवादः, भाषणम्, विज्ञापनम् इत्यादयः । सन्दर्भकौशलम्, अध्ययन कौशलम्, उच्चादेश कौशलम् ।

- भाषाकौशलस्य विकासाय पाठ्यसहगामी क्रियाः वादविवाद, भाषणम्, प्रतियोगिताः, अन्त्याक्षरी, भाषाधारितक्रीडा, निबन्ध लेखनं, सम्मेलनम्, कथालेखनम्, समस्यापूर्तिः, गायनम्, हास्य कणिकाः, कथा, प्रदर्शनी, प्रश्नोत्तरी एवं च विद्यालयपत्रिकायाः सिद्धता ।

व्यवहारिकम्/ क्षेत्रकार्यम्

- 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 ।
संस्कृतभाषायाः सम्भाषणस्य कृते साप्ताहिकावासीयशिविरस्य आयोजनं/ सहभागिता ।

इकाई- 5

आकलनं मूल्यांकनम् च उपलब्धिपरीक्षणस्य अर्थ- अवधारणा निर्माणः च, निदानात्मकोपचरात्मक परीक्षणस्य निर्माणम् ।

नीलपत्रस्य अर्थः अवधारणा उपयोगः च ।

संस्कृते सतत् एवं च व्यापकमूल्यांकनम् (सीसीई)

संस्कृते आकलनस्य लक्षणानि - अर्थावधारणा च

संस्कृतस्यमूल्यांकनाय विभिन्नानां प्रश्नानां निर्माण ।
संस्कृत मूल्यांकने प्रश्नानां भेदाः ।
कौशलस्य परिक्षणाय प्रश्नानां निर्माणम् ।

व्यवहारिकम्/क्षेत्रीयकार्यम्

- 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 ।

सन्दर्भ ग्रन्थाः :-

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B.A.B.Ed.– III
Pedagogy of Language (English)
(CODE: BABED-354 III)

Maximum Marks: 50

External: 35 Internal: 15 Marks (in which two tests of 5-5 marks each are included)

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

Understand the different roles of language;

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

UNIT – I: Role of language

- **Language and Society:** Language and Gender; Language and Identity; Language and Power; language and class (Society), development of English language.
- **Language in School:** Home language and School language; Medium of understanding (child's own language); Centrality of language in learning; language across the curriculum; language and construction of knowledge; difference between language as a school-subject and language as a means of learning and communication; critical review of medium of

instruction; different school subjects as registers; multilingual classrooms; multicultural awareness and language teaching.

- **Constitutional provisions and Policies of Language Education:** Position of languages in India; Articles 343-351, 350A; Kothari Commission (1994-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education).

Practicum/Field Work

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

UNIT – II: Position of English in India

- Role of English Language in the Indian context: English as a colonial language, English in post-colonial times; English as a language of knowledge; position of English as second language in India; English and Indian

languages; English as a link language in global context; challenges of teaching and learning English.

Practicum/Field Work

- Discuss in groups how the role of English language has changed in the twenty-first century.
- Keeping in view the topics given in this unit, prepare a questionnaire. Interview ten people and write a report on 'English Language in India'.
- Do a survey of five schools in your neighbourhood to find out the level of Introduction of English
- Materials (textbooks) used in the classroom
- Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

UNIT – III an Overview of language Teaching

- Different approaches/ Theories to language learning and teaching (MT &SL)
Philosophical, social and psychological basis of approaches to language acquisition and language learning; inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching (John Dewey, Bruner, J.Piaget, L.Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.)
- **A Critical Analysis of the Evaluation of language Teaching Methodologies;**
Grammar cum translation method, Direct method, structural- situational method, Audio-lingual method, Natural method; Communicative approach, Total physical Response, Thematic Approach (inter-disciplinary).

Practicum/Field Work

- Prepare four activities keeping in view 'Constructivism in a Language Classroom'.
- Prepare two lesson plans on different methods, then demonstrate them in school and find the effectiveness of the method.

UNIT – IV: Nature of Language

- **Aspects of Linguistic Behavior:** Language as a rule-governed behavior and linguistic variability; Pronunciation- linguistic diversity, its impact on English, pedagogical implication; speech and writing.
- **Linguistic system:** The organization of sounds; The structure of sentences; the concept of Universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.

Practicum/Field Work

- Have a discussion on the topic 'Difference Between Spoken and Written Language'
- Analysis of advertisements aired on Radio/Television on the basis of language and gender.

UNIT – V Acquisition of language Skills:

- Grammar in context; Vocabulary in context
- Acquisition of language skills: listening, speaking, reading and writing.
- Listening and Speaking: sub-skills of listening: Tasks; materials and resources for developing the listening and speaking skills: Story telling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources
- Reading: sub-skills of reading; importance of understanding the development of reading skills; reading aloud and silent reading; Extensive and intensive reading; study skills, including using thesauruses, dictionary, encyclopedia, etc.
- Writing: Stages of writing; Process of writing; Formal and informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; reference skills; study skills; higher order skills.

Practicum/Field Work

- Collect ten contextual examples of Grammar from English Textbooks of Classes VI to VIII and have a group discussion.
- Keeping in view the needs of the children with special needs, prepare two activities for English teachers.

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

Maximum Marks: 50

External: 35 Internal: 15 Marks (in which two tests of 5-5 marks each are included)

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

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

Unit 1: Nature and Scope of Social Science

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

Practicum/Field Work

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

Unit 2: Teaching-learning of social science

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

Practicum/Field Work

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

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

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

imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

Practicum/Field Work

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

Unit 4: Teaching-learning Resources in Social Sciences

- 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.
- Various teaching aids: Using atlas as a resource for social sciences; maps, globe, charts, models, graphs, visuals, online resources

Practicum/Field Work

- Make five different teaching materials using different type of teaching aids (e. I. chart, atlas, model & PowerPoint, etc) at school social science subject.
- 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.
- Observation of skills relating to primary and secondary data; Observing coins, inscriptions (if available), the material remains of the past and visuals; Helping
- Children to read passages from primary sources; Thinking about what all these sources might or might not reveal. Prepare a report on entire activity.

Unit 5: Assessment and Evaluation

- Meaning, concept and construction of Achievement test, diagnostic and remedial test.
- Blue print: Meaning, concept, need and construction.
- Sociometric: meaning, concept and its use.
- Open-book tests: Strengths and limitations
- Continuous and Comprehensive Evaluation (CCE) in Social Sciences.

Practicum/Field Work

- 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.
- Mark the student with less than 60% marks in social science, diagnose their difficulties and give appropriate remedial measure.

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

Maximum Marks: 50

External: 35 Internal: 15 Marks (in which two tests of 5-5 marks each are included)

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

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

Unit I: Nature and Scope of Civics

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

Practicum/Field Work

- Survey the views of people concerning current political issues elections, state or central policies, any

change, in education etc.

- The issues related with political science can be introduced by referring to the relevant items from daily newspapers (e.g. instances of violation and protection of human rights).

Unit II Teaching-learning resources in civics

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

Practicum/Field Work

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

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

- Use of ICT: Video clips, Power points presentations, films etc. Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large-scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

Practicum/Field Work

- To observe actual functioning of the institutions of different local government bodies in own district and prepare a report as group projects.
- Analysing question papers of any State Board/CBSE and NCERT's textbooks in the light of the subject specific requirements in terms of understanding and skills

- Analysing question papers of any State Board/CBSE and NCERT's textbooks in Helping children to develop oral and written expression.
- Make five different teaching materials using different type of teaching aids.

Unit –IV Teaching-learning of civics

- Lesson plan, unit plan and year plan: Concept, meaning, need and importance.
- Meaning, nature and scope of civics: current trends.
- Teaching and learning major themes and key concepts in civics.
- Human-environment interactions: patterns of human activities reflection modifications based on the prevailing cultural values, economic and political circumstances and technological abilities.
- Political region – formation and change
- 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.

Practicum/Field Work

- Use transparent slide to show structure and function of their local govt.
- Collect news paper related with any current issues and make a survey related with local public problem.

Unit 5: Assessment and Evaluation

- 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).
- Characteristics of Assessment

Practicum/Field Work

- 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.
- Mark the student with less than 60% in civics, diagnose the difficulties and give appropriate remedial measure.

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

Maximum Marks: 50

External: 35 Internal: 15 Marks (in which two tests of 5-5 marks each are included)

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

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

Unit I Nature and Scope of History

- Meaning, Concept, nature and importance of history teaching.
- Uniqueness of disciplines and interdisciplinary.

- Historical importance of school level history study.
- Historical approaches, constructing explanations and arguments.

Practicum/Field Work

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

Unit II teaching-learning resources in history

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

Practicum/Field Work

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

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

- Use of ICT: Video clips, Power points presentations, films etc. Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large-scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

Practicum/Field Work

- Organise Workshop on Planning, preparation and presentation of Instructional Material.
- Make five different teaching materials using different type of teaching aids (e. I. chart, atlas, model & PowerPoint, etc) at school history subject.

Unit: IV - Teaching-Learning of History

- Lesson plan, unit plan and year plan: concept, meaning, 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, problem method, needs discussion method, the requirements unit, the various steps, role plays etc.
- Teaching strategies in history; questioning; collaborative strategies; games, simulation and role plays; values classification problem solving and decision.

Practicum/Field Work

- Prepare your own teaching strategy of lesson plan and find its effectiveness.
- Discuss the strategy of teaching with school teacher and finalize a unique strategy. It must be practical to be used in practice teaching.

Unit 5: Assessment and Evaluation

- Meaning, concept and construction of Achievement test, diagnostic and remedial test.
- 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.

Practicum/Field Work

- 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.
- Mark the student with less than 60% in history, diagnose the difficulties and give appropriate remedial measure.

- Compile articles from newspapers, magazines, and the internet discussing low achievement in the public schools. Do these sources consider the kinds of material presented in this chapter? How? What solutions do the authors propose? What is your assessment of the likely effectiveness of these solutions?

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

Maximum Marks: 50

External: 35 Internal: 15 Marks (in which two tests of 5-5 marks each are included)

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

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

Unit 1: Nature and Scope of Geography

- Meaning, nature and scope of geography.
- Uniqueness of disciplines and interdisciplinary.
- Social and geographic issues and concerns of the present-day Indian society.

- Multiple perspectives/ plurality of approaches for constructing explanations and arguments.

Practicum/Field Work

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

Unit 2: Teaching-learning Resources in Geography

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

Practicum/Field Work

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

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

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large-scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

Practicum/Field Work

- Comparative study of at least two books of geography

of different state in the light of content organization and presentation.

- Make five different teaching materials using different type of teaching aids (e. I. chart, atlas, model & PowerPoint, etc) on school geography subject.

Unit 4: Teaching-learning of Geography

- 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.

Practicum/Field Work

- 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: Assessment and Evaluation

- Meaning, concept and construction of Achievement test, diagnostic and remedial test.

Blue print: Meaning, concept, need and construction.

- Socio-metric: meaning, concept and its use.
- Open-book tests: Strengths and limitations
- Continuous and Comprehensive Evaluation (CCE)

Practicum/Field Work

- 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.
- Mark the student with less than 60% in geography, diagnose the difficulties and give appropriate remedial measure.

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

Maximum Marks: 50

External: 35 Internal: 15 Marks (in which two tests of 5-5 marks each are included)

अधिगम सम्प्राप्तियां –

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

Unit-1

संगीत की प्रकृति एवं कार्य क्षेत्र

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

Unit-2

संगीत में शिक्षण अधिगम

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

Unit-3

संगीत शिक्षण में आईसीटी का उपयोग

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

Unit-4

संगीत शिक्षण के सिद्धांत एवं संवेगात्मक समग्रता तथा स्रोत

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

Unit-5

आंकलन एवं मूल्यांकन

- संगीत शिक्षण में आंकलन एवं मूल्यांकन का अर्थ, संप्रत्यय एवं विशेषताएं।
- संगीत शिक्षण में उपलब्धि परीक्षण का निर्माण, निदान एवं उपचारात्मक परीक्षण।
- नील पत्र-अर्थ अवधारणा आवश्यकता एवं निर्माण

संदर्भ ग्रंथ –

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

Maximum Marks: 50

External: 35 Internal: 15 Marks (in which two tests of 5-5 marks each are included)

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

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

Unit-I Nature and Scope of Computer Science

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

Practicum/ Field Work

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

Unit –II Hardware

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

Practicum/ Field Work

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

Unit III Software

- Type of Software,
- Operating system: Function of an Operating System as a resource manager; Windows Operating system
- Application Software: Application suites: MS Office suit
- Educational Software: Edutainment, Web dictionaries, Virtual learning environments, Protection Software

Practicum/ Field Work

- Conduct a training on basic features of Windows, M S Word, Excel and Power point.

- Classroom Presentations on use of wizard, templates, slide master, blank slides.

Unit- IV Teaching-learning Resources in Computer Science

- Network, Type and Topology, Internet and Intranet, Network Protocol
- Web Browsers: Internet explorer, Mozilla Firefox, Chrome
- Search Engines: Google, Yahoo, Meta Search Engine

Practicum/ Field Work

- 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.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopedias

Unit –VICT Application in Teaching and Learning

- 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.

Practicum/ Field Work

- Orientation program on interactive white boards.
- Conduct an awareness program in rural area among students and public on educational use of mobile phone.

References:

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B.A.B.Ed. – III हिन्दी साहित्य
प्रथम प्रश्नपत्र –आधुनिक काव्य
(CODE: BABED-355 a I)

Maximum Marks: 75

External: 60 Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

अधिगम सम्प्राप्तियाँ:-

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

इकाई – 1

संशय की एक रात – नरेश मेहता

इकाई – 2

- हरिऔध – एक बूँद, फूल और काँटा, ब्रज पर इन्द्र का कोप।
- मैथिलीशरण गुप्त– दोनों ओर प्रेम पलता है, सखी वे मुझ से कहकर जाते।
- जयशंकर प्रसाद– अशोक की चिन्ता, शेरसिंह का शस्त्र समर्पण।

- सुमित्रानन्दन पंत – नौका विहार, सुख-दुःख, भारत माता ग्राम वासिनी ।
- निराला – बादल राग, स्नेह निर्झर ।
- महादेवी वर्मा – रूप सी तेरा घन केश पाष, पंथ रहने दो अपरिचित, जाग तुझको दूर जाना ।

इकाई – 3

- हरिवंशराय बच्चन – बुद्ध और नाचघर ।
- रामधारी सिंह दिनकर – राष्ट्र देवता का विसर्जन ।
- नागार्जुन-उनको प्रणाम, तुम किशोर तुम तरुण, मेरी भी आषा है इसमें ।
- अज्ञेय – असाध्य वीणा ।
- मुक्तिबोध – बबूल, एक भूतपूर्व विद्रोही का आत्मकथन ।
- भवानी प्रसाद मिश्र – सतपुड़ा के घने जंगल, बुनी हुई रस्सी ।

इकाई – 4

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

इकाई – 5

(अ) आधुनिक कविता का इतिहास

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

सहायक पुस्तकें :-

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3. पंत, सुमित्रानंदन. (1990). *पल्लव*. नई दिल्ली, राजकमल प्रकाशन.
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12. शुक्ल, रामचन्द्र. (सम्पा.). (2007अ). *जायसी ग्रंथावली*. (प्र.सं.). अनु प्रकाशन.
13. शुक्ल-रामचन्द्र. (सम्पा.). (2007ब). *गोस्वामी तुलसीदास*. (प्र.सं.). अनु प्रकाशन.
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15. अरोड़ा, ललीता. (2008). *कबीर निराला और मुक्तिबोध*. दरियागंज नई दिल्ली, प्रकाशक भारतीय ग्रंथ निकेतन.

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

Maximum Marks: 75

External: 60 Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

अधिगमसम्प्राप्तियों:

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

इकाई - 1

- मन की दृढ़ता — बालकृष्ण भट्ट
- साहित्य का मूल्य — बाबू गुलाब राय
- आचरण की सभ्यता — अध्यापक पूर्ण सिंह
- उत्साह — आचार्य रामचन्द्र शुक्ल

इकाई – 2

- नाखून – आचार्य हजारीप्रसाद द्विवेदी
- प्रसाद और निराला – आचार्य नन्द दुलारे वाजपेयी
- भूमि को देवत्व प्रदान (पृथ्वी पुत्र से)– वासुदेवशरण अग्रवाल
- जीने की कला – महादेवी वर्मा

इकाई – 2

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

इकाई –4

भाषा का वैज्ञानिक परिचय, आधुनिक भारतीय आर्य भाषाएँ। हिन्दी भाषा सामान्य परिचय। देवनागरी लिपि का सामान्य परिचय। हिन्दी आलोचना एवं निबन्ध का तात्त्विक विवेचन और ऐतिहासिक विकास (परिचयात्मक इतिहास)।

इकाई – 5

साहित्यिक निबन्ध

सहायक पुस्तकें :-

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

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

Maximum Marks: 50

External: 60 Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcomes: -

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

UNIT - I

Political and Economic condition of India at the Advant of Europeans, British Expansion in Bengal, Battle of Plassey and Buxer, Administrative Changes (1772-1773), Emergence of Regional Powers: Mysore, Punjab and Awadh, their struggle with British and Annexation in the British Empire.

UNIT – II

Establishment of British Rule in Bengal and it's Consequences, Third Battle of Panipat and its Consequences. Marathas under Mahadji Sindhia and Nana Phadnavis, Maratha struggle with the British, Causes of the failure of the Marathas.

UNIT – III

Uprising of 1857: Causes, Nature and Consequences, Growth of British Paramountcy in the Princely States (1858-1947), Main

features of Permanent Settlement, Royyatwari and Mahalwairi land Revenue Settlements and their Impact on Peasantry.

UNIT – IV

Drain of Wealth and its Consequences, Economic Impact of British Rule. Causes of the Emergence of Indian Nationalism, Role of Moderates and Extremists, Salient features of Government of India Act of 1919 and 1935 A.D.

UNIT - V

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

Books Recommended:

- Majumdar, R.C. (1965). *British Paramountcy and Indian Renaissance*. Bombay: Bhartiya Vidya Bhavan.
- Sarkar, Sumit (1995). *Modern India 1885-1947*. Delhi: Raj kamal prakashan.
- Chandra, Bipin (1981). *Nationalism and Colonialism in modern India*, Delhi: Raj kamal prakashan.
- Desai, A. R. (1998). *Peasant Struggles in India*. New Delhi: oxford unversity press.
- मिश्र, जगन्नाथ प्रसाद (2003). *आधुनिक भरत का इतिहास*. लखनऊ: उत्तर प्रदेश हिन्दी संस्थान.
- जैन, एस. एस. (1993). *आधुनिक भारत का इतिहास*. नई दिल्ली: न्यू एज इंटरनेशनल प्रा. लिमिटेड.
- चद्र, बिपिन (1998). *भारत का स्वतंत्रता संग्राम*. नई दिल्ली: न्यू एज इंटरनेशनल प्रा. लिमिटेड.

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

Maximum Marks:75

External: 60 Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning Outcome :-

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

UNIT - I

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

UNIT – II

Varna System, Ashrama System, Upanayana and Vivaha Sanskars, Purusarthas, Main Centres of Ancient Indian Education.

UNIT – III

Ramayana, Mahabharata, Cultural Importance of the Puranas, Development of Science during the Gupta Period, Kalidas and Tulsidas.

UNIT – IV

Salient features of the Indus and Mauryan Art, Mathura Art, Gupta Temple, Mughal Architecture, School of Kishanghar Painting.

UNIT – V

Bhakti Movement, Sufism and their impact on Indian Culture, Impact of Western Culture, Socio-Religious Contribution of Brahma Samaj and Arya Samaj, Social and Culture Significance of the Ideas Ravindranath Tagore.

Book Recommended:

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

B.A.B.Ed.- III PAPER – I

Regional Geography

(CODE: BABED-355 c I)

Maximum Marks: 50

External: 40 Internal: 10 Marks (in which two tests of 5-5 marks each are included)

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

Learning Outcome: -

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

UNIT – I

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

UNIT – II

- Regional study of United States of America.

UNIT – III

- Regional study of China.

UNIT – IV

- Regional study of South Africa and Argentina.

UNIT – V

- Regional study of Bangladesh, Nepal, Sri Lanka.

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

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

Books Recommended:

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

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

Maximum Marks: 50

External: 40 Internal: 10 Marks (in which two tests of 5-5 marks each are included)

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

Learning Outcome: -

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

UNIT – I

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

UNIT – II

Regional and seasonal variations in climate – the monsoon, western disturbance, northwestern climatic regions of India. Soil types – their distribution and characteristics vegetation types and their distributions. Forest the status of its use and need for conservation.

UNIT – III

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

UNIT – IV

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

UNIT – V

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

Books Recommended:

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

Geography Practical Particulars

Hours- 4

M.M.- 50

Learning outcome: -

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

Course Contents:

Map projections: general principles, classification. Drawing of the following map projections by graphical method-polar Zenithal projections: Gnomonic, Stereographic and Orthographic.

Conical Projection — One and Two standard parallels; Bonne's projection and Polyconic projection.

Simple Cylindrical projection and Cylindrical equal area projection.

Climograph, Hythe graph, Wind rose Diagram,

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

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

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

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

Distribution of Marks

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

Suggested Readings :

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

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

Maximum Marks: 75

External: 60 Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning Outcomes :-

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

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Transactional Modalities

Lecture/Contact periods

Communicative/Interactive and Constructivist

approaches Imparting knowledge by means of creating situations.

Tutorials/Practicum

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

Assessment Modalities

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

Two sessional Tests of 15 Marks for each paper will be conducted and average of both the tests will be taken

SUGGESTED READINGS

- Mehran, Kamrava (2000). *Understanding Comparative politics*. New Delhi: Prentice hall of India.
- Huiton, H. C. (1973). *An Introduction to Chinese Politics*. London: David and Charles.
- Laski, H.J. (1984). *American Democracy: A commentary and An Interpretation*. London: Unwin pub.

- Leys, C. (1983). *Politics in Britain: An Introduction*. London: Heinemann.
- Zhang, W. (2000). *Transforming China: Economic Reforms and its Political Implication*. New York: St. Martin's Press.
- शर्मा, प्रभुदत्त (2005). *तुलनात्मक राजनीतिक संस्थाएँ*. जयपुर: कालेज बुक डीपो।
- गाबा, ओ. पी. (2018). *तुलनात्मक राजनीति की रूपरेखा*. नई दिल्ली: मयूर बुक्स।

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

Maximum Marks:75

External: 60 Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning Outcome: -

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

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

UNIT I

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

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

UNIT II

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

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

UNIT III

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

UNIT IV

Federal system: evolution and trends; Union-state relations, Areas of Tension and demand of Autonomy.

Governor - Powers and Role, Composition, and Functions of State Legislature, Rural and urban local self government.

UNIT V

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

Transactional Modalities

Lecture/Contact periods

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

Tutorials/Practicum

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

Assessment Modalities

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

Two sessional Tests of 15 Marks for each paper will be conducted and average of both the tests will be taken

SUGGESTED READINGS

- Agarwal, R. C. (2000). *Indian Government and Politics*. New Delhi: S. Chand and Co.
- Austin, G. (2000). *Working a Democratic Constitution, the Indian Experience*. Delhi: Oxford University Press.
- Basu, D.D. (1994). *An Introduction to the Constitution of India*. New Delhi: Prentice Hall.
- Jayal, Niraja Gopal (2000). *Democratic Governance in India-Challenges of Poverty Development and identity*. New Delhi: Sage Publications.
- Jayal, N. G. (2008). *Democracy in India*. Delhi: Oxford University Press.
- Kothari, R. (1970). *Politics in india*. Orient Blackswan.
- Noorani, A.G. (2001). *Constitutional Questions in India: The President, Parliament and the States*. Delhi: Oxford University Press.
- Palmer, N. D. (1971). *The Indian political system* (Vol. 5). Boston: Houghton Mifflin.
- Sharma, U., & Sharma, S. K. (2001). *Indian Political Thought*. Atlantic Publishers & Dist.
- Singh, M. P., & Raj, S. R. (1976). *The Indian Political System*. Pearson Education India.

- Singh, S.N.(2006).*Caste Tribe and Religion in Indian Politics*. New Delhi: Sai pub.
- उपाध्याय, जयराम (2007).*भारत का संविधान*. इलाहाबाद:सेन्द्रल लॉ एजेन्सी .
- फड़िया, बी.एल. (2007).*भारतीय शासन एवं राजनीति*. आगरा:साहित्य भवन पब्लिकेशन्स.
- अवस्थी, ए.पी. (2006).*भारतीय शासन व राजनीति*. आगरा: लक्ष्मी नारायण अग्रवाल.
- सईद, एस. एम. (2004).*भारतीय राजनीतिक व्यवस्था*. लखनऊ: सुलभ प्रकाशन.
- अवस्थी, ए. पी. (2006). *भारतीय शासन व राजनीति*. आगरा: लक्ष्मी नारायण अग्रवाल.
- सईद, एस. एम. (2004). *भारतीय राजनीतिक व्यवस्था*, लखनऊ: सुलभ प्रकाशन.

BA.B.ED- III संस्कृत साहित्य
प्रथम प्रश्न पत्र – काव्य, स्मृति एवं निबंध
CODE: BABED-355 e I

Maximum Marks: 75

External Marks:60Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

अधिगम संप्राप्तियाँ:—

- छात्रों में सुभाषितों एवं नीति-श्लोकों में निहित उपदेशों को जीवन में अपनाते हुए व्यक्तित्व या चरित्र के विकास में योगदान करना।
- छात्रों को सुभाषित कण्ठस्थ कराना तथा उनकी उपयोगिता बतलाना।
- छात्रों को सरल गद्य एवं पद्य पढ़ सकने की क्षमता प्रदान करना।
- छात्रों को सरल सुभाषितों के अर्थ समझाकर संस्कृत के अध्ययन की ओर प्रवृत्त करना।
- छात्रों को निबन्ध सम्बन्धी विविध प्रतियोगिताओं में भाग लेने का अवसर प्रदान करना।

इकाई—1

कुमारसंभवम् (कालिदास) सर्ग—1

(क) कुमारसंभवम् प्रथम सर्ग—4 श्लोकों में से 2 श्लोकों की व्याख्या

(ख) कुमारसंभवम् से सामान्य प्रश्न

इकाई—2

किरातार्जुनीयम् (भारवि) सर्ग—1

(क) किरातार्जुनीयम् में से दो व्याख्या

(ख) किरातार्जुनीयम् से सामान्य प्रश्न

इकाई—3

किरातार्जुनीयम् (भारवि) सर्ग—2

(क) किरातार्जुनीयम् (भारवि) सर्ग—2 में से दो व्याख्या

(ख) किरातार्जुनीयम् (भारवि) सर्ग—2 से सामान्य प्रश्न

इकाई-4

स्मृति —याज्ञवल्क्य स्मृति (व्यवहार अध्याये दाय भाग प्रकरण मात्र)

(क) याज्ञवल्क्यस्मृति से दो व्याख्याएँ

(ख) याज्ञवल्क्यस्मृति में से सामान्य प्रश्न

इकाई-5

निबंध-

(क) एक संस्कृत निबंध

पाठ्यपुस्तकें एवं सहायक पुस्तकें-

1. श्रीवास्तव उर्मिला, (2012) किरातार्जुनीयम्, विजय प्रकाशन मन्दिर, वाराणसी।
2. शर्मा कमलनयन, (2001), याज्ञवल्क्यस्मृति (व्यवहाराध्याय), जगदीश संस्कृत पुस्तकालय, जयपुर।
3. पाण्डेय जगन्नारायण, (1999) किरातार्जुनीयम्, जगदीश संस्कृत पुस्तकालय, जयपुर।
4. जागिड, कृष्णगोपाल, (2010), संस्कृत निबन्ध पीयूषम्-हंसा प्रकाशन, जयपुर।
5. श्रीवास्तव, उर्मिला, (2012) लघुसिद्धान्त कौमुदी, विजय प्रकाशन मन्दिर, वाराणसी।
6. शास्त्री, भीमसेन, (2009), लघुसिद्धान्त कौमुदी, भैमी प्रकाशन, दिल्ली।
7. चौधरी अर्कनाथ, (2010), लघुसिद्धान्त कौमुदी, जगदीश संस्कृत पुस्तकालय, जयपुर।
8. द्विवेदी, कपिलदेव, (2011) रचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन।
9. शर्मा, कमलनयन, (2005), मनुस्मृति, जगदीश संस्कृत पुस्तकालय, जयपुर।
10. शास्त्री हरगोविंद, (2063) मनुस्मृति कुल्लूक भट्ट टीकासहित, चौखंबा संस्कृत प्रतिष्ठान, दिल्ली।

BA.B.ED- III संस्कृत साहित्य
द्वितीय प्रश्न पत्र – भारतीय दर्शन, नीति एवं व्याकरण
CODE: BABED-355 e II

Maximum Marks: 75

External Marks: 60 Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

अधिगम सम्प्राप्तियाँ:—

- 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) तर्क संग्रह में से दो व्याख्या

(ख) तर्क संग्रह से सामान्य प्रश्न

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
- (ज) बौद्ध-दर्शन का क्षणिकवाद
- (ञ) इन निर्धारित बिन्दुओं पर सामान्य प्रश्न

इकाई—3

भर्तृहरि नीतिशतकम् (निर्णयसागर)

(क) भर्तृहरि नीतिशतकम् से सामान्य प्रश्न

(ख) भर्तृहरि नीतिशतकम् से अनुवाद व व्याख्या

इकाई—4

श्रीमद्भगवद्गीता (दूसरा व तीसरा अध्याय)

(क) श्रीमद्भगवद्गीता क अध्याय 2 व 3 से व्याख्या व अनुवाद (ख)

श्रीमद्भगवद्गीता से सामान्य प्रश्न

इकाई—5

लघुसिद्धान्तकौमुदी (तिङन्त प्रकरण)

(क) लघुसिद्धान्तकौमुदी तिङन्त प्रकरण में से भू धातु की दस लकारों तथा एध् धातु की लट्, लोट्, लङ् एवं विधिलिङ् में रूप सिद्धियाँ

(ख) तिङन्त प्रकरण में से अद्, हु, दिव्, षुञ्, तुद, रुध्, तनु, डुक्रीञ् एवं चुर्- धातुओं के लट्, लोट्, लङ्, विधिलिङ् एवं लृट् लकार के रूपों की सिद्धियाँ

पाठ्यपुस्तकें एवं सहायक पुस्तकें—

1. शर्मा, नरेन्द्र (2006) *तर्कसंग्रह*, हंसा प्रकाशन, जयपुर।
2. चौधरी, अर्कनाथ (2006), *तर्कसंग्रह*, जगदीश संस्कृत पुस्तकालय।
3. श्री वास्तव, उर्मिला (2012) *नीतिशतकम्*, विजय प्रकाशन मन्दिर, वाराणसी।
4. वेदालांकार, सुभाष (2002) *लघुसिद्धान्तकौमुदी*, अंलाकार प्रकाशन जयपुर।
5. सिन्हा, हरेन्द्र प्रसाद (1963), *भारतीय दर्शन की रूपरेखा*, मोतीलाल बनारसीदास।
6. शर्मा, चन्द्रधर (2004) *भारतीय दर्शन*, मोतीलाल बनारसीदास, दिल्ली।
7. ऋषि शर्मा उमाशंकर, (1964) *सर्वदर्शन संग्रह*, माधवाचार्य, व्याख्या कार, चौखंबा विद्या भवन, वाराणसी।
8. द्विवेदी, पारसनाथ, (1974), *भारतीय दर्शन*, आगरा।
9. पांडे कांतिकंद्र, (1964), *शैवदर्शन बिंदु*, संपूर्णानंद संस्कृत विश्वविद्यालय, वाराणसी।
10. शर्मा, चंद्रधर (2004), *भारतीय दर्शन आलोचना एवं अनुशीलन*, मोतीलाल बनारसीदास, दिल्ली।
11. तातेड़, सोहनराज, सिंह विद्यासागर (2011), *प्राच्य एवं पाश्चात्य दशनों की मौलिक अवधारणाएं*, लिट्टेरी सर्किल, जयपुर।

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

Maximum Marks: 75

External: 60 Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning Outcomes: -

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

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

Unit I

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

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

Unit II

Durkheim: Social Fact, Division of Labor, Suicide

Max Weber: Bureaucracy, Religion and Capitalism.

Unit III

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

Parsons: Structuralism, social action, institutionalization.

Unit IV

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

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

Unit V

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

References:

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

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

Maximum Marks: 75

External:60 Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning Outcomes:-

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

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

Unit I

Social Anthropology: Meaning, Definition, Nature and Scope.

Unit II

Social Structure: Marriage, Family & Kinship.

Unit III

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

Unit IV

Primitive Political System, Primitive Economic System.

Unit V

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

References:

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

B.A.B.ED- III PAPER -1
ENGLISH LITERATURE -Poetry and Drama
(BABED-355gI)

Maximum Marks: 75

External: 60 Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcomes: -

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

Unit- I

- A. Tennyson – Ulysses
- Robert Browning - My last Duches
- Matthew Arnold – Dover Beach

Unit-II

- G.M. Hopkins – The Sea and the skylark
- Robert frost - Birches
- T.S Eliot - Preludes

Unit-III

- Dylan Thomas – Fern Hill
- Nissim Ezekiel – Night of the Scorpion

- A.K.Ramanujan – Ecology
- Toru Dutt - Our Casuarina Tree

Unit-IV

- Jane Austen -Pride &Prejudice
- William Shakespeare - Macbeth

Unit-V

- Literary History Renaissance in Indian, Anglo Indian & Indo Anglican writing, the preset age etc
- Literary Terms Dramatic monologue, paradox, Antithesis symbolism, onomatopoeia, allegory, short story, Essay, Navel, Satire, etc.

Suggested Reading:

- Ackerman, J. (2016). *Dylan Thomas: his life and work*. Springer.
- Arnold, M. (1994). *Dover beach and other poems*. Courier Corporation.
- Arnold, M., & Creeley, R. (2004). *Dover beach*. ProQuest LLC.
- Browning, R. (1993). *My last duchess and other poems*. Courier Corporation.
- Browning, R., & Dharker, I. (2004). *My last duchess*. ProQuest LLC.
- Dutt, T. (1972). *Ancient ballads and legends of Hindustan*. Taylor & Francis.
- Eliot, T. S., & Eliot, T. S. (1971). *Complete poems and plays*. Houghton Mifflin Harcourt.
- Ezekiel, N. (1976). *Night of the Scorpion*. R. Parthasarthy.
- 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 Paper-II
English Literature- Prose and fiction
(BABED-355 g II)

Maximum Marks: 75

External: 60 Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

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

- Recognize poetry from a variety of cultures, language & historical periods.
- Broaden their vocabularies and literary thinking

Interpreting and appreciating the selected texts from the genres of Prose and fiction

- Write Focused analytical essays in clean grammatical prose
- Strengthening the aesthetic sense & Develop global competencies for successful life.

Unit-I

Ruskin Bond	– The meeting Pool
J.B priestly	– On getting off to sleep
Ivor Brown	– A sentimental journey

Unit-II

Joyce Cary	–Growing Up
Aruna Roy	- Tune into the voice of the deprived
Manohermalgaonkar	- upper division love

Unit-III

Raja Rao	- A client
Mulk raj Annand	– The Barber’s Trade Union
Khushuwantsingh	- karma

Unit-IV

Munshi Prem chand	- Godan
R.k. Narayan	- The guide

Unit-V

Literary History	Twentieth century English Literature to the present age, modernism.
Literary Terms	Imagism, symbolism, Antithesis, characterization, Epilogue, Fiction, paradox etc.

Reference –

- Abrams, M.H.(2005). *A Glossary of literary terms*.New Delhi: MacMillan.
- Bond, R. (2005). *The Meeting Pool*. Penguin Books India.
- Premchand, M. (1963). *Godan*. Diamond Pocket Books Pvt Ltd.
- Narayan, R. K. (2013). *Guide*. Rajpal & Sons.
- Sen, K. (2004). *Critical Essays on RK Narayan's The Guide: With an Introduction to Narayan's Novel*. Orient Blackswan.
- Singh, K. (1966). Karma. *The Collected Short Stories of Khushwant Singh*.
- Singh, K. (2005). *The collected short stories of Khushwant Singh*. Orient Blackswan.
- Anand, M. R. (1959). *The barber's trade union and other stories: by Mulk Raj Anand*. Kutub-Popular.
- Rao, R. (1947). *The cow of the barricades: and other stories*. Oxford University Press.
- Hall, D. (1983). *Joyce Cary: a reappraisal*. Springer.

B.A.B.ED.- III (Music)

प्रश्नपत्र प्रथमः

भारतीय संगीत (कंठ एवं वाद्य)

(CODE- BABED-355 h I)

Maximum Marks: 50

External: 40 Internal: 10 Marks (in which two tests of 5-5 marks each are included)

अधिगम सम्प्राप्तियां :

- 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।
- किसी वस्तु की आहत में कौनसा स्वर है पहचान करवाई जायेगी।

इकाई 1

1. निम्नलिखित रागों का शास्त्रीय एवं तुलनात्मक अध्ययन
(1) जयजयवन्ती (2) पूरीया (3) बहार (4) दरबारीकान्हड़ा (5) मियां की मल्हार (6) मियां की तोड़ी (7) मारवा (8) बसंत (9) शुद्ध कल्याण
2. पाठ्यक्रम की बंदिशों/गतों को स्वरलिपिबद्ध करना।

इकाई— 2

- निम्नलिखित तालों का ठेका, दुगुन, तिगुन एवं चौगुन सहित लिखना (1) तिलवाड़ा (2) सूलताल (3) तीव्रा (3) झुमरा (4) दीपचंदी
- गमक एवं तान की परिभाषा और प्रकार।

इकाई— 3

1. श्रुति ,स्वर का अध्ययन
 - भरत के अनुसार श्रुति स्वर व्यवस्था एवं सरणा चतुष्टयी का परिचय
 - भारत खण्डेअनुसार श्रुति स्वर व्यवस्था
 - पं. अहोबल एवं श्रीनिवास के अनुसार वीणा के तारपर शुद्ध एवं विकृत स्वरों की स्थापना।

इकाई— 4

- प्रबन्ध की परिभाषा ,प्रकार, धातु एवं अंग

- राग एवं रस ।

इकाई— 5

- संगीत और मनोविज्ञान (1) स्मृति—कल्पना । (2)
अनुभूति—अभिव्यक्ति (3) वंशानुक्रम—वातावरण
- काकु की परिभाषा एवंउपयोगिता

संदर्भग्रन्थ

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B.A.B.Ed- III (Music)
प्रश्नपत्र द्वितीयः
भारतीय संगीत (कंठ एवं वाद्य)
(CODE- BABED-355 h II)

Maximum Marks: 50

External: 40 Internal: 10 Marks (in which two tests of 5-5 marks each are included)

अधिगमसम्प्राप्तियां

- 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, टप्पाटुमरी आदि तैयार करवाई जायेगी।
- थाट, चलन, पकड एवं वादी संवादी को पहचानने के लिए तरीका बताया जायेगा।

इकाई-1

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

इकाई-2

1. राग-वर्गीकरण

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

इकाई-3

1. ग्रंथ एवं ग्रंथकारों का परिचय।

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

इकाई-4

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

- किषन महाराज (2) वी.डी पलुस्कर (3) किषोरी-अमोनकर (4) बड़े-गुलामअली खां (5) अमजदअली खां (6) एस. एन. रातजंकर

- हवेली—संगीत परंपरा।

इकाई—5

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

संदर्भ ग्रन्थ

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- गर्ग, लक्ष्मी नारायण (1984). *हमारे संगीत रत्न*. नई दिल्ली: भारतीय ज्ञानपीठ.
- चक्रवर्ती, इंद्राणी (2000). *स्वर और रागों के विकास में वाद्य का योगदान*. वाराणसी: चौखंबा पब्लिशर्स.
- ठाकुर, ओमकारनाथ (1988). *संगीतांजलि*. भाग 1 से 4 तक. दिल्ली: हरिओम ऑफसेटप्रेस.
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- रांतजनकर, श्रीकृष्णनारायण (2018). *संगीत परिभाषा*. मुंबई: आचार्य एसएन फाउंडेशन.
- व्यास, एस.जी. (1998). *सितारमल्लिका*. उत्तरप्रदेश: संगीत कार्यालय, हाथरस.
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B.A.B.ED- III (Music)
प्रायोगिक प्रश्न-पत्र
भारतीय संगीत (कंठ एवं वाद्य)

Time- 100 min.

MM- 50

Part-A

1. निम्नलिखित रागों का अध्ययन
(1) जय जयवन्ती (2) पूरीया (3) बहार कान्हड़ा
(4) दरबारी (5) मियां की मल्हार (6) मियों की तोड़ी
2. (अ) पाठ्यक्रम की किसी एक राग में विलंबित एवं मध्यलय/गत के साथ संपूर्ण गायकी/वादन क्षमता के साथ प्रस्तुत करने का अभ्यास।
(ब) सभी रागों में लक्षणगीत, सरगमगीत
3. निम्नलिखित तालों का अध्ययन –
(1) तिलवाड़ा (2) सूलताल (3) तीव्रा (4) झूमरा (5) दीपचन्दी
4. थाटआसावरी, तोड़ी, पूरीया और भैरवी में 5-5 अलंकार 03
5. श्यामपट्ट पर लिखी हुयी कोई स्वर लिपि गाने अथवा बजाने की क्षमता 03

Part-B

1. निम्नलिखित रागों का अध्ययन
(1) जय जयवन्ती (2) पूरीया (3) बहार (4) दरबारीकान्हड़ा (5) मियां की मल्हार
(6) मियों की तोड़ी (7) मारवा (8) बसंत (9) शुद्ध कल्याण
2. (अ) किन्हीं चार रागों में विलंबित ख्याल/मसीत खानीगत आलाप एवं तानतोड़ों सहित
(ब) किन्हीं चार रागों में मध्यलय ख्याल/रजा खानीगत आलाप एवं तानतोड़ों सहित (बिन्दु अ के अतिरिक्त)
3. दोगुन, तिगुन, चौगुन एवं कुछ उपज की लयकारियों सहित एक ध्रुपद या एक धमार/तीनताल के अतिरिक्त अन्य तालों में एक मध्य लयगत (वाद्य संगीत के लिए)
4. एक चतुरंग, एक तराना, एक भजन, एक गजल, एक लोकगीत, एक प्रार्थना, राष्ट्रीय गान एवं राष्ट्रीय गीतगाने का अभ्यास/वाद्य संगीत के विद्यार्थियों के लिए धुन
5. निम्नलिखित तालों को हाथ पर ताली एवं खाली सहित प्रदर्शित करने 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 Litrature	60	15	-	75
BABED -455 f I	Sociology	60	15	-	75
BABED -455 g I	EnglishLitrature	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
Environmental Studies(EVS)
(CODE: BABED-450)

Maximum Marks: 100

External: 70 Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

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

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

Unit – I Introduction to Environmental Studies

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

Practicum/Field Work

- Visit a natural or man-made site (park/forest/zoo/KVK/forest department etc) then discuss with student about their perception on natural environmental and its relation with social environmental.

- Conduct a play in school on man and environmental relationship for awareness about environmental protection among students, teachers and local people.
- Conduct awareness campaigning for plantation of *Tulsi*, *Neem*, and *Khejri* etc.

UNIT – II Eco-systems-

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

Practicum/Field Work

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

Unit- III Biodiversity, Its Conservation-

- Introduction – Definition: genetic, species and ecosystem diversity.
- Value of Biodiversity & Biodiversity at global, National & local levels.
- Hot-Spots of Bio-diversity.
- Threats to Bio-diversity: Habitat loss, poaching of wild

life, man wild life conflicts.

- Conservation of Bio-diversity: In-situ and Ex-situ conservation of Bio-diversity.

Practicum/Field Work

- Conduct an activity in school, in which ask students to get opinion of their grandparents in changing life style and their merits and demerits/or collect their ideas on local products which can be helpful in healthy life style the pupil teacher will compile their experiences and draft a report then present it in class.
- 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 – IV Environmental Issues: -

- Meaning, concept, process, effects and preventive action of Acid rain, Global warming and cooling.
- Natural & Manmade disasters.
- Meaning, concept, Effects and preventive action of
- Water pollution.
- Air Pollution.
- Noise Pollution.
- Land or Soil pollution.

Practicum/Field Work

- 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.

Unit –V Environmental conservation & management:

- 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.

Practicum/Field Work

- Analyse 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 through out the years.
- Present the report of entire work in chopal / assembly/ of your school.

Reference

- Anijah-Obi, F. N. (2001). Fundamentals of environmental education and management. *Calaber: Clear lines.*
- Bahuguna, Sundarlal (1996). *DhartikiPukar.* Delhi: Radhakrishna Publication.
- Ferré, F., & Hartel, P. (Eds.). (1994). *Ethics and environmental policy: theory meets practice.* University of Georgia Press.
- Goel, M.K. (2006). *ParyavaranAddhyayan.* Agra: Vinod Pustak Mandir.
- Harper, C., & Snowden, M. (2017). *Environment and society: Human perspectives on environmental issues.* Taylor & Francis.
- Lash, S., Szerszynski, B., & Wynne, B. (Eds.). (1996). *Risk, environment and modernity: towards a new ecology.* Sage.
- Misra, H. N. (Ed.). (2014). *Managing Natural Resources: Focus on Land and Water.* PHI Learning Pvt. Ltd.
- Newman, M. K., Lucas, A., LaDuke, W., Berila, B., Di Chiro, G., Gaard, G., ... & Sze, J. (2004). *New perspectives on environmental justice: Gender, sexuality, and activism.* Rutgers University Press.
- Sharma, P.D. (2001). Sharma, P. D., & Sharma, P. D. (2012). *Ecology and environment.* Rastogi Publications.

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

Maximum Marks: 100

External: 70 Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

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

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

Unit - I Concept of Evaluation

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

Practicum/Field Work

- Observe the teaching learning process in class room and prepare a report and feedback on it.

- Prepare a diagnostic test of any subject and apply it on students there give suggestions for improvement.

Unit – II Type of Evaluation

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

Practicum/Field Work

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

Unit- III Continuous and Comprehensive Evaluation

- Meaning, concept need and process and characteristics of CCE.
- Assessment of affective learning: attitude and values, interest, self – concept items and procedures for their assessment.
- Grading: Concept, types and Application, Indicators for grading Psycho-Social and Political dimensions.
- School visits followed by presentation on evaluation practices in schools

Practicum/Field Work

- Prepare a plan for continuous and comprehensive evaluation of students.
- Conduct a summary to express the feeling of students about parents, teacher and peers.

Unit –IV Evaluation Devices

- Use of projects, Assignments, Worksheet, Practical Work, and Performance based activities, seminars and reports as assessment devices.
- Evaluation of Group Processes – Cooperative Learning and Social Skills.
- Self, Peer and Teacher Assessment.
- Commercialization of assessment.
- Participatory assessment and community monitoring critical analysis of prevalent practices of assessment.
- Typology of questions, Activities and tasks (open-ended questions, MCQ, true and false etc.) Reflecting - Problemsolving, creativeandcritical thinking, enhancing imagination and environmental awareness.
- Feedback to/from students, parents and teachers.

Practicum/Field Work

- Organise a group activity (like competition/story telling/reading/writing) and get it assessed by self, peer and teacher.
- Draft a report on variation among assessment.
- School Visits followed by presentation on evaluation practices in schools.
- Conduct a community work with involvement of children, students, teachers and society, and evaluate the work.
- To assess self concept of the students in class room and provide them feedback for it.
- Draft a feedback form about overall performance of students from parents and teacher, evaluate its effectiveness too.

Unit- V Evaluation Practices

- Construction and Selection of items, Guidelines for Construction of test items, assembling the test items, Guideline for administration.
- Scoring procedure – Manual and e-assessment.
- Analysis and interpretation of student's performance processing test, performance, calculation of percentage, central tendency measurement, graphical representations.
- Recording and reporting of forums for engagement with community work.
- Relationship of assessment with self esteem; motivation and identity as learner, assessment of fixed and growth mindsets.

Practicum/Field Work

- Debate on merits and demerits of manual and electronic scoring procedure.
- Construction, administration and interpretation of self-made achievement text.

References

- अस्थाना, विपिन (2009). *मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन*. आगरा: अग्रवान प्रकाशन.
- पाल, हंसराज एवं शर्मा, मंजूलता (2009). *मापन आकलन एवं मूल्यांकन*. जयपुर: शिक्षा प्रकाशन.
- Bersin, J. (2008). *The training measurement book: Best practices, proven methodologies, and practical approaches*. John Wiley & Sons.
- Earl, L. M. (2012). *Assessment as learning: Using classroom assessment to maximize student learning*. Corwin Press.
- Gardner, J. (Ed.). (2012). *Assessment and learning*. Sage.
- Phillips, J. J., & Phillips, P. P. (2016). *Handbook of training evaluation and measurement methods*. Routledge.

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

Maximum Marks: 50

External: 35 Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning outcomes: -

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

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

Unit I

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

Unit II

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

Unit III

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

Unit IV

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

Unit V

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

Practicum/Field Work(any two of the following)

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

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

Suggested Readings:

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

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

Max Marks:- 75

External-60 Internal-15(In which two tests of 7.5-7.5 Marks each are Included)

अधिगम सम्प्राप्तियाँ:-

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

इकाई 1 : भाषा एवं पाठ्यक्रम

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

इकाई 2 : भाषा साहित्य एवं सौंदर्यशास्त्र

- भाषा, साहित्य एवं सौंदर्यशास्त्र
- भाषा एवं संस्कृति
- भाषा एवं लिंग
- भाषा एवं सत्ता

- भाषागत अधिकार एवं अल्पसंख्यक भाषाएँ

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

- अध्ययन का पाठ्यक्रम एवं 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 कि मुख्य तत्व,

इकाई 4 : विभिन्न नीतियों एवं कमीशनों में भाषा

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

इकाई 5 : क्रियात्मक हिंदी

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

ट्रान्जक्शनल मोडालिटिस)

लेक्चर/संपर्क कालांश; बातचीत/मिलकर काम करना एवं
constructivist approach (कन्स्ट्रक्टिविस्ट एप्रोच);
परिस्थितियाँ उत्पन्न करके उनके द्वारा पढ़ाना

- अध्यापकीय अभ्यास (शिक्षकीय/प्राैक्टिस)
विद्यार्थी समूह में कार्य करेंगे लेक्चर/संपर्क कालांश में अर्जित
ज्ञान पर एवं उसके व्यावहारिक बिंदुओं पर कार्य करेंगे। समूह
में पढ़ाना (Peer group Teaching) को बढ़ावा दे सकते हैं।
कठिन विषय वस्तु को शिक्षण के दौरान सुलझा सकते हैं।

मूल्यांकन (रूपात्मकता और तौर-तरीका)

- अंत में होने वाली परीक्षा 60 अंकों की होगी। हर एक इकाई
12 अंकों की होगी।
- दो प्रयोगात्मक परीक्षाएँ एक मौखिक प्रस्तुतिकरण और एक
लिखित प्रयोगात्मक परीक्षा। हर एक परीक्षा 5 अंकों की होगी।

नोट : एक समीक्षात्मक प्रश्न प्रत्येक इकाई से पेपर में पूछा जाएगा जो
12 अंकों का होगा।

सन्दर्भ ग्रन्थ सूची :

- पाल, आर. ए. (2002). *हिन्दी शिक्षण*, जयपुर: अरिहंत शिक्षा
प्रकाशन.
- गौड़, राधेष्थाम (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 पब्लिकेशन।

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

Maximum Marks: 75

External: 60 Internal: 15 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcomes: - Students will be able to

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

UNIT - I

Understanding Ecology and Environment: Meaning, Context and Significance, Expansion of Agriculture, Harappa Cities: Ecosystem and Environmental Factors, Indus and Saraswati rivers.

UNIT - II

Rise of Magadha Empire: Role of Environment, Ecological and Environmental Awareness during Mauryan, Post-Mauryan and Gupta periods.

UNIT - III

Issues of Ecology and Environment during the Period of Delhi Sultanate and in Mughal Age, Promotion of Eco-Tourism like Developing Hill Stations, Wildlife Sanctuaries etc. Chipko Movement.

UNIT - IV

Eco-System of Kalibanga, Ahar and Ganeswar culture, Geographical Zones of Ancient Rajasthan (Forests, Mountains,

Desert), Flow of Vedic Saraswati River in Rajasthan and its Disappearance.

UNIT - V

Role of Folk deities and Cults of Rajasthan in Environment Preservation, Environmental Management in Rajasthan. Promotion of Eco-Tourism in Rajasthan: Wild Life Sanctuaries-Ranthambore, Sariska, Ghana Bird Sanctuary.

Books Recommended:

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

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

Maximum Marks: 75

External: 40 Practical :25

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

Learning Outcomes:

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

Unit-I Aerial Photography

Introduction to Aerial Photographs: their advantages and types.
Elements of aerial Photo interpretation.

Unit-II Remote Sensing

Introduction to Remote Sensing; Electromagnetic spectrum,
Stages in remote sensing, type of satellites.

Unit-III Imageries and Mapping

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

Unit-IV GIS (Geographical Information System)

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

Unit-IV Application of GIS

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

References:

1. Albert, D. P., Gesler, W. M., & Levergood, B. (Eds.). (2000). *Spatial analysis, GIS and remote sensing: Applications in the health sciences*. CRC Press.
2. Delaney, J., & Van Niel, K. (1999). *Geographical information systems: an introduction* (pp. 194-194). Oxford, UK: Oxford University Press.
3. Foody, G. M., & Atkinson, P. M. (Eds.). (2003). *Uncertainty in remote sensing and GIS*. John Wiley & Sons.
4. Green, D. R. (Ed.). (2000). *GIS*. CRC Press.
5. Jha, M. K., & Peiffer, S. (2006). *Applications of remote sensing and GIS technologies in groundwater hydrology: past, present and future* (p. 201). Bayreuth: BayCEER.
6. Li, Z., Chen, J., & Baltsavias, E. (Eds.). (2008). *Advances in photogrammetry, remote sensing and spatial information sciences: 2008 ISPRS congress book* (Vol. 7). CRC Press.
7. Liu, J. G., & Mason, P. J. (2009). *Essential image processing and GIS for remote sensing*.
8. Longley, P., & Batty, M. (2003). *Advanced spatial analysis: the CASA book of GIS*. ESRI, Inc.
9. Lunetta, R. S., & Lyon, J. G. (Eds.). (2004). *Remote sensing and GIS accuracy assessment*. CRC press.
10. Mesev, V. (2008). *Integration of GIS and remote sensing* (Vol. 19). John Wiley & Sons.
11. Reddy, M. A., & Reddy, A. (2008). *Textbook of remote sensing and geographical information systems* (pp. 4-4). Hyderabad: BS publications.

12. Sample, A. (Ed.). (1994). *Remote sensing and GIS in ecosystem management*. Island Press.
13. Skidmore, A. (Ed.). (2017). *Environmental modelling with GIS and remote sensing*. CRC Press.
14. Vincent, R. K. (1997). *Fundamentals of geological and environmental remote sensing* (Vol. 366). Upper Saddle River, NJ: Prentice Hall.
15. Weng, Q. (2010). *Remote sensing and GIS integration: theories, methods, and applications*. New York: McGraw-Hill.
16. Weng, Q., & Quattrochi, D. A. (Eds.). (2018). *Urban remote sensing*. CRC press.
17. Wulder, M. A., & Franklin, S. E. (Eds.). (2006). *Understanding forest disturbance and spatial pattern: remote sensing and GIS approaches*. CRC Press.

PAPER II: GEOGRAPHY PRACTICAL

Contact Hours: 2 periods per Week

Maximum Marks: 25 Examination

Duration: 4 Hours

1. Lab work (written - 4 hours duration) (3 problems out of 4 problems) 10
2. Record work and viva voce 5
3. Field survey and Viva voce 10

Total 25

Content:

1. Maps: History, techniques and preparation.
2. Theoretical basis of nearest neighbour analysis; practical exercise on nearest neighbours' analysis, Network analysis, locational analysis of urban centres, coefficient of variation.
3. Air photo interpretation and exercise on the determination of height, knowledge of stereoscopic vision, interpretation and identification of cultural and physical features on aerial photography.
4. Remote sensing and GIS: Historical development, types of satellite and space programmes of India, GIS: importance and its application in regional planning.
5. Use and application of Indian clinometer in small area survey; use of dumpy level and contouring.

BOOKS RECOMMENDED

1. Foley, M., &Janikoun, J. (1996). *The really practical guide to primary geography*. Nelson Thornes.
2. Mishra, R.P. (2005). *Fundamental of Cartography*. New Delhi: Macmillan, New Delhi
3. Sarkar, A. (2009). *Practical Geography: A systematic approach*. Orient BlackSwan.
4. Singh, R. L., &Dutt, P. K. (1951). *Elements of practical geography*. New Delhi: Kalyani Pub.

Political Science
HUMAN RIGHTS: THEORY AND PRACTICE
Paper code: BABED-455 d I

Maximum Marks: 75

External: 60 Internal: 15 Marks :(in which two tests of 7.5-7.5 marks each are included)

- Appreciate and evaluate the institutional legal arrangement for the protection of human rights in India.
- Appreciate and analyses the social economic environment for human rights in India as also the relevant social issues associated with Human rights.
- Understand and appreciate specific context of women, children as regards the Human rights.
- Appreciate the role of civil society institutions for the protection of Human rights.

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Transactional Modalities

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

Tutorials/Practicum

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

Assessment Modalities

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

Two sessional Tests of 15 Marks for each paper will be conducted and average of both the tests will be taken

References :-

1. An-Na'im, A. A. (Ed.). (1995). *Human rights in cross-cultural perspectives: A quest for consensus*. University of Pennsylvania Press.
2. Bajaj, M. (2011). *Schooling for social change: The rise and impact of human rights education in India*. A&C Black.
3. Basu, D. D., Banerjee, B. P., & Massey, A. K. (2003). *Human rights in constitutional law*. Wadhwa & Company.
4. Cook, R. J. (Ed.). (2012). *Human rights of women: National and international perspectives*. University of Pennsylvania Press.
5. Desai, A. R. (Ed.). (1986). *Violation of democratic rights in India*. Popular Prakashan.
6. Dwivedi, O. P., & Rajan, V. J. (Eds.). (2016). *Human rights in postcolonial India*. Routledge.
7. Gewirth's (1983). *Human Rights: Essays on Justification and Applications*. Chicago: University of Chicago Press,
8. Johari, J. C. (1996). *Human Rights and New World Order: Towards Perfection of the Democratic Way of Life*. Anmol Publications.

9. Kaushik, S. (Ed.). (1985). *Women's Oppression: Patterns and Perspectives*. Vikas Pub.
10. Kaushik, V. K. (1997). *Women's Movements and Human Rights*. Pointer Publishers.
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B.A.B.Ed.- IV

संस्कृत

Paper code: BABED-455 e I

प्रश्नपत्र—भाषा दक्षता संवर्धन

Max Marks:- 75

External-60Internal-15(In which two tests of 7.5-7.5 Marks each are Included)

अधिगम सम्प्राप्तियाँ :

- संस्कृत भाषायां दक्षता प्राप्तुम् ।
- संस्कृत भाषा माध्यमेन छात्रेषु भाषा भाव नैपुण्यं ।
- भाषा, भावानुभूति, भावगांभीर्यं च समायातीति ।
- भाषा व्याकरण, साहित्याध्ययने रूचि वर्धनाय ।
- संस्कृत संभाषणे संस्कृत लेखने समर्था भविष्यति ।
- भाषाया उत्पत्ति, महत्वं च ज्ञास्यन्ति ।
- रचनात्मक, कार्यम् कुर्वन् ।

इकाई—1

संस्कृत साहित्य परिचय,

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

इकाई—2

अनुप्रयुक्त व्याकरणम्

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

इकाई—3

रचनात्मक कार्यम्

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

इकाई—4

भाषाई कौशल

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

इकाई—5 शब्द धातु रूप च ।

- अकारान्त पुल्लिङ्ग, स्त्रीलिङ्ग, नपुसंकलिगश्च ।
- सर्वनाम शब्द, (पुल्लिङ्ग, स्त्रीलिङ्ग, नपुसंक लिगश्च) ।
- धातु रूपाः (परस्मैपद, आत्मेनपद, उभयपदी च)
- लट, लड़, लृट, लोट, लिड़ लकारः (पठ, क्रीड़ गम, पा, जि, ध् द्ष, नी, नम्, पच्, भज्, इत्यादि धातुरूपः पंचम् लकारे)

सन्दर्भ सूची—

- प्रवेश, (2015). *संस्कृत भारती, समरसता, भवनम्, भारतमाता मन्दिर*. सुभाष नगर: अजयमेरू (राज.)
- चौधरी, अर्कनाथ (1997). *व्याख्याकार, वैयाकरण सिद्धान्त कौमुदी*. जयपुर: जगदीष संस्कृत पुस्तकालय.
- शर्मा, नीरत विकास (2000). *विविधा*. जयपुर: हंसा प्रकाशन,
- नौटियाल, हंस (2006). *वृहद अनुवाद चन्द्रिका*. नई दिल्ली: मोतीलाल बनारसी दास.
- चौधरी, अर्कनाथ (2007). *लघु सिद्धान्त कौमुदी*. जयपुर: जगदीष संस्कृत पुस्तकालय.
- वाष्णीय जय प्रकाश (2001). *संस्कृत ज्ञानोदय*. कानपुर: गौतम ब्रदर्स.
- लोढा, मनोज एवं कुंजन, (2018). *संवाद सेतु*. अजमेर: माध्यमिक शिक्षा बोर्ड राजस्थान.

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

Maximum Marks: 75

External: 60 Internal: 15 Marks: (in which two tests of 7.5-7.5 marks each are included)

Learning Outcomes:

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

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

Unit I

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

Unit II

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

Unit III

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

Unit IV

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

Unit V

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

References:

- Ardener, E. 1975. "Belief and the Problem of Women" and "The Problem Revisited", in S. Ardener (ed.). *Perceiving Women*, London: Malaby Press.
- Barrett, M. 1980. *Women's Oppression Today*, London: Verso. (Chapters 1 to 4, and 6).
- Boserup, E. 1974. *Women's Role in Economic Development*, New York: St. Martin's Press. (Part I).
- De Beauvoir, S. 1983. *The Second Sex*, Harmondsworth: Penguin. (Book Two).
- Douglas, M. 1970. *Purity and Danger*, Harmondsworth: Penguin. (Chapter 9).
- Engels, F. 1972. *The Origin of the Family, Private Property and, the State*, London: Lawrence and Wishart.
- Hershman, P. 1977. "Virgin and Mother" in I.M. Lewis (ed.). *Symbols and Sentiments: Cross-Culture Studies in Symbolism*, London: Academic Press.
- Hirschon, R. 1984. "Introduction: Property, Power and Gender Relations" in R. Hirschon (ed.). *Women and Property. Women as Property*, Beckenham: Croom Helm.
- Jaggar, A. 1983. *Feminist Politics and Human Nature*, Brighton: The Harvester Press.
- Leacock, E. 1978. "Women's Status in Egalitarian Societies: Implications for Social Evolution", *Current Anthropology*, 19(2), pp. 247-75.
- MacCormack, C. and M. Strathern (ed.). 1980 *Nature, Culture and Gender*, Cambridge: Cambridge University Press. (Chapter I).
- Mead, M. 1935. *Sex and Temperament in Three Primitive Societies*, New York: William Morrow.
- Meillassoux, C. 1981. *Maidens, Meals and Money*, Cambridge: Cambridge University Press. (Part I).
- Reiter, R. R. (ed.). 1975. *Towards an Anthropology of Women*, New York: Monthly Review Press, (Articles by Draper and Rubin; other articles may be used for illustration).
- 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.

- Rosaldo, M.Z. and L. Lamphere (ed.). 1974. *Women, Culture and Society*, Stanford: Stanford University Press, (Articles by Rosaldo, Chodorow, Ortner; other articles may be used for illustration).
- 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
English Literature
Paper code: BABED-455 g I
Enhancing Language Proficiency

Max Marks:- 75

External-60Internal-15(In which two tests of 7.5-7.5 Marks each are Included)

Learning outcomes:

Students will be enabled to:

- Develop the conceptual understanding and framework of the nature of language.
- Develop the conceptual understanding of communication skills in English language.
- To Train student–teachers 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 the basic language skills.
- Enhance communication skills.
- Enhance language proficiency skills.

UNIT I: Understanding Language

- Concept, structure, nature, scope and functions of language.
- Role of dialect, register, and standard and non –standard language.
- Role of spoken and written language.
- Role of sounds and script

UNIT II. Enhancing Basic Language Skills

- Concept, nature, types, elements and functions of basic language skills (LSRW).
- Role of language skills in questioning and responding (answering/replying).

- Essay writing, letter writing, summary writing, note – making, note –taking, report writing, notice writing, email –writing, CV/resume writing, group discussion, presentations,

UNIT III. Enhancing Communication Skills

- Concept, types of communication, animal and human communication, Verbal and non-verbal communication.
- Role of Paralinguistic features in communication
- Communication skills
- Elements of effective communication
- Removing barriers to communications
- Role of proper pronunciation and punctuations in communication

Unit – IV: Phonology & Morphology

- Phonemes/ Sounds of English, The Physiology of Speech, Place and Manner of Articulation, description of Vowels and Consonants, Phonemes and Allophones,
- Phonemes of British R.P. and Phonemes of GIE, Syllable, Word Stress, Weak Forms, Sentence Stress-Division and groups, Intonation

Morphology

- Structure of Words, Concept of Morpheme/ Allomorph, Types of Morpheme, Processes of Word Formation

UNIT V: ICT, Language and Self-development

- Concept, scope, nature, types and functions of ICT
- Role of ICT in teaching
- Role of language in developing social sensitivity and awareness in students
- Techniques of developing personality and self-confidence of teachers

Modes of Learning Engagement

Workshop, Seminar, Group discussion, mock session, reading and writing assignments, role play, acting, simulations, exhibition, mime, presentations, debates, extempore speech, critical reading, PPP, etc. Lecture/contact periods; Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.

Tutorials/ Practicum

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

Reference:

- Bailey, K. M., & Nunan, D. (2005). *Practical English language teaching: speaking*.
- Balasubramaniam, T. (1981). *A textbook of English Phonetics for Indian Students* (Macmillan)
- Bansal, R.K. and J.B. Harrison (1972). *Spoken English for India*, New Delhi: Orient Longman.
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- Johnston, B. (2003). *Values in English language teaching*. Routledge.
- Kenning, M. (2007). *ICT and language learning: From print to the mobile phone*. Springer.
- Leech, G.N. (1983), *Principles of Pragmatics*. London, Longman.
- Quirk, R.S. Greenbaum (1973). *A University Grammar of English*, London: Longman
- Rosengren, K. E. (1999). *Communication: an introduction*. Sage.
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B.A.B.Ed.- IV

Music

भारतीय संगीत (कंठ एवं वाद्य)

Paper code: BABED-455 h I

Maximum Marks:50

External :40 Practical: 25

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

अधिगम संप्राप्तियां:—

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

(इकाई—1)

1. निम्नलिखित रागों का शास्त्रीय एवं तुलनात्मक अध्ययन

(1) भैरवी

(2) गुजरी तोड़ी

(3) पूरिया धनाश्री

(4) कौशिक ध्वनी

(5) श्री

(6) जोग

(7) बागेश्वरी

(8)अभोगी कान्हड़ा

2.पाठ्यक्रम की बंदिशों को लयबद्ध लिखना

(इकाई-2)

1.रागश्री में रचित कोई एक छोटा ख्याल जो 10 मात्रा में हो

2. राग यमन में बड़ा ख्याल जो 48 मात्रा में निबंध हो।

(इकाई-3)

1. भारतीय संगीत का मानव जीवन में प्रभाव और

2. एक सफल कलाकार के गुण तथा अवगुण, पहचान और अवगुण निराकरण।

(इकाई 4)

1.पंडित भातखंडे द्वारा संगीत व्यवस्था

2. राग रस एवं ताल रस

(इकाई-5)

भारतीय संगीत और योग

संगीत के अंतर्गत कल्पना वंशानुक्रम

संदर्भ ग्रंथ —

- आचार्य, बृहस्पति (1989). *संगीत-चिंतामणि*. उत्तरप्रदेश : संगीत कार्यालय हाथरस भारतीय ज्ञानपीठ.
- ठाकुर, ओमकारनाथ (1988). *संगीतांजलि*. भाग 1 से 4 तक. दिल्ली: हरिओम ऑफसेट प्रेस.
- देवधर, बी. आर. (1981). *राग बोध*. दिल्ली: भारतीय संगीत, देवधर विद्यालय.
- पटवर्धन, सुधा (1992). *राग-विज्ञान*. भाग 1 से 4 तक. लखनऊ: श्रीराम प्रकाशन.
- प्रज्ञानंद, स्वामी (1963). *भारतीय संगीत का इतिहास*. कोलकाता: रामकृष्ण वेदांता मथ.
- बसंत (2019). *संगीत विशारद*. लखनऊ: संगीत कार्यालय, हाथरस.
- भातखंडे, विष्णु नारायण (2001). *क्रमिक पुस्तक मालिका*. भाग 1 से 4 तक. दिल्ली: हरिओम ऑफसेट प्रेस.
- मिश्रा, लालमणी (1981). *तंत्रीनाद*. भाग-1. नई दिल्ली: लोकोदय ग्रंथमाला प्रकाशन.
- मिश्रा, लालमणी (2002). *तंत्रीनाद*. भाग 2. नई दिल्ली: लोकोदय ग्रंथमाला प्रकाशन.
- व्यास, एस.जी. (1998). *सितार मल्लिका*. उत्तर प्रदेश: संगीत कार्यालय, हाथरस.
- श्रीवास्तव, गिरीश चंद्र (1999). *ताल परिचय*. भाग 1 से 3 तक. इलाहाबाद: रूबी प्रकाशन. श्रीवास्तव, हरिश्चंद्र (2002). *राग परिचय*. भाग 1 से 4 तक. इलाहाबाद: संगीत सदन प्रकाशन.

प्रायोगात्मक संगीत
भारतीय संगीत (कंठ एवं वाद्य)

प्रायोगिक :-

अधिकतम अंक: 25

- | | |
|------------------------------|-----|
| 1. तीन ताल में कोई टुकड़ा | -5 |
| 2. ताल मत ताल में एकबंदिश | -5 |
| 3. ताल एक ताल में कोई गत | -10 |
| 4. राग काव र्गीकरण एवं पहचान | -05 |

Pedagogy of school Subject-II

B.A.B.Ed. - IV

हिन्दी भाषा का शिक्षण

(CODES: BABED-453 I)

Maximum Marks: 50

External: 35 Internal: 15 Marks (in which two tests of 5-5 marks each are included)

अधिगम सम्प्राप्तियां :-

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

इकाई- 1 भाषा साहित्य और सौंदर्य

- भाषा का विकास, हिन्दी व संस्कृत में सम्बद्ध सृजनात्मक भाषा के विविध रूप - साहित्य के विविध रूपों को जानना, स्कूली पाठ्यक्रम में साहित्य को पढ़ना-पढ़ाना, अनुवाद कला और सौंदर्य में भाषा स्कूली पाठ्यचर्या में मीडिया की भूमिका, उद्देश्य व प्रासंगिकता, अनुवाद का महत्व और जरूरतें सृजनात्मक अभिव्यक्ति के रूप में हिंदी अनुवाद

(अंग्रेजी और अन्य भारतीय भाषाओं के संदर्भ में)
चुने हुए उदाहरण के आधार पर बताया जाएगा।

परियोजना कार्य:-

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

इकाई- 2 भाषा साहित्य और सौंदर्य

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

परियोजना कार्य:-

- स्वरचित कविता पाठ व कहानी प्रतियोगिता का आयोजन।
- बाल साहित्य, दलित साहित्य व स्त्री साहित्य में से नाटकों/ एकांकियों का मंचन करवाना जैसे जगदीश माथुर द्वारा रचित रीढ की हड्डी एकांकी का मंचन
- विभिन्न समकालीन विषयों विशेषकर हिन्दी भाषा का विकास, हिन्दी साहित्य व सौंदर्य आदि पर निबंध लेखन।
- हिन्दी की विभिन्न विधाओं पर पाठ योजना निर्माण से संबंधित कार्यशाला
- पाठ्यपुस्तक में आये मार्मिक व रोचक स्थलों को छांटकर सूचीबद्ध करना।

इकाई- 3 पाठ्यक्रम और पाठ्य-सामग्री का निर्माण और विश्लेषण

- पाठ्यचर्या और पाठ्यक्रम एक पाठ्य -सामग्री अनेक - पाठ्यचर्या, पाठ्यक्रम तथा पाठ्यपुस्तकों का संबंध पाठ्यक्रम को बच्चों के अनुरूप ढालना (शिक्षण को स्कूल के बाहरी जीवन से जोड़ते हुए तथा रटंत-प्रणाली का निषेध करते हुए सामग्री चयन, गतिविधि और अभ्यास सामग्री का निर्माण), शोधकर्ता के रूप में शिक्षक (अलग-अलग बच्चों की आवश्यकताओं को ध्यान में रखते हुए)

परियोजना कार्य:-

- कक्षा शिक्षण के दौरान आने वाली समस्याओं के निवारण हेतु क्रियात्मक अनुसंधान।
- क्रियात्मक अनुसंधान से प्राप्त अनुभवों के आधार पर शिक्षण व्यूह रचना बनाना।
- समूह कार्य (विभिन्न राज्यों के हिन्दी विषय के पाठ्यक्रम का विश्लेषण व रिपोर्ट निर्माण)
- कक्षा 6 से 12 तक हिन्दी की पाठ्यपुस्तक में से प्रमुख पाठों, जैसे 'नौकर, झांसी की रानी आदि के अनुसार सन् 1857 व उसके बाद स्वतंत्रता आंदोलन के दौरान घटी प्रमुख घटनाओं का टाइमलाईन 'चार्ट' बनाना।
- पाठ्यपुस्तकों के विभिन्न पाठों को आधार बनाकर क्रियाए-चित्र देखकर कहानी लिखना, गीत द्वारा शिक्षण, पहेलियों द्वारा शिक्षण, अंताक्षरी का आयोजन, भ्रमण (विभिन्न ऐतिहासिक, सामाजिक, सांस्कृतिक महत्व के स्थलों का जैसे- 12 कक्षा के पाठ "जहां कोई वापसी नहीं" के अनुसार सिंगरौली जैसे पर्यावरणीय महत्व के स्थल का भ्रमण
- पर्यावरण सरोकारों से संबंधित दूरदर्शन व रेडियो पर प्रसारित कार्यक्रमों को सूचीबद्ध करना।
- शिरीष के फूल" ' पाठ में आये शिरीष के फूल जैसे अन्य स्थानीय वृक्ष को खोजना जिसमें शिरीष के वृक्ष की भांति कोई विशेष गुण हो तथा उस पर लघु निबंध लिखवाना।

- पाठ्यपुस्तक में आयी किसी कहानी जैसे संवदिया (फणीश्वर नाथ रेणु), ईदगाह (प्रेमचंद) का नाट्य रूपान्तरण करवाना।

इकाई-4: सहायक शिक्षण सामग्री

- प्रिंट मीडिया तथा अन्य पाठ्य सामग्री जैसे बच्चे द्वारा चुनी गई सामग्री: पत्रिकाएँ, अखबार, कक्षा-पुस्तकालय आदि। आई.सी.टी. दृश्य - श्रव्य सामग्री, रेडियो, टेलीविजन, फिल्में, भाषा प्रयोगशाला, सहसंज्ञानात्मक गतिविधियों की रूपरेखा (चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि)

परियोजना कार्य:-

- “आई.सी.टी. की शिक्षण व शिक्षा प्रक्रिया में महत्ता” विषय पर महाविद्यालय स्तर पर गोष्ठी।
- ‘मेरा संकलन’ स्केप बुक/पुस्तिका का निर्माण करवाना जिसमें पत्रिकाओं, समाचार पत्रों, आदि में से प्रमुख महापुरुषों, प्रसिद्ध लेखकों, कवियों, कवयित्रियों खिलाड़ियों व अन्य प्रसिद्ध व्यक्तियों के जीवन परिचय, उपलब्धि व चित्रों का संकलन।
- अपनी पसंदीदा कहानी, कविता, नाटक का संकलन।
- किसी स्थानीय कवि/लेखक/साहित्यकार का साक्षात्कार व रिपोर्ट निर्माण
- भाषा प्रयोगशाला का प्रयोग करके उच्चारण कौशल, वर्तनीगत शुद्धता/लेखन कौशल, वाचन व श्रवण कौशल का अभ्यास करवाना।
- वाद-विवाद करवाना, विभिन्न कौशलों से जुड़े खेल (अंताक्षरी, विलोम बताना पर्यायवाची बताना)

इकाई- 5: आकलन की भूमिका और महत्व

- भाषा विकास की प्रगति का आकलन - सतत् और समय मूल्यांकन, स्वमूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो
- प्रश्नों का स्वरूप, प्रश्नों के आधार बिंदु - समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पी प्रश्न)

- फीडबैक - (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट।

परियोजना कार्य:-

- अपना पोर्टफोलियो तैयार करना
- विभिन्न प्रकार के प्रश्नों का निर्माण करने से संबंधित प्रोजेक्ट (परियोजना कार्य) एवं वर्कशॉप।

संदर्भ ग्रंथ सूची

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

Maximum Marks: 50

External: 35

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

अध्ययनस्य परिणामः

- भाषायाः विभिन्नानां भूमिकानां अवबोधनम् भविष्यन्ति ।
- भाषाप्रणाल्याः प्रकृतेः च बोधः विकसितः भविष्यन्ति ।
- संस्कृतस्य सांस्कृतिक पृष्ठभूमेः 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 ।

इकाई- 1 भाषायः भूमिका

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

व्यवहारिकम्/क्षेत्रकार्यम्

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

इकाई- 2

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

व्यवहारिकम्/ क्षेत्र कार्यम्

1. संस्कृतपाठ्यपुस्तकेषु अधोलिखित विषयाणामुपरि गतिविधिनां आवलीकरणम् 1. भाषा लिंगम् च 2. भाषा शक्तिश्च एतेषां पाठ्यपुस्तकानां उपरि प्रभावस्य प्रतिवेदनं लेखनम्।
2. समीपस्थ पत्र च विद्यालयानां सर्वेक्षणं कृत्वा अधोलिखित तत्वानां आधारेण प्रतिवेदन लेखनम्।
3. संस्कृतशिक्षणे शिक्षकशिक्षार्थीनाम् समक्षे आगतानां समस्यानां उल्लेखः
 1. संस्कृतस्य प्रारम्भिक स्तरः
 2. कक्षायाम् प्रयुक्त पाठ्यपुस्तकम्।विविध स्तरेषु गुणवतायुक्त शिक्षणस्य कृते विमर्शयोजनं वा विद्यालये स्तरे संस्कृत शिक्षणस्य स्थितिः।
त्रिभाषासूत्रं संस्कृतं च

इकाई- 3

संस्कृतभाषायाः शिक्षणं पाठ्यचर्या च
विद्यालयशिक्षायाः विधिस्तरेषु संस्कृतस्य स्वरूपम्
(प्राथमिकोच्च प्राथमिक माध्यमिकोच्च माध्यमिकस्तरे)
त्रिभाषा सूत्रे संस्कृतस्य स्थानम् उद्देश्यानि च

संस्कृत पाठशालायाम् संस्कृतस्य स्थानम्
 पाठ्यचर्या एवं च संस्कृतायोगः
 संस्कृत पाठ्यक्रमः एवं च विद्यालय स्तरे पाठ्य
 पुस्तकानि (संस्कृत भाषा- धिगमस्य दृष्टिकोणे)
 प्रत्यक्षविधिः
 पारम्परिकविधिः
 पाठ्यपुस्तक विधिः
 वैकल्पिक विधिः
 व्याकरण सहानुवाद विधिः
 आगमन-निगमनविधिः

व्यवहारिकम्/क्षेत्रियकार्यम्

- समीपस्य पंच विद्यालयानां भ्रमणं तथा च विद्यालये त्रिभाषा सूत्रस्य अनुपालन विषये प्रतिवेदन लेखनम् ।
- संस्कृत भाषायाः पत्र-पत्रिकायाः संगृहणं कृत्वा तेषां भाषापद्धते प्रस्तुतिविषयेः च प्रतिवेदन लेखनम् ।
- 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 ।
- भाषाकक्षायाम् रचनात्मकताधारिता चतस्र (4) गतिविधयः ।
- छात्रैः सह वार्तालापं कृत्वा तेषां मातृ-भाषायाः ज्ञानप्राप्तिकरणम् एवं च संस्कृतकक्षायाः बहुभाषावादस्य उपयोगाय एकस्याः योजनायाः निर्माणम् । शिक्षणविधिद्वयाधारित पाठ्ययोजनायाः निर्माणं एवं च अभ्यासः ।

इकाई- 4

भाषाशिक्षणस्य कौशलानि-

- भाषा कौशलस्य अधिग्रहणम्- श्रवणं वदनं पठनं लेखनं च
 श्रवणं वदनं च :- श्रवणस्य वदनस्य च उपकौशलानि

श्रवणवदन कौशलस्य विकासाय सामग्री संसाधनं च कक्षाया श्रवणसंवादः, स्थितिजन्य वार्तालापः, भूमिका निर्वहनम्, भाषणं कीड़ा एवं च संदर्भानि, सतत् अनुकरणं, भाषा प्रयोगशाला, चित्राणि, प्रमाणिक सामग्री एवं च अन्तर्जाल साधनानि

पठनम्- पठनस्य उपकौशलानि, पठनस्य कौशलानां विकासस्य महत्त्वं, उच्चैः पठनम्, मौनपठनम्, व्यापक-गहनपठनम्, कोश-शब्दकोषः- विश्वकोषश्च ।

लेखनम्- लेखनस्य उपकौशलानि लेखनस्य प्रक्रिया औपचारिकानौपचारिक लेखनस्य रूपाणि कविता, लघुकथा, दैनन्दिनीलेखनं, सूचना लेखनं, प्रतिवेदनम्, संवादः, भाषणम्, विज्ञापनम् इत्यादयः । सन्दर्भकौशलम्, अध्ययन कौशलम्, उच्चादेश कौशलम् ।

- भाषाकौशलस्य विकासाय पाठ्यसहगामी क्रियाः वादविवाद, भाषणम्, प्रतियोगिताः, अन्त्याक्षरी, भाषाधारितकीड़ा, निबन्ध लेखनं, सम्मेलनम्, कथालेखनम्, समस्यापूर्तिः, गायनम्, हास्य कणिकाः, कथा, प्रदर्शनी, प्रश्नोत्तरी एवं च विद्यालयपत्रिकायाः सिद्धता ।

व्यवहारिकम्/ क्षेत्रकार्यम्

- 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 ।
संस्कृतभाषायाः सम्भाषणस्य कृते साप्ताहिकावासीयशिविरस्य आयोजनं/ सहभागिता ।

इकाई- 5

आकलनं मूल्यांकनम् च उपलब्धिपरीक्षणस्य अर्थ- अवधारणा निर्माणः च, निदानात्मकोपचरात्मक परीक्षणस्य निर्माणम् । नीलपत्रस्य अर्थः अवधारणा उपयोगः च । संस्कृते सतत् एवं च व्यापकमूल्यांकनम् (सीसीई) संस्कृते आकलनस्य लक्षणानि - अर्थावधारणा च

संस्कृतस्यमूल्यांकनाय विभिन्नानां प्रश्नानां निर्माण ।
संस्कृत मूल्यांकने प्रश्नानां भेदाः ।
कौशलस्य परिक्षणाय प्रश्नानां निर्माणम् ।

व्यवहारिकम्/क्षेत्रीयकार्यम्

- 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 प्राप्त छात्रा सन्ति तेषां सूची निर्माणम् ।

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

Maximum Marks: 50

External: 35 Internal: 15 Marks (in which two tests of 5-5 marks each are included)

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

Understand the different roles of language;

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

UNIT – I: Role of language

- **Language and Society:** Language and Gender; Language and Identity; Language and Power; language and class (Society), development of English language.
- **Language in School:** Home language and School language; Medium of understanding (child's own language); Centrality of language in learning; language across the curriculum; language and construction of knowledge; difference between language as a school-subject and language as a means of learning and communication; critical review of medium of instruction; different school subjects as registers; multilingual classrooms; multicultural awareness and language

teaching.

- **Constitutional provisions and Policies of Language Education:** Position of languages in India; Articles 343-351,350A; Kothari Commission (1994-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education).

Practicum/Field Work

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

UNIT – II: Position of English in India

- Role of English Language in the Indian context: English as a colonial language, English in post-colonial times; English as a language of knowledge; position of English as second language in India; English and Indian languages; English as a link language in global context; challenges of teaching and learning English.

Practicum/Field Work

- Discuss in groups how the role of English language has changed in the twenty-first century.
- Keeping in view the topics given in this unit, prepare a questionnaire. Interview ten people and write a report on 'English Language in India'.
- Do a survey of five schools in your neighbourhood to find out the level of Introduction of English
- Materials (textbooks) used in the classroom
- Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

UNIT – III an Overview of language Teaching

- Different approaches/ Theories to language learning and teaching (MT &SL)
Philosophical, social and psychological basis of approaches to language acquisition and language learning; inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching (John Dewey, Bruner, J.Piaget, L.Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.)
- **A Critical Analysis of the Evaluation of language Teaching Methodologies;**
Grammar cum translation method, Direct method, structural- situational method, Audio-lingual method, Natural method; Communicative approach, Total physical Response, Thematic Approach (inter-disciplinary).

Practicum/Field Work

- Prepare four activities keeping in view 'Constructivism in a Language Classroom'.
- Prepare two lesson plans on different methods, then demonstrate them in school and find the effectiveness of the method.

UNIT – IV: Nature of Language

- **Aspects of Linguistic Behavior:** Language as a rule-governed behavior and linguistic variability; Pronunciation- linguistic diversity, its impact on English, pedagogical implication; speech and writing.
- **Linguistic system:** The organization of sounds; The structure of sentences; the concept of Universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.

Practicum/Field Work

- Have a discussion on the topic 'Difference Between Spoken and Written Language'
- Analysis of advertisements aired on Radio/Television on the basis of language and gender.

UNIT – V Acquisition of language Skills:

- Grammar in context; Vocabulary in context
- Acquisition of language skills: listening, speaking, reading and writing.
- Listening and Speaking: sub-skills of listening: Tasks; materials and resources for developing the listening and speaking skills: Story telling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources
- Reading: sub-skills of reading; importance of understanding the development of reading skills; reading aloud and silent reading; Extensive and intensive reading; study skills, including using thesauruses, dictionary, encyclopedia, etc.
- Writing: Stages of writing; Process of writing; Formal and informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; reference skills; study skills; higher order skills.

Practicum/Field Work

- Collect ten contextual examples of Grammar from English Textbooks of Classes VI to VIII and have a group discussion.
- Keeping in view the needs of the children with special needs, prepare two activities for English teachers.

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

Maximum Marks: 50

External: 35 Internal: 15 Marks (in which two tests of 5-5 marks each are included)

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

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

Unit 1: Nature and Scope of Social Science

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

constructing explanations and arguments.

Practicum/Field Work

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

Unit 2: Teaching-learning of social science

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

Practicum/Field Work

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

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

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

aids, CDs, multimedia and internet; case study approach.

Practicum/Field Work

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

Unit 4: Teaching-learning Resources in Social Sciences

- 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.
- Various teaching aids: Using atlas as a resource for social sciences; maps, globe, charts, models, graphs, visuals, online resources

Practicum/Field Work

- Make five different teaching materials using different type of teaching aids (e. I. chart, atlas, model & PowerPoint, etc) at school social science subject.
- 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.
- Observation of skills relating to primary and secondary data; Observing coins, inscriptions (if available), the material remains of the past and visuals; Helping
- Children to read passages from primary sources; Thinking about what all these sources might or might not reveal. Prepare a report on entire activity.

Unit 5: Assessment and Evaluation

- Meaning, concept and construction of Achievement test, diagnostic and remedial test.
- Blue print: Meaning, concept, need and construction.
- Sociometric: meaning, concept and its use.
- Open-book tests: Strengths and limitations
- Continuous and Comprehensive Evaluation (CCE) in Social Sciences.

Practicum/Field Work

- 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.
- Mark the student with less than 60% marks in social science, diagnose their difficulties and give appropriate remedial measure.

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B.A.B.ED– IV
Pedagogy of Civics
(CODE: BABED-453 V)

Maximum Marks: 50

External: 35 Internal: 15 Marks (in which two tests of 5-5 marks each are included)

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

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

Unit I: Nature and Scope of Civics

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

Practicum/Field Work

- Survey the views of people concerning current political issues elections, state or central policies, any

change, in education etc.

- The issues related with political science can be introduced by referring to the relevant items from daily newspapers (e.g. instances of violation and protection of human rights).

Unit II Teaching-learning resources in civics

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

Practicum/Field Work

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

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

- Use of ICT: Video clips, Power points presentations, films etc. Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large-scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

Practicum/Field Work

- To observe actual functioning of the institutions of different local government bodies in own district and prepare a report as group projects.
- Analysing question papers of any State Board/CBSE and NCERT's textbooks in the light of the subject specific requirements in terms of understanding and skills

- Analysing question papers of any State Board/CBSE and NCERT's textbooks in Helping children to develop oral and written expression.
- Make five different teaching materials using different type of teaching aids.

Unit –IV Teaching-learning of civics

- Lesson plan, unit plan and year plan: Concept, meaning, need and importance.
- Meaning, nature and scope of civics: current trends.
- Teaching and learning major themes and key concepts in civics.
- Human-environment interactions: patterns of human activities reflection modifications based on the prevailing cultural values, economic and political circumstances and technological abilities.
- Political region – formation and change
- 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.

Practicum/Field Work

- Use transparent slide to show structure and function of their local govt.
- Collect news paper related with any current issues and make a survey related with local public problem.

Unit 5: Assessment and Evaluation

- 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).
- Characteristics of Assessment

Practicum/Field Work

- 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.
- Mark the student with less than 60% in civics, diagnose the difficulties and give appropriate remedial measure.

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

Maximum Marks: 50

External: 35 Internal: 15 Marks (in which two tests of 5-5 marks each are included)

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

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

Unit I Nature and Scope of History

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

- Historical approaches, constructing explanations and arguments.

Practicum/Field Work

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

Unit II teaching-learning resources in history

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

Practicum/Field Work

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

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

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

- Use of ICT: Video clips, Power points presentations, films etc. Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large-scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

Practicum/Field Work

- Organise Workshop on Planning, preparation and presentation of Instructional Material.
- Make five different teaching materials using different type of teaching aids (e. I. chart, atlas,

model & PowerPoint, etc) at school history subject.

Unit: IV - Teaching-Learning of History

- Lesson plan, unit plan and year plan: concept, meaning, 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, problem method, needs discussion method, the requirements unit, the various steps, role plays etc.
- Teaching strategies in history; questioning; collaborative strategies; games, simulation and role plays; values classification problem solving and decision.

Practicum/Field Work

- Prepare your own teaching strategy of lesson plan and find its effectiveness.
- Discuss the strategy of teaching with school teacher and finalize a unique strategy. It must be practical to be used it in practice teaching.

Unit 5: Assessment and Evaluation

- Meaning, concept and construction of Achievement test, diagnostic and remedial test.
- 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.

Practicum/Field Work

- 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.

- Mark the student with less than 60% in history, diagnose the difficulties and give appropriate remedial measure.
- Compile articles from newspapers, magazines, and the internet discussing low achievement in the public schools. Do these sources consider the kinds of material presented in this chapter? How? What solutions do the authors propose? What is your assessment of the likely effectiveness of these solutions?

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B.A.B.ED– IV
Pedagogy of Geography
(CODE: BABED-453 VII)

Maximum Marks: 50

External: 35 Internal: 15 Marks (in which two tests of 5-5 marks each are included)

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

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

Unit 1: Nature and Scope of Geography

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

constructing explanations and arguments.

Practicum/Field Work

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

Unit 2: Teaching-learning Resources in Geography

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

Practicum/Field Work

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

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

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large-scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

Practicum/Field Work

- Comparative study of at least two books of geography

of different state in the light of content organization and presentation.

- Make five different teaching materials using different type of teaching aids (e. I. chart, atlas, model & PowerPoint, etc) on school geography subject.

Unit 4: Teaching-learning of Geography

- 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.

Practicum/Field Work

- 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: Assessment and Evaluation

- Meaning, concept and construction of Achievement test, diagnostic and remedial test.

Blue print: Meaning, concept, need and construction.

- Socio-metric: meaning, concept and its use.
- Open-book tests: Strengths and limitations
- Continuous and Comprehensive Evaluation (CCE)

Practicum/Field Work

- 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.
- Mark the student with less than 60% in geography, diagnose the difficulties and give appropriate remedial measure.

Reference

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

Maximum Marks: 50

External: 35 Internal: 15 Marks (in which two tests of 5-5 marks each are included)

अधिगम सम्प्राप्तियां –

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

Unit-1

संगीत की प्रकृति एवं कार्य क्षेत्र

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

Unit-2

संगीत में शिक्षण अधिगम

- संगीत शिक्षण के प्रमुख लक्ष्य एवं उद्देश्य
- .संगीत शिक्षण के विभिन्न उपागम एवं विधियां

- समस्या समाधान विधि,स्वरलिपि विधि, प्रदर्शनात्मक विधि, प्रयोगात्मक विधि,प्रदर्शनमय व्याख्यान विधि प्रश्नोत्तर तकनीक,पाठ्यपुस्तक, नाटकीयकरण ।

Unit-3

संगीत शिक्षण में आईसीटी का उपयोग

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

Unit-4

संगीत शिक्षण के सिद्धांत एवं संवेगात्मक समग्रता तथा स्रोत

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

Unit-5

आंकलन एवं मूल्यांकन

- संगीत शिक्षण में आंकलन एवं मूल्यांकन का अर्थ, संप्रत्यय एवं विशेषताएं ।
- संगीत शिक्षण में उपलब्धि परीक्षण का निर्माण, निदान एवं उपचारात्मक परीक्षण ।
- नील पत्र-अर्थ अवधारणा आवश्यकता एवं निर्माण

संदर्भ ग्रंथ –

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

Maximum Marks: 50

External: 35 Internal: 15 Marks (in which two tests of 5-5 marks each are included)

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

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

Unit-I Nature and Scope of Computer Science

- Concept, nature & scope of computer science.

- History and Generations of Computers and their characteristics.
- Classification and Part of computers
- Input Output Devices, Block Diagram

Practicum/ Field Work

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

Unit –II Hardware

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

Practicum/ Field Work

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

Unit III Software

- Type of Software,
- Operating system: Function of an Operating System as a resource manager; Windows Operating system
- Application Software: Application suites: MS Office suit
- Educational Software: Edutainment, Web dictionaries, Virtual learning environments, Protection Software

Practicum/ Field Work

- Conduct a training on basic features of Windows, M S Word, Excel and Power point.
- Classroom Presentations on use of wizard, templates, slide master, blank slides.

- **Unit- IV Teaching-learning Resources in Computer Science**
- Network, Type and Topology, Internet and Intranet, Network Protocol
- Web Browsers: Internet explorer, Mozilla Firefox, Chrome
- Search Engines: Google, Yahoo, Meta Search Engine

Practicum/ Field Work

- 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.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopedias

Unit –VICT Application in Teaching and Learning

- 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.

Practicum/ Field Work

- Orientation program on interactive white boards.
- Conduct an awareness program in rural area among students and public on educational use of mobile phone.

References:

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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	10

	used, assessment tools, student observations and records.	
	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

भाषा साहित्य प्रश्न पत्रों के परीक्षकों के लिए निर्देश :-

- प्रश्न पत्र इकाइयों में विभक्त हो।
- प्रत्येक इकाई से निर्देशानुसार व्याख्यात्मक एवं आलोचनात्मक प्रश्न पूछे जाए।
- प्रत्येक इकाई से व्याख्यात्मक एवं आलोचनात्मक प्रश्नों को निरन्तर क्रम से पूछा जाए।
- पाठ्यक्रम में कुछ न कुछ बदलाव होता रहता है अतः परीक्षक पूर्ववर्ती प्रश्न पत्र को प्रमाण न माने।

विस्तृत अंक योजना :-

इकाई- 1

(अ) दो व्याख्याएँ नाटक से पूछी जाएँगी जिनमें से एक व्याख्या करनी होगी।

शब्द सीमा - 200 शब्द अंक - 4

(ब) दो आलोचनात्मक प्रश्न पूछे जाएँगे उनमें से एक प्रश्न करना होगा।

शब्द सीमा - 400 शब्द अंक - 6 $1 \times 6 = 6$

(स) दो लघूत्तरात्मक प्रश्न पूछे जाएँगे जिनमें से एक प्रश्न करना होगा।

शब्द सीमा - 80 शब्द अंक - 2 $1 \times 2 = 2$

इकाई- 2

(अ) दो व्याख्याएँ नाटक से पूछी जाएँगी जिनमें से एक व्याख्या करनी होगी।

शब्द सीमा - 200 शब्द अंक - 4

(ब) दो आलोचनात्मक प्रश्न पूछे जाएँगे उनमें से एक प्रश्न करना होगा।

शब्द सीमा - 400 शब्द अंक - 6

(स) दो लघूत्तरात्मक प्रश्न पूछे जाएँगे जिनमें से एक प्रश्न करना होगा।

शब्द सीमा - 80 शब्द अंक - 2 $1 \times 2 = 2$

इकाई- 3

- (अ) दो व्याख्याएँ एकांकियों से पूछी जाएँगी जिनमें से एक व्याख्या करनी होगी।
शब्द सीमा - 200 शब्द अंक - 4
- (ब) दो आलोचनात्मक प्रश्न पूछे जाएँगे उनमें से एक प्रश्न करना होगा।
शब्द सीमा - 400 शब्द अंक - 6
- (स) दो लघूत्तरात्मक प्रश्न पूछे जाएँगे जिनमें से एक प्रश्न करना होगा।
शब्द सीमा-80 शब्द अंक - 2 $1 \times 2 = 2$

इकाई- 4

- (अ) दो आलोचनात्मक प्रश्न पूछे जाएँगे उनमें से एक प्रश्न करना होगा।
शब्द सीमा - 400 शब्द अंक - 8
- (ब) चार लघूत्तरात्मक प्रश्न पूछे जाएँगे जिनमें से दो प्रश्न करना होगा।
शब्द सीमा - 80 शब्द अंक - 2

इकाई- 5

- (अ) दो आलोचनात्मक प्रश्न पूछे जाएँगे, जिनमें से एक करना होगा।
शब्द सीमा - 400 शब्द अंक - 6
- (ब) छः टिप्पणी प्रश्न पूछे जाएँगे जिनमें से चार टिप्पणी करनी होगी।
शब्द सीमा - 80 शब्द अंक - $1\frac{1}{2} \times 4 \times 1\frac{1}{2} = 6$