

Syllabus

DEPARTMENT OF EDUCATION

**Bachelor of Arts-Bachelor of Education
(B.A- B. Ed.)**

Four Years Integrated Regular Programme



"A" Grade by NAAC & "A" Category by MHRD

Jain Vishva Bharati Institute
(Deemed to be University under section 3 of UGC Act, 1956)
Ladnun-341306 (Raj.)

2017

Price: Rs.

Bachelor of Arts-Bachelor of Education (B.A- B.ED.)

Four Years Integrated Regular Programme

Jain Vishva Bharati Institute has launched a Bachelor of Education programme recognized by NCTE. The first session started from July 2005 and B.A. B.Ed programme has started from October 2016. The programme places specific emphasis on meditation as a tool to enhance learning skills and I.Q. This programme is also the first national teachers training programme to offer study in Education for Sustainable Development. Innovative syllabus and enthusiastic faculty work towards not only training the teachers but also assisting them with campus recruitment. Jain Vishva Bharati Institute is looking forward to train a new class of future generation teachers.

1. Introduction :

Enlightened, emancipated and empowered teachers lead communities and nation towards better and higher quality of life. Teachers are expected to create social cohesion, national integration and learning society. They disseminate knowledge and also generate new knowledge therefore, it becomes essential for any nation to give necessary professional inputs to its teachers. Jain Vishva Bharti Institute pursues the curriculum for its pre-service teacher training programme for women candidates who are far behind but can lead the whole nation. This will be a special programme focussed with a strong foundation in Science of Living. The candidates are encouraged to flourish in an environment that promotes value and technology based society.

Duration: The B.A. B.Ed programme is full time four years Integrated programme.

Eligibility: A candidate who has passed senior secondary from any recognized Board and qualified entrance test conducted as per guideline of State Government.

Objectives:

- ❖ To give the subject knowledge of graduation level.
- ❖ To develop professionalism in teacher Education Programme.
- ❖ To motivate creative thinking and work among teacher trainees.
- ❖ To foster moral, social character and spiritual values of trainees.
- ❖ To develop Inter-relationship among Department, School and Society.
- ❖ To develop cognitive, Affective and Psycho-motor domain of the teacher trainees
- ❖ To promote for future Prospective, Employability and Skill based Teacher Training
- ❖ To develop Self Evaluation, Positive Attitude and self confidence
- ❖ To apply educational innovation and new strategies of the Teacher Education and trainees.

Programme Outcome of B.A.-B.Ed. (4 Years Integrated Programme)

The department of education runs the B.A.-B.Ed. programme which is recognized by NCTE, New Delhi since 20015. The programme has very specific outcomes to spread educational thought with creative skills in integrated approach enlighten, emancipated and empowered teachers leads the nation towards strong and global teachers and expected to create social cohesion, national integration, international understanding for prospective society.

This programme boost out the global dynamic values and ethics for teacher trainees. Teachers are backbone of the society, so preparing teachers itself a tedious job for the teacher educators in the field of education. ICT, yoga education, liberal education, skill training, inclusive parameter of institution are the basis ingredients of the innovative integrated programme. Both theoretical and practical knowledge with high standard of internship field work are the beauty of this teacher education programme. Practice makes an individual perfect and needful, so through this programme, more practice work shall be provided for teacher trainees more creative and dexterous for the highly upgraded scientific society.

Programme Specific Objectives (PSO) of B.A.-B.Ed. (4 Years Integrated programme)

After completion of the B.A.-B.Ed. programme the pupil's teachers shall able to:

1. Give a proper training in integrated teacher education in graduate level.
2. Develop skills, attitude, knowledge among trainees.
3. Envisage integrated approach with ICT and creative peadagogy among trainees..
4. Motivate creative and rational thinking among teacher trainees.
5. Foster sound moral and ethical values for personality development among trainees.
6. Apply educational innovation and new strategies of teacher education.
7. Promote about liberal education in teacher education programme.

Scheme of Examination

1. Hindi/English shall be medium of instruction of examination.
2. Examination shall be conducted at the end of each semester as per the academic/ examination calendar notified by the Institute.
3. Each Theory paper will be valued as per marks division given in the prospectus which will include semester end Theory exam. Practical (wherever applicable) and continuous internal assessment (CIA).

4. CIA will include the following components :
- | | |
|------------------------------|-----------------|
| ▪ Attendance regularity | 10 marks |
| ▪ Class Tests | 05 marks |
| ▪ Assignments | 10 marks |
| ▪ Class Presentation/Seminar | 05 marks |
| Total | 30 marks |

For UG students to pass a semester, a student has to secure a minimum of 40% marks in aggregate and minimum of 36% marks in individual theory papers. A student has to pass in written examination.

Evaluation Panel:

CIA Concerned Two Subject teacher nominated by the HOD of the Department.

Internship Evaluation Panel:

- ❖ Pre-Internship and Post Internship
 - HOD of the concerned Department
 - Departmental Supervisor/School Head Master/Principal of the School/Nominated School Teacher

Final Lesson Panel: (Two Teaching Subject)

- ❖ HOD of the concerned Department
- ❖ Internal/External Subject Expert

EPC Evaluation Panel:

Theory/Practical and viva-voce Examination Panel will be :

- HOD of the concerned Department.
- Internal Subject Expert.

(B.A. - B.E.d.)**Semester I**

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 101	Childhood and Growing Up	CC	4	30	70	100
BAE 101	Hindi Literature	Any Three CE	4	30	70	100
BAE 102	English Literature					
BAE 103	Sanskrit Literature					
BAE 104	History	CE	4	30	70	100
BAE 105	Political Science					
BAE 106	Sociology					
BAE 107	Geography	CE	4	30	50+20 (Only Geography Practical) 70	100
BAE 108	Economics					
BAE 109	Home Science					
JVB 101	Jain Culture and LifeValue	FC	4	30	70	100
		Total	20	150	350	500

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 201	Assessment For Learning	CC	4	30	70	100
EDU 202	Learning And Teaching	CC	4	30	70	100
BAE 201	Hindi Literature	Any Three CE	4	30	70	100
BAE 202	English Literature					
BAE 203	Sanskrit Literature					
BAE 204	History	CE	4	30	70	100
BAE 205	Political Science					
BAE 206	Sociology					
BAE 207	Geography	CE	4	30	50+20 (Only Geography Practical) 70	100
BAE 208	Economics					
BAE 209	Home Science					
		Total	20	150	350	500

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 301	Understanding Discipline and Subjects	Any one CE	4	30	70	100
EDU 302	Innovative Methods					
BAE 301	Hindi Literature	Any Three CE	4	30	70	100
BAE 302	English Literature					
BAE 303	Sanskrit Literature					
BAE 304	History					
BAE 305	Political Science	CE	4	30	70	100
BAE 306	Sociology					
BAE 307	Geography	CE	4	30	50+20 (Only Geography Practical) 70	100
BAE 308	Economics					
BAE 309	Home Science					
JVB 301	Critical Understanding of ICT	FC	2	15 Practical	35	50
JVB 302	Yoga and Preksha Meditation	FC	2	15 Practical	35	50
		Total	20	150	350	500

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 401	Gender, School and Society	CC	4	30	70	100
EDU 402	Reading and Reflecting on Texts (EPC)	CC	2	15	35 Practical & Viva-Voce	50
EDU 403	Drama and Arts in Education (EPC)	CC	2	15	35 Practical & Viva-Voce	50
BAE 401	Hindi Literature	Any Three CE	4	30	70	100
BAE 402	English Literature					
BAE 403	Sanskrit Literature					
BAE 404	History					
BAE 405	Political Science	CE	4	30	70	100
BAE 406	Sociology					
BAE 407	Geography	CE	4	30	50+20 (Only Geography Practical) 70	100
BAE 408	Economics					
BAE 409	Home Science					
		Total	20	150	350	500

Semester V

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 501	General English	CC	4	30	70	100
EDU 502	Contemporary India and Education	CC	4	30	70	100
BAE 501	Hindi Literature	Any Three CE	4	30	70	100
BAE 502	English Literature					
BAE 503	Sanskrit Literature					
BAE 504	History					
BAE 505	Political Science	CE	4	30	70	100
BAE 506	Sociology					
BAE 507	Geography					
BAE 508	Economics	CE	4	30	50+20 (Only Geography Practical) 70	100
BAE 509	Home Science					
		Total	20	150	350	500

Semester VI

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 601	General Hindi	CC	4	30	70	100
EDU 602	Pre- Internship	CC	4	100 Pre- Internship		100
BAE 601	Hindi Literature	Any Three CE	4	30	70	100
BAE 602	English Literature					
BAE 603	Sanskrit Literature					
BAE 604	History					
BAE 605	Political Science	CE	4	30	70	100
BAE 606	Sociology					
BAE 607	Geography					
BAE 608	Economics	CE	4	30	50+20 (Only Geography Practical) 70	100
BAE 609	Home Science					
		Total	20	120	380	500

Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 701	Creating and Inclusive Education	CC	4	30	70	100
EDU 702	Language Across the Curriculum	CC	4	30	70	100
BAE 701	Hindi	Pedagogy of a School Subject Any two CE	4	30	70	100
BAE 702	English					
BAE 703	Sanskrit					
BAE 704	History					
BAE 705	Civics					
BAE 706	Social Science					
BAE 707	Economics					
BAE 708	Geography					
BAE 709	Home Science	CE	4	30	70	100
BAE 710	Optional Course Environmental Education	Any one CE	4	30	70	100
BAE 711	Health and Physical					
BAE 712	Guidance and Counseling					
BAE 713	Distance Education					
BAE 714	5. Additional Course (Any one)					
	5.1 Hindi					
	5.2 English					
	5.3 Sanskrit					
	5.4 History					
	5.5 Civics					
	5.6 Social Science					
	5.7 Economics					
	5.8 Geography					
	5.9 Home Science					
		Total	20	150	350	500

Semester VIII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU-801	1. Knowledge and Curriculum (Part-A)	Any one CC	4	30	70	100
EDU-802	Knowledge and Curriculum (Part-B)					
EDU-803	Post Internship	CC	16	160 Internship+ 120+120=240 Practical (Two Subjects final lesson)		400
		Total	20	30	470	500

EPC- Enhancing Professional Capacities

CIA-Continuous Internal Assessment

CC- Core Compulsory

CE - Core Elective

EC-Elective course

FC- Foundation Course

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU101	Childhood and Growing Up	CC	4	30	70	100

Objectives:

- ❖ To aware teacher tainees about concept, methods & applications of Educational Psychology.
- ❖ To aware the trainees about concept and developmental dimensions of childhood.
- ❖ Trainees got informed about imagination, creativity & interests at school level.
- ❖ To know the related problems of Adolescence & remedies through Guidance & Counselling services.
- ❖ To aware about the process of human development
- ❖ To build sensitivity towards childrens' needs and capabilities within their socio-cultural context

Course Contents:

UNIT-I Educational Psychology and Development

- a) Educational Psychology : Concept, Methods & Applications
- b) Implications of Educational Psychology: Teachers, Curriculum, Class-room Situations
- c) Indian Psychology : Concept and its implication
- d) Growth & Development
- e) Cognitive development:- Piaget & Bruner

UNIT-II Childhood and Its Development

- a) Childhood : Its concept & characteristics
- b) Childhood : Physical, Mental, Emotional, Social & Moral Development
- c) Childhood : Dimensions to fostering Imagination, Memory & Creativity
- d) Childhood : Activities for Personality Development
- e) Childhood : Language Development

UNIT-III Adolescence and Its Development

- a) Adolescence : Its Meaning & Characteristics
- b) Adolescence : Physical, Emotional, Social, Spiritual & Moral Development
- c) Adolescence : Fostering Thinking, Reasoning & Problem- solving abilities
- d) Adolescence : Activities for Personality Development
- e) Adolescence : Related Problems & Remedies
- f) Guidance & Counselling services in schools

UNIT-IV Learner: Psychological Dimensions & New Trends

- a) Personality : Concept, Types & Measurement
- b) Intelligence & Multiple Intelligence : Meaning, Theories & Measurement
- c) Creativity : Meaning, Development & Measurement
- d) Adjustment : Concept, Process & Mechanism
- e) Mental Health : Concept, Components & Scope

Assignment & Practical Work (Any Two)

- Prepare a short term Project to enhance Imagination, Creativity and Memory for school level students
- Prepare, administer and interpret a Case study/ Questionnaire related to problems of adolescence
- One Assignment Work related to topics in above unit
- Organize various Guidance and Counseling campaign for secondary level students
- Administer, Score and interpret a standardized psychological test related to personality/Intelligence/ Creativity/ Mental Health/Adjustment
- Prepare a Survey report related to various psychological dimension, problems and related remedies for school students

Learning Outcomes: After completion of this course students would able to:

- ❖ Utilize the knowledge of Educational Psychology for school education.
- ❖ Apply the concept of Growth & Development in teaching field.
- ❖ Plan various activities to fostering imagination, creativity & interests at school level.
- ❖ Know about various aspects related to Cognitive, Emotional & Social development of learner.
- ❖ Diagnose related problems of Adolescence & remedies through Guidance & Counselling services.

Suggested Readings:

1. Backett Chris (2004), Human Growth & Development, Sage Publication
2. Das, J. P. (1998), The Working Mind : An Introduction to Psychology, Sage Publication.
3. Chomsky, N. (1968), Language and Mind, Harcourt Brace, Jovanovich.
4. Singh Indramani & Parasuraman, Raja (1998) Human Cognition - A Multi Disciplinary Perspective, Sage Publication.
5. Baddeley, A. D. (1996) Human Memory : Theory and Practice, Washington, DC : Psychology Press.
6. Gruneberg, M. M.; Marris, P.E. & Skyes, R.N. (1998) (Eds) Practical aspects of memory; Current research and issues (Vol.2) John Wiley, New York.
7. Brown J. (1976), Recall and recognition, London.
8. Piaget, J. (1970), Science of Education and The Psychology of child, New York : Orion Press.
9. Hurlock, Elizabeth B. (2007), Child Development, Tata Mc Grow-Hill Publishing Company Ltd. New Delhi
10. गुप्ता, एस.पी., गुप्ता, अलका, (2007), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद
11. पाठक, पी.डी., (2007), शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा
12. मंगल, एस.के.,(2008), शिक्षा मनोविज्ञान, प्रिंटिस हॉल ऑफ इण्डिया प्राइवेट लिमिटेड, नई दिल्ली
13. मूरजानी जानकी, नारंग, दर्शन कौर एवं मणिका मोहन, बाल विकास का मनोविज्ञान, अपोलो प्रकाशन, जयपुर
14. यादव, सियाराम, (2008), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, शारदा पुस्तक भवन, इलाहाबाद
15. शर्मा, जे.डी., (2008), मनोविज्ञान की पद्धतियाँ एवं सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
16. श्रीवास्तव, प्रमिला, (2008), बाल विकास एवं शिक्षा संदर्शिका, कनिष्क पब्लिशर्स, नई दिल्ली

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 101	Hindi Literature भक्ति काव्य	Any Three CE	4	30	70	100

उद्देश्य—

1. भक्तिकालीन काव्य एवं कवियों से परिचित करवाना।
2. विभिन्न साहित्यकारों की काव्यशैलियों से परिचित करवाना।

इकाई I

1. भक्तिकाल काव्य का इतिहास, प्रेरक परिस्थितियाँ, काव्य धाराएँ एवं उनकी प्रवृत्तियाँ एवं विशेषताएँ।

इकाई II

1. कबीर — कवि परिचय, पद व्याख्याएँ (1–10 पद्य)।
2. जायसी— कवि परिचय, सिंहल द्वीप वर्णन खण्ड (2,5,6,11,12,13,14)।
3. सूरदास — कवि परिचय, विनय के पद।
4. इकाई से सम्बन्धित कवियों की काव्यगत विशेषताओं से सम्बन्धित प्रश्नोत्तर।

इकाई III

1. तुलसीदास — कवि परिचय, बाललीला वर्णन एवं धनुष यज्ञ की पद व्याख्याएँ।
2. रसखान — कवि परिचय, (क्रमशः 1–12 व 22वाँ पद)।
3. मीरा बाई — कवयित्री परिचय, मीरा पदावली (क्रमशः 1,2,3,4,5,6,9,10,13,14,16,18,20,22,24) पद व्याख्याएँ।
4. इकाई से सम्बन्धित कवियों एवं कवयित्री की काव्यगत विशेषताओं से सम्बन्धित प्रश्नोत्तर।

इकाई IV

1. काव्य का इतिहास
2. काव्य का अर्थ, परिभाषाएँ, काव्य गुण,
3. अलंकार — अनुप्रास, यमक, श्लेष, उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति, भ्रान्तिमान
4. शब्द शक्तियाँ

उपलब्धियाँ—

1. भक्तिकालीन साहित्य से प्रेरणा प्राप्त कर जीवन में आध्यात्मिक मार्ग पर अग्रसर होंगे।
2. विभिन्न साहित्यकारों की लेखन शैली से परिचित होकर स्वयं की लेखन शैली विकसित कर सकेंगे।
3. भक्तिकालीन साहित्य की जानकारी प्राप्त कर भावी प्रतियोगिता परीक्षाओं के लिये स्वयं को तैयार कर सकेंगे।

पाठ्यपुस्तक

1. भक्तिकालीन काव्य साहित्य, लेखक— कैलाश भट्ट, सम्पादक—प्रो. नन्दलाल कल्ला, प्रकाशक—जैन विश्वभारती संस्थान (मान्य विश्वविद्यालय), लाडनू

संदर्भ ग्रंथ

1. हिन्दी साहित्य का इतिहास— संपादक डॉ नगेन्द्र, डॉ हरदयाल, मयूर पेपर बैक्स नोएडा।
2. हिन्दी साहित्य का इतिहास—आचार्य रामचंद्र शुक्ल नागरी प्रचारिणी सभा काशी।
3. हिन्दी साहित्य की भूमिका—आचार्य हजारी प्रसाद द्विवेदी, हिन्दी ग्रंथ रत्नाकर मुंबई।
4. कबीर ग्रंथावली, संपादक श्यामसुंदरदास
5. जायसी —पद्मावत, संपादक, आचार्य रामचन्द्र शुक्ल

6. मीरा ग्रंथावली संपादक कल्याण सिंह शेखावत
7. रसखान ग्रंथावली संपादक विद्यानिवास मिश्र
8. सूरदास – संपादक – आचार्य रामचन्द्र शुक्ल
9. गोस्वामी तुलसीदास – रामचन्द्र शुक्ल
10. कबीर – हजारी प्रसाद द्विवेदी
11. हिन्दी साहित्य का सुगम इतिहास – हरeram पाठक
12. हिन्दी साहित्य का सुबोध इतिहास – बाबू गुलाबराय
13. हिन्दी साहित्य का संवेदना एवं विकास – रामस्वरूप चतुर्वेदी

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 102	English Literature (Poetry and Drama)	Any Three CE	4	30	70	100

Objectives:

1. To enable the students to understand Elizabethan and Romantic Poetry.
2. To make them aware about Indian Poetry.
3. To familiarize them with the dramatic art.
4. To acquaint them with some literary terms and Figures of Speech of these genres.

Unit I Four One Act Plays

Anton Chekhov : The Boor

William Stanley Houghton : The Dear Departed

Mc. Kinnel : Bishop's Candlesticks

John Galsworthy : The Little Man

Unit II Poems from Poet's Pen: (Ed.) Homi p Dustoor. Oxford University Press

Shakespeare : All the World's a Stage

James Shirley: Death the Leveller

Alexandar Pope : From An Essay on Man

Alfred Lord Tennyson : The Charge of the Light Brigade

William Wordsworth : The Solitary Reaper

James Leigh Hunt : About Ben Adam

Unit III Poems from **Indian Poetry in English.**

R. N. Tagore : Where the Mind is Without Fear

Sarojini Naidu : Indian Weavers

P. Lal : The Lecturer

Unit IV: Literary Terms and Figures of Speech: Alliteration, Simile, Metaphor, Pun, Personification, Paradox, Oxymoron, Antithesis, Heroic Couplet, Transferred Epithet, Sonnet, Lyric, Ballad, and Rhyme.

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Learning Outcomes:

1. The students can understand poetry, One-Act Play and Drama.
2. They can learn the difference between the Figures of Speech and Literary Terms.

Suggested Reading :

1. Abrams, M.H. Glossary of Literary Terms. India, Macmillan Publishers, 2000.
2. Prasad, B. A Background to the Study of English Literature. Macmillan, 2004.
3. Paper-I: Poetry and Drama, Jain Vishva Bharti Institute, Ladnun, 2016.
4. Poet's Pen: (Ed.) Homi P Dustoor. Oxford University Press.
5. Contemporary Indian Poetry in English: (Ed.) Saleem Peerandina. MacMillan, New Delhi.

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 103	Sanskrit Literature (संस्कृत व्याकरण एवं साहित्य) (लघुसिद्धांत कौमुदी)	Any Three CE	4	30	70	100

उद्देश्य—

1. स्वरों एवं व्यंजनों का सामान्य ज्ञान करवाना।
2. शब्दों की सन्धि एवं सन्धि विच्छेद का अभ्यास करवाना।
3. लघु कथाओं से संस्कृत भाषा का अभ्यास करवाना।

1. लघुसिद्धांत कौमुदी

संज्ञा, सन्धि, सुबन्त प्रकरण (अजन्त पुल्लिङ्ग तक) सूत्र (1-215)

2. रचनानुवाद कौमुदी (पाठ 1 से 10)

3. सुप्रभातम्

4. अभिधान चिन्तामणि छठां काण्ड (श्लोक 1 से 30)

उपलब्धियाँ—

1. स्वरों के ज्ञान से उच्चारण शुद्धि होगी।
2. संस्कृत भाषा को बोलने व समझने का अभ्यास होगा।
3. लेखन कला का विकास होगा।

पाठ्युत्तक / संदर्भ ग्रंथ—

1. लघु सिद्धान्त कौमुदी, श्रीवरदराजकृत, संपादक—महेश सिंह, कुशवाहा, चौखम्बा विद्या भवन, दिल्ली।
2. रचनानुवाद कौमुदी, डॉ. कपिलदेव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी।
3. सुप्रभातम्, आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं।
4. अभिधान चिन्तामणि नाममाला, चौखम्बा प्रकाशन, वाराणसी।
5. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे।

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 104	History (प्राचीन भारत का इतिहास) (प्रारंभ से 1206 ई. तक)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को प्राचीन भारतीय इतिहास का ज्ञान प्रदान करना।
2. विभिन्न कलाओं की मुख्य विशेषताओं से परिचित करवाना।
3. विद्यार्थियों के प्राप्त इतिहास के ज्ञान को प्रतियोगी परीक्षाओं के लिये उपयोगी बनाना।

इकाई—1

प्राचीन भारतीय इतिहास की जानकारी के प्रमुख स्रोत—पुरातात्विक, साहित्यिक एवं विदेशी यात्रियों के वृत्तान्त। जैन स्रोत—आगम ग्रन्थ। सिन्धुघाटी सभ्यता—खोज, विस्तारक्षेत्र, कालक्रम, नगर योजना, आर्थिक स्थिति, सामाजिक स्थिति एवं पतन।

इकाई —2

वैदिक सभ्यता मूल निवास, स्थान, राजनैतिक, आर्थिक एवं सामाजिक स्थिति। सोलह महाजनपदों का उदय। मौर्य वंश—चन्द्रगुप्त मौर्य का उदय एवं उपलब्धियां, अशोक का धम्म, नितियां, मौर्य प्रशासन, मौर्य साम्राज्य का पतन।

इकाई—3

सातवाहन वंश—गौतमी पुत्र शातकर्णी की उपलब्धियाँ। कुषाण वंश—कनिष्क प्रथम की उपलब्धियाँ। सातवाहन—कुषाणकालीन सांस्कृतिक अध्ययन। गुप्तवंश का इतिहास, (चन्द्रगुप्त प्रथम, समुद्रगुप्त, चन्द्रगुप्त द्वितीय, कुमारगुप्त, स्कन्दगुप्त) राजनीतिक इतिहास एवं प्रशासन।

इकाई—4

गुप्तकालीन संस्कृति (इतिहास का स्वर्णकाल)—कला, साहित्य, एवं विज्ञान की उन्नति। गुप्तोत्तर भारत—हर्षवर्धन की राजनीतिक एवं सांस्कृतिक उपलब्धियां। राजपूत राज्यों के पतन के उत्तरदायी कारण। विग्रहराज चौहान, भोज परमार।

उपलब्धियाँ—

1. विद्यार्थी गौरवशाली प्राचीन भारतीय इतिहास को जान पायेंगे।
2. स्थापत्य कला का तुलनात्मक अध्ययन कर पायेंगे।
3. इतिहास का ज्ञान प्राप्त कर प्रतियोगी परीक्षाओं में सफलता प्राप्त कर पायेंगे।

पुस्तक / संदर्भ ग्रंथ:

1. झा, द्विजेन्द्र एवं के.एम., श्रीमाली—प्राचीन भारत का इतिहास, कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली।
2. शर्मा, कृष्णगोपाल, शर्मा, मुरारीलाल एवं जैन, हुकुमचंद—भारत का इतिहास, अजमेरा बुक कम्पनी।

3. पाण्डे, डॉ. विमल चन्द्र—प्राचीन भारत का राजनीतिक एवं सांस्कृतिक इतिहास, सेन्ट्रल पब्लिशिंग हाऊस, इलाहाबाद ।
4. थापर, रोमिला—भारत का इतिहास, राजकमल प्रकाशन, नई दिल्ली ।
5. श्रीवास्तव, कृष्णचन्द्र—प्राचीन भारत का इतिहास तथा संस्कृति, यूनाईटेड बुक डिपो, इलाहाबाद ।
6. Basham, A.L. – A cultural history of India.
7. Kosambi, D.D. – An Introduction to the study of Indian History

Objects:

1. Imparting Knowledge of ancient Indian history to students.
2. Familiarize yourself with the main features of various arts.
3. Making knowledge of history gained by students useful for competitive examination.

Unit-I

Major Sources of information of ancient Indian history, Descript on of archaeological literary and foreign travelers. Jain Source Agam Granth. Indus Valley civilization search, extension zone, chronology, city scheme, economic conditions, social and collapse.

Unit-2

Vadic civilization origin, place, political, economic and Social status. Sixteen rise of Mahajanapadas. Rise of maurya dynasty, Chandragupta maurya and achievement, Ashoka's Dham, Policies, maurya administration, Fall of mauryan empire.

Unit-3

Achievements of Satavahana dynasty gautami putra shatkarni. Achievements of Kushan dynasty Kanishka First. C ulture study of Satvahan-Kushanakalin. History of gupta dynasty (Chandragupt-I, Samundragupta, Chandragupta-II, Kumargupta, Sakandgupta) the secret of political history and administration.

Unit-4

Development of Gupta's culture, (Golden Period) art, literature and Science. Political and cultural achievements of Vardhan Dynasty(Harshvardhan). Causes of the fall of Rajput states. Vigraharaj Chouhan-IV, Bhojparmar.

Learning Outcomes:-

1. Student will get to know glorious ancient Indian History.
2. Will be able to do a comparative study of architectures.
3. By Acquiring knowledge of history will be able to succeed in competitive examination.

Reference Book

1. Jha, K.M. Shrimali, Ancient history-Delhi University.
2. Dr. V.C. Pandey, Political and cultural history of Ancient history.
3. Thaper, Romila, Bhrat ka Itihas, Rajkamal, Delhi
4. Basham, A.L. – A cultural history of India.
5. Kosambi, D.D. – An Introduction to the study of Indian History

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 105	Political Science (राजनीति विज्ञान के मूल आधार)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को राजनीति विज्ञान के आधारभूत सिद्धान्तों की जानकारी देना।
2. विद्यार्थियों को राजनीति विज्ञान की विभिन्न अवधारणाओं से परिचित करवाना।
3. विद्यार्थियों की प्रतियोगी परीक्षाओं में तर्क शक्ति बढ़ाना।

इकाई—1 राजनीति शास्त्र: अर्थ, क्षेत्र, राजनीति शास्त्र की अध्ययन पद्धतियाँ, व्यवहारवाद, उत्तर-व्यवहारवाद।

इकाई—2 राज्य : राज्य के मूल तत्व, राज्य के कार्य, राज्य विकास के विभिन्न सिद्धान्त: दैवी सिद्धान्त, शक्ति सिद्धान्त, सामाजिक संविदा सिद्धान्त, विकासवादी सिद्धान्त, सम्प्रभुता की अवधारणा : सम्प्रभुता का स्वरूप, सम्प्रभुता के मूल तत्व, सम्प्रभुता सिद्धान्त की आलोचना।

इकाई—3 राजनीतिक आधुनिकीकरण, राजनीतिक विकास, राजनीतिक दल एवं दवाब समुह, सरकार के अंग: व्यवस्थापिका, कार्यपालिका एवं न्यायपालिका, एकात्मक एवं संघात्मक प्रणाली, संसदीय एवं अध्यक्षीय प्रणाली।

इकाई—4 राजनीतिक विचारधाराएँ: उपयोगितावाद, आदर्शवाद, समाजवाद, मार्क्सवाद, लोक कल्याणकारी राज्य, गाँधीवाद एवं सर्वोदय, अणुव्रती समाज की रूपरेखा

उपलब्धियाँ—

3. विद्यार्थी राजनीति विज्ञान के आधारभूत सिद्धान्तों को जान सकेंगे।
2. विभिन्न अवधारणाओं के तुलनात्मक अध्ययन से वैज्ञानिक दृष्टिकोण का विकास कर सकेंगे।
3. परम्परागत एवं आधुनिक राजनीतिक सिद्धान्तों की जानकारी प्राप्त कर सकेंगे।

पाठ्यपुस्तकें/संदर्भ ग्रंथ—

1. G. Catlin : A Study of the Principles of Politics, London and New York, Oxford University Press, 1930.
2. Sir, E. Barker : Principles of Social and Political Theory, Calcutta, Oxford University, Press, 1976.
3. M. Carnoy : The State and Political Theory, Princeton NJ, Princeton University, Press, 1984.
4. N.P. Barry : Introduction to Modern Political Theory, London, Macmillan, 1995.
5. आर.सी. अग्रवाल—राजनीति शास्त्र के मूल आधार, एस. चांद एण्ड कम्पनी, नई दिल्ली।
6. ए.सी. कपूर—राजनीति विज्ञान के सिद्धान्त, एस. चांद एण्ड कम्पनी, नई दिल्ली।
7. बी.आर. पुरोहित—राजनीति विज्ञान के मूल सिद्धान्त, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।

8. पुखराज जैन—राजनीति के मूल आधार, साहित्य भवन पब्लिकेशन्स, आगरा।
9. बी.एल. फड़िया—राजनीति विज्ञान के मूल आधार, कॉलेज बुक हाउस, जयपुर।

Objectives :-

1. To Provide the knowledge of fundamental of political Science to students.
2. To acquaint student with the various political concepts.
3. To enhance the logical power of students

UNIT-I : Political Science: Meaning, Areas, Approaches to study of political science, behaviorism, post behaviorism.

UNIT-II : State: Basic elements of state, Function of State, various theory of state development divine theory, power theory, Social-Contract theory, Developing theory, Concept of sovereignty: nature of Sovereignty, Element of Sovereignty, Criticism of Sovereignty

UNIT-III : Political Modernization, Political Development, Political Parties and Pressure groups. Organ of Government: Legislature, Executive and Judiciary.

UNIT-IV : Political Ideologies: Utilitarianism, Idealism, Socialism, Marxism, Welfare State, Gandhian and Sarvodaya, The Format of Anuvrat Society.

Learning outcomes :-

1. Students will be able to know about the fundamentals of political science.
2. Students will be able to inculcate the scientific attitude of comparative study.
3. Students will be able to know about the traditional and modern political theories.

Reference Books:

1. Dr. Iqbal narayan- Principles of political science
2. Dr. B.R. Purohit-Principle of political science (Rajasthan, Hindi Granth Academy, Jaipur)
3. Dr. A.D. Ashirvadam- Political theories
4. Dr. Virkeshwar Prasad Singh- Basic Principles of political science
5. Dr. B.M. Sharma and Chandra Hirawat-Principles of Political Science.
6. Herald. G. loski-A grammer of politics(Hindi version)
7. A. Appadoraya- Substance of politics (Hindi version)
8. S.P. Verma, Modern Political Theory
9. S.L. Verma, आधुनिक राजनैतिक विचारधाराएं

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 106	Sociology (Principles of Sociology)	Any Three CE	4	30	70	100

Objectives:

- To enable the students to understand the meaning, nature and origin of sociology.
- To acquaint the learners with the concept of culture, society, community, institution, social structure.
- To enable the learners to understand the dynamics in sociology.
- To enable the learners to understand the theories of social change.

Unit - I Introduction to Sociology

- ❖ Origin of Sociology
- ❖ The Meaning and Nature of Sociology.
- ❖ The Sociological Perspective, The Scientific and Humanistic Perspective Study.
- ❖ The use of Sociology, Introduction of Applied Sociology

Unit - II Basic Concepts in Sociology

- ❖ Basic Concept : Culture, Society, Community, Institution, Association, Social Structure, Social Group, Status and Role

Unit - III Dynamics in Sociology

- ❖ Socialization - Meaning and Theories (Sigmund Freud, G. H. Mead)
- ❖ Relation between Individual and Society
- ❖ Social Stratification : Meaning and Forms and Theories (Functional and Marxist)
- ❖ Social Mobility : Meaning and Forms

Unit - IV Theories of Social Change

- ❖ Social Control : Norms/Values, Types and Agency
- ❖ Social Change : Meaning and Type (Linear and Cyclical)
- ❖ Social Change : Theories of Ogburn, Sorokin and Karl Marx

Learning Outcomes: After completion the course student would be able to:

- Understand the meaning, nature and origin of sociology.
- Acquaint the learners with the concept of culture, society, community, institution, social structure.
- Learn the dynamics in sociology.
- Understand the theories of social change.

Reference :

1. आहुजा, राम एवं आहुजा, मुकेश 2008, समाजशास्त्र विवेचना एवं परिप्रेक्ष्य, पावत पब्लि. जयपुर,
2. दोषी, एस.एल. एवं जैन, पी. सी., 2006, समाजशास्त्र, नई दिशाएँ, जयपुर, रावत पब्लिकेशन्स,
3. सिंघी, नरेन्द्र कुमार एवं गोस्वामी, वसुधाकर 2007, समाजशास्त्र विवेचन, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
4. सिंह, जे.पी. 2008, समाजशास्त्र : अवधारणाएँ एवं सिद्धान्त, प्रेंटिस हॉल ऑफ इण्डिया प्राइवेट लिमिटेड, नई दिल्ली

5. सिंह, जे.पी. 2008, आधुनिक भारत में सामाजिक परिवर्तन, प्रेंटिस हॉल ऑफ इण्डिया प्राइवेट लिमिटेड, नई दिल्ली
6. Beteille, Andre Zooz : Sociology : Essay on Approach and Method, New Delhi, OUP
7. GiddensAnthony 2005, Sociology, London, Polity Press.
8. Rawat, H.K. 2007, Sociology, Basic Concepts, Rawat Publications, Japur
9. Rawat, H.K. 2013, Contemporary sociology, Basic Concepts, Rawat Publ., Japur
10. Schaefer, Richard T. and Rober P. Lamm 1999, Sociology, New Delhi, Tata Mac Graw Hill.

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 107	Geography (Physical Geography)	Any Three CE	4	30	50+20 (Practical) 70	100

Objectives:

1. To make aware of physical Geography in Detail.
2. Knowledge about interior layers of Earth.
3. Deep Knowledge about all the layers of Atmosphere.

Unit-I

- a. Definition and scope of physical Geography.
- b. Origin of the earth: Tidal Hypothesis of James Jeans and Big Bang theory.
- c. Interior of the earth: Structure, Composition & Zones.
- d. Origin of the continent and oceans: Wegner's Theory of Continental drift and Plate tectonics.

Unit- II

- a. Theories of mountain building: Geosynclines Origin Theory of Kober.
- b. Isostasy: Concept and Views of Airy and Pratt.
- c. Weathering: Physical, Chemical and Biological
- d. Drainage pattern and Cycle of erosion: Davis & Penck.

Unit - III

- a. Composition and Structure of the atmosphere.
- b. Atmospheric temperature: Insulation and heat budget.
- c. Air masses: Source region and classification of air masses.
- d. Climate Classification by W. Koppen.

Unit - IV

- a. Relief of the Ocean basins.
- b. Distribution of Temperature and Salinity of oceans.
- c. Ocean Currents and Tides.
- d. Coral reefs: Conditions of growth, types and origin according to Darwin and Murray.

PRACTICAL

- a. Scale: Plain, Diagonal, Comparative.
- b. Enlargement, Reduction & Combination of maps.
- c. Representation of Relief.
- d. Weather Instruments: Thermometer, Barometer, Hygrometers, Rain gauge & Wind vane.
- e. Weather symbols and interpretation of Indian weather maps.
- f. Chain tape survey.

Learning Outcomes: After completion the course student would be able to:

1. Knowledge about three branches of physical Geography: Geomorphology, Climatology and Oceanography.
2. Get Aware about the reasons of many natural disasters & knowledge to overcome that.
3. Get aware about the atmosphere in which they are living.

Reference:

1. सविन्द्रसिंह : भौतिक भूगोल, वसुन्धरा प्रकाशन, गोरखपुर
2. शर्मा एच.एस. : “भौतिक भूगोल” पंचशील प्रकाशन, जयपुर
3. चतुर्भुज मामोरिया एवं जैन : भौतिक भूगोल एवं जीव मण्डल, साहित्य भवन आगरा
4. वीरेन्द्र सिंह चौहान : भौतिक भूगोल, रस्तोगी पब्लिकेशन्स, मेरठ
5. उपाध्याय एल.एन. : भौतिक भूगोल, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 108	Economics (Salient Features of Indian Economy)	Any Three CE	4	30	70	100

Objectives:

- ❖ To enable the students teacher to acquire the basic understanding in the field of Economics.
- ❖ To enable the students teacher to acquire the Indian Economics.
- ❖ To enable the students teacher to understand the main features of Indian agriculture.
- ❖ To enable the students teacher to understnad the need for industrialisation in India.

Unit - I Introduction of Indian Economy

- ❖ Characterstics of Indian Economy
- ❖ Problems of poverty and inequality
- ❖ Human resourse - population growth and population policy

Unit - II Main features of Indian agriculture

- ❖ Factors affEctin cropping pattern and productivity in India.
- ❖ RECent measures for agricultueal development relating to irrigation.
- ❖ Finance and marketing green revolution: New agriculture strategy and modernisation of agriculture.

Unit - III Need for Industrialisation in India

- ❖ Small scale and cottage industries problems and measures for the their development
- ❖ Industrial and licensing policies in India
- ❖ Funcation of the Reserve Bank of India

Unit - IV Changes in Indian Economy

- ❖ Major changes in India's commodity export and imports since 1951 with regard to value
- ❖ Composition and dirEction, liberalization and Economic reforms.
- ❖ Main heads of revenue and items of expenditure of central goverment.

Learning Outcomes: After completion the course student would be able to:

- ❖ Acquire the basic understanding in the field of Economics.
- ❖ Understand the Indian Economics.
- ❖ Understand the main features of Indian agriculture.
- ❖ Understnad the need for industrialisation in India.

Reference:

1. रूद्रदत्त एवं के. पी. एस. सुन्दरम : भारतीय अर्थव्यवस्था (हिन्दी एवं अंग्रेजी) एस. चन्द, नई दिल्ली
2. लक्ष्मी नारायण, नाथुरामका : भारतीय अर्थ व्यवस्था, रमेश बुक डिपो, जयपुर
3. Mishra, S. K. and Puri, V. K. : Indian Economy, Himalya Publishing House, N. Delhi

4. Agarwal, A. N., Indian Economy, Vikas Publishing Co. N. Delhi
5. Government of India Economic Survey (Hindi & English)
6. Government of India : Five Year Plan (Latest)

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 109	Home Science (Food and Nutrition)	Any Three CE	4	30	70	100

Objective:

- Concept and classification of food, nutrients, vitamins and energy metabolism.
- Meal planning for families and individuals.
- Nutritional requirements, related problems and need based dietary guidelines.
- Methods of cooking, their advantages & disadvantages and effect on nutritive value and improving methods to maintain nutritional quality of foods.
- Difference between normal and therapeutic nutrition.
- Recommended dietary allowances and their effect on health.

Unit - I Nutrition and Energy Metablism

- a) Concept and Types of Nutrition
- b) Classification and Functions of Food
- c) Functions , sources, Effect of deficiency & Daily allowances of :
Macro nutrients: Carbohydrates, Proteins & Fats
Micro Nutrients: Minerals, Calcium, Iron, Iodine, Fluorine, Vitamins
- d) Energy Metabolism: Measurement of Energy, BMR and factors affecting BMR, Energy requirement and factors affecting energy requirement, Water Balance

Unit - II Food, Diet and Dietary Guidlines

- a) Basic terminology used in food preparation
- b) Basic Food Groups, Food Composition, Nutritional Contribution & Selection Factors for the following : Cereals & Millets, Pulses, Fruits, Vegetables, Milk & Milk Products, Nuts & Oil seeds, Meat, Fish & Poultry, Eggs, Sugars, Condiments & Spices
- c) Role of Beverages and appetizers in diet : a) Stimulating b) Refreshing c) Nutrition
- d) Meal planning: Goals, Factors & Significance
- e) Nutritional requirements, related problems and dietary guidelines for: Pregnancy, Lactation, Infancy, Childhood, Adolescents, Adults and Elderly person

Unit - III Cooking and Nutritional Quality

- a) Methods of cooking, their advantages & disadvantages and effect on nutritive value-
Retention of Nutritive value of foods during preparation, Food Adulteration –
meaning & common adulterants in food, Food poisoning
- b) Improving Nutritional Quality of Foods: Germination, Fermentation, Supplementation, Substitution, Fortification & Enrichment

- c) Role of Convenience food : Ready to use foods, Protein Supplements

Unit - IV Therapeutic Nutrition and related problems

- a) Therapeutic Nutrition: Modification of normal diet to therapeutic diet
- b) Dietary management for obesity, underweight, diseases of the gastrointestinal tract-Diarrhoea, Constipation, Indigestion, Fever, Jaundice, Diabetes, Hypertension
- c) Nutritional problems of public health importance and their management: Protein Energy Malnutrition, Anemia, Flurosis, Vitamin A deficiency, Iodine deficiency disorder

Practicals

Methods of cooking

- Preparation of any four dishes using the following methods:
Boling, Steaming, Simmering, Frying (Shallow and deep), Baking, Roasting
- Preparation of Beverages, Cereal cookery, Legumes and pulses, Dry and baked vegetables, milk and milk products, Soups, salads
- Savory food preparation and sweets

Learning Outcomes: After completion the course student would be able to:

- Classification of food, nutrients, vitamins and energy metabolism.
- Explain Meal planning for families and individuals.
- Understand Nutritional requirements, related problems and need based dietary guidelines.
- Explain Methods of cooking, their advantages & disadvantages and effect on nutritive value and improving methods to maintain nutritional quality of foods.
- Difference between normal and therapeutic nutrition.
- Recommended dietary allowances and their effect on health.

References Books:

1. Srilakshmi, B. (2011) Dietetics, New Age International Publishers, New Delhi
2. Srilakshmi, B. Food Science, New Age International Publishers, New Delhi
3. Swaminathan, MS(2010) Aahar evam Poshan, NR Brothers, My Hospital Marg, Indore
4. Bamji MS, Krishnaswamy K, Brahman GNV (2009) Text book of Human Nutrition, 3rd Edition, Oxford and IBH publishing co. pvt. Ltd.
5. Chadha R and Mathur P (2015) Nutrition: A Lifecycle Approach, Orient Black Swan, Delhi
6. Wardlaw and Insel MG, Insel PM (2004) Perspectives in Nutrition, Mosby
7. Khanna K, Gupta S, Seth R, Mehna R, Rekhi T (2004) The Art and Science of Cooking: A practical manual, Elite Publishing House Pvt. Ltd.

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB 101	Jain Culture and LifeValue	FC	4	30	70	100

Objectives:

- To describe the concept of Jain Culture
- To list the different types of Jain Life Values

Unit I: Jain History and Culture

- Antiquity of Jainism
- Teerthankar Lord Rishabha and Mahavira
- Jain Religious Schools, Orders and Sects
- Characteristics of Jain Culture

Unit II: Jain Ethics and Metaphysics

- Three Jewels (Ratnatraya)
- Code of Conduct of Ascetics (Shramanachar) and Householder (Shravakachar)
- Jain way of Life
- The Nine Truths
- Six Substances
- Cosmology : Jain Perspective

Unit III: Science of Living and Value Development

- Science of Living a new way of Education
- Seven Parts of Science of Living
- Science of Living and Value Development
- Non-violence and its training
- Non-absolutism and its application
- Anuvrat Movement and Morality

Unit IV: Preksha Meditation and Management

- Aim and Objective of Preksha Meditation
- Time Management
- Goal Management
- Health Management
- Stress Management
- Addiction Free Management

Outcomes:

- The students would develop on non- absolute approach.
- Can apply the knowledge of Jain life values into scientific research.
- Shastri Nemichandra, Tirthankara Mahaveer aura Unki Acharya Parampara, Vol.-I., Prachya Shramana Bharati, Mujaffar Nagar, U.P.
- Jain itihās aurā sanskriti, By Dr Samani Riju Prajna, JVBU, Ladnun
- Jain Tattva mimāṣa aurā Achārā Mimāṣa, By Dr Samani Riju Prajna, JVBU, Ladnun

SUGGESTED READING

- Acharya Mahaprajna, Jain Darshan Manan Aur Mimansa, Adarsh Sahitya Sangh, Churu, 1977.
- Shastri, Kailashchandra, Jain Dharm, Bharatvarshiya Digamber Jain Sangh, UP, 1985.
- Jain, Jyoti Prasad, Religion and Culture of the Jains, Bharatiya Gyanpeeth, 1999.
- Bhaskar, Bhagchand Jain, Jain Dharma ka Maulik Itihas (Vol 1 & 2), Samyakgyan Pracharak Mandal, Jaipur, 1974.
- Shastri Nemichandra, Tirthankara Mahaveer aur Unki Acharya Parampara (Vol.I), Acharya Shantisagar Chani Granthmala, 1992.
- Samani Riju Prajna, Jain Itihas aur Sanskriti, Jain Vishva Bharati Institute, Ladnun, 2007.
- Samani Riju Prajna, Jain Tattva Mimansa aur Achara Mimansa, Jain Vishva Bharati Institute, Ladnun, 2015.
- Samani Riju Prajna, Jain Darshan ke Pramukh Siddhanta,
- Jain Vishva Bharati Institute, Ladnun, 2015

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 201	Assessment For Learning	CC	4	30	70	100

Objectives:

- ❖ To describe the role of assessment in education.
- ❖ To distinguish among measurement, assessment and evaluation.
- ❖ To explain different forms of assessment that aid student learning.
- ❖ To use wide range of assessment tools, techniques and construct these appropriately.
- ❖ To evolve realistic, comprehensive and dynamic assessment procedures.
- ❖ To calculate item difficulty and discrimination power of a test item.
- ❖ To prepare a good achievement test on any school subject.
- ❖ To realize the importance of continuous and comprehensive evaluation in the process of students learning.

Course contents:

Unit I - Assessment and Evaluation in Education

- a) Concept of measurement, assessment and evaluation
- b) Types, Need, scope and relevance of evaluation
- c) Principles of assessment and evaluation
- d) Test, scale and measurement
- e) Types of scale : nominal, ordinal, interval and ratio

Unit II - Tools and Techniques of Assessment and Evaluation

- a) Characteristics of a good measuring instrument
- b) Achievement test: steps of construction of achievement test – Teacher made and Standardized test

- c) Types of test items and its construction : subjective test items and Objectivess test item
- d) Diagnostic test construction and preparation of remedial materials
- e) Analysis of test items – item difficulty level and item discrimination power

Unit III -Trends in Assessment

- a) Continuous and Comprehensive Evaluation
- b) Marking system vs Grading system
- c) Semester system (C B C S) Chioce Based Credit System
- d) Open book examination and question bank

Unit IV - Basic Statistics in Evaluation

- a) Measure of Central Tendency:
 - Mean
 - Median
 - Mode
- b) Measure of variability
 - Range
 - Quartile Deviation
 - Average Deviation
 - Standard Deviation

Assignment & Practical Work (Any Two)

- Prepare an achievement test of any school subject of secondary school.
- Write two Assignment Work with in the content
- Construct a remedial material for school students in any content problems.
- Select, analyses and try- out a sample tool/test with item discrimination power.

Learning Outcomes: After completion of this course students would able to:

- ❖ Describe the role of assessment in education.
- ❖ Distinguish measurement, assessment and evaluation.
- ❖ Explain different forms of assessment that aid student learning.
- ❖ Use wide range of assessment tools, techniques and construct these appropriately.
- ❖ Evolve realistic, comprehensive and dynamic assessment procedures.
- ❖ Calculate item difficulty and discrimination power of a test item.
- ❖ Prepare a good achievement test on any school subject.
- ❖ Realize the importance of continuous and comprehensive evaluation in the process of students learning.

References:

1. Agrawal, J C. (1997), Essential of Examination System, Evaluation, Test and Measuremnt. New Delhi: Vikas Publishing House Pvt. Lt..
2. Banks, S.R. (2005), Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
3. Blooms, B.S. (1956), Taxonomy of Educational Objectives. New York: Longman Green and Company.
4. Cooper, D. (2007), Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson.

5. Earl, L.M. (2006), Assessment of Learning: Using Classroom Assessment to Maximize Student Learning. Thousand Oaks, Clifornia: Corwin Press.
6. Gronlund, N.E. (2003), Assessment of Student Achievement. Boston: Allyn & Bacon.
7. Kaplan, R.M. & SaccuzzoD.P. (2000), Psychological Testing, Principles, Application& Issues. California: Wordsworth.
8. Linn, R.L. & Gronlund, N.E. (2000), Measurement and Assessment in Teaching. London: Merrill Prentice Hall.
9. Noll, N.H. S cannell, D.P. & Craig, RC. (1979), Introduction to Educational Measurement. Boston: Houghton Mifflin.
10. Macmillan, J.H. (1997), Classroom Assessment, Principles and Practice for EffEctive Instruction. Boston: Allyn and Bacon.
11. Hopkins, KD. (1998). Educational and Psychological Measurement and Evolution. Boston: Allyn and Bacon.
12. Chohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996), Psychological testing and Assessment. An Introduction to the Test and Measurement. California: Mayfield Publishing Co.
13. National Council of Educational Research and Training (2005), National Curriculum Framework, New Delhi: NCERT
14. National Council of Educational Research and Training (2006). Position paper: Examination Reform. New Delhi: NCERT
15. National Council of Educational Research and Training (2008). Source Book on Assessment for class I-V: Social Science. New Delhi: NCERT

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 202	Learning And Teaching	CC	4	30	70	100

Objectives:

- ❖ To acquire the basic knowledge of learning and Teaching.
- ❖ To understand the implications of educaiton.
- ❖ To develop various methods of teaching.
- ❖ To understand the various application of educaiton.

Course Contents:

Unit -I Basics of Learning

- a) Learning: concept, Nature and characteristics.
- b) Factors Affecting Learning.
- c) Laws and Types of Learning.
- d) Cognitive Learning- Peaget, Bruner.
- e) Transfer of Learning

Unit-II : Theories of Learning and their Educational Implications.

- a) Trial and Error theory.
- b) Classical conditioning theory.
- c) Operant conditioning theory.

- d) Insight Theory of Learning.
- e) Social Learning theory (Bandura)

Unit-III Concept variables and models of Teaching

- a) Teaching: concept, Nature and characteristics.
- b) Variables of Teaching and their functions.
- c) Factors Affecting Teaching and Teaching process.
- d) Relationship between teaching and Learning.
- e) Teaching model- concept, functions, sources and elements.

Unit-IV Theories and Application of Teaching

- a) Levels of Teaching - memory, understanding and Reflective.
- b) Teaching theories-concept, need, types and utility.
- c) Analyzing Teaching in Diverse classrooms.
- d) Teaching as a complex activity.
- e) Teaching as a profession.

Assignment & Practical Work

- One Assignment Work on any topic related with above Unit.
- One Practical Work on any topic related with above Unit.

Learning Outcomes: After completion of this course students would be able to:

- ❖ Acquire knowledge and understanding of learning and Teaching.
- ❖ Understand the theories of learning.
- ❖ Develop the skill of active engagement of students in teaching learning activity.
- ❖ Investigate differences and connections between learning in school and learning outside school.
- ❖ Inculcate the knowledge of teaching and its process.
- ❖ Understand learners, learning process and school.

References:

1. Baron, R.A., and Byrne D., (2002), Social Psychology, (10th Ed.), Prentice Hall of India Private Limited, New Delhi.
2. BEckett Chris (2004) Human Growth & Development, Sage Publications.
3. Browne, J.D. (1970), Development of Educational Technology in college of Education, Councils in Education Press.
4. Cooper, I.M. (1960), Classroom Teaching Skills, D.C. Heathco, Toronto, 1960.
5. Coulson, J. E. (1962), Programme Learning and Computer Based Instruction, Wiley, New York.
6. Domain Book - I (1956), McKay, New York.
7. Gross, Richard (2003), Key studies in Psychology (IV Ed.), Hedder & Stoughton.
8. Khanna, S.D. and et al. (1984), Technology of Teaching and Teacher Behaviour, Vth edition, Doaba house, Delhi.
9. Kulkarni, S.S. (1986), Introduction to Educational Technology, Oxford and IBH publishing co.
10. Kumar, K.L. (1997), Educational Technology, New Age International, Pub., New Delhi.

11. Lindzey, G. & Aronson, E. (Eds.) (1969). Handbook of Social psychology, Addison Wesley, New York.
12. Mohanthy Jagannath; Educational Technology, Deep and Deep Pub., New Delhi.
13. Rai and Rai, Effective Communication, Himalaya Pub., Delhi 2001.
14. Rajaraman, V, Computer programming in pascal, Prentice Hall of India, New Delhi.
15. Rajaraman, V; Computer programming in FORTRAN, Prentice Hall of India, New Delhi.
16. Rao, Usha, Educational Technology, Himalaya Pub. House, Bombay, 1994.
17. Sarafino Edward P., (1994), Health Psychology, Biopsychosocial Interactions
18. Saraswathi, T. (2003) –Cross-cultural Perspective in Human Development, Sage Publication
19. गुप्ता, एस.पी. गुप्ता अलका, (2007), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद
20. पाठक, पी.डी., (2007), शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा
21. मंगल, एस.के., (2008), शिक्षा मनोविज्ञान, प्रिंटिर्स हॉल ऑफ इण्डिया प्राइवेट, नई दिल्ली.
22. वर्मा, प्रीति, श्रीवास्तव डी.एन., (2008), आधुनिक सामान्य मनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा.
23. यादव, सियाराम, (2008), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, शारदा पुस्तक भवन, इलाहाबाद
24. शर्मा गणपतराम, व्यास हरिश्चन्द्र, (2007), अधिगम-शिक्षण और मनोसामाजिक आधार, राजस्थान ग्रन्थ अकादमी, जयपुर.
25. शर्मा, जे.डी. (2008), मनोविज्ञान की पद्धतियां एवं सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
26. सुरेश भटनागर, (2008), शिक्षा मनोविज्ञान तथा शिक्षण शास्त्र,, विनोद पुस्तक मन्दिर, आगरा,

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 201	Hindi Literature (कथा साहित्य)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को नवीन गद्य विधा, उपन्यास एवं कहानी से परिचित कराना।
2. विद्यार्थियों में कहानी लेखन कौशल विकसित करना।

इकाई I

1. हिन्दी कहानी का इतिहास (उद्भव एवं विकास)।
2. हिन्दी उपन्यास का इतिहास (उद्भव एवं विकास)।

इकाई II

1. उपन्यास : महाभोज – लेखिका मन्नू भण्डारी
2. महाभोज लेखिका का सामान्य परिचय, उपन्यास की महत्वपूर्ण व्याख्याएँ एवं सम्बन्धित प्रश्नोत्तर

इकाई III : कहानियाँ—

1. गुल्ली डण्डा – मुंशी प्रेमचन्द
2. ममता – जयशंकर प्रसाद
3. सेव और देव – अज्ञेय
4. परदा – यशपाल

5. परमात्मा का कुत्ता — मोहन राकेश
6. इकाई में सम्मिलित सभी कहानियों की महत्वपूर्ण व्याख्याएँ तथा प्रश्नोत्तर

इकाई IV : कहानियाँ—

1. बिरादरी बाहर — राजेन्द्र यादव
2. अकेली — मन्नू भण्डारी
3. झुटपुटा — भीष्म साहनी
4. फेन्स के इधर और उधर — ज्ञान रंजन
5. बर्डे — स्वयं प्रकाश
6. इकाई में सम्मिलित सभी कहानियों की महत्वपूर्ण व्याख्याएँ तथा प्रश्नोत्तर

उपलब्धियाँ—

1. विद्यार्थी उपन्यास एवं कहानी साहित्य की विस्तृत जानकारी प्राप्त कर हिन्दी कहानियों की विभिन्न लेखन शैलियों से परिचित हो सकेंगे।
2. विद्यार्थी स्वयं कहानी लेखन का अभ्यास कर सकेंगे।

पाठ्यपुस्तक :

1. कहानी एवं उपन्यास, कैलाश भट्ट, सम्पादक—प्रो. नन्दलाल कल्ला, प्रकाशक—जैन विश्वभारती संस्थान (मान्य विश्वविद्यालय), लाडनू

संदर्भग्रंथ

1. कथा संचय, सं. दुर्गा प्रसाद अग्रवाल, यूनिवर्सिटी बुक हाउस, नई दिल्ली
2. हिन्दी उपन्यास: लक्ष्मीसागर वार्ण्य, राधाकृष्ण प्रकाशन नई दिल्ली
3. हिन्दी कहानी: स्वरूप और संवेदना—राजेन्द्र यादव, नेशनल पब्लिशिंग हाउस नई दिल्ली
4. कहानी: नई कहानी—नामवरसिंह, लोकभारती प्रकाशन, इलाहाबाद
5. हिन्दी साहित्य का इतिहास, नगेन्द्र, मयूर पेपर बैक्स, नोएडा
6. हिन्दी कहानी: अन्तरंग पहचान—रामदरश मिश्र नेशनल पब्लिशिंग हाउस नई दिल्ली
7. हिन्दी उपन्यास: एक अंतर्गता—रामदरश मिश्र राजकमल प्रकाशन नई दिल्ली
8. कथाकार वृंदावन लाल वर्मा—शशिभूषण सिंहल, हरियाणा साहित्य अकादमी चंडीगढ़
9. हिन्दी गद्य का इतिहास — डॉ. रामचन्द्र तिवारी
10. उपन्यास का विकास — मधुरेश
11. हिन्दी कहानी का इतिहास — गोपाल राय
12. हिन्दी उपन्यास का इतिहास — गोपाल राय

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 202	English Literature (Prose and Fiction)	Any Three CE	4	30	70	100

Objectives:

1. To enable students to understand stories and its forms.
2. To familiarize with prose and Narrative art.
3. To acquaint them with some literary terms of these genres.

Unit I : Stories from **A Choice of Short Stories.**

(Ed. Shakti Batra and PS Sidhu. OUP.)

Pearl S. Buck : The Refugee

C Rajagopalachari : The Nose-Jewel

Khushwant Singh : The Interview

Kartar Sinbgh Duggal : Miracle

P. Padmaraju : Cyclone

R. N. Tagore : The Baboos of Nayanjore

Mulk Raj Anand : The Lost Child

HH Munro (Saki) : Dusk

Unit II: English Essays

Of Studie : Francis Bacon

Charles Lamb : Dream Children: A Reverie

Oliver Goldsmith : On National Prejudices

G.K. Chesterton : On the Pleasures of No Longer Being Very Young

Unit III: George Orwell : **Animal Farm.** Orient Longman.

Unit IV: Literary Terms and Figures of Speech: Essay, Elements of Short Story, Myth, Legend, Folk Tale, Aphoristic Style,

Outcomes:

1. The students can understand Essay, Short Story and Novel.
2. They can learn the difference between the Figures of Speech and Literary Terms.

Suggested Reading :

1. Abrams, M.H. *Glossary of Literary Terms*. India, Macmillan Publishers, 2000.
2. Prasad, B. *A Background to the Study of English Literature*. Macmillan, 2004.
3. *A Choice of Short Stories*. (Ed.) Shakti Batra. OUP, New Delhi.
4. *Forms of English Prose*. Oxford University Press, New Delhi.
5. Orwell, George. *Animal Farm*. Orient Longman.
6. Abraham, M. H. *A Glossary of Literary Terms*. MacMillan, New Delhi.

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 203	Sanskrit Literature (संस्कृत व्याकरण एवं साहित्य) (लघु सिद्धांत कौमुदी)	Any Three CE	4	30	70	100

उद्देश्य—

1. शब्दों के स्त्रिलिङ्गी प्रत्ययों का ज्ञान करवाना।
2. अव्ययों का ज्ञान करवाना।
3. शेषमुषी में व्याकरण एवं साहित्य का समन्वयात्मक ज्ञान करवाना।

इकाई—1 लघु सिद्धांत कौमुदी

1. सुबन्त (अजन्त स्त्रीलिङ्ग से सुबन्त तक)
2. अव्यय प्रकरण (सू. 216—372)
3. स्त्री प्रकरण (सू. 1244—1272)

इकाई—2 रचनानुवाद कौमुदी (पाठ 11 से 20)**इकाई—3 शेषमुषी, छन्द एवं अलंकार**

1. अनुवाद
2. लघुत्तरात्मक प्रश्न
3. श्लोक रचना
चयनित छन्द— अनुष्टुप, इन्द्रव्रजा, उपेन्द्रव्रजा, शिखरिणी
चयनित अलंकार— अनुप्रास, यमक, श्लेष, उपमा एवं दृष्टान्त

इकाई—4 अभिधान चिन्तामणि (श्लोक 31 से 60)

1. दो श्लोक पूर्ति
2. दो शब्दों के संस्कृत में पर्यायवाची
3. पांच शब्दों के अर्थ

उपलब्धियाँ—

1. स्त्रिलिङ्ग शब्दों के निर्माण की प्रक्रिया का ज्ञान होगा।
2. अव्ययों का सामान्य ज्ञान होगा।

3. सरल संस्कृत संभाषण का अभ्यास होगा।

पाठ्य पुस्तक/संदर्भ ग्रंथ :

1. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक—महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
2. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी
3. शेमुषी, युवाचार्य महाश्रमण, जैन विश्व भारती, लाडनूं
4. अभिधान चिन्तामणि नाममाला, चौखम्बा प्रकाशन, वाराणसी
5. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे
6. संस्कृत वाक्य रचना बोध, लेखक—आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं
7. सरल वाक्य रचना बोध, मुनि श्री श्रीचंद, जैन विश्व भारती, लाडनूं
8. अनुवाद चन्द्रिका, डॉ. ब्रह्मानंद त्रिपाठी, चौखम्बा प्रकाशन, वाराणसी
9. व्याकरण रचनानुवाद, डॉ. बाबूराम त्रिपाठी, महालक्ष्मी प्रकाशन, आगरा
10. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 204	History (भारतीय संस्कृति के मूलाधार)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को भारतीय संस्कृति की विशेषताओं से परिचित करवाना।
2. बौद्ध एवं जैन धर्म के सिद्धान्तों एवं शिक्षाओं को समझाना।
3. वर्ण, आश्रम, पुरुषार्थ, संस्कार आदि के महत्त्व को समझाना।
4. कालिदास, तुलसीदास, राजाराममोहनराय, महात्मा गांधी, आचार्य तुलसी, आदि की उपलब्धियों से परिचित करवाना।

इकाई—1

भारतीय संस्कृति की मुख्य विशेषताएं, सिंधु धर्म की मुख्य विशेषताएं, भगवान महावीर का जीवन परिचय एवं प्रमुख शिक्षाएँ, महात्मा गौतम बुद्ध का जीवन एवं शिक्षाएं। वैदिक धर्म की मुख्य विशेषताएं।

इकाई—2

वर्ण व्यवस्था, आश्रम व्यवस्था, पुरुषार्थ चतुष्टय, 16 संस्कार—उपनयन एवं विवाह संस्कार के विशेष संदर्भ में, प्राचीन काल में शिक्षा के केन्द्र— तक्षशिला और नालन्दा। रामायण एवं महाभारतकालीन भारतीय संस्कृति।

इकाई—3

कालीदास एवं तुलसीदास का जीवन एवं उनकी रचनाएँ। मौर्यकालीन कला की मुख्य विशेषताएं, गुप्तकालीन मन्दिर स्थापत्य कला एवं प्रमुख मंदिर, जैन कला की विशेषताएं। मुगल स्थापत्य एवं राजपुत चित्रकला की प्रमुख विशेषताएं।

इकाई—4

भक्ति आंदोलन और उसका भारतीय संस्कृति पर प्रभाव, महात्मा गांधी का अहिंसा एवं सत्याग्रह की विचारधारा। आचार्य तुलसी का जीवन परिचय एवं उनके सामाजिक, सांस्कृतिक विचारों का योगदान। आर्य समाज एवं ब्रह्म समाज का प्रमुख सामाजिक एवं धार्मिक क्षेत्र में योगदान।

उपलब्धियाँ

1. विद्यार्थी भारतीय संस्कृति की विशेषताओं को समझकर उनको आत्मसात् कर अपने व्यक्तित्व का विकास कर सकेंगे।
2. बौद्ध और जैन धर्म की शिक्षाओं को समझकर उनको अपने जीवन में अपनाकर अपने व्यक्तित्व का विकास एवं आदर्श समाज की स्थापना में योगदान कर पायेंगे।
3. कालिदास, तुलसीदास, राजाराममोहनराय, आचार्य तुलसी, रविन्द्रनाथ टैगोर आदि के जीवन से प्रेरणा प्राप्त कर पायेंगे।

पाठ्यपुस्तक/संदर्भ ग्रंथ :

1. भारतीय संस्कृति के मूलाधार—शर्मा एवं व्यास, पंचशील प्रकाशन, जयपुर
2. भारतीय संस्कृति का इतिहास—कालीशंकर
3. भारतीय कला—के.डी. वाजपेयी
4. भारतीय कला—वासुदेव शरण अग्रवाल, पृथ्वी प्रकाशन, वाराणसी
5. भारतीय संस्कृति—एस.एल. नागौरी, बोहरा प्रकाशन, जयपुर

Objects:

1. To introduce students to the characteristics of Indian culture.
2. To explain the principles and teachings of Buddhism and Jainism.
3. Explain of importance of varna, Ashram, Purushartha, sanskar etc.
4. Kalidas, tulsidas , rajaram mohan rai, M.K. Gandhi, Acharya tulsi etc.

Unit-I

To introduce salient feature of Indian culture, Salient feature of Hindu religion, Introduction and life of Lord Mahaveer life and teaching of Gautam buddh. Salient feature of Vedic Religion.

Unit-II

Varna system, Ashram System, Purushartha, Sixteen Sanskar, centers of education in ancient time with special reference to Upanayan and Marriage Ceremony. Takshshila and Nalanda. Indian culture of Ramayan and Mahabharat.

Unit-III

The life of Kalidas and Tulsidas and their compositions. Main Features of Mauryas arts. Gupta Temples, architecture and major temple feature of jain arts. Mughal architecture and Rajput painting.

Unit-IV

Bhakti movement and its impacts on Indian cultures, mahatma Gandhi, Ahimsa and Satyagrah ideology. The introduction of the life of Acharya Tulsi and contribution of his social and culture ideas. The major social and religious field of the Arya Samaj and Brahama Samaj

Learning Outcomes:-

1. By understanding the characteristics of Indian culture, students will be able to develop their personality by assimilating them.
2. By Understanding the teaching of Buddhist and jainism, they will be able to contribute to their individual development and establishment of an ideal society and adopting them in their lives.
3. Kalidas, Tulsidas, Rajaram Mohan rai, Acharya Tulsi. Rabindranath will get it from life.

Reference Book

1. K.D. Vajpay, Indian Cultural.
2. Kalishankar - History of Indian cultural
3. V.S. Agrwal- Indian Cultural

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 205	Political Science (भारतीय राजनीतिक व्यवस्था)	Any Three CE	4	30	70	100

उद्देश्य—

1. भारतीय राजनीतिक व्यवस्था की जानकारी देना।
2. शासन की विभिन्न संस्थाओं से परिचित कराना।
3. भारत की वर्तमान बदलती राजनैतिक दशा एवं दिशा का बोध करवाना।
4. विद्यार्थियों की प्रतियोगी परीक्षाओं में तर्क शक्ति बढ़ाना।

इकाई—1

संवैधानिक विकास : 1919—1935 तक, भारत शासन अधिनियम 1919 तथा भारत शासन अधिनियम, 1935 के अन्तर्गत शासन व्यवस्था एवं क्रियान्वयन, 1935—1947 की अवधि में भारतीय राष्ट्रीय आन्दोलन।

इकाई—2

भारतीय संविधान निर्मात्री सभा एवं भारतीय संविधान निर्माण प्रक्रिया, प्रस्तावना (Preamble) का स्वरूप, भारतीय संविधान की विशेषताएँ, मौलिक अधिकार एवं कर्तव्य, राज्य के नीति निर्देशक तत्व, भारतीय संघीय व्यवस्था

इकाई—3

राष्ट्रपति का पद एवं उसकी शक्तियाँ—सामान्य एवं आपातकालीन, प्रधानमंत्री एवं मन्त्री परिषद, लोक सभा एवं राज्य सभा : गठन एवं शक्तियाँ, सर्वोच्च न्यायालय : गठन एवं शक्तियाँ, न्यायिक पुनरावलोकन।

इकाई—4

राज्यपाल, मुख्यमंत्री एवं मन्त्री परिषद, भारत में संविधान संशोधन। चुनाव आयोग। भारतीय राजनीति की प्रमुख समस्याएँ—क्षेत्रीयतावाद, साम्प्रदायिकतावाद, जाति, भाषावाद, राष्ट्रीय एकीकरण।

उपलब्धियाँ—

1. ब्रिटिश सरकार के विभिन्न अधिनियमों की जानकारी प्राप्त कर सकेंगे।
2. शासन की विभिन्न संस्थाओं का तुलनात्मक अध्ययन कर सकेंगे।
3. केन्द्रिय स्तर से लेकर राज्यों की राजनीति की जानकारी प्राप्त कर सकेंगे।

पाठ्यपुस्तक/संदर्भ ग्रन्थ:

1. बी.एल. फडिया : भारतीय राजनीतिक व्यवस्था, साहित्य भवन पब्लिकेशन्स, आगरा।
2. डॉ. पुखराज जैन : भारत का राष्ट्रीय आन्दोलन एवं भारतीय संविधान, साहित्य भवन पब्लिकेशन्स, आगरा। ।

3. बी.एल. फडिया : भारत का संविधान, साहित्य भवन पब्लिकेशन्स, आगरा।
4. H.Finer : Theory and Practice of Modern Government, London.
5. A.H. Brich : British System of Government.
6. पुखराज जैन—प्रमुख राजव्यवस्थायें, साहित्य भवन, पब्लिकेशन्स, आगरा।
7. बी.एल. फडिया : भारतीय शासन एवं राजनीति, साहित्य भवन पब्लिकेशन्स, आगरा।
8. आर.सी.अग्रवाल—विश्व के प्रमुख संविधान, एस.चान्द एण्ड कम्पनी, नई दिल्ली।
9. वीरकेश्वर प्रसाद सिंह—विश्व के प्रमुख संविधान, ज्ञानदा प्रकाशन, नई दिल्ली।

Objectives :-

1. To provide the knowledge of Indian Political System
2. To acquaint with the various governing institutions
3. To familiarize student with the changing contemporary scenario and direction
4. To enhance the logical power of students

UNIT-I : Constitutional Development: 1919 to 1935, Indian administrative Law 1919, 1935-Administrative System and Implementation, 1935-1947-Indian Struggle during this period.

UNIT-II : Indian Constitution Assembly and Indian Constitution making Process. Nature of Preamble Features of Indian Constitution, Fundamental Rights and Duties, Directive Principles of state, Indian Federal system.

UNIT-III : Position and Powers of Indian President, General and Emergency, Prime minister and Council of Ministers, Lok Sabha and Rajya Sabha : Composition and powers, Supreme Court- Composition and Powers, Judicial review.

UNIT-IV : Governor, Chief minister and Council of ministers, Constitutional Amendment in India, Election Commission. Major Challenges of Indian Politics- Regionalism, Communalism, Cast, Linguism, National Integration.

Learning outcomes :-

1. Students will be able to know the various acts of Indian Constitution.
2. Students will be able to study the comparative form of governing system.
3. Students will be able to know politics from state to central level.

Reference books:

1. R.C.Agrawal- Indian constitutional development and national struggle
2. M.V.Payali- Indian constitution
3. B.L.Phadia- Indian administration and politics
4. M.P.Ray- Indian administrative system
5. S.M. Jain- Indian administrative system

6. Rajani Kothari- Indian government and politics
7. J.C.Johari-Indian government and politics
8. R.S.Dharda- Forms of Indian Constitution and Implementation
9. Dharamchand Jain-Governor
10. D.D. Basu : The Introduction to Indian Constitution

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 206	Sociology (Indian Society)	Any Three CE	4	30	70	100

Objectives:

- ❖ To enable the learners to sociological understanding of Indian Society.
- ❖ To enable the learners to understand the structure and compositions of Indian Society.
- ❖ To enable the learners to understand the basic Institutions of Indian Society
- ❖ To enable the learners to understand challenge and problems in Indian Society

Unit - I Sociological Understanding of Indian Society

- a) Textual and Field-view Traditions : G.S. Ghurge and M.N. Srinivas
- b) Civilization and the Marxiam Tradition : N.K. Bose and D.P. Mukerji
- c) Concept of Varna, Ashram, Dharma, Karma and Pursharth
- d) Cultural and Ethnic Diversity : Histotically Embedded Diversity in RespEct of Language and Religious Beliefs

Unit - II The Structure and Compositions of Indian Society

- a) Rural, Urban, Tribe
- b) Rural-Urban Linkages
- c) Weaker Section
- d) Dalits Women and Minoroties

Unit - III Basic Institutions of Indian Society

- a) Family
- b) Marriage
- c) Kinship
- d) Cast and Class : Meaning, Features
- e) Processes of Social Change : Sanskritization

Unit - IV Challenge and Problem Before Indian Society

- a) Casteism
- b) Communication
- c) Regionalism
- d) Crime Against Women and Chidrens

Learning Outcomes: After completion of this course students would able to:

- ❖ Explain sociological understanding of Indian Society.
- ❖ Understand the structure and compositions of Indian Society.

- ❖ Understand the basic Institutions of Indian Society
- ❖ Understand challenge and problems in Indian Society

Reference :

1. Ahuja Ram, 1993, Indian Social System, Rawat Publications, Jaipur
2. Ahuja Ram 2002, Society and Society in India, Asia, Publishing House, Bombay
3. Ahuja Ram 2014, Social Problems in India, Rawat Publications, Jaipur
4. Atal Yogesh 2008, Changing Indian Society, Rawat Publications, Jaipur
5. Sharma K.L. 2007, Indian Social Structure and Change, Rawat Publications, Jaipur
6. आहुजा, राम 2009, भारतीय सामाजिक व्यवस्था, रावत पब्लिकेशन्स, जयपुर
7. दोषी, एस.एल. 2009, भारतीय सामाजिक विचारक, रावत पब्लिकेशन्स, जयपुर
8. शर्मा के. एल. 2006, भारतीय सामाजिक संरचना एवं परिवर्तन, रावत पब्लिकेशन्स, जयपुर
9. दोषी, एस.एल. एवं जैन पी.सी. 2002, भारतीय समाज, नेशनल पब्लिकेशन्स हाउस, जयपुर
10. पटेल, तुलसी 2011, भारत में परिवार : संरचना एवं व्यवहार, रावत पब्लिकेशन्स, जयपुर

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 207	Geography (Geography of Rajasthan)	Any Three CE	4	30	50+20 (Practical) 70	100

Objectivess:

- ❖ Giving Deep Knowledge about climate conditions of Rajasthan.
- ❖ Knowledge about human resources of Rajasthan.
- ❖ Knowledge regarding industries of Rajasthan.

Unit-I

- a) Physiographic division of Rajasthan.
- b) Climate
- c) Drainage System
- d) Natural vegetation

Unit-II

- a) Soils of Rajasthan
- b) Agriculture: Type and Distribution of major crops
- c) Irrigation: Indira Gandhi Canal Project Chambal valley Project, Mahi Bajaj Sagar Project.
- d) Tourism in Rajasthan.

Unit- III

- a) Drought and Desertification
- b) Industries: Textile, Sugar, Cement, Marble and Granite, Fertilizers, Zinc and Copper Smelting,
- c) Power & Energy resource
- d) Trade & Transport Development of Tourism.

Unit- IV

- a) Population - number, growth, rural and urban male and female population, literacy status, occupational structure.
- b) Schedule tribes- Bhils, Meena and Garasias
- c) Settlement Pattern - Type and Building Materials.
- d) Rural/Urban Settlement Patterns.

Practical

- Representation of statistical data through diagrams: Multiple Bar Diagram, Simple Pyramid Diagrams : Rectangular Diagram, Wheel or Pie-Diagram, Spherical Diagrams, Play line graph, Climograph.
- Measures of Central Tendency : Arithmetic mean, mode, median (Direct Method)

Learning Outcomes: After completion of the course student would be able to:

- ❖ Explain the climate conditions of Rajasthan.
- ❖ Understand about human resources of Rajasthan.
- ❖ Describe industries of Rajasthan.

Suggested Reading:

- T.S. Chouhan, राजस्थान का भूगोल, श्री उदयराम चौहान, विज्ञान प्रकाशन, नागौरियों का बास, गली नं. 01, जोधपुर
- R.L. Bhalla, राजस्थान का भूगोल, कुलदीप पब्लिकेशन, जयपुर।
- R.K. Gurjar, इन्दिरा गांधी नहर क्षेत्र का भूगोल, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
- Dr. H.M Saksena, (2015) राजस्थान का भूगोल राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 208	Economics (Economics Theory)	Any Three CE	4	30	70	100

Objectives:

- ❖ The enable the student to understand the Micro and Macro Economics
- ❖ The enable the student to understand the methods of Economics Analysis
- ❖ The acquaint the learner with the logical analysis, Interpretation of Demand, production and market

Unit-I Economics

- A logic of Choice, Positive and Normative approaches
- Macro and Micro Economics
- Methods of Economics Analysis - Inductive and Deductive: Statics and Dynamics

Unit-II Theory of Demand

- Law of Demand
- Utility Approach, Indifference Curve approach
- Elasticity of Demand : Price, Income and Cross Elasticity
- Revenue : Total Marginal and Average
- Consumer's Surplus

Unit-III Theory of Production

- Introduction, Laws of Returns to Factors and Returns to Scale
- Cost-short-run and long run
- Concept of Isoquants, Isocosts and Production Possibility Curves

Unit-IV Market

- The commodity Market- Market Demand and Market Supply, Price and put determination in perfect competition
- Simple and Discriminatory Monopoly, Monopolistic Competition, Chamberlin's Group Equilibrium
- The Factor Market - Marginal Productivity Theory of Distribution
- Rent-RECardian, Quasi-Rent and Modern Theories
- Profit : Dynamic Risk and Uncertainty Theories
- Wages : Meaning, Nominal and Real/Wage Rate Modern Theory of Wages

Learning Outcomes: After completion of this course students would be able to:

- ❖ Explain Micro and Macro Economics.
- ❖ Student able to explain Economics Analysis.
- ❖ Able to elaborate logical analysis, Interpretation of Demand, production and market.

References:

- Seth, M.L., Principles of Economics,
- Samuelson and Nordhaus : Economics, Latest English and Hindi Edition
- Hal, R. Varian : Intermediate MicroEconomics, W W Norton and Co. Fifth Edition
- D. Salvatore : Micro Economics, Harper Collins
- Ahuja H.L., Advanced Economics Theory; S.Chand and Company, New Delhi
- Left Witch, R. H.; Price system and Resource Allocation holt, Reinhart and Winston, 3rd Edition (Hindi & English)
- आहुजा, एच. एल. उच्चतर आर्थिक विद्वान्त ए एस, चॉंद एण्ड कम्पनी, नई दिल्ली
- नाथुरामका, लक्ष्मीनारायण रूव्याप्ति अर्थशास्त्र, रमेश बुक डिपो, जयपुर

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 209	Home Science (Family Resource Management)	Any Three CE	4	30	70	100

Objectives:

- ❖ To understand the meaning of resources management and concepts related to management.
- ❖ To apply managerial process to management of time, energy and money.
- ❖ To understand saving investment and credit pattern of family.
- ❖ To increase awareness about consumer problems, rights, responsibilities & protection laws.

Unit I Housing

- Housing and Family: Functions, needs & scope.
- Principles of house planning: aspect, prospect, grouping of room, roominess, privacy, orientation, flexibility, aesthetics Economy, ventilation services
- Site selection: Vegetation- size, soil type drainage, orientation
- Kitchen planning: planning, importance of counters, storage and heights

Unit II Interior designing

- Principles and elements of arts and design as related to interior decoration with specific reference to color and light
- Floor decoration with use of elementary art, Table setting & etiquettes
- Furniture: Types of furniture, selection, use and care

- d) Flower DEcoration: Basic equipments, vases and containers preparing plant material, shaping an arrangement

Unit III Resource management

- Meaning, definition and importance of home management
- Process of management : Planning, organization, implementation, controlling and evaluation
- Introduction to motivational factor: Meaning and types of values, goals, standards, dECision making
- Time management: Time cost, time norms, peak loads, work curve and rest periods, process of managing time
- Energy management: Process, body mEchanics, work simplification, Ergonomics

Unit IV Consumer problems and Waste management

- Consumer problems, rights and responsibilities
- Seeking redress to consumer problems with spECial reference to consumer courts
- Household waste & its management by 3R
- SElection and care of household equipment related to waste management
- Swachh Bharat Abhiyaan: Goals, significance and programmes in reference to waste management

Assignment Work (Any one)

- To prepare a Project report related to techniques of waste management.
- To prepare a file related to patterns and furnishing of interior designing.
- To prepare a scrap book related to flower dEcoration and kitchen planning models.
- To prepare a Project report on different approaches of resource management.

Learning Outcomes: After completion of the course student would be able to:

- ❖ Understand the meaning of resources management and concepts related to management.
- ❖ Managerial process to management of time, energy and money.
- ❖ Understand saving investment and credit pattern of family.
- ❖ Increase awareness about consumer problems, rights, responsibilities & protEction laws.

References:

- Agarwal, S. (2009) Grih prabandh Manual, Shivam book house, Jaipur
- Birrel Verla Leone (1967) Colour and Design, A Basic text (Vol. I & II)
- Bryan, Lawson (1980) How designer think, ArchitEctural press Ltd.
- David H, Bangs Jr. The market planning guide, Gougotera publishing 3rd Ed.
- Don, Wellers(1974) Who buys- A study of the consumer
- Donnelly JH, Gibson JL and Ivancevich JM(1995) Fundamental of Management, Chicago
- Kale MG (1998) Management and human resources

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 301	Understanding Discipline and Subjects	Any one CE	4	30	70	100

Objectives:

- ❖ To make aware the students about the diciplines and its characteristics.
- ❖ To give Introduction of Kalidas, Tulsidas and Shakespeare
- ❖ To understand the scientific idea of science education.
- ❖ To apply the thought of social science language in their day to day life.

Course Contents:

Unit- I Language and Disciplines

- Meaning of discipline
- Characteristics of a discipline
- Inter- disciplinary approach

Unit- II Language and Disciplines

- History of language development (Hindi, Sanskrit and English)
- Language technology
- Language lab
- Phonetics science
- Introduction of Kalidas, Tulsidas and Shakespeare

Unit- III Social Science and Discipline

- History and game cricket
- History of woman empowerment
- New trends cultural in society
- Political socialization
- Article of democratic problems (Terrorism, corruption & kola-Brokers)

Unit- IV Science and Disciplines

- Life sketch of scientists (Dalton, Rutherford, Newton, Mendal and Homi Jahangir Bhabha)
- Science and sound
- Nutrition and balanced diet
- Human diseases
- Electricity and light

Assignment & Practical Works: (Any Two)

- Write Any one Assignment Work
- Write a short note on Importance of Language in teacher
- Read and review an article
- Prepare a report on creative writing

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand language of various discipline.
- ❖ Develop expression of various language areas.
- ❖ Acquire scientific study of language phonetics.
- ❖ Know the scientific idea of science education.
- ❖ Apply the thought of social science language in their day today life.
- ❖ Develop interdisciplinary approach of language (Hindi/Sanskrit/English).

References :

- Lado, Robert (1971), Language Teaching, New Delhi, Tata Mc Graw Hill Publising House co. Ltd.
- Richards, J.C. of Rodgers, T.S. (2009), Approachas and Methods in Language Teaching, Cambrige, C.U.P.
- अंग्रेजी पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
- विज्ञान पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
- संस्कृत पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
- सामाजिक अध्ययन पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
- हिन्दी पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 302	Innovative Methods	Any one CE	4	30	70	100

Objectives:

- ❖ To introduce students about the concepts of innovations in teaching.
- ❖ To understand the idea of various subject methods.

Course Contents:

Unit- I Concept of Innovation.

- d) Innovation : Meaning, Definition
- e) Characteristics of Innovation
- f) Methods : concept, Objectives
- g) Methods Characteristics and Utility

Unit- II Methods of Social science

- f) Time line method
- g) Source method
- h) Biographical method
- i) Socialized RECitation method

Unit- III Methods of Science

- f) Demonstration method
- g) Experimental/ Laboratory method
- h) Heuristic method
- i) Project method

Unit- IV Methods of Language

- f) Lecture method
- g) Inductive and Deductive
- h) Supervised study method
- i) Brain Storming

Assignment & Practical Works : (Any Two)

- Write any one Assignment Work
- Write a short note on Importance of Language in teacher
- Read and review an article
- Prepare a report on creative writing

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop knowledge of various innovative methods.
- ❖ Understand the idea of methods.

Suggested Readings:

1. सिंह, कर्ण, (2008), शैक्षिक तकनीकी एवं प्रबन्ध, लखीमपुर – खीरी, गोविन्द प्रकाशन
2. शर्मा, संदीप एवं पारीक, अलका (2007), शैक्षिक तकनीकी एवं कक्षा-कक्ष प्रबन्ध, शिक्षा प्रकाशन, जयपुर
3. कुलश्रेष्ठ, एस.पी. (2005), शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मंदिर, आगरा
4. Hillard R.I. (1973), Writing for T.V. and Radio N.Y. Hastings House
5. Philips, Lewis (1971), Educational Television Guide Book N.Y. : Mc.Graw
6. Cassire. Henry R. (1962), Television Teaching Today Paris, UNESCO

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 301	Hindi Literature (रीति काव्य)	Any Three CE	4	30	70	100

उद्देश्य –

1. रीतिकालीन काव्य एवं कवियों से परिचित करवाना।
2. रीतिकालीन काव्य के विभिन्न रूपों की जानकारी करवाना।
3. रीतिकालीन कवियों की काव्य शैली से परिचित करवाना।

इकाई I

1. रीतिकालीन काव्य का इतिहास –नामकरण, सीमा निर्धारण, प्रवर्तक, प्रेरक परिस्थितियाँ, प्रमुख कवि एवं उनकी रचना, काव्य धाराएँ, काल की प्रमुख प्रवृत्तियाँ/विशेषताएँ।
2. केशवदास– कवि परिचय, (सरस्वती वंदना, राम वंदना, लंका हनुमान गमन, सीता दर्शन, सीता हनुमान संवाद, हनुमान रावण संवाद, हनुमान राम चर्चा)

इकाई II

1. बिहारी (दोहा सं.-1,2,4,8,9,11,14,15,16,17)
2. धनानन्द
3. देव – जीवन सारसुधा
4. इकाई में निर्धारित कवियों का सामान्य परिचय एवं काव्यगत विशेषताएँ।

इकाई III

1. सेनापति (राम वंदना, ऋतु वर्णन, शृंगार वर्णन)
2. भूषण (शिवाजी शौर्य, छत्रशाल प्रताप वर्णन)
3. मतिराम (दानवीर महिमा, प्रकृति वर्णन)
4. इकाई में निर्धारित कवियों का सामान्य परिचय एवं काव्यगत विशेषताएँ।

इकाई IV

1. वृन्द (वृन्द सतसई के पाठ्यपुस्तक में चयनित अंश)
2. रस निष्पत्ति
3. काव्य रीतियाँ (गौड़ी, वैधर्मी, पांचाली)
4. नायक नायिका भेद
5. इकाई में निर्धारित कवि का सामान्य परिचय एवं काव्यगत विशेषताएँ।

उपलब्धियाँ–

1. विद्यार्थी रीतिकालीन भाषा की कलात्मकता की गहराई को समझ सकेंगे।
2. विद्यार्थी शृंगारिक रचनाओं के पाठक बन कर स्वयं शृंगार रस लेखन का प्रयास कर सकेंगे।

पाठ्यपुस्तक :

1. रीतिकालीन काव्य साहित्य, कैलाश भट्ट, सम्पादक—प्रो. नन्दलाल कल्ला, प्रकाशक—जैन विश्वभारती संस्थान (मान्य विश्वविद्यालय), लाडनूं

संदर्भ ग्रंथ

1. हिन्दी साहित्य का इतिहास— संपादक, डॉ नगेन्द्र, डॉ हरदयाल, मयूर पेपर बैक्स, नोएडा।
2. हिन्दी साहित्य का इतिहास—आचार्य रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, काशी।
3. हिन्दी साहित्य की भूमिका—आचार्य हजारी प्रसाद द्विवेदी, हिन्दी ग्रंथ रत्नाकर, मुंबई।
4. हिन्दी साहित्य का वैज्ञानिक इतिहास, (प्रथम एवं द्वितीय खण्ड), डॉ. गणपतिचन्द्र गुप्त
5. हिन्दी साहित्य का अतीत – विश्वनाथ मिश्र

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 302	English Literature (Poetry and Drama)	Any Three CE	4	30	70	100

Objectives:

- 1- To enable the students to understand poems.
- 2- To familiarize them with Romantic and Victorian Poetry, Indian Poetry and Drama.
- 3- To acquaint them with some literary terms of these genres.

Unit-I : Alan Mc. Connell Duff : Tiger's Eye..OUP.

Unit-II : Poems from Poet's Pen. Homi p. Dustoor. Oxford University Press, New Delhi

Matthew Arnold: Dover Beach

William Wordsworth : To A Skylark

Robert Browning : Prospice

Alfred Tennyson : Ulysses

Thomas Hardy : Weathers

Unit-III : Poems from Indian Poetry in English

Gieve Patel : Servants

Adil Jussawalla : A Bomb-site

Mamta Kalia : Tribute to Papa

Parthasarthy: Lines for a Photograph-R.

Unit IV: Literary Terms: Elegy, Sonnet, Ode, Epic, Dramatic Monologue, Comedy, Soliloquy, Aside.

Outcomes:

- 1- The students can understand the changing nature of Literature through ages.
- 2- They will become familiar with various forms of verse and dramatic art.

Suggested Reading:

1. Abrams, M.H. *Glossary of Literary Terms*. India, Macmillan Publishers, 2000.
2. Prasad, B. *A Background to the Study of English Literature*. Macmillan, 2004.
3. Poet's Pen. Homi p. Dustoor. Oxford University Press, New Delhi.
4. *Paper I (Poetry)* Jain Vishva Bharti University, Ladnun.
5. Abraham, M. H. *A Glossary of Literary Terms*. MacMillan, New Delhi.

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 303	Sanskrit Literature संस्कृत व्याकरण एवं साहित्य (लघुसिद्धान्त कौमुदी)	Any Three CE	4	30	70	100

उद्देश्य—

1. नाटक एवं महाकाव्य की शैली का अवबोध करवाना।
2. कारक से शब्दरूप की विभक्तियों का ज्ञान करवाना।
3. समास के द्वारा शब्दों के निर्माण की विधि सिखाना।

इकाई 1. लघुसिद्धान्तकौमुदी

- क. कारक प्रकरण (सूत्र 888 से 903 तक)
ख. समास प्रकरण (सूत्र 904 से 993 तक)
ग. तद्धित प्रकरण (चातुर्थिका तक) (सूत्र 994 –1064 तक)

इकाई 2. रचनानुवाद कौमुदी (पाठ 21 से 30)

इकाई 3. रघुवंशम् (द्वितीय सर्ग) एवं स्वप्नवासदत्तम्

रघुवंशम् — 1. चरित्र चित्रण 2. श्लोकार्थ

स्वप्नवासदत्तम् — 1. चरित्र चित्रण 2. अनुवाद 3. कथा सारांश

इकाई—4. अभिधान चिन्तामणि (छठा काण्ड, श्लोक 61 से 90)

उपलब्धियाँ—

1. नाटक पठन से संभाषण कला का ज्ञान होगा।
2. विभक्ति संबंधी ज्ञान में अशुद्धि नहीं रहेगी।
3. श्लोक रचना आदि में समास का कार्यकारी ज्ञान होगा।

पाठ्य पुस्तक/संदर्भ ग्रन्थ:

1. स्वप्नवासदत्तम्, महाकवि भास, व्याख्याकार डॉ. रूपनारायण त्रिपाठी, हंसा प्रकाशन, जयपुर, 2006
2. रघुवंशम् द्वितीय सर्ग—महाकवि कालिदास संपादक—डॉ. रविकान्तमणि, हंसा प्रकाशन, जयपुर, 2007
3. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक—महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
4. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी
5. अभिधान चिन्तामणि नाममाला, चौखम्बा प्रकाशन, वाराणसी
6. लघु सिद्धान्त कौमुदी, महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
7. लघु सिद्धान्त कौमुदी, टीकाकार—राजेन्द्र चौधरी, रामनारायण वेणीप्रसाद, इलाहाबाद
8. लघु सिद्धान्त कौमुदी, भैमी व्याख्या, आचार्य भीमसेन शास्त्री
9. रचनानुवाद कौमुदी, डॉ. कपिलदेव द्विवेदी आचार्य, विश्वविद्यालय प्रकाशन, वाराणसी
10. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे
11. कालू कौमुदी, मुनि चौथमल, जैन विश्व भारती, लाडनू

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 304	History (मध्यकालीन भारत का इतिहास)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को मध्यकालीन भारत के इतिहास से परिचित करवाना।
2. अकबर की महानता से परिचित करवाना।
3. मुगलकालीन कला से परिचित करवाना।

इकाई—I

भारत में तुर्की साम्राज्य की स्थापना—कुतुबुद्दीन ऐबक, इल्तुतमिश, रजिया सुल्तान। दिल्ली सल्तनत में बलबन की महत्वपूर्ण उपलब्धियाँ एवं योगदान, अलाउद्दीन खिलजी—साम्राज्य विस्तार, प्रशासनिक नीति, बाजार नियन्त्रण प्रणाली एवं जनता पर प्रभाव।

इकाई II

मोहम्मद बिन तुगलक की नवीन योजनाएं एवं प्रभाव, फिरोज तुगलक की धार्मिक एवं सार्वजनिक नीति, दक्षिण भारत में विजयनगर साम्राज्य का उत्थान, उपलब्धियाँ एवं पतन। सल्तनतकालीन प्रशासन।

इकाई III

मुगल साम्राज्य की स्थापना—बाबर, हुमाँयु। शेरशाह सूरी का उत्कर्ष एवं प्रशासन प्रबंध। अकबर—साम्राज्य विस्तार, सुदृढीकरण, राजपूत नीति, धार्मिक नीति का मूल्यांकन।

इकाई IV

मुगल दरबार में नूरजहां जुन्ता गुट की भूमिका। औरंगजेब की राजपूत नीति, दक्षिण नीति एवं असफलता के कारण। शिवाजी का उत्कर्ष एवं शासन प्रबंध।

मुगलकालीन—स्थापत्य कला, (शंहाजहाँ के विशेष सन्दर्भ में) शासन प्रबंध (मनसबदारी प्रथा) एवं मुगल साम्राज्य के पतन के कारण।

उपलब्धियाँ—

1. विद्यार्थी मध्यकालीन भारतीय इतिहास के प्राप्त ज्ञान का उपयोग प्रतियोगी परीक्षाओं में कर पायेंगे।
2. विद्यार्थी मुगलकालीन संस्कृति, शासन प्रबंध आदि से परिचित हो पायेंगे।
3. मुगल कला के विश्लेषणात्मक अध्ययन से विद्यार्थियों में कला के तुलनात्मक अध्ययन की क्षमता बढ़ेगी।

पाठ्यपुस्तक/सन्दर्भ ग्रंथ:

1. सेंगर, शैलेन्द्र— मध्यकालीन भारत का इतिहास, अटलांटिक पब्लिशर्स, जयपुर, 2005
2. भार्गव, डॉ. वी.एस.—मध्यकालीन भारतीय इतिहास, रिसर्च पब्लिकेशन, जयपुर।
3. वर्मा, हरिश्चन्द्र—मध्यकालीन भारतीय इतिहास, भाग—1 एवं 2, हिन्दी माध्यम कार्यान्वयन निदेशालय, नई दिल्ली।
4. गुप्ता व पेमाराम—मध्यकालीन भारत का इतिहास, क्लासिक पब्लिकेशन हाउस, जयपुर

Semester-III

Objects:

1. Introduce students to the history of medieval India.
2. Introducing Akbar's greatness.
3. To Introduce you to Mughal Art.

Unit-I

Establishment of the Turke Empire in India- Qutubudin Aibak, Iltutmish, Razia Sultan, Balban's important achievements and contribution to the Delhi sultanate, Aludin Khilji-Empire expansion, administrative policy, market control system and impact on the people.

Unit-II

M.B. Tuglaq's new plans and effects, Firoz Tughlaq's religious and public policy. The rise, achievements and decline of the Vijaynagar Empire in South India. Sultanate Administration.

Unit-III

Establishment of the Mughal Empire Babar, Humayun- Sher Shah Suri development and Administration. Akbar-Empire expansion, strengthening, Rajput policy, evaluation of religious policy.

Unit-IV

The role of Nurjahan Junta Function in the Mughal court. Aurangzeb's Rajput Policy, South Policy and Failure Reason. Shivaji's Rise and governance. Mughal period architecture and governance. The Decline of Mughal Empire.

Learning Outcomes:-

1. Student will be able to use the knowledge gained in medieval Indian history in competitive examination.
2. Student will be able to get acquainted with Mughal Culture, governance etc.
3. Comparative Study of art in students through analytical study of Mughal art. Capacity will increase.

Reference Book

1. Bhargav, V.S. - Medieval Indian History.
2. Verma, Harish Chandra - Medieval India
3. L.P. Sharma - medieval India

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 305	Political Science (भारतीय राजनीतिक विचारक)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को प्राचीन भारतीय राजनीतिक विचारकों की विचारधाराओं से अवगत करवाना।
2. विभिन्न विचारकों के दर्शन की प्रासंगिकता को समझाना।
3. विभिन्न विचारकों का तुलनात्मक अध्ययन कर विद्यार्थियों को नये आयाम देना।

इकाई—1 मनु, कौटिल्य, महावीर

इकाई—2 राजा राम मोहनराय, दयानन्द सरस्वती, गोपाल कृष्ण गोखले

इकाई—3 बाल गंगाधर तिलक, अरविन्द घोष, डॉ.बी.आर. अम्बेडकर

इकाई—4 महात्मा गाँधी, जवाहरलाल नेहरू, सन्त तुलसी

उपलब्धियाँ—

1. विद्यार्थी प्राचीन विचारकों के दर्शन को जान पायेंगे।
2. विद्यार्थी प्राचीनकाल से लेकर आधुनिक काल तक विभिन्न विचारधाराओं का अध्ययन कर सकेंगे।
3. विद्यार्थी प्राचीन राज व्यवस्था एवं आधुनिक राज—व्यवस्था का तुलनात्मक अध्ययन कर सकेंगे।

पाठ्यपुस्तक/संदर्भ ग्रन्थ:

1. J. Bandhopadhyaya : Social and Political Thought of Gandhi, Bombay, 1969.
2. Jayaswal : Hindu Policy
3. Sharma R.S. : Political Ideas and Institutions in Ancient India.
4. Ghosal : History of Indian Political Ideas.
5. Verma V.P. : Modern Indian Political Ideas.
6. K. Damodaran : Indian Thought - A critical Survey, London, Asia Publishing House.
7. विश्वनाथ प्रसाद वर्मा—आधुनिक भारतीय राजनीतिक चिन्तन
8. पुरुषोत्तम नागर—आधुनिक भारतीय सामाजिक और राजनीतिक चिन्तन
9. परमात्मा शरण—प्राचीन भारतीय राजनीतिक चिन्तन
10. पुखराज जैन—भारतीय राजनीतिक चिन्तन

Objectives :-

1. To acquaint students with the major political ideologies of Indian political thinkers
2. To familiarize with the relevancy of various thinkers philosophy
3. To carry out the study of different thinkers and enlarge new dimensions

UNIT I: Manu, Kautilya, Mahaveer

UNIT II: Raja Rammohan Ray, Dayananda Saraswati, Gopal krushna Gokhale

UNIT III: Bal Gangadhar Tilak, Arvind Ghosh, Dr.B.R.Ambedkar

UNIT IV: Mahtma Gandhi, Jawaharlal Nehru, Saint Tulsi

Learning outcomes :-

1. Students will be able to know ancient thinkers
2. Students will be able to know from the ancient to modern period ideologies.
3. Students will be able to compare ancient political system with that of modern political system

Reference: Books :

1. Dr. B.P.Verma – Modern Indian political and social thought
2. Dr. B.R.Purohit : Pratinidhi Indian Political Thinkers
3. Dr. Avasthi and Avasthi – pratinidhi Indian Political Thinkers
4. Shyam lal pandey – Bharatiya Rajshastra ke Praneta
5. Dr. Purshottam Nagar – Modern Indian Political and Social Thinkers (Rajasthan Hindi Granth Academy, Jaipur)
6. Parmatma Sharan – Political Thinkers and Institutions in Ancient India.

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 306	Sociology (Social Research Method)	Any Three CE	4	30	70	100

Objectives:

- ❖ To develop and under standing about the concept of research in social science.
- ❖ To develop skill in pro paring a good research proposal and research design.
- ❖ To include the idea of different bases of research in the field of sociology.
- ❖ To Understand about the use of different types of research tools and techniques.
- ❖ To appraise critically about research work in social science field.

Unit - I Scientific Study of Social Phenomena

- ❖ The Scientific Method
- ❖ Steps in Social Research
- ❖ Objectives and Subjectivity in Social Science
- ❖ Positivism and Empiricism in Sociology
- ❖ Hypothesis : Meaning, Types

Unit - II Types of Research in Social Science

- ❖ Meaning, Scope and Significance of Social Survey and Social Research
- ❖ Types of Research :
 - Basic and Applied
 - Historical and Empirical
 - Descriptive, Exploratory, Experimental

Unit - III Research Methods and Techniques

- ❖ Quantitative and Qualitative Methods
- ❖ Quantitative Techniques : Observation, Case Study Content Analysis
- ❖ Qualitative Techniques : Survey, Questionnaire, Schedule and Interview

Unit - IV Classification and Presentation of Data

- ❖ Sources of Data : Primary and Secondary
- ❖ Tabular and Diagrammatic Presentation of Data : Tables, Graphs, Histograms
- ❖ Measures of central tendency : Mean, Mode, Median

Learning Outcomes: After completion the course students would be able to:

- ❖ Develop and understanding about the concept of research in social science.
- ❖ Develop skill in preparing a good research proposal and research design.
- ❖ Include the idea of different bases of research in the field of sociology.
- ❖ Understand about the use of different types of research tools and techniques.
- ❖ Appraise critically about research work in social science field.

Reference:

1. Bryman, Alan 1988 Quality and Quantity in Social Research, London, Unwin Hyman
2. Garrett, Henry 1981, Statistics in Psychology and Education, David McKay : Indian
3. Jayaram, N. 1989, Sociology, Methods and Theory, Madras, Macmillan
4. Kothari C.R., 1989, Research Methodology : Methods and Techniques, Bangalore, Wiley Eastern
5. Young P.V., 1988, Scientific Social Surveys and Research

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 307	Geography (Human Geography)	Any Three CE	4	30	50+20 Practical) 70	100

Objectives-

1. To make students aware about human Geography.
2. To make aware about Population Distribution & Human Development.
3. To make students aware about schools & principles of Human Geography.

Unit-I

- Definition and scope of Human Geography.
- Its relation with other Subjects.
- Schools of Human Geography : determinism, possibilism and neo-determinism.
- Fundamental principles of Human Geography : Principle of activity, Principle of terrestrial unity.

Unit-II

- Races of man kind :- Criteria of classification and distribution according to G. Taylor
- Migration zone Theory by Griffith Taylor
- Factors of evolution of human races
- Tribes in the world, Habitat, Occupation & Social Organization : Pigmies, Bushmen, Eskimos and Khirgiz.

Unit-III

- Distribution of Tribes in India. Habitat, Economic Activities and Social Organization of Bhil, Naga, Toda and Santhal.
- Early Economic activities of mankind : Food gathering, Hunting, Fishing & Shifting cultivation.
- World distribution, Concept of over population, optimum population and zero population growth.
- Migration Internal and International, General laws of Migration

Unit-IV

- Concept of human development and population problems and policy of India.
- Rural, Urban settlement-origin of towns, patterns of cities.
- Functional classification of cities, zoning of cities, Christaller's theory.
- Urbanization and Problems : slums, town planning, concept and principles.

Practical :

- Methods of Relief Representation: Hachure', Contours, layer tint, BM, Spot height, Trachographic Method.
- Drawing of Profiles: Serial, Composites and Superimposed.
- Prismatic Compass Survey: Instrument required for prismatic compass survey
- Prismatic Compass Survey: Radiation and intersection method.
- Correction of closing error with Bowditch rule.

Outcomes-

- Having Knowledge of human geography & its principles, students can adjust & adapt themselves with different cultures prevailing.
- Comes to know about problems regarding overpopulation, migration & steps to solve them.
- Deep knowledge about people residing in urban & rural areas, their problems & solutions.

Suggested Readings :

- Blache Vidal de la: Manav Bhugol ke Siddhant (In Hindi)
- कौशिक, एस.डी. : मानव भूगोल के सरल सिद्धान्त, रस्तोगी पब्लिकेशन्स, मेरठ
- हूसैन, माजिद : मानव भूगोल, रावत पब्लिकेशन्स

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 308	Economics (Economics of Development and Planning in India)	Any Three CE	4	30	70	100

Objectives:

- ❖ To enable to understand the Economics of development.
- ❖ To enable to understand the Rostow's Theory of Historical stage of Growth.

- ❖ To enable to understand the Economics planing in mixed Economy.
- ❖ To enable to understand the Indian planning stystem.

Unit I Economic Development Meaning and Measurement

- a) Meaning of vicious circle
- b) Capital formation and Human Resource Development
- c) Resource Mobilization

Unit II Theories of Development

- a) Rostow's Theory of Historical Stage of Growth
- b) Balanced and Unbalanced Growth
- c) Choice of Technique : Capital intensive and Labour Intensive.

Unit III Economic Planning

- a) Meaning, Need, Objectives and relevance
- b) Planning under mixed Economy, Prerequisites of effEctive Planning
- c) The Indian Planning system : Planning commission Plan formulation and Evaluation.

Unit IV Appraisal of Planning in India

- a) Summary review of Achievements and Short coming with respEct to Agriculture and Industry.
- b) Changing Role of Public Sector
- c) Salient Feature of Current Five Year Plan of India.

Learning Outcomes: After completion the course students would be able to:

- ❖ Enable to understand the Economics of development.
- ❖ Understant the Rostow'n Theory of Historical stage of Growth.
- ❖ Enable to understand the Economics planing in mixed Economy.
- ❖ Understand the Indian planning stystem.

Reference :

1. Thirlwall, A.F. (2004), Growth & Development, wiled Palgave Mc. Millan.
2. Seth, M.L. : Theory and Practice of Economics Planning, S.Chand & Co. New Delhi.
3. Meir & Baldwin : Economics Development Theory, History & Policy.
4. Planning Commission, Government of India : Current five Year Plan
5. झिगन, एम.एल. रू विकास एवं नियोजन का अर्थशास्त्र, वृन्दा प्रकाशन, नई दिल्ली।
6. सेठ, एम.एल. : आर्थिक नियोजन के सिद्धान्त एवं व्यवहार एस.चांद एण्ड कम्पनी, नई दिल्ली

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 309	Home Science (Human Development)	Any Three CE	4	30	70	100

Objectives:

- To understand Concept, scope and foundation of human development
- To Different life span stages related to human development

- To Major developmental task, problems and support services related to human development
- To famalier with types of families and their related challenges in references to physical, motor and socio- emotional development

Unit I Human Development

- a) Concept , nature and scope of human development as a field of study
- b) Principles and stages of development
- c) Role of heredity, environment , learning, and maturation in development
- d) Factors affEcting development

Unit II Development in Adolescence : Development from conception to adolescence:

- a) Physical development
- b) Motor development
- c) Socio emotional development
- d) Language and cognitive development

Unit III Family and Developmental Tasks

- a) Importance and Objectivess of early childhood education, impact of deprivation and early stimulation
- b) Families: Concept, types and functions, changing roles and challenges faced by Indian families
- c) Understanding spECial children, their classification and related problems
- d) Major developmental tasks, achievements and problems of adulthood and aging

Unit IV Developmental stages and support system

- a) Early childhood care and its scope, problems and significance
- b) Adolescence: Activities for personality development at school, family and college level
- c) Need , care and support services for aging individuals
- d) Old age home & Day care center : Need, management and scope in society
- e) Guidance and counseling services in school and college for students

Practicals: Any two of the following:

- Anthropometric measurement of children from birth to 6 years plotting and interpretation of data as per WHO norms.
- Organizing and conducting play and creative activities of children in a nursery school.
- Focus group discussion with adolescents to understand their aspirations, educational and career choices.
- Prepare a scrap book on relevant issues of human development.
- Market survey of story books, toys and playing instruments in references to quality, cost, durability etc.

Learning outcomes : After studying this course students will able to learn-

- Concept, scope and foundation of human development
- Different life span stages related to human development
- Major developmental task, problems and support services related to human development
- Types of families and their related challenges in references to physical, motor and socio- emotional development

References:

1. Santrock JW (2007) Lifespan Development, Tata McGraw Hill New Delhi 3rd Ed.
2. Bee H (1995) The developing child, Harper Collins College Publisher
3. Berk L (2006) Child development, Allyn & Bacon. New York
4. Rice F (1992) Human Development: A Life Span Approach , Prentice Hall
5. Vidhya Bhusan and Sachdeva (2000) Introduction to Sociology

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB 301	Critical Understanding of ICT	CF	2	15 Practical	35	50

Objectives:

- ❖ To explain the concept of ICT in education.
- ❖ To develop skills in using MS Office applications for education.
- ❖ To use internet efficiently to access information and communicate with others.
- ❖ To understand the applications of E-learning in education.

Course Contents:

Unit - I MS Office

- MS- word (Text management)
- Power Point (Preparation of Slide)
- Smart Class
- E - Learning

Unit - II Internet and Multimedia

- E-mail, Chat
- Searching, Downloading and Uploading
- Multimedia and its Education Uses.
- Mobile Banking

Assignment & Practical Works: (Any Two)

- Prepare one Assignment Work on any topic related to above units.
- Prepare power point presentation on Any one topics related to School content/ B.Ed. Syllabus.

Learning Outcomes: After completion of this course students would able to:

- ❖ Explain the concept of ICT in education.
- ❖ Develop skills in using MS Office applications for education.
- ❖ Use internet efficiently to access information and communicate with others.
- ❖ Understand the applications of E-learning in education.

References:

- Cooper, I.M., classroom teaching skills, D.C. Heathco, Toronto, 1960.
- Coulson, J. E. (ed); Programme Learning and Computer Based Instruction, Wiley, New York, 1962
- Khanna, S.D. and others; Technology of Teaching and Teacher Behaviour, Vth edition, Doaba house, Delhi, 1984.
- Kulkarni, S.S., Introduction to Educational Technology, Oxford and IBH publishing co., 1986.
- Sampath, K. Panner Selvam, A and Santhanam, S; Introduction to Educational Technology, Sterling publishers, New Delhi, 1990.
- Sharma, R.A., Technology of Teaching, Loyal Book Depot Meerut, 1986.
- Saxena N.R. & Swarup, Oberoi S. C.; Technology of Teaching, Surya Publication, Meerut, 1996.
- Skinner, B, F.; Technology of Teaching, Appleton Century Crafts, New York, 1981
- Thompson, James, J.; Instructional Communication, Van Nostrand Reinhold Co. New Jersey, 1969

10. Verma, Ramesh and others; Modern Trends in Teaching Technology; Anmol Publications Pvt. Ltd., New Delhi, 1990.
11. Computer for Education, Working paper Ist, NCET, 1967
12. मिश्रा, महेन्द्र कुमार, 2007, शैक्षिक प्रौद्योगिकी एवं कक्षा-कक्ष प्रबन्ध, युनिवर्सिटी बुक हाउस, जयपुर.

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB 302	Yoga and Preksha Meditation	CF	2	15 Practical	35	50

Objectives:

- ❖ जीवन विज्ञान, प्रेक्षाध्यान एवं योग विद्या की जानकारी प्राप्त कर सकेंगे।
- ❖ संतुलित व्यक्तित्व का निर्माण।
- ❖ विद्यालयस्तरीय ध्यान एवं योग के प्रशिक्षक तैयार करना।

विषयवस्तु :

इकाई-1 योग के प्रयोग

- योग : अर्थ, परिभाषा, अष्टांग योग की उपयोगिता
- आसन : सूर्यनमस्कार, (अर्थ, प्रक्रिया एवं लाभ) ताड़ासन, पादहस्तासन, गरुडासन, जानुशिरासन, वक्रासन, वज्रासन, पद्मासन, उत्तानपादासन, पवनमुक्तासन, भुजंगासन, शलभासन, (स्थिति, विधि, लाभ)
- प्राणायाम : सूर्यभेदी, चन्द्रभेदी, व अनुलोम विलोम
- मुद्रा : ज्ञान मुद्रा, वीतराग मुद्रा
- बन्ध : मूलबन्ध, उड्डियानबन्ध व जालधरं बन्ध

इकाई-2 प्रेक्षाध्यान

- प्रेक्षाध्यान का इतिहास, अर्थ एवं उद्देश्य
- प्रेक्षाध्यान के सहायक अंगों का संक्षिप्त परिचय एवं महत्व
- कायोत्सर्ग, अर्न्तयात्रा, श्वास प्रेक्षा एवं ज्योतिकेन्द्र प्रेक्षा (प्रयोग, अभिव्यक्ति एवं प्रस्तुति)
- प्रेक्षाध्यान के मुख्य चरणों का संक्षिप्त परिचय

टर्म पेपर :(कोई एक)

- विषय से सम्बन्धित कोई एक टर्म पेपर तैयार करना।
- सूर्य नमस्कार की विभिन्न स्थितियों का प्रदर्शन।

Learning Outcomes:

- ❖ जीवन विज्ञान, प्रेक्षाध्यान एवं योग विद्या की जानकारी प्राप्त कर सकेंगे।
- ❖ संतुलित व्यक्तित्व का निर्माण।
- ❖ विद्यालयस्तरीय ध्यान एवं योग के प्रशिक्षक तैयार करना।

सन्दर्भ ग्रन्थ सूची :

1. अमूर्त चिन्तन : आचार्य महाप्रज्ञ
2. जीवन विज्ञान की रूपरेखा, लेखक : मुनि धर्मेश कुमार
3. जीवन विज्ञान शिक्षक निर्देशिका – मुनि किशनलाल
4. जीवन विज्ञान : मूल्यपरक शिक्षा का एवं अभिनव प्रयोग – मुनि धर्मेश
5. जीवन विज्ञान प्रेक्षाध्यान एवं योग : समणी मल्लि प्रज्ञा
6. जीवन विज्ञान : शिक्षा का नया आयाम, लेखक : आचार्य महाप्रज्ञ
7. जीवन विज्ञान : शिक्षक प्रशिक्षक मार्गदर्शिका– मुनि किशनलाल
8. जीवन विज्ञान : स्वस्थ समाज रचना का संकल्प, लेखक : आचार्य महाप्रज्ञ

9. नया मानव : नया विश्व – आचार्य महाप्रज्ञ
10. परिवार के साथ कैसे रहें ? – आचार्य महाप्रज्ञ
11. प्रेक्षाध्यान प्रयोग पद्धति – लेखक : आचार्य महाप्रज्ञ
12. प्रेक्षाध्यान : आसन प्राणायाम, मुनि किशनलाल
13. प्रेक्षाध्यान : सिद्धान्त और प्रयोग, लेखक : आचार्य महाप्रज्ञ, सम्पादक : मुनि किशन लाल, भुभकरण सुराना
14. प्रेक्षाध्यान : यौगिक क्रियाएं, मुनि किशनलाल
15. प्रेक्षाध्यान : शरीर विज्ञान, श्री जेठालाल जवेरी, मुनि महेन्द्र कुमार
16. प्रेक्षाध्यान : स्वास्थ्य विज्ञान (भाग 1,2), श्री जेठालाल जवेरी, मुनि महेन्द्र कुमार 'तुम स्वस्थ रह सकते हो, लेखक – आचार्य महाप्रज्ञ
17. प्रेक्षाध्यान : व्यक्तित्व विकास, लेखक : मुनि धर्मेश कुमार
18. प्रेक्षा संदर्शिका – मुनि धर्मेशकुमार
19. Preksha Meditation : Therapeutic Thinking by Arun Zaveri
20. Science of Living, Ed. Muni Mahendra Kumar

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 401	Gender, School and Society	CC	4	30	70	100

Objectives:

- ❖ To understand the modern concept of society, organization & gender sensitivity.
- ❖ To aware about the dimension of development of school administration.
- ❖ To develop basic understanding & familiarity with key concept, society, social problem, social relationship and new trends
- ❖ To develop knowledge of the role of different NGO & organizations.

Course Contents:

Unit- I Role of Society & Organization in Gender sensitivity.

- a) Gender Equity : Concept, Needs, Problem and solution
- b) Nature of Society
- c) Women Commission
- d) Right to Education

Unit- II Dimensions of Development of School

- a) Administration – Structure of Centre and State education.
- b) Head-Master – Merits, work, Duties and Leadership.
- c) Ideal Teacher – Personality and Qualification
- d) Modern school , Library, Laboratory, and Hostel
- e) Outline of Co-Curricular Activities in School.

Unit- III Present Education & Society

- a) Role of education in different Areas (Family, school, and society).
- b) Present Social Problems (unemployment, Students indiscipline, Poverty, Illiteracy, Health & Nutrition)Concept, cause, and Solution
- c) Education and Society Relationship

Unit- IV Role of organization in Gender sensitivity, society, and school

- a) NGO – (meaning and Role)
- b) Role of present Social – worker
- c) Govt. Planning
- d) Role of Religious Organization

Assignment & Practical Works :

- Study of any one significant Problems of a secondary school. Prepare report detail – it's possible Causes and Solutions
- One Assignment Work solve.

- Critically Evaluate of the different Activities of any one school.
- Case study of any N.G.O working locally.

Learning Outcomes: After completion of this course students would able to:

- ❖ Sensitize students about different social & national level problems at school level.
- ❖ Remedies regarding gender discrimination, government schemes and Right to Education.
- ❖ Implement their knowledge to plan community awareness programmes to sensitize weaker section of society.
- ❖ Understanding relationship between education and society as well as NGO's.
- ❖ Utilize their administrative skill to manage different administrative activities at school level.

References :

1. कुशवाहा, पुष्पलता एवं सक्सेना, कनक, (2006), शैक्षिक प्रबंधन एवं संगठन, आस्था प्रकाशन, जयपुर
2. चौबे, सरयू प्रसाद, (1990), शिक्षा के समाजशास्त्रीय आधार, विनोद पुस्तक मंदिर, आगरा
3. पाण्डेय, रामशक्ल (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
4. बघेला, एच. एस. सिंह, (2007), शैक्षिक प्रबंधन एवं संगठन, राजस्थान प्रकाशन, जयपुर
5. भटनागर, सुरेश (1996), शैक्षिक प्रबंध व शिक्षा की समस्याएं, सूर्या पब्लिकेशन, मेरठ
6. वशिष्ठ, के. के. (1985), विद्यालय संगठन एवं भारतीय समाज की शिक्षा की समस्याएं, लायक बुक डिपो, मेरठ
7. शर्मा, आर. ए. (1995), विद्यालय संगठन एवं शिक्षा प्रशासन, सूर्या पब्लिकेशन, मेरठ
8. शर्मा, ओ. पी., गुप्ता, शोभा (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
9. सुखिया, एस. पी., (2008), विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मंदिर, आगरा
10. www.gender.com.ac.uk.
11. www.genderstudies.org.

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 402	Reading and Reflecting on Texts (EPC)	CC	2	15	35 Practical & Viva-Voce	50

Objectives:

- ❖ To develop basic Communication Skills.
- ❖ To promote Creative Writing among students.
- ❖ To acquire the knowledge of art of Speaking.

Course Contents:

Unit- I Reading Comprehension

- a) Explain with stage of any self expression of any one guest.
- b) Enlist errors in reading among school students.
- c) Review of any one books with reading.
- d) Write the educational essence of any five stories and morale thought with reading.

Unit- II Writing composition & Action Plan

- a) RECite 10 poem / verse/ stanza and write it.
- b) Prepare an action plan and organize accordingly.
- c) Proof reading.
- d) Prepare list of innovative vocabulary for speaking. (50 words).

Learning Outcomes: After completion of this course students would able to:

- ❖ Able to explain the Communication Skills.
- ❖ Explain the Creative Writing among students.
- ❖ Understand the art of Speaking.

Assignment & Practical Works : (Any Two)

- One Assignment Work on any topic related to above units.
- Prepare a plan and organize any two activities related to above units.
- Demonstrate different type of speaking.
- To identify the causes of ineffective speech and remedies for it.

Semester IV						
Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 403	Drama and Arts in Education (EPC)	CC	2	15	35 Practical & Viva-Voce	50

Objectives:

- ❖ To develop skills of role playing and acting.
- ❖ To acquire the knowledge and develop skill of arts, painting and playing musical Instruments.

Course Contents:

Unit- I Write a Drama Script

- a) Prepare a Drama for any Social issues (Class VI to XI)
- b) Role playing for different scene of Drama
- c) To know different types of Drama

Unit- II Fine Arts, materials and its relevancy (Any two works)

- a) Mehendi, Drawing
- b) Rangoli/Model Preparation
- c) Poster Painting

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop skills of role playing and acting.
- ❖ Acquire the knowledge and develop skill of arts, painting and playing musical Instruments.

Assignment & Practical Works : (Any Two)

- Prepare any one Assignment Work related to above units.
- Plan and organize any two activities related to above units.
- Prepare Arts and crafts with un usual material
- Prepare Fine Arts with paper
- Hand made ArchitEcture
- Soft toys (Teddy bear)

- Dance Art
- Fine Arts/ Painting
- Skill of Playing musical instrument
- Food Chef
- Handicraft

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 401	Hindi Literature नाट्य एवं निबन्ध साहित्य	Any Three CE	4	30	70	100

उद्देश्य –

- 1 विद्यार्थियों को नाटक विद्या का विस्तृत ज्ञान करवाना।
- 2 विद्यार्थियों को निबन्ध विद्या, उसके उद्भव एवं विकास से परिचित करवाना।
- 3 स्वयं विद्यार्थियों को इन विद्याओं में लेखन के प्रति प्रोत्साहित करना।

इकाई I

1. हिन्दी नाटक का विकास एवं प्रमुख प्रवृत्तियाँ
2. हिन्दी एंकाकी का विकास एवं प्रमुख प्रवृत्तियाँ

इकाई II

- 1 नाटक 'कबिरा खड़ा बाजार में' (भीष्म साहनी)

इकाई III

1. दीपदान – डॉ. रामकुमार वर्मा
2. धरोहर – सेठ गोविन्द दास
3. हमारा स्वाधीनता संग्राम – विष्णु प्रभाकर
4. समाज दर्पण – डॉ. उदयशंकर भट्ट

इकाई IV

1. हिन्दी निबन्ध का उद्भव एवं विकास एवं सामान्य प्रवृत्तियाँ/विशेषताएँ
2. लोकजागरण एवं भक्ति-काव्य (आचार्य रामचन्द्र शुक्ल)
3. तुलसी के सामाजिक मूल्य (रामविलास शर्मा)
4. साहित्य के नये मूल्य (हजारी प्रसाद द्विवेदी)

उपलब्धियाँ :

1. विद्यार्थी निबन्धों की भाषा के माध्यम से स्वयं की भाषा में भाषिक प्रौढ़ता ला सकेंगे।
2. नाटक विद्या के माध्यम से विद्यार्थी नाटकों के इतिहास एवं कला का ज्ञान प्राप्त कर सकेंगे।

पाठ्य पुस्तक :

1. नाट्य एवं निबन्ध साहित्य, कैलाश भट्ट, सम्पादक—प्रो. नन्दलाल कल्ला, प्रकाशक—जैन विश्वभारती संस्थान (मान्य विश्वविद्यालय), लाडनू

संदर्भ ग्रंथ :-

1. हिन्दी साहित्य का इतिहास—संपादक डॉ नगेन्द्र, मयूर पेपर बैक्स, नोयडा
2. हिन्दी साहित्य का इतिहास—आचार्य रामचन्द्र शुक्ल नागरी प्रचारिणी सभा, काशी
3. आधुनिक साहित्य की प्रवृत्तियाँ— डॉ नामवरसिंह, लोकभारती प्रकाशन, इलाहाबाद
4. साहित्य शास्त्र— डॉ. ओमप्रकाश गुप्त, डॉ. गौवर्धन बंजारा, पार्श्व प्रकाशन, अहमदाबाद
5. चिन्तामणि – आचार्य रामचन्द्र शुक्ल
6. हिन्दी नाटक का उद्भव एवं विकास – दशरथ ओझा
7. परम्परा का विकास – रामविलास शर्मा

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 402	English Literature (Prose and Fiction)	Any Three CE	4	30	70	100

Objectives:

- To enable the students to understand Stories.
- To make familiarize them with English Essay, Short Stories and Partition Fiction.
- To acquaint them with some literary terms of these genres.

Unit-I : Stories from *A choice of Short Stories*

(Ed. Shakti Battra and PS Sindhu. OUP)

Katherine Mansfield : A Cup of Tea

R.K. Narayan : An Astroloer's Day

W.S. Maugham : A Friend in Need

Chaman Nahal : The Silver Lining

Colin Howard : Post Haste

Premchand : The Child

Bhisham Sahani : The Boss Came to Dinner

Manohar Malgonkar : Two Red Roosters

Unit-II: Jane Austen : Pride and Prejudice

Unit-III : Kushwant Singh : Train to Pakistan

Unit-IV : Collection of Essays

Chief Seattle : The End of Living and the Beginning of Survival

Swami Vivekanand : The End and the Means

CEM Joad : The Civilization of Today

J.L. Nehru : India's Strength and Weakness

Outcomes:

- 1- The students can understand the changing nature of Literature through ages.
- 2- They will become familiar with various forms of prose and narrative art.

Suggested Reading:

1. Abrams, M.H. *Glossary of Literary Terms*. India, Macmillan Publishers, 2000.
2. Prasad, B. *A Background to the Study of English Literature*. Macmillan, 2004.
3. *Popular Short Stories*. Oxford University Press, New Delhi.
4. *Forms of English Prose*. Oxford University Press, New Delhi.
5. *Train to Pakistan*. Khushwant Singh. Orient Longman.
6. *Oxford Dictionary of Literary Terms*.

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 403	Sanskrit Literature संस्कृत व्याकरण एवं साहित्य (लघुसिद्धांतकौमुदी)	Any Three CE	4	30	70	100

उद्देश्य—

1. वाक्य निर्माण का अभ्यास कराना।
2. अनुवाद की विधा का प्रशिक्षण देना
3. तद्धित शब्दों की विधि समझाना।

इकाई—1 तद्धित प्रकरण (शैषिका अधिकार से स्वार्थिका तक) (सूत्र 1065 से 1243 तक)

इकाई—2 रचनानुवाद कौमुदी (पाठ 31 से 40)

इकाई—3 अभिज्ञान शाकुन्तलम्

1. दो श्लोकों की सप्रसंग व्याख्या
2. चरित्र चित्रण
3. एक समीक्षात्मक प्रश्न
4. दो सूक्तियों की व्याख्या

इकाई—4 सिन्दूरप्रकर (1 से 50) एवं अभिधान चिन्तामणि (छठा काण्ड, श्लोक 91 से 120)

1. दो श्लोकों की सप्रसंग व्याख्या
2. प्रकरण का सारांश
अभिधान चिन्तामणि
1. दो श्लोक पूर्ति
2. पांच शब्दों के अर्थ

उपलब्धियाँ—

1. वाक्य निर्माण की प्रक्रिया का ज्ञात होगा।
2. शब्द कोश का ज्ञान बढ़ेगा।

पाठ्यपुस्तक / संदर्भ ग्रन्थ:

1. अभिज्ञान शाकुन्तलम्, महाकवि कालिदास, व्याख्याकार यनदुन्दन मिश्र, चौखम्बा पब्लिशर्स, वाराणसी, 1999
2. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक—महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
3. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी
4. सिन्दूरप्रकर, आचार्य सोमप्रभ, संपादक—मुनि राजेन्द्र कुमार, जैन विश्वभारती, लाडनू
5. अभिधान चिन्तामणि—चौखम्बा विद्या भवन
6. लघु सिद्धान्त कौमुदी, महेशसिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
7. लघु सिद्धान्त कौमुदी, टीकाकार—राजेन्द्र चौधरी, रामनारायण वेणीप्रसाद, इलाहाबाद
8. लघु सिद्धान्त कौमुदी, भैमी व्याख्या, आचार्य भीमसेन शास्त्री
9. अभिधान चिन्तामणि—चौखम्बा विद्या भवन दिल्ली
10. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 404	History (राजस्थान के इतिहास का सर्वेक्षण)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को राजस्थान के इतिहास से परिचित करवाना।
2. दुर्ग वास्तुकला से परिचित करवाना।
3. महाराणा कुंभा, महाराणा प्रताप व मानसिंह की उपलब्धियों से परिचित करवाना।
4. किसान आन्दोलन, प्रजामण्डल आन्दोलन व राजस्थान के एकीकरण से परिचित करवाना।

इकाई—I

राजस्थान के पूर्व पाषाण युग की रूपरेखा, मुख्यतः कालीबंगा, आहड़ एवं बैराठ के पुरातात्विक स्थलों के संदर्भ में, पृथ्वीराज तृतीय की महत्त्वपूर्ण उपलब्धियाँ एवं साम्राज्य विस्तार।

इकाई— II

राजपूत राज्यों में सामन्तवाद की विशेषताएं। मालदेव के अधीन मारवाड़ राज्य का उत्कर्ष, दुर्ग वास्तुकला—विशेषतः चित्तौड़, रणथंभोर और आमेर के संदर्भ में। महाराणा कुंभा की राजनीतिक एवं सांस्कृतिक उपलब्धियाँ।

इकाई—III

राजपूत मुगल संबंध— आमेर के मानसिंह, सवाई जयसिंह द्वितीय, बीकानेर के रायसिंह, मारवाड़ के जसवंत सिंह और दुर्गादास राठौड़। मेवाड़ के राणा सांगा, महाराणा प्रताप का मुगलों से संघर्ष।

इकाई—IV

राजस्थान में धार्मिक आन्दोलन मीरा एवं दादू दयाल के विशेष संदर्भ में। राजस्थान में राजनैतिक जागरण के कारण। राजपूताना में मराठों के हस्तक्षेप के कारण एवं परिणाम। राजस्थान में 1857 के विद्रोह के कारण एवं परिणाम। बिजोलिया किसान आंदोलन। राजस्थान राज्य का निर्माण 1948 ई.- 1956 ई.।

उपलब्धियाँ—

1. विद्यार्थी राजस्थान के गौरवशाली इतिहास से परिचित हो पायेंगे।
2. महाराणा कुंभा, महाराणा प्रताप, मीरा, दादू दयाल आदि के जीवन से प्रेरणा प्राप्त कर अपने व्यक्तित्व का विकास कर सकेंगे।
3. राजस्थान के एकीकरण के विभिन्न चरणों से परिचित हो पायेंगे।
4. राजस्थान के इतिहास के अध्ययन से विद्यार्थी प्रतियोगी परीक्षाओं में सफलता प्राप्त कर पायेंगे।

पाठ्यपुस्तक / सन्दर्भ ग्रंथ:

1. व्यास, आर.पी.—राजस्थान का बृहद् इतिहास भाग प्रथम एवं द्वितीय, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
2. सक्सेना, के.एम.—राजस्थान में राजनैतिक जागरण, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
3. भार्गव, डॉ. वी.एस.— राजस्थान का इतिहास, रिसर्च पब्लिकेशन, जयपुर।
4. शर्मा, डॉ. गोपीनाथ— राजस्थान का इतिहास, शिवलाल अग्रवाल एण्ड कम्पनी, आगरा।
5. शर्मा हरिशंकर एवं पावा, सरोज—राजस्थान का इतिहास, जयपुर पब्लिकेशन, जयपुर।
6. Ratnavat, Syam singh – History and Culture of Rajasthan.

Semester-IV

Objects:

1. To introduce students to the history of Rajasthan.
2. To Introduce you to the Durg architecture.
3. To Introduce to the achievement of Maharana Kumbha, Maharana Pratap and Man singh.
4. To Introduce to the present movement, Prajamandal movement and integration of Rajasthan.

Unit-I

Outline Pre-stone age of rajasthan, Mainly in the context of archaeological sites of kalibanga, Ahar and Bairath. Important achievements of Prithviraj III and empire expansion.

Unit-II

The feature of feudalism in Rajput States. The Flourishing of the state of Marwar under Maldev. The Durg architecture especially with reference to chittor, Ranthambore and amer. Political and cultural of Maharana Kumbha Achievements.

Unit-III

Rajput and Mughal Relation- mansingh of Amer, Swai Jaisingh-II, Raisingh of Bikaner, jaswant singh of Marwar, Durgadas rathore. Rana Sanga of Mewar. Maharana Pratap Struggle with the mughal's.

Unit-IV

With special reference to Meera and Dadu Dayal, the legal movement in rajasthan. Due to political in rajasthan. Causes and consequences of Marathas interferences in Rajputana. Of the 1857 rebellion in rajasthan. Bijoliya peasant movement. Formation of Rajasthan State in 1948 to 1956.

Learning Outcomes:-

1. Student will be familiar with the glorious history of Rajasthan.
2. Maharana Kumbha, Pratap, Meera, Dadu Dayal etc. Will be able to develop their own self by getting inspiration from life.
3. You will be familiar with the different stages of integration of Rajasthan.
4. By Studying the history of Rajasthan, student will be able to succeed in competitive in examination.

Reference Book

1. Vyas, R.P. - Rajasthan History
2. Sexena K.M. - Political history of Rajsthan

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 405	Political Science (आधुनिक संविधान)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को विश्व के प्रमुख संविधानों की जानकारी देना।
2. विद्यार्थियों को संघात्मक एवं एकात्मक संविधानों से अवगत कराना।
3. लिखित एवं अलिखित संविधानों के बारे में बताना।
4. विद्यार्थियों की प्रतियोगी परीक्षाओं में तर्क शक्ति बढ़ाना।

इकाई—1 ब्रिटेन का संविधान: विशेषताएँ, अभिसमय, सम्राट और राजमुकुट, प्रधानमंत्री एवं मन्त्रि परिषद, संसद—कॉमन सभा तथा लार्ड सभा: संगठन, शक्तियाँ, स्पीकर की भूमिका।

इकाई—2 अमेरिका का संविधान: विशेषताएँ, राष्ट्रपति का पद. निर्वाचन एवं शक्तियाँ, संघीय व्यवस्था का स्वरूप, शक्ति पृथक्करण तथा नियन्त्रण एवं सन्तुलन। कॉंग्रेस—प्रतिनिधि सभा तथा सीनेट, शक्तियाँ। संघीय सर्वोच्च न्यायालय—गठन एवं शक्तियाँ, न्यायिक पुनरावलोकन की शक्ति,।

इकाई—3 स्विटजरलैण्ड का संविधान: संविधान की विशेषताएँ, संघीय व्यवस्था की विशेषताएँ, संघीय संसद, संघीय परिषद, मौलिक अधिकार, स्विटजरलैण्ड में प्रत्यक्ष प्रजातन्त्र

इकाई—4 साम्यवादी चीनी गणतन्त्र: संविधान की प्रमुख विशेषताएं। राष्ट्रीय जन कांग्रेस, राष्ट्रपति का पद। साम्यवादी दल—संगठन एवं भूमिका।

उपलब्धियाँ—

1. विद्यार्थी विभिन्न देशों के संविधानों को विस्तृत रूप से जान सकेंगे।
2. विभिन्न देशों के संविधानों का तुलनात्मक अध्ययन कर सकेंगे।
3. परम्परागत एवं आधुनिक संविधानों के दृष्टिकोण को समझ सकेंगे।
4. विभिन्न संविधानों में संशोधनों की जानकारी प्राप्त कर सकेंगे।

प्रस्तावित पुस्तकें

1. इकबाल नारायण—विश्व के प्रमुख संविधान
2. बी.एल. फडिया—विश्व के प्रमुख संविधान
3. आर.सी. अग्रवाल—विश्व के प्रमुख संविधान
4. हरिमोहन जैन—संयुक्त राज्य अमेरिका की शासन प्रणाली
5. वीरकेश्वर प्रसाद सिंह—विश्व के प्रमुख संविधान (ज्ञानदा प्रकाशन, पटना)
6. साम्यवादी चीनी गणतन्त्र का संविधान (चीन सरकार द्वारा प्रकाशित)

Objectives :-

1. To Provide the knowledge of world constitutions
2. To acquaint students with federal and unitary form of constitutions
3. To familiarize students with written and unwritten constitution
4. To enhance the logical competent of competitive examinations

UNIT : I Constitution of Britain : Characteristics, Conventions, The Emperor and the crown, Prime minister and Council of Ministers, Parliament – House of commons and Lok Sabha: Composition, Powers, Role of Speaker.

UNIT : II Constitution of America: Characteristics, President- Election and powers, Forms of Federal Government, Separation of Power, Check and Balance. Congress – House of Representative and Senate. Supreme Court– Power and Function, Power of Judicial review.

UNIT : III Constitution of Switzerland: Characteristics, Characteristics of federal system, Federal Parliament, legislative Council, Fundamental Rights, Direct Democracy in Switzerland.

UNIT : IV Constitution of China : Characteristics of Constitution, National People's Congress, President of China, Communist Party- Composition and Role.

Learning outcomes :-

1. Students will be able to know the various constitutions of different lands
2. Students will be able to carry out the comparative study of constitutions of different.
3. Students will be able to understand approaches of traditional and modern constitutions.
4. Student will be able to know the amendments of different constitutions.

Reference Books :

1. Iqbal Aryan – World's Main Constitution.
2. B.L.Phadia – World's Main Constitution
3. R.C.Agrawal – World's Main Constitution
4. Harimohan Join – Administrative pattern of United states of America
5. Virkeshwar Parsad Singh – World's Famous Constitutions (Guyana Publications)
6. Parliament of Socialist China's Democracy (Published by China Government)

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 406	Sociology (Social Problems in Contemporary India)	Any Three CE	4	30	70	100

Objectives:

- ❖ To enable the students to understand the conceptual in contemporary India.
- ❖ To enable the students to understand the structural problems in contemporary India
- ❖ To enable the students to understand the disorganizational problems in contemporary India.
- ❖ To enable the students to understand the development problems in contemporary.

Unit - I Social Problems : Some Conceptual Issues

- ❖ Social Problems and Social Disorganization : Meaning and Relations
- ❖ Social Problems : Theoretical Perspective
- ❖ Social Problems : Types and Factors

Unit - II Structural Problems in Contemporary India

- ❖ Rural Problems, Gender Disparity
- ❖ Communalism and the problems of minorities
- ❖ Problems of Devrived Social categories : Scheduled castes and scheduled Tribes

Unit - III Disorganizational Problems in contemporary India

- ❖ Crime, Juvenile, Delinquency
- ❖ Corruption, Drug addition
- ❖ Terrorism, Casteism

Unit - IV Development problems in contemporary India

- ❖ Poverty, Unemployment
- ❖ Illiteracy, Environmental pollution
- ❖ Problems of Slums, Development Induced Displacement

Learning Outcomes:

- ❖ Enable the students to understand the conceptual in contemporary India.
- ❖ Understand the structural problems in contemporary India
- ❖ Understand the disorganizational problems in contemporary India.
- ❖ Understand the development problems in contemporary.

Reference :

- ❖ Ahuja, Ram, 2014, Social Problems in India, Rawat Publication, Jaipur
- ❖ Beteille, Andre, 1974, Social Inequality, New Delhi, OUP
- ❖ Guha Ramchandra, 1994, Sociology and Dilemma of Development, New Delhi OUP
- ❖ Kothary, Rajni (Ed), 1973, Cast in Indian Politics
- ❖ आहुजा, राम 2009, भारतीय सामाजिक व्यवस्था, रावत पब्लिकेशन्स, जयपुर
- ❖ दोषी, एस.एल. 2009, भारतीय सामाजिक विचारक, रावत पब्लिकेशन्स, जयपुर

- ❖ शर्मा के. एल. 2006, भारतीय सामाजिक संरचना एवं परिवर्तन, रावत पब्लिकेशन्स, जयपुर
- ❖ दोषी, एस.एल. एवं जैन पी.सी. 2002, भारतीय समाज, नेशनल पब्लिकेशन्स हाउस, जयपुर
- ❖ पटेल, तुलसी 2011, भारत में परिवार : संरचना एवं व्यवहार, रावत पब्लिकेशन्स, जयपुर

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 407	Geography (Economic Geography)	Any Three CE	4	30	50+20 (Practical) 70	100

Objectivess-

- To make students aware about concept of Economic geography, Economic activities & their impact on the enviroment.
- Knowledge about various resources : Natural, Soil, Mineral & Energy.
- Knowledge about agencies (WTO, GATT) engaged in promoting trade & services.

Unit - I

- a) Definition and Scope of Economic geography.
- b) Development of Economic geography. Its relation with other subjects.
- c) Economic Activities : Primary, Secondary and Tertiary.
- d) Impact of Economic activities on the environment.

Unit - II

- a) Natural Resources : Meaning and classification of resources, Water & Forest.
- b) Soil Resources : Structure of soil, and soil erosion.
- c) Mineral Resource : Type, Distribution & Production of iron ore. Lead & Zinc
- d) Energy Resources : Types, Distribution and Production of coal and Petroleum.

Unit- III

- a) Agriculture : Physical and socio - cultural environment influencing crop production.
- b) Agriculture classification : D.Whittleseys Classification.
- c) Spatial distribution, production and international trade of rice & wheat, cotton and rubber, tea & coffee
- d) Water Transport : Suez canal, panama canal, North Atlantic routes.

Unit – IV

- a) Manufacturing Industry : Meaning & Types.
- b) Industrial location Theory : A Weber's and smith.
- c) Distribution & production of Iron and Steel & cotton textile industry.
- d) Agencies : GATT, WTO, OPEAK AND EROPEAN UNION.

Practical

- a) Basic Statistical Methods.
 - i) Frequency distribution and its Presentation.
 - ii) Measures of Central tendency: - Arithmetic Mean, Mode & Median (DirEct Method)
 - iii) Standard deviation method & Coefficient of variation.
- b) Representation of statistical data through Diagrams : - One Dismensional, Two Dimensional, Three Dimensional.
- c) Representation of statistical data through graphs: Poly linear graph, Climogarph and Hythergraph.

Outcomes - After completion the course students would be able to:

1. Explain activities of trade & services will affEct the environment. This may lead to the path of Green Environment.
2. Know availability of various resources availble, their proper utilisation is possible.
3. Contribute their efforts towards promoting trade in which our country is having self-sufficiency.

Suggested Reading:

1. प्रमीला कुमार एवं श्री कमल शर्मा : कृषि भूगोल, म. प्र. हिन्दी ग्रंथ अकादमी, भोपाल, 2000
2. श्रीवास्तव वी.के. आर्थिक भूगोल के मूलतत्त्व, वसुन्धरा प्रकाशन, गोरखपुर, 2001
3. सिंह जगदीश, आर्थिक भूगोल के मूलतत्त्व ज्ञानोदय प्रकाशन, गोरखपुर 2002
4. Dr.H. M.Sakshena, आर्थिक भूगोल ,2015

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 408	Economics (Macro Economics Theory)	Any Three CE	4	30	70	100

Objectives:

- ❖ To enable the student teacher to understand concept of Macro Economics.
- ❖ To enable the student teacher to understand National Income.
- ❖ To enable the student teacher to understand concept of Money and prices.
- ❖ To enable the student teacher to understand Functions of Commercial Bank and central Bank.
- ❖ To enable the student teacher to understand difference between private and public finance.

Unit I Introduction to Macro Economics

- a) Meaning, scope, importance and limitation of macro Economics.
- b) Difference between macro and micro Economics.
- c) National Income - concept relating National Product/National Income : measurement of National Income.
- d) Determinants of National Income - Consumption Function; simple Keynesian consumption Function, Factors affecting saving - consumption.
- e) Investment function : meaning, Determination of level of Investment.
- f) Equality of saving and investment.

Unit II Money and Prices

- a) Concept of money supply, value of money and its measurement with Index Numbers.
- b) Quantity Theory of money, Fisher and Cambridge versions.
- c) Commercial Banking - Principles and Functions of commercial Bank, credit creation.
- d) Central Bank - functions of a central bank with reference to India.
- e) Credit control by a central bank.
- f) Relationship between central bank and treasury.

Unit III International Trade

- a) International Trade - Meaning
- b) Difference between International and Domestic Trade.
- c) Theory of comparative Advantage, Balance of Payment.
- d) Foreign Exchange : Determination of Exchange Rate - Gold Standard Theory and Purchasing Power parity theory.
- e) Objectives and methods of Exchange control.

Unit IV Public Finance

- a) Public Finance : meaning.
- b) Difference between private and public Finance.
- c) Public Revenue and its sources : Tax and Non tax.
- d) Sources of Public Debt.
- e) Types and Role of Public Expenditure.

Outcomes: After completion the course students would be able to:

- ❖ Understand concept of Macro Economics.
- ❖ Explain the National Income.
- ❖ Understand concept of Money and prices.
- ❖ Describe the Functions of Commercial Bank and central Bank.
- ❖ Understand difference between private and public finance.

Reference :

1. Jhingan M.L. : Macro Economic Theory (Hindi/English) Xied, Vrinda publications.
2. Vaish M.C. : Samasti Arthshastra (Hindi/English)
3. Sethi T.T. : Macro Arthshastra (Hindi/English)
4. K.C. Rana and K.N. Verma, Macro Economics. Analysis, Vishal Publishing Company, Jalandhar- Latest Edition (English/Hindi)
5. H.L. Ahuja, Advanced Macro Economic Theory, S. Chand and Co. Delhi, Latest Edition (English/Hidni)

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 409	Home Science - Textiles & Clothing	Any Three CE	4	30	70	100

Objectives:

- ❖ To understand the basic knowledge of textile and clothing.
- ❖ To explain the basic ideas to make desicision in selection of clothing.
- ❖ To explain the recent patterns and innovations in the field of textiles and clothing.
- ❖ To provide the knowledge regarding traditional textiles and embroideries of India.

Unit I Textile & Processing

- a) Classification of Textiles:
 - Introduction and classification of textiles.
 - Terminology in textiles
 - General Properties of fiber
- b) Manufacturing / Processing: History, Composition, Types, Properties and uses of :-
Cotton, Silk, Wool, Nylon, Rayon, Polyester

Unit II Fabrics and Finishing

- a) Study of Yarns & Fabrics
 - Twist and yarn number
 - Types – Simple & Complex
 - Loom – Parts and Process
 - Weaving – Basic Weaves
- b) Knitting, Felting, Lacing and Briding – Properties and uses of knitted fabric
- c) Fabric Finishing: Definition, aims and classification of finishes
- d) Bleaching, Tentering, Calendaring, Mercerizing Sanforizing, Sizing, Glazing, Embossing, Singeing, Schreinerizing, Napping, Crease resistant, Water proofing, Flame proofing, Moth and Mildew proofing

Unit III Designing and Printing

- a) Classification and uses of dyes
- b) Block Printing, Duplex Printing, Roller Printing, Screen Printing, Discharge Printing Resist Printing (Tie, Batik & Dye)
- c) Principles and elements of designing
- d) Traditional textile: Brocade Sanganeri, Bagru, Kalamkari, Bandhanai, Patola, Kasuti, Kantha, Phulkari, Kutch

Unit IV Garments and Consumer Education

- a) Selection of ready made garments for different age, season, occupation and occasion.
- b) Storage and care of fabrics.
- c) Comparative study of Home made, Tailor made and ready made garments.
- d) Consumer Education: Need and Advantages
- e) Knowledge of consumer Aids standardization Marks, Advertisement, Packing, Labels
- f) Consumer Laws

Practicals: Any two of the following

- Prepare a scrap book of the following:
- Cotton fiber from (Muslin, 2*2 Rubia, 2*1 plpin, khadi)
- Silk fiber from (Georgette, Chiffon, Crepe, Mulberry)
- Jute fiber from Gunny Bags & Ropes
- Rayon fibre from artificial silk dupatta
- Yarn: ply, textured and metallic yarn
- Different fabrics samples
- Technical textile
- Clothing techniques: Simple, seam, tucks, placket opening, Embroider the frock
- Tie and dye prepare two sample through any 2 techniques
- Product design: Cushion cover, pouch with zip, shoulder bag

Learning outcomes : After studying this course students will able to learn :

- ❖ After studying this course students will able to know:
- ❖ Basic knowledge of textile and clothing.
- ❖ Basic ideas to make desicision in selection of clothing.
- ❖ Recent patterns and innovations in the field of textiles and clothing.
- ❖ Knowledge regarding traditional textiles and embroideries of India.

References :

1. Hollen & Saddler, Textiles
2. Durga Deolkar, Textiles & Lundry work
3. Susheela Dantyagi, Fundaments of Textiles & Their Uses
4. Joseph Marjory, Introduction to Textiles, 5th Edition, Halt Renchart and winston, New York
5. S. Pandit & Elizabith Tarplag, Grooming Selection and care of cloth
6. Bela Bhargava (2003) "Vastra Vigyan avam dhulai kriya," University Book House Jaipur.
7. Ruby Jain (2006). Basics stitching processes, CBH Publications.

Semester V

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 501	General English	CC	4	30	70	100

Objective:

1. Students will be able to recognize and understand the meaning of targeted grammatical structures in written and spoken form.
2. Students will practice the grammar skills involved in writing sentences and short paragraphs.

Unit -I Grammar and Usage :

1. Parts of Speech
2. Basic Sentence Patterns
3. Sentences beginning with 'It' and 'There'
4. Tenses
5. Phrasal Verbs
6. Articles and other Determiners
7. Direct & Indirect Speech
8. Active and Passive Voice
9. Modal Auxiliaries
10. Simple, Complex and Compound sentences.

Unit -II The following essays from: A Cavalcade of Modern English Prose Essays

- (1) Essentials of Education (2) Testament

Unit -III Writing Skills

- (1) Paragraph Writing (2) Letter & Application Writing

Unit -IV Vocabulary

- (1) Word often confused (2) Antonyms and Synonyms

Outcome:

1. Students will begin to self-edit their oral and written production.
2. Students will make less grammatical errors.
3. Students will clearly understand grammatical terms.
4. Students will get exposure to writing letters, application and paragraph.

Suggested Reading :

1. R. Quirk et al (ed.) *A Grammar of Contemporary English*. Longman, London, 1972.
2. *A Textbook of General English for Undergraduate Students* R.P. Bhatnagar, Rajul Bhargava, Jain Prakashan Mandir, 1024, Shinghiji ki Gali, Chaura Rasta, Jaipur-302 002.
3. *English Grammar, Composition and Reference Skills* R.P. Bhatnagar & Rajul Bhargava, Board of Secondary Education, Ajmer.

4. A Cavalcade of Modern English Prose, R.P. Bhatnagar, Jain Pustak Mandir, Chaura Rasta, Jaipur.
5. English for Indian Learners R.P. Bhatnagar, University Book house, (P), Jaipur.

Semester V

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 501	Hindi Literature (आधुनिक काव्य)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को आधुनिक काव्य से परिचित करवाना।
2. विद्यार्थियों को विभिन्न कवियों की काव्यशैली की जानकारी देना।
3. विद्यार्थियों को विभिन्न कवियों की भाषाशैली से परिचित करवाना।
4. विद्यार्थियों को काव्यशास्त्र की सामान्य जानकारी देना।

इकाई—I

2. आधुनिक हिन्दी कविता का उद्भव एवं विकास
3. रामधारी सिंह 'दिनकर' (रश्मिरथी— प्रथम व पंचम सर्ग)
4. दिनकर का सामान्य परिचय एवं काव्यगत विशेषताएँ।

इकाई—II

1. अयोध्या सिंह उपाध्याय 'हरिऔध' (कर्मवीर, बृजसंध्या)
2. मैथिलीशरण गुप्त (सखी वे मुझसे कहकर जाते, भरत कैकयी पश्चाताप, नर हो न निराश करो मन को),
3. जयशंकर प्रसाद (अशोक की चिन्ता एवं कामायनी के चिन्ता सर्ग से चयनित अंश),
4. महादेवी वर्मा (मधुर—मधुर मेरे दीपक जल, मधुरिमा के मधु के अवतार),
5. इकाई में वर्णित कवियों का सामान्य परिचय एवं काव्यगत विशेषताएँ

इकाई—III

1. सुमित्रानन्दन पन्त (एकतारा, नौका विहार से चयनित अंश)
2. सच्चिदानन्द हीरानन्द वात्स्यायन 'अज्ञेय' (असाध्य वीणा के चयनित अंश),
3. गजानन माधव 'मुक्तिबोध' (जन—जन का चेहरा एक),
4. नरेश मेहता (समय देवता से चयनित अंश)
5. इकाई में वर्णित कवियों का सामान्य परिचय एवं काव्यगत विशेषताएँ

इकाई—IV

1. धूमिल (अकाल दर्शन, मोचीराम)
2. रघुवीर सहाय (शोकसभा, विदाई),
3. त्रिलोचन (एक पहर दिन आया होगा),
4. रस अवयव और रस निष्पत्ति
5. इकाई में वर्णित कवियों का सामान्य परिचय एवं काव्यगत विशेषताएँ

उपलब्धियाँ-

1. विद्यार्थी विभिन्न कवियों की लेखनशैली से परिचित होकर अपना मत प्रस्तुत कर सकेंगे।
2. विद्यार्थी आधुनिक काव्य का परिचय प्राप्त कर स्वयं काव्य रचना का प्रयास कर सकेंगे।
3. विद्यार्थी स्वयं को भावी प्रतियोगिता परीक्षाओं के लिये तैयार कर सकेंगे।
4. विद्यार्थी काव्यशास्त्र का ज्ञान प्राप्त करेंगे।

पाठ्य पुस्तक :

1. आधुनिक काव्य, कैलाश भट्ट, सम्पादक-प्रो. नन्दलाल कल्ला, प्रकाशक-जैन विश्वभारती संस्थान (मान्य विश्वविद्यालय), लाडनू

संदर्भ ग्रंथ

1. हिन्दी साहित्य का इतिहास-आचार्य रामचन्द्र शुक्ल नागरी प्रचारिणी सभा, काशी
2. जयशंकर प्रसाद, आचार्य नंद दुलारे वाजपेयी, भारती भंडार, इलाहाबाद
3. निराला की साहित्य साधना (भाग 1,2,3) डॉ रामविलास शर्मा, राजकमल प्रकाशन, नई दिल्ली
4. छायावाद : पुनर्मूल्यांकन सुमित्रानंदन पंत, लोकभारती प्रकाशन, इलाहाबाद
5. कविता के नये प्रतिमान-डॉ नामवरसिंह राजकमल प्रकाशन, नई दिल्ली
6. अज्ञेय और आधुनिक रचना समस्या, डॉ रामस्वरूप चतुर्वेदी, लोक भारती प्रकाशन, इलाहाबाद
7. हिन्दी साहित्य का इतिहास-संपादक डॉ नगेन्द्र, मयूर पेपर बैक्स, नोयडा
8. आधुनिक साहित्य की प्रवृत्तियाँ- डॉ नामवरसिंह, लोकभारती प्रकाशन, इलाहाबाद
9. काव्यशास्त्र- भागीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी
10. हिन्दी काव्य सिद्धान्त- रामबाबू ज्योति, राजस्थान प्रकाशन, जयपुर
11. काव्य प्रदीप- रामबहोरी शुक्ल, हिन्दी भवन प्रकाशन, दिल्ली
12. भारतीय काव्यशास्त्र- निशा अग्रवाल, लोक भारती प्रकाशन, नई दिल्ली
13. साहित्य शास्त्र- डॉ. ओमप्रकाश गुप्त, डॉ. गौवर्धन बंजारा, पार्श्व प्रकाशन, अहमदाबाद

Semester V

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 502	English Literature (Poetry and Drama)	Any Three CE	4	30	70	100

Objectives:

- 1- To enable the students to understand poems.
- 2- To familiarize them with Modern Poetry and Problem Play.
- 3- To acquaint them with the literary terms related to the genres.

Unit I. Two Plays by Tagore
The Sacrifice
The Post Office

Unit II. Poems from Poet's Pen: (Ed.) Homi P.Dustoor.

Rupert Brooke : The Dead
Wilfred Owen : Anthem for Doomed Youth
John Masfield : The West Wind
WB Yeats : The Second Coming
TS Eliot : Journey of the Magi

Unit III. Poems from Indian Poetry in English

Nissim Ezekiel : "Night of the Scorpion"
Nissim Ezekiel : "Very Indian Poem in Indian English"
Gauri Deshpande : The Female of the Species
AK Ramanujan : A River
Keki N Daruwalla : Railroad Riveries

Unit IV: Major Literary Movements

Metaphysical Movement , Oxford Movement , Irish Movement, Renaissance Movement, Reformation, Naturalism , Realism, Modernism, Black Movement, Stream of Consciousness, War Poets

Outcome:

- 1- The students will be able understand the changing nature of Literature through ages.
- 2- They will become familiar with various forms of verse and dramatic art.
- 3- They will be highly motivated to read other compositions and related genres.

Suggested Reading:

1. Prasad, B.A *Background to the Study of English Literature*. Macmillan, 2004.
2. *Poet's Pen: (Ed.) Homi P.Dustoor*. Oxford University Press.
3. *Contemporary Indian Poetry in English: (Ed.) Saleem Peerandina*. MacMillan, New Delhi.
4. *Forms of English Prose*. Oxford University Press, New Delhi.
5. Abraham, M. H. *A Glossary of Literary Terms*. MacMillan, New Delhi.

Semester V

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 503	Sanskrit Literature संस्कृत व्याकरण एवं साहित्य (लघुसिद्धांत कौमुदी)	Any Three CE	4	30	70	100

उद्देश्य—

1. धातुरूप से संस्कृत भाषा की क्रिया संबंधी जानकारी देना।
2. धातुओं के विभिन्न रूपों की जानकारी देना।
3. खण्डकाव्य की विधि से अवगत करवाना।

इकाई-1 लघुसिद्धान्त कौमुदी को भ्वादि गण से जुहोत्यादि गण तक (सूत्र 373 से 628 तक)

1. सूत्रार्थ
2. रूपसिद्धि
3. धातु रूपावली

इकाई-2 रचनानुवाद कौमुदी (पाठ 41 से 50)

1. संस्कृत से हिन्दी अनुवाद
2. हिन्दी से संस्कृत अनुवाद
3. शब्दार्थ

इकाई-3 संस्कृत साहित्य का इतिहास

- (क) वैदिक साहित्य— वेदांग, उपनिषद् साहित्य
- (ख) महाकाव्य— रामायण (वाल्मीकी) महाभारत (वेदव्यास), अश्वघोष, कालिदास, माघ, भारवि, प्रमुख जैन महाकाव्य— वरांगचरित, वर्द्धमानचरित, पार्श्वनाथ
- (ग) गद्य काव्य— कादम्बरी, तिलक मंजरी, गद्य चिन्तामणि, शिवराजविजय
- (घ) नाटक साहित्य— भास, कालिदास, शूद्रक, भवभूति
- (च) स्तोत्र साहित्य— वैदिक, जैन एवं बौद्ध परम्परा के प्रमुख स्तोत्र
 1. दो प्रश्न/दो टिप्पणी

इकाई-4 अश्रुवीणा (50 श्लोक) एवं अभिधान चिन्तामणि नाममाला (121 से 150)

- अश्रुवीणा** — 1. दो श्लोकों की सप्रसंग व्याख्या 2. एक सामान्य प्रश्न
अभिधान चिन्तामणि — 1. दो श्लोक पूर्ति 2. दो शब्दों के संस्कृत में पर्यायवाची 3. पांच शब्दों के अर्थ

उपलब्धियाँ—

1. विभिन्न धातुओं के अर्थ आदि की जानकारी प्राप्त होगी।
2. संस्कृत की ऐतिहासिकता की जानकारी प्राप्त होगी।
3. काव्य रचना की नवीन विद्या का ज्ञान होगा।

पाठ्य पुस्तक/ संदर्भ ग्रन्थ :

1. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक—महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
2. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी
3. अश्रुवीणा, आचार्य महाप्रज्ञ, सम्पादक डॉ. हरिशंकर पाण्डेय, जैन विश्वभारती, लाडनू
4. अभिधान चिन्तामणि, चौखम्बा प्रकाशन, वाराणसी
5. संस्कृत साहित्य का इतिहास, आचार्य बलदेव उपाध्याय, शारदा निकेतन, वाराणसी
6. संस्कृत साहित्य का संक्षिप्त इतिहास, वाचस्पति गरोला, वाराणसी
7. संस्कृत साहित्य का नवीन इतिहास, कृष्ण चैतन्य, चौखम्बा प्रकाशन, वाराणसी
8. संस्कृत वाङ्मय कोश—श्रीधर भास्कर वर्णेकर
9. संस्कृत के विकास में जैन कवियों का योगदान—डॉ. नेमीचन्द्र शास्त्री

Semester V

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 504	History (आधुनिक भारत का इतिहास)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को आधुनिक भारतीय इतिहास का ज्ञान प्रदान करना।
2. ब्रिटिश भू-राजस्व व्यवस्था से परिचित करवाना।
3. भारतीय पुनर्जागरण का ज्ञान प्रदान करना।
4. राष्ट्रीय आन्दोलन के महत्त्व को बताना।
5. भारतीय संविधान की जानकारी प्रदान करना।

इकाई-1

पानीपत का तृतीय युद्ध-कारण एवं परिणाम। बंगाल में ब्रिटिश सत्ता की स्थापना। प्रशासनिक परिवर्तन (1772-1793 ई)। आंग्ल मराठा संघर्ष-(महादजी सिंधिया व नाना फडनवीस) मराठों की असफलता के कारण। ब्रिटिश सत्ता के अधीन नवीन भू-राजस्व व्यवस्था-स्थायी बंदोबस्त, महलवाडी व्यवस्था एवं रैयतवाडी व्यवस्था एवं किसानों पर प्रभाव।

इकाई -2

1857 का विद्रोह- कारण, प्रकृति एवं परिणाम। भारतीय पुनर्जागरण- राजा राममोहन राय, दयानन्द सरस्वती एवं स्वामी विवेकानन्द का सामाजिक एवं धार्मिक क्षेत्र में योगदान। भारतीय राष्ट्रीयता के उदय के कारण। भारतीय राष्ट्रीय कांग्रेस की स्थापना।

इकाई-3

भारत सरकार के अधिनियम एवं उनकी मुख्य विशेषताएँ-1909, 1919 एवं 1935 के अधिनियमों के विशेष सन्दर्भ में। 1920 से 1947 के मध्य भारतीय स्वतन्त्रता आंदोलन-असहयोग आन्दोलन, सविनय अवज्ञा आंदोलन एवं भारत छोड़ो आंदोलन।

इकाई -4

साम्प्रदायिक राजनीति का विकास। भारत का विभाजन और भारत की स्वतन्त्रता में सहायक तत्व। भारतीय संविधान एवं मुख्य विशेषताएं। 1947 से 1950 तक भारत का एकीकरण व समस्या एवं समाधान।

उपलब्धियाँ-

1. ब्रिटिश शासन के सकारात्मक एवं नकारात्मक प्रभाव का विश्लेषणात्मक अध्ययन कर पायेंगे।
2. राजाराममोहनराय, दयानंद सरस्वती एवं स्वामी विवेकानंद आदि के जीवन से प्रेरणा प्राप्त कर अपने व्यक्तित्व का विकास कर पायेंगे।
3. भारतीय संविधान एवं राष्ट्रीय आंदोलन के आदर्शों से प्रेरणा प्राप्त कर पायेंगे।

पाठ्यपुस्तक/संदर्भ ग्रंथ :

1. भार्गव, डॉ. वी.एस.-आधुनिक भारत का इतिहास रिसर्च पब्लिकेशन, जयपुर।
2. नागौरी, डॉ.एस.एल.-आधुनिक भारत का राजनैतिक, सामाजिक एवं सांस्कृतिक इतिहास।
3. शुक्ल, रामलखन-आधुनिक भारत का इतिहास, हिन्दी माध्यम कार्यान्वयननिदेशालय, नई दिल्ली।
4. ग्रोवर, बी.एल. एवं यशपाल-आधुनिक भारत का इतिहास।
5. चन्द्रा, विपिन-आधुनिक भारत।
6. सरकार, सुमित-आधुनिक भारत।

Semester-V

Objects:

1. Providing students with the life of modern Indian history.
2. To get acquainted with the British land revenue system
3. To impart Knowledge of Indian renaissance.
4. Explain the importance of national movement.
5. Providing information about the Indian constitution.

Unit-I

Panipat Third War Cause and consequences. Establishment of British Power in Bengal. Administrative changed (1772-1793) Anglo Maratha Conflict- (Madhji Sindhiya and Nana Fadnavis) Due to the Failure of Maratha's The new revenue system under British rule-Permanent Settlement, Mahalist system and Raiyatwadi system impacted on the peasants.

Unit-II

Revolt of 1857-Causes, nature and consequences. Indian Renaissance- The Contribution of Raja Ram mohan Rai, Dayanand Saraswati and Swami Vivekanand in the Social and religious field. Indian Nationality reason. Establishment of Indian National Congress.

Unit-III

Government of India act 1909, 1919 and 1935. Indian Freedom movement between 1920 to 1947- Non-cooperation movement, Civil movement and Quit India movement.

Unit-IV

Development of Communal politics. Partition of India and the supporting elements in the independence of India. Constitution and salient features. Integration and problem and Solution of India from 1947 to 1950.

Learning Outcomes:-

1. You will be able to analyze the positive and negative effects of British rule.
2. You will be able to develop a personality inspired by the life of Raja Ram Mohan Rai, Dayanand Saraswati, and Swami Vivekanand.
3. You will get Inspiration from Indian constitution and ideal of national movements.

Reference Book

1. Grover B.C. - Modern India
2. Chandra Vipin - Modern India
3. Sarkar, Sumit - Modern India

Semester V

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 505	Political Science (प्रमुख पाश्चात्य राजनीतिक विचारक)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को पाश्चात्य राजनीतिक विचारकों की विचारधाराओं से अवगत कराना।
2. विभिन्न विचारकों के दर्शन की वर्तमान में प्रासंगिकता बताना।
3. विभिन्न विचारकों का तुलनात्मक अध्ययन कर विद्यार्थियों को नये आयाम देना।

इकाई—1

प्लेटो : न्याय सिद्धांत, साम्यवाद का सिद्धान्त, शिक्षा—सिद्धान्त एवं आदर्श राज्य का सिद्धांत, अरस्तु प्रथम वैज्ञानिक विचारक, दासता, क्रान्ति और नागरिकता सम्बन्धी विचार।

इकाई—2

थॉमस एक्वीनास के प्रमुख राजनीतिक विचार एवं कानून का सिद्धांत, मैकियावली के प्रमुख राजनीतिक विचार एवं प्रथम आधुनिक राजनीतिक विचारक के रूप में।

इकाई—3

थॉमस हाब्स, जॉन लॉक एवं जीन जैक्स रूसो का सामाजिक समझौता सिद्धांत और उनके विचारों का तुलनात्मक अध्ययन।

इकाई—4

जैरेमी बेंथम तथा उसका उपयोगितावाद का सिद्धांत, जे. एस. मिल के स्वतंत्रता सम्बन्धी विचार और बेंथम के उपयोगितावाद में उसके द्वारा प्रस्तावित संशोधन, कार्ल मार्क्स : इतिहास की आर्थिक व्याख्या, वर्ग संघर्ष का सिद्धान्त। हैरल्ड जे. लास्की के प्रमुख राजनीतिक विचार।

उपलब्धियाँ—

1. विद्यार्थी पाश्चात्य विचारकों के दर्शन को जान सकेंगे।
2. विद्यार्थी प्राचीनकाल, मध्यकाल एवं आधुनिक काल में बदलते विचारकों के दर्शन को जान सकेंगे।
3. विद्यार्थी राज्य की उत्पत्ति के सिद्धान्तों को समझ सकेंगे।

पाठ्यपुस्तक/संदर्भ ग्रंथ:

1. Hacker : Political Theory.
2. G.H. Sabine : History of Political Theory.
3. C.Wayper : Political Thought.
4. Foster : Masters of Political Thought Vol. I.
5. Jones : Masters of Political Thohght Vol.II.
6. Lancaster : Masters of Political Thought Vol. III.
7. Sukhbir Singh : A History of Western Political Thought- Vol. I and II.
8. के. एन. वर्मा—पाश्चात्य राजनीतिक विचारधाराएं, भाग 1—3।
9. बी.एल. फडिया—प्रमुख प्रतिनिधिक पाश्चात्य राजनीतिक विचारक, कॉलेज बुक हाउस, जयपुर।
10. पुखराज जैन—प्रमुख पाश्चात्य राजनीतिक विचारक, साहित्य भवन, पब्लिकेशन्स, आगरा।

Objectives :-

1. To acquaint students with the western political thinkers ideologies
2. To Acquaint students with the relevancy of various thinkers philosophy with modern content
3. To provide new dimensions to students of comparative study

UNIT-I : Plato: Theory of Justice, Theory of Communism, Theory of Education and Theory of Ideal State. Aristotle- As the First Political Scientist, Views on Slavery, Revolution and Citizenship.

UNIT -II : Thomas Aquinas : Principal political ideas and Theory of Law. Machiavelli's principal political ideas and Machiavelli as the first modern political thinker.

UNIT -III : Hobbes Locke, and Rousseau : Their Social Contract theory and a comparative assessment of their ideas.

UNIT -IV : Jeremy Bentham and his theory of utilitarianism: J.S. Mill's Concept of Liberty and his modification in bentham's theory of utilitarianism. Karl Marx : The Theory of economic Interpretation of History. Theory of Class Struggle. Political ideas of Harold J. Laski.

Learning outcomes :-

1. Students will be able to know western thinkers philosophy
2. Students will be able to know ancient, medieval and modern ages and changing scenarios think and philosophy of thinkers
3. Students will be able to know the theories of state origin.

References :

1. Jyoti Prasad Sood- Rajnitik Chintan ka Itihas, Vol., II, III
2. B.R. Purohit-Rajnitik Chintan Ka Ithas, Raj. Hindi Granth Academy, Jaipur
3. Hasidat Nedalankar-Pratinidhi Vicharak
4. Ernest Barker- Yunani Rajnitik Sidhant (Hindi, Translated by Delhi Viswavidyalay Prakost).
5. Prabhudatt Sharma- Rajnitik Vicharaon Ka Ithas.
6. T.B. Mathur and B.P. Srivastav- Pramukhy Rajnitik Vicharak.

Semester V

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 506	Sociology (Foundation of Sociological Thought)	Any Three CE	4	30	70	100

Objectives :

- ❖ To enable the students to understand the emergence of sociology.
- ❖ To enable the students to understand the classical sociological tradition.
- ❖ To enable the students to understand the contemporary sociological Tradition.
- ❖ To enable the students to understand the Indian sociological tradition.

Unit - I Emergence of Sociology

- ❖ Transition from Social Philosophy to Sociology
- ❖ The Intellectual Context
- ❖ Enlightenment - The Social Economical and Political Forces

Unit - II Classical Sociological Tradition

- ❖ Karl Marx : Dialectical Materialism, class Struggle
- ❖ Emile Durkheim : Social Fact, Division of Labour and suicide
- ❖ Max Weber : Social action, Types of Authority

Unit III Contemporary Sociological Tradition

- ❖ Jurgen Habermas, Legitimation crisis, communicative action
- ❖ Antonio Gramsci : Hegemony, Civil Society
- ❖ Anthony Giddens : Modernity, Structure and Agency

Unit - Indian Sociological Tradition

- ❖ D.P. Mukherji : Diversity, Dialectics of Tradition
- ❖ A.R. Desai : Nationalism, Path of Development
- ❖ G.S. Ghurye : Indian Sadhus, Cast, Class and occupation, Social tension

Outcomes: After completion the course student would be able to:

- ❖ Understand the emergence of sociology.
- ❖ Understand the classical sociological tradition.
- ❖ Explain the contemporary sociological Tradition.
- ❖ Understand the Indian sociological tradition.

Reference :

- Aron, Raymond 1967, Main currents in sociological thought Harmondsworth Middle Sex, Penguin Book
- Barnes H.E. 1959, Introduction to History of Sociology Chicago, The University of Chicago Press
- Coser, Lewis A, 1979 , Master of Sociological Thought, New York
- Singh, Yogendra 1986, Indian Sociology Social Conditioning and Emerging Trends, New Delhi
- Mukherjee, R. K., Sociology and Indian Society, ICSSR, Vol. I to IV
- Sambhulal Doshi & P. C. Jain : Karl Marx, Max Weber, Emile Durkheim (In Hindi)
- दोषी एवं जैन, प्रमुख समाजशास्त्रीय विचारक कामटे से मार्टन तक

Semester V

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 507	Geography (Geography of India)	Any Three CE	4	30	50+20 (Practical) 70	100

Objectives -

1. To make students aware about the geography of their country.
2. To make aware about the soil, climate, vegetation, agriculture, minerals, drainage system of India.
3. To give knowledge regarding population, Transport, Tourism and religion of India.

Unit - I

- a) Introduction: Location; Neighboring countries and frontiers.
- b) India: A land of diversities; Unity within diversities.
- c) Physiographic division; Himalayan region.
- d) The Great Plains of India; Peninsular plateau.

Unit – II

- a) Coastal plains and Islands.
- b) Drainage systems of India.
- c) Climate: Summer and winter Season.
- d) Soil: Type, distribution & characteristics.

Unit – III

- a) Vegetation: Type and their distribution.
- b) Agriculture: Major crops and their distribution (Wheat, Rice & Tea).
- c) Minerals: Distribution of Minerals & Mineral Belts – Iron ore & Coal.
- d) Industrial regions of India.

Unit – IV

- Transport & Trade : Ports and foreign Trade.
- Population: Distribution & Density of population, Sex Ratio & Literacy rate.
- Tourism - Component of Tourism, Types & Tourism Resources.
- Resources Region of India

Practical

- Distribution map : General rules and method of drawing map.
- Presentation Socio – Economic data, Qualitative methods : Chorochromatic method, Pictorial method, Choroschematic method.
- Quantitative method : Choropleth, Isopleth, Dot method.
- Plain table survey : Instruments required for plain table survey.
- Plain Table survey : Radiation & intersection method.

Outcomes-

- Students after having knowledge of overall climate conditions, can adapt themselves at various parts of country.
- Can contribute to the Economic growth of the country.
- Steps may be taken for proper utilisation of resources and controlling population, a major problem.

Suggested Books :

- गौड कृपाशंकर : भारत की भौगोलिक समीक्षा, हिन्दी प्रचार पुस्तकालय, वाराणसी
- मामोरिया चतुर्भुज : भारत का आर्थिक भूगोल, आगरा बुक स्टोर, आगरा
- तिवारी विश्वनाथ : भारत का वृहद् भूगोल, रामप्रसाद एण्ड सन्स, आगरा
- चौहान, वीरेन्द्रसिंह : विशाल भारत, रस्तोगी एण्ड कम्पनी, मेरठ
- चौहान, तेजसिंह : भारत का भूगोल, विज्ञान प्रकाशन, जयपुर

Semester V

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 508	Economics (History of Economics Thought)	Any Three CE	4	30	70	100

Objectives:

- ❖ To enable the student teachers to understand the importance of Economics Thought.
- ❖ To enable the student teachers to understand the thought of utopian Socialists.
- ❖ To enable the student teachers to understand the Austrian School of Economics Thought.
- ❖ To enable the student teachers to understand the Indian Economics Thought.

Unit I : History of Economics Thought

- Meaning and Importance of History of Economics Thought.
- History of Economic Analysis and Economic History.
- Mercantilism, Main Characteristics
- Physiocracy : Main Economic Ideas

Unit II : Theory of value

- Adam Smith, Ricardomill, Austrian School (menger, wieser)
- Marginal Utility School - (Gossen, Jevons)
- New-Classical School (marshall)
- The Extension of Classical Ideas of Value the socialists.

Unit III : Evolution of Socialistic Thought

- a) Utopian Socialism (Saint, Simon, Charles Fourier, Robert Owen.)
- b) Scientific Socialism (Karl Marx)
- c) Development of Ideas on Capital : Adam Smith and his early critics.
- d) Continental Economists - Keynes and Karl Marx.

Unit IV : Rent Theory and Indian Economic Thought

- a) Rent Theory - The formulation of the Rent-Malthus, Ricardo and the theories Extension of Rent.
- b) The Theories of Interest and Profit.
- c) Early Indian Economic Ideas : Kautilya.
- d) Modern Economic Ideas : Ranade, Naroji M.N. Rai, Gandhi Ji.

Outcomes: After completion the course student would be able to:

- 1. Understand the geography of their country.
- 2. Explain the soil, climate, vegetation, agriculture, minerals, drainage system of India.
- 3. Know regarding population, Transport, Tourism and religion of India.

Reference :

- 1. Gide and Rist : History of Economic Doctrines
- 2. Haney, L.N. History of Economic Thought
- 3. Eric Roll : History of Economic Thought
- 4. Anosh, B.N. and Ghosh, R.R. Concise History of Economic Thought (Himalaya Publishing House, Delhi.
- 5. वैश्य. एम.सी. "आर्थिक विचारों का इतिहास
- 6. हजेल, टी.एन. : आर्थिक विचारों का इतिहास
- 7. श्रीवास्तव, एस.के. आर्थिक विचारों का इतिहास (हिन्दी / अंग्रेजी)

Semester V

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 509	Home Science (Advance Family resource management)	Any Three CE	4	30	70	100

Objectives:

- ❖ To explain the importance and factors of saving, accounts and accounts keeping.
- ❖ To motivating factors of home management and Family resource management.
- ❖ To understand the concept, elements and types of design.
- ❖ To make the planning for construction.

Unit I Family and Economy :

- a) Economics: Concept, importance and scope
- b) Demand and consumption: wants and utility, laws of consumption
- c) Family Income and expenditure: Types of income, Budget and steps of its planning, Engeli law
- d) Saving and investment: Importance, factors and its characteristics
- e) Family accounts and methods of accounts keeping
- f) Market: classification, cash credit and wholesale

Unit II Family Resource management :

- a) Family resource management: components, importance and affecting factors
- b) Family: Its needs and wants, life cycle and stages
- c) Motivating factors of home management: Values, Goals, standards and their interrelationship
- d) Household equipment related to cooking, storage and cleaning, modern alternative cooking fuels like solar energy, electricity

Unit III Modern Housing

- a) Modern family and housing needs: meaning and functions
- b) Effects of housing on family life and activities, owning versus rented
- c) Planning for construction – costing, Objectiveness, functional planning and house requirements
- d) Floor covering & curtain- importance and Selection

Unit IV Designing and Colours

- a) Design : definition characteristics & types: structural & decorative
- b) Elements of Design : Line Pattern, Form Light, Colour Space, Texture
- c) Principle of design : Balance Rhythm, Harmony Emphasis, Proportion
- d) Study of Colours : Classification & Dimensions : Colour Schemes, Psychological effects of colours

Practical and assignments : Any two of the followings;

- Prepare a scrap book related to housing, furnishing and their maintenance.
- Prepare a planning Project to construct a building for home
- Prepare a survey report related to colour schemes, pattern and their psychological effect in your local area
- Prepare a file for budgeting and financing schemes for home loans

Learning out comes : After completion of this course students will able to learn :

- ❖ Concept, importance and scope of Economics.
- ❖ Importance and factors of saving, accounts and accounts keeping.
- ❖ Motivating factors of home management and Family resource management.
- ❖ Concept, elements and types of design.
- ❖ Modern family and housing needs.
- ❖ Effects of housing on family life and activities owning versus rented.
- ❖ Planning for construction.

References:

1. Ruth E. Deacon. Francille M. Firebaugh (1975): Family Resource Management – Principle and Application Roy Houghton Mifflin Company
2. Devdas Rajamal. P. The meaning of Home Science, Sri Avinashlingam Home Science College, Cambatore.
3. P. Kalpana R. “What is Home Science,” Evira Publications, Vadodra.
4. H. Rutt, “Home Furnishing” Wiley Eastern Ltd. New Delhi.
5. M K. Mann, Home Management for Indian families
6. R Deshpande, Modern Ideal homes for India
7. Gross & Crandall, Management for Indian Families
8. Nickell & Dorsey, Management in family living
9. Graig & Rush, Home with characters
10. पारिवारिक वित्त-सरस्वती वर्मा, आशा देशपाण्डे
11. गृह व्यवस्था एवं कला – जी.पी. शैरी

Semester VI

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 601	General Hindi	CC	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को हिन्दी व्याकरण का सामान्य ज्ञान करवाना।
2. विद्यार्थी को निबन्ध लेखन एवं पत्र लेखन कला से परिचित करवाना।
3. विद्यार्थी को हिन्दी की गद्य एवं पद्य विधाओं से परिचित करवाना।

इकाई—I

1. संज्ञा
2. सर्वनाम
3. कारक
4. समास
5. तत्सम एवं तदभव
6. पर्यायवाची शब्द
7. शब्द—शक्ति
8. विलोम शब्द

इकाई—II

1. युग्म—शब्द
2. एक वाक्य के लिए एक शब्द
3. मुहावरे
4. लोकोक्तियाँ
5. पल्लवन
6. संक्षेपण
7. पत्र लेखन
8. आदर्श निबन्ध

इकाई—III

1. आत्माराम (कहानी) — मुन्शी प्रेमचन्द
2. बहिन सुभद्रा (रेखाचित्र) — महादेवी वर्मा
3. राखी (एंकाकी) — हरिकृष्ण प्रेमी
4. मूल्यों का उलटफेर (व्यंग्य) — हरिशंकर परसाई

इकाई—IV

1. मैथिलीशरण गुप्त — मातृभूमि, आगे बढ़ो! ऊंचे चढ़ो!
2. जयशंकर प्रसाद — भारत महिमा
3. रामधारीसिंह दिनकर — जनतंत्र का जन्म
4. गिरिजाकुमार माथुर — पन्द्रह अगस्त

उपलब्धियाँ—

1. विद्यार्थियों के व्याकरण ज्ञान में वृद्धि होगी।
2. विद्यार्थी कार्यालय पत्र लिखने में समर्थ हो सकेंगे।
3. विद्यार्थी निबन्ध लेखन के महत्त्व, उसकी विशेषता आदि से अपने लेखन कौशल का विकास कर सकेंगे।

पाठ्यपुस्तक

1. साहित्य हिन्दी, प्रो. आनन्द प्रकाश त्रिपाठी, जैन विश्वभारती संस्थान (मान्य विश्वविद्यालय) लाडनू
2. सामान्य हिन्दी (गद्य संग्रह, काव्य संचय), कैलाश भट्ट 'आकाश' सम्पादक – डॉ. समणी शुभप्रज्ञा, जैन विश्वभारती संस्थान (मान्य विश्वविद्यालय) लाडनू

संदर्भ ग्रंथ—

1. काव्य संचय, संपादक— डॉ शम्भुनाथ पाण्डेय, अनुराग प्रकाशन, अजमेर
2. गद्य संग्रह, संपादक— डॉ विजय कुलश्रेष्ठ, अल्का पब्लिकेशन, अजमेर
3. हिन्दी व्याकरण तथा रचना, डॉ भोलानाथ तिवाड़ी, नेशनल पब्लिशिंग हाउस, नई दिल्ली
4. हिन्दी व्याकरण—श्री हरदेव बाहरी
5. आधुनिक हिन्दी व्याकरण—वासुदेवानन्द प्रसाद
6. अच्छी हिन्दी—रामचन्द्र वर्मा

Semester VI

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 602	Pre- Internship	CC	4	100	Pre- Internship	100

Pre-internship distribution (4 Weeks)

Objectives:

- ❖ To acquire the knowledge of internship.
- ❖ To understand skill focused teaching.
- ❖ To develop ability of comprehensive school teaching.
- ❖ To understand and organize various school activities.

Sr. No.

Contents

1.

Skills Focused Teaching

- Introduction
- Questioning
- Black Board
- Reinforcement
- Stimulus Variation
- Communication
- Personality Development etc.

2.

Comprehensive School Teaching

- Demonstration Lesson Plan
- Lesson based on Various Approaches Method, such as --
 - Co-operative Learning
 - Activities Based Approach

- Team Teaching
- Project Method
- Brain Storming
- Task Based
- Programme Instruction etc.

3. Unit Plan, Blue Print, Achivement Test and Use of Teaching Aids

4. School Activities

- Physical
- Cultural
- Leteraty
- Yoga Exceress

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire the knowledge of internship.
- ❖ Understand skill focused teaching.
- ❖ Develop ability of comprehensive school teaching.
- ❖ Understand and organize various school activities

Semester VI

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 601	Hindi Literature (प्रयोजनमूलक हिन्दी)	Any Three CE	4	30	70	100

उद्देश्य—

- विद्यार्थी को प्रयोजनमूलक हिन्दी के बारे में जानकारी देना।
- विद्यार्थी को पत्र लेखन शैली से अवगत कराना तथा कार्यालयी पत्र लेखन में निपुण बनाना।
- अनुवाद विज्ञान की जानकारी देकर भावी अनुवादक तैयार करना।
- पारिभाषिक शब्दावली की जानकारी प्रदान कर भावी पीढ़ी को तैयार करना।

इकाई I

- प्रयोजन मूलक हिन्दी का अभिप्राय, आवश्यकता, स्वरूप एवं व्याख्या, विविध रूप, सीमा व सम्भावनाएँ एवं प्रयुक्तियाँ।

इकाई II

- पत्राचार,
- पत्रकारिता

इकाई III

- संपादन कला,
- मीडिया लेखन

इकाई IV

1. प्रमुख जनसंचार माध्यम,
2. अनुवाद

उपलब्धियाँ—

1. विद्यार्थी कार्यालयी पत्र व्यवहार सीख सकेंगे तथा भावी प्रतियोगिता परीक्षाओं के लिये तैयार हो सकेंगे।
2. हिन्दी के अपने व्यावहारिक ज्ञान में वृद्धि कर सकेंगे।
3. विद्यार्थी अनुवाद एवं पारिभाषिक शब्दावली का ज्ञान लेकर एक अच्छा अनुवादक एवं भाषा वैज्ञानिक बन सकेगा।

पाठ्य पुस्तक :

1. प्रयोजना मूलक हिन्दी, डॉ. ममता खाण्डल, प्रकाशक—जैन विश्वभारती संस्थान (मान्य विश्वविद्यालय), लाडनू

संदर्भ ग्रंथ—

1. प्रयोजन मूलक हिन्दी— विनोद गोदरे, वाणी प्रकाशन, दिल्ली
2. प्रयोजन मूलक हिन्दी : पारिभाषिक शब्दावली— डॉ. मधु धवन
3. प्रयोजन मूलक भाषा और कार्यालयी हिन्दी— डॉ. कृष्ण कुमार गोस्वामी,
4. प्रयोजन मूलक हिन्दी— डॉ. बालेन्दु शेखर तिवारी, संजय बुक सेन्टर, वाराणसी
5. राजभाषा हिन्दी : विकास के विविध आयाम— डॉ. मलिक मोहम्मद,
6. सृजनात्मक साहित्य का अनुवाद— स्वरूप एवं समस्याएँ, सुरेश सिंहल,
7. प्रयोजन मूलक हिन्दी—कैलाशचन्द्र भाटिया
8. प्रयोजन मूलक हिन्दी—पृथ्वीचन्द्र पाण्डेय

Semester VI

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 602	English Literature (Prose and Fiction)	Any Three CE	4	30	70	100

Objectives:

1. To acquaint them with spirituality and psychology.
2. To inculcate human values in the students.
3. To make students understand the relation between Literature and Media.

English Literature

BOA 604

Prose and Fiction

Unit I.	RK Narayan : The Guide	20
Unit II.	Anita Desai : Cry the Peacock	20
Unit III.	Mulk Raj Anand : Untouchable	15
Unit IV.	Selected Essays	15

V.S. Srinivas Sastri: The Joy of Freedom

Bertrand Russell: “How to Escape from Intellectual Rubbish”

Acharya Mahapragya: From Religion to Vocation: Limitations of Cravings.

S. Radhakrishnan: An Ideal Before the Youth

Outcome:

- 1- They will understand the relation between literature and Media.
- 2- This will inculcate a sense of Spirituality.

Suggested Reading :

- 1- Prasad, B. *A Background to the Study of English Literature*. Macmillan, 2004.
- 2- *Collected Essays*. Jain Vishva Bharti Institute, Ladnun.
- 3- *Short Stories of Yesterday and Today*. (ED.) Shiv K Kumar. OUP, New Delhi.
- 4- *The Guide*. R.K. Narayan, OUP, New Delhi.
- 5- *The Guide*. R.K. Narayan, OUP, New Delhi.

Semester VI

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 603	Sanskrit Literature संस्कृत व्याकरण एवं साहित्य (लघुसिद्धान्त कौमुदी)	Any Three CE	4	30	70	100

उद्देश्य—

1. गणों का परिचय देना।
2. शुकनासोपदेश और कुमारसंभवम् के ग्रंथों के चयनित अंशों का अध्यापन करना।
3. जिनन्त आदि दस प्रक्रियाओं का ज्ञान कराना।

इकाई-1 लघु सिद्धान्त कौमुदी के द्वादि गण से लकारार्थ तक (सूत्र 629 से 765), कृदन्त प्रकरण (सूत्र 766 से 887 तक)

इकाई-2 रचनानुवाद कौमुदी (51 से 60)

1. संस्कृत से हिन्दी अनुवाद
2. हिन्दी से संस्कृत अनुवाद
3. शब्दार्थ

शुकनासोपदेश

1. दो पद्यों की व्याख्या
2. एक सामान्य प्रश्न

इकाई-3 कुमारसंभव (पांचवा सर्ग)

1. दो श्लोक की सप्रसंग व्याख्या
2. कुमारसंभवम् पर सामान्य प्रश्न

इकाई-4 अभिधान चिन्तामणि नाममाला (151 से 180)

1. दो श्लोक पूर्ति
2. दो शब्दों के संस्कृत में पर्यायवाची
3. पांच शब्दों के अर्थ

उपलब्धियाँ-

1. गिनन्त, सनन्त आदि प्रक्रियाओं का ज्ञान होगा।
2. समासबद्ध एवं लघु वाक्यों के निर्माण का अभ्यास होगा।
3. गणों के विभिन्न धातु रूपों का ज्ञान होगा।

पाठ्य पुस्तक/ संदर्भ ग्रंथ-

1. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक-महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
2. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी
3. कुमार संभवम्, चौखम्बा प्रकाशन,
4. शुकनासोपदेश, मोतीलाल बनारसीदास, दिल्ली या चौखम्बा प्रकाशन, बनारस
5. अभिधान चिन्तामणि, चौखम्बा प्रकाशन, वाराणसी
6. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे

Semester VI

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 604	History (आधुनिक विश्व के इतिहास की रूपरेखा)	Any Three CE	4	30	70	100

उद्देश्य-

1. विद्यार्थियों को आधुनिक विश्व के इतिहास से परिचित करवाना।
2. अमेरिकी एवं फ्रांसीसी क्रांति के महत्त्व को बताना।
3. इटली एवं जर्मनी के एकीकरण की प्रेरणादायी प्रक्रिया को बताना।
4. राष्ट्र संघ एवं संयुक्त राष्ट्र संघ के महत्त्व को बताना।

ईकाई-1

पुनर्जागरण : अर्थ, कारण, कला तथा साहित्य का विकास। धर्म सुधार आंदोलन : कारण एवं मार्टिन लूथर का योगदान। प्रतिवादी धर्म सुधार आंदोलन : उद्देश्य, सफलता के कारण एवं परिणाम।

ईकाई-2

अमेरिका का स्वतंत्रता संग्राम : कारण और परिणाम। फ्रांस की क्रांति : कारण और परिणाम। नेपोलियन बोनापार्ट का उत्कर्ष, विजय अभियान एवं पतन। औद्योगिक क्रांति : कारण और परिणाम।

ईकाई-3

जर्मनी का एकीकरण एवं बिस्मार्क का योगदान। इटली का एकीकरण : कठिनाइयाँ, प्रयत्न, मैजिनी, गैरीबाल्डी एवं काबूर का योगदान। अफ्रीका में साम्राज्यवाद : कारण एवं परिणाम। प्रथम विश्व युद्ध : कारण और परिणाम। रूस की 1917 ई. की बोल्शेविक क्रांति के कारण और परिणाम।

ईकाई-4

इटली में फासिस्टवाद के उदय के कारण। जर्मनी में नाजीवाद के उदय के कारण। द्वितीय विश्व युद्ध : कारण और परिणाम। राष्ट्र संघ की स्थापना- असफलता के कारण। संयुक्त राष्ट्र संघ : उद्देश्य, सिद्धांत एवं उपलब्धियाँ।

उपलब्धियाँ-

1. विद्यार्थी विश्व इतिहास का सामान्य ज्ञान प्राप्त कर सकेंगे।
2. अमेरिकी, फ्रांसीसी, रूसी आदि क्रांति से प्रेरणा प्राप्त कर समाज में व्याप्त अव्यवस्थाओं का विरोध कर पायेंगे।
3. इटली एवं जर्मनी के एकीकरण से राष्ट्र निर्माण की प्रेरणा प्राप्त कर सकेंगे।
4. संयुक्त राष्ट्र संघ के वर्तमान महत्त्व को समझ पायेंगे।

पाठ्यपुस्तक/संदर्भ ग्रन्थ:

1. शर्मा, हरिशंकर—विश्व का इतिहास, मलिक एण्ड कम्पनी, जयपुर।
2. जैन एण्ड माथुर—पाश्चात्य विश्व इतिहास की रूपरेखा, जैन प्रकाशन मन्दिर, जयपुर।
3. शर्मा, डॉ. कालूराम एवं व्यास, डॉ. प्रकाश—आधुनिक विश्व का इतिहास—पंचशील प्रकाशन, जयपुर।
4. गुप्ता, पार्थ सारथी—यूरोप का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, नई दिल्ली।
5. शर्मा, कृष्णगोपाल, शर्मा दिग्राजसिंह एवं कोठारी, कमलसिंह—आधुनिक विश्व का इतिहास, अजमेरा बुक कम्पनी, जयपुर।
6. Fisher, H.A.L.- A history of Europe, Landon 1949.
7. Devish, H.A.- An outline history of the world, oxford university press, New yark 1968.

Semester-VI

Objects:

1. To Introduce students to the history of modern world.
2. Explain the importance of the American and French revolutions.
3. Explain the inspiring process of unification of Italy and Germany.
4. Explain the importance of United Nation.

Unit-I

Renaissance: Meaning, reason, development of art and Literature. Religion movement: Reason and Martin luthar's Contribution. Defendant religion reform Movement: Objectives, Causes and consequences of Success.

Unit-II

America Freedom Struggle: causes and Consequences. The Revolution of France: Causes and Consequences. Nepolian Bonaparte's rise. conquest and fall. Industrial revolution: Causes and Consequences.

Unit-III

Germany's unification and bismarck's Contribution Integration of Italy: Difficulties, Efforts, Contribution of Garibaldi and Kabur. Imperialism in Africa: Causes and Consequences. First World War and More Results. 1957 of Russia Causes and Consequences of Bolshevik Revolution.

Unit-IV

Rise of Fascism in Italy. Rise in Nazism in Germany. Second World War: Causes and Consequences. Establishment of the League of Nation- due to failure. United nation: Objectives and Achievements.

Learning Outcomes:-

1. Student will be able to get general Knowledge of World history.
2. After getting inspiration from the revolution, American, French, Russian etc.
3. Integration of Italy and Germany will be able to get inspiration from nation building.

Reference Book

1. Fisher, H.A.L.- A history of Europe, Landon 1949.
2. Devish, H.A.- An outline history of the world, oxford university press, New yark 1968.

Semester VI

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 605	Political Science (अन्तर्राष्ट्रीय सम्बन्ध)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को आत्मपरकता की शक्ति का विकास करना।
2. विश्व में विभिन्न प्रकार की घटित होने वाली घटनाओं की जानकारी देना।
3. बदलती नई विश्व व्यवस्था की जानकारी देना।
4. विभिन्न देशों की विदेश नीतियों की जानकारी देना।

इकाई—1 अन्तर्राष्ट्रीय राजनीति में 1945 के बाद प्रमुख विकास शीतयुद्ध—अर्थ, कारण एवं विश्व राजनीति पर प्रभाव, गुटनिरपेक्ष आन्दोलन, नवीन अन्तर्राष्ट्रीय आर्थिक व्यवस्था, यूरोपीय आर्थिक समुदाय।

इकाई—2 संयुक्त राष्ट्र संघ : संगठन एवं भूमिका का मूल्यांकन, निरस्त्रीकरण : प्रयास, समस्याएँ एवं मूल्यांकन।

इकाई—3 विदेश नीतियाँ—भारत, संयुक्त राज्य अमेरिका, चीन तथा रूस।

इकाई—4 भारत एवं दक्षेस (सार्क), अन्तर्राष्ट्रीय सम्बन्धों में अहिंसा एवं शांति का प्रयोग, पंचशील एवं शांतिपूर्ण सहअस्तित्व के प्रयास एवं चुनौतियाँ, उत्तर—दक्षिण संवाद

उपलब्धियाँ—

1. विभिन्न राष्ट्रों के आपसी व्यवहार एवं आचरण के मूल कारणों को जान सकेंगे।
2. भूमण्डलीकरण, उदारीकरण, निजीकरण के युग में अन्तर्राष्ट्रीय राजनीति का तुलनात्मक अध्ययन कर सकेंगे।
3. अन्तर्राष्ट्रीय सम्बन्ध एवं अन्तर्राष्ट्रीय राजनीति पहले की अपेक्षा क्यों अधिक प्रासंगिक है? जान सकेंगे।
4. सोवियत खेमों के विघटन के पश्चात बदलते विश्व परिदृश्य को समझ सकेंगे।

प्रस्तावित पुस्तकें :

1. मदन गोपाल—अन्तर्राष्ट्रीय सम्बन्ध
2. पी.डी.कौशिक—अन्तर्राष्ट्रीय सम्बन्ध
3. बी.एल. फड़िया, अन्तर्राष्ट्रीय सम्बन्ध, साहित्य भवन, आगरा
4. पाण्डे तथा शर्मा—अन्तर्राष्ट्रीय सम्बन्ध एवं विदेश नीतियाँ
5. एन.एन. श्रीवास्तव—आधुनिक अन्तर्राष्ट्रीय सम्बन्ध
6. हरगोविन्द पन्त एवं अन्य—अन्तर्राष्ट्रीय सम्बन्ध आधुनिक परिवेश में

Objectives :-

1. To inculcate the power of self aggrandizement among the students
2. To acquaint students with the contemporary incidents and events of the world
3. To provide the changing scenario of world order
4. To provide the knowledge of foreign policies of different lands

Unit-I : Major developments in International Relations since 1945. Cold war- meaning, Causes and impact on world politics, non-alignment movement, new international economic Order, European Economic community.

Unit-II: United Nations: organization/structure and assessment of its role, Disarmament: efforts, problems and assessment.

Unit-III : Foreign Policies : India, United States of America china and Russia.

Unit-IV: India and SAARC, applications/experiments on Non-violence and Peace-in International relations, efforts & challenges in Panchsheel and Peaceful co-existence. North-South Dialogue.

Real Learning outcomes :-

1. Students will be able to know about the International relations behavior and their conducts.
2. Students will be able to carry out the study of globalization, liberalization and privatization of comparative students of International politics.
3. Students will be able to know, why does International relations and International politics are more relevant than before.
4. Students will be able to understand the changing scenario of world, after, collapse of soviet union

Reference :

1. Madan Gopal, Antrashtriya Sambandh
2. P.D. Kaushik, Antrashtriya Sambandh
3. B.L. Phadia, Antrashtriya Sambandh (Sahitya Bhawan) Agra.
4. Pandey and Sharma, Anmtrashtriya Sambandh Evam Videsh Nitiyan
5. N.N. Srivastava, Adhunik Antarashtriya Sambandh.
6. Hargovind Pant and Others, Antarashtriya Sambandh Adhunik Parivesh Mein.

Semester VI

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 606	Sociology (Social Anthropology)	Any Three CE	4	30	70	100

Objectives:-

- ❖ To enable the students to understand the concept, nature and scope of social Anthropology.
- ❖ To enable the students to understand the social structure
- ❖ To enable the students to understand the primitive Economics and political system.
- ❖ To enable the students to understand the problem of Tribes.

Unit - I Concept of Anthropology

- ❖ Social Anthropology : Definition, Nature and Scope
- ❖ Approaches to the Study of Social Anthropology
- ❖ Structural - Functional, Evolutionary and Comparative

Unit - II Social Structure

- ❖ Culture : Its meaning, theories of culture growth
- ❖ Religion : Theories of origin, Beliefs and Practices
- ❖ Magic : Meaning Types, its Relation to Religion

Unit - III Primitive Economics and Political Systems

- ❖ Primitive Economics System : Meaning, Characteristics and Functioning
- ❖ Primitive Political System : Meaning, Characteristics, Primitive Law and Customs

Unit - IV Tribes

- ❖ Problems of Tribes India, Tribal Development
- ❖ Tribes in Rajasthan : Bhil, Meena, Garasiya, Saharia

Learning Outcomes:- After completion the course students would be able to:

- ❖ Understand the concept, nature and scope of social Anthropology.
- ❖ Understand the social structure
- ❖ Understand the primitive Economics and political system.
- ❖ Understand the problem of Tribes.

Reference :

- Bose, N.K. 1967, Culture and Society In India, Asia Publishing House
- Desai, A.R., 1979, Peasant Struggle in India, OUP, Bombay
- Dube, S. 1977, Tribes of India, The struggle for survival, OUP, Bombay.
- Rao, M.S.A., 1979, Social Movements in India, Manohar Delhi
- Sharma, Suresh, 1994, Tribal Identity and Modern World.

- Singh K.S., 1984, Economics of the Tribes in and their Transformation, concept publishing, New Delhi
- Singh K.S., 1995, Tribal Movements in India, Manohar New Delhi
- Majumdar and Madan : Social Anthropology
- Mair, Lucky : An Introduction to Social Anthropology

Semester VI

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 607	Geography (Geography Thought)	Any Three CE	4	30	70	100

Objectives-

1. To give knowledge about the concept of geographical thought.
2. To give knowledge about thoughts of various geographical thinkers as of British, German, American, Romans etc.
3. Trends of Modern Geography.

Unit - I

- a. Definition and aims of Geography.
- b. Evolution of Geographical thought.
- c. Major branches of Geography.
- d. Beginning of classical Geography contribution of Greeks- Herodotus & Eratosthenes.

Unit - II

- a. Contribution of Romans - Strabo & Ptolemy.
- b. Early medieval Geography: contribution of Arabian Geographers (Al-Biruni & Al-Idrisi)
- c. Concept of Cultural landscape: Meaning & elements of Cultural landscape
- d. Recent trends of modern geography.

Unit - III

- a. Contribution of German schools of Geography Humboldt & Carl Ritter,
- b. French Schools of Geography Vidal de la Blache & Jean Brunhes
- c. British School of Geography : Halford J. Mackinder.
- d. American School of Geography : G. Taylor, Huntington.

Unit - IV

- a. Dichotomies in Geography: Physical V/s Human Geography systematic V/s Regional Geography.
- b. Radicalism: Origin, salient features & Objectives of Radical geography
- c. Behaviourism in Geography
- d. Concepts of Cultural Landscape : Meaning & elements of cultural landscape.

Outcomes-

1. This paper will lead to the expansion of knowledge about various thoughts regarding geography.
2. Along with Indian thinkers, Student will touch the thoughts of world's thinkers.
3. Comparisons can be made about thinking of various thinkers.

Practical-

1. Aerial photographs : Introduction & development of Aerial Photographs, Identifications of Aerial photographs,
2. Development of Remote sensing, Advantages of remote sensing.
3. Remote Sensing: - Introductions, Development and Advantages of remote Sensing.

Outcomes:- After completion the course student would be able to:

- ❖ Understand the concept, nature and scope of social Anthropology.
- ❖ Understand the social structure
- ❖ Understand the primitive Economics and political system.
- ❖ Understand the problem of Tribes.

Suggested Readings:

1. कौशिक, एस.डी. : भौगोलिक चिंतन के सिद्धांत, रस्तोगी पब्लिकेशन्स, मेरठ।
2. एच. एम. सक्सेना भौगोलिक चिंतन का इतिहास. हिन्दी ग्रंथ अकादमी (2015)

Semester VI

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 608	Economics (Statistics in Economics)	Any Three CE	4	30	70	100

Objectives:

- ❖ To enable the students teacher to acquire the basic understanding use statistics in the field of Economics.
- ❖ To enable the students teacher to understand the measures of central tendency.
- ❖ To enable the students teacher to understand the measures dispersion.
- ❖ To enable the students teacher to understand elementary Mathematics.

Unit I: Meaning uses and limitations of statistics

- a) Collection of Statistics Data - Census and Sample Investigation.
- b) Classification and presentation of Data - Statistics Table, Graphs, Frequency, Distribution, Diagrams

Unit II: Measures of Central Tendency

- a) Arithmetic mean, median, mode
- b) Geometric mean and Harmonic mean

Unit III: Measures of Dispersion

- a) Range, Quartile Deviation, Mean Deviation
- b) Standard Deviation and Co-efficient of variation simple correlation : Karl Pearson's correlation co-efficient and Spearman's Rank correlation.

Unit IV: Elementary Mathematics

- a) Simultaneous and Quadratic Equations
- b) Arithmetic and Geometric Progressions, Logarithms.

Outcomes: After completion the course student would be able to:

- ❖ Understanding use statistics in the field of Economics.
- ❖ Understand the measures of central tendency.
- ❖ Understand the measures dispersion.
- ❖ Understand elementary Mathematics.

Reference:

1. वी.एन. गुप्ता : सांख्यिकी
2. यादव, पोरवाल एवं शर्मा : सांख्यिकी
3. Elhance, D.N. : Fundamental of statistics
4. Singhal, M.L. : Elements of Statistics
5. Nagar, K.N. : Sankhyiki ke mool tatva
6. Croxton Cowden : Applied General Statistics
7. Mehta and Madnani : Elementary Mathematics in Economics (Hindi and English ed.)

Semester VI

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 609	Home Science (Extension and Communication)	Any Three CE	4	30	70	100

Objectives:

- ❖ To explain the concept, determinants and factors of health
- ❖ To describe the types of occupational health and related diseases related to workers
- ❖ To different types of pollution and their related remedies
- ❖ To education about the objectiveness and Scope of population education

Unit I Health and Diseases

- a) Concept and of Health: Definitions, determinants and factors, Physical Health, Social Health, Mental Health, Emotional Health
- b) Occupational Health : Physical hazards, chemical hazards, biological hazards, mechanical hazards and Psycho social hazards.
- c) Occupational Diseases – Only classification, Measures for health protection of workers.

Unit II Pollution & Population

- a) Pollution: Different types & remedies of pollutions.
- b) Population Education: Definition Objectiveness and scope
- c) Difference between population education and family planning education.
- d) Population & its rate of growth a) Population growth in India. b) Causes for rapid growth of population in India & its effect on health. c) Family planning.

Unit III Community Development & Extension Education

- a) Extension Education: Meaning, scope and Objectiveness of extension education.
- b) Principles of extension education, Qualities of extension workers.
- c) Difference between formal and Non-formal education.
- d) Community Development Programme – Meaning, Definition, Elements and Principles of community development
- e) Origin of community Development Programme. Recent programmes for Rural Development.

Unit IV Extension Services and Aids

- a) Audio Visual Aids : Definition, Classification use and idea of audio visual aids.
- b) Poster Puppet, Chart, Film slide, Flash Card, Overhead Projector,
- c) Computer and Internet
- d) Chalk Board, Radio Bulletin, Board Television, Model Photography
- e) Public Address System

Practicals: Any two of the following:

- A detailed survey in your area on health problems and related awareness
- Prepare a chart or poster presentation – on any topic related to your subject.
- Prepare a list of on going welfare programme for children and women.
- Prepare a plan and execute to demonstrate any problem and related issue with audio visual aids

Outcomes: After completion the course student would be able to:

- ❖ Explain the concept, determinants and factors of health
- ❖ Describe the types of occupational health and related diseases related to workers
- ❖ Different types of pollution and their related remedies
- ❖ Educate about the objectiveness and Scope of population education

Reference Books :

1. Yash Pal Bedi, Hygiene and Public Health.
2. Park, Social & Preventive Medicine.
3. Dr. Jaipal Singh, Extension Education & Rural Development.
4. A. Reddy, Extension Education.
5. Alan Rogers, Teaching Extension in Adults.

Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 701	Creating and Inclusive Education	CC	4	30	70	100

Objectives:

- ❖ To develop the understanding of the concept and philosophy of inclusive education in the context of education for all.
- ❖ To identify and address diverse needs of all learners
- ❖ To familiarize with the trends and issues in inclusive education
- ❖ To develop an attitude to foster inclusive education
- ❖ To develop and understanding of the role of facilitators in inclusive education
- ❖ To prepare teachers for inclusive schools

Course Contents:

Unit- I Introduction to Inclusive Education

- a) Meaning, Objectives , Need and Types of Inclusive Education
- b) Principles of Inclusive Education
- c) Solution and challenge of Inclusive Education
- d) ICT Material of Inclusive Education

Unit- II Legislation, Emerging Issues and Role of Agencies in Inclusive Education

- a) Legislation for inclusive education- National policy of disabilities 2006

- b) Sarva Shiksha Abhiyan (2002)
- c) NGO
- d) RTE-2009

Unit- III Exceptional Child and SpECial Educational

- a) Exteptional Child : Meaning and Types
- b) Mentally Retared Child
- c) Physically Handicapped Child
- d) Hearing Impaired Child
- e) Visually Handicapped Child
- f) Emotionally Disturb Child

Unit- IV SpECial Educational Need (SEN) of learners in Inclusive School

- a) Speech Defective Childern
- b) Language Handicapped Child
- c) Learning Disadvantage Child
- d) Parents of Exceptional Childern
- e) Guidance of Exceptional Childern
- f) Special School (Building Co-curricular Activities)

Assignment & Practical Works : (Any Two)

- One Assignment Work
- Write a One Article of Disabilities Child
- Case study of disabilities child
- Write a report of evaluation process in inclusive school

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand of the concept and philosophy of inclusive education in the context of education for all.
- ❖ Identify and address diverse needs of all learners
- ❖ Describe the trends and issues in inclusive education
- ❖ Apply the attitude to foster inclusive education
- ❖ Develop and understanding of the role of facilitators in inclusive education
- ❖ Prepare teachers for inclusive schools

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1. Ahuja.A, Jangira, N.K. (2002) : "EffEctive Teacher Training, Co-operative Learnin Based Approach", National Publishing House, 23 Daryaganj, New delhi-02
2. Sharma, P.L. (1990), Teacher Handbook on IED, Helping Children with SpECial Needs NCERT, Publication Delhi
3. UNESCO (1989), UN Convention on the Right of the Child, UNESCO
4. UNESCO (2006), UN Convention on the Right of Persons with Disabilities.
5. UNESCO (2009), Policy Guideline on Inclusion in Education UNESCO
6. कुशवाहा, पुष्पलता, एवं सक्सैना, कनक (2006)., शैक्षिक प्रबन्धन एवं विद्यालय संगठन, आस्था प्रकाशन, जयपुर
7. परवीन, आबिदा (2013), शिक्षण एवं अधिगम के मनो-सामाजिक आधार, आस्था प्रकाशन, जयपुर
8. बघेला, एच.एस. (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, राजस्थान प्रकाशन, जयपुर
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10. योगेन्द्रजीत, भाई (2008), शिक्षा में नवाचार और नवीन प्रवृत्तियाँ, विनोद पुस्तक मंदिर, आगरा
11. सुखिया, एस.पी. (2008), विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मंदिर, आगरा
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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 702	Language Across the Curriculum	CC	4	30	70	100

Objectives:

- ❖ To understand the various mode of language like reading, writing, speaking and listening.
- ❖ To develop the skill of oral and written language.
- ❖ To acquaint with the idea of composition and art of writing i.e. letter, paragraph, application etc.
- ❖ To develop the Vocabulary Building and Language Problems & its Remedies
- ❖ To develop the vocabulary and language proficiency and related remedies.

Course Contents:

Unit -I Language acquisition and development

- a) Language : Concept, Meaning and Nature
- b) Language usages : Written, Oral, Role Playing with Communication
- c) 3 Language Policy : First (Mother tongue) Second (Foreign language) Third (Religious or classical language)
- d) Language development: From childhood to Adult stages.

Unit -II Language Skills

- a) Reading : Silent reading vs Rapid reading, News Paper, Journal, Books
- b) Narrative Text vs. Expository text
- c) LSRW (Listening, Speaking, Reading, Writing)
- d) Note making and creative writing (Essay, Application, Letter, Paragraph)

Unit -III Language & Classroom Interaction

- a) Expression : Public Speech, Lecture, Debating
- b) Multilingualism in classroom
- c) Summarizing and Reflection
- d) Errors and Correction of Language in class

Unit-IV Vocabulary Building and Language Problems & its Remedies

- a) New Structure and building of vocabulary
- b) Learning new vocabulary and Diagnostic Language Errors
- c) Language Phonemes & Identification of Sound Errors
- d) Remedial Programme for Language Development

Assignment & Practical Works: (Any Two)

- Write Any one Assignment Work
- Identify speech defect in classroom teaching
- Prepare a Report on Creative Writing
- Prepare a C.D. on communication (30 minutes)

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the nature and use of language.

- ❖ Develop the idea of Multilingualism in class room teaching.
- ❖ Create the sense of language and its flavor.
- ❖ Inculcate language skills among trainees.
- ❖ Evaluate skills creative writing and expression.
- ❖ Acquire the idea of composition and art of writing i.e. letter, Paragraph, application etc.
- ❖ Develop ornamental use of vocabulary in different curriculum.

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1. Baruah, T.C. (1985), The English Teacher's Handbook, New Delhi, Sterling Publication Pvt. Ltd.
2. Lado, Robert (1971), Language Teaching, New Delhi, Tata Mc. Graw Hill Pub. Co. Ltd.
3. Richards, J.C. and Rodgers, T.S. (2000), Approaches and Methods in Language Teaching, Cambridge, CUP.

Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 701	Hindi	Pedagogy of a School Subject Any two CE	4	30	70	100

Objectives:

- ❖ भाषा संरचना में हिन्दी भाषा तत्त्वों का ज्ञान प्रदान करना।
- ❖ श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
- ❖ माध्यमिक स्तर के निर्धारित पाठ्यक्रम एवं पाठ्यपुस्तक का विश्लेषण समीक्षा एवं कुशलता का विकास कराना।
- ❖ इकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्त्व से अवगत कराना व निर्माण का ज्ञान कराना।
- ❖ हिन्दी भाषा के वैज्ञानिक स्वरूपों और कौशलों का ज्ञान कराना।
- ❖ हिन्दी भाषा की विभिन्न विधाओं एवं उनके व्यावहारिक शिक्षण पाठ योजनाओं का ज्ञान कराना।
- ❖ प्रश्न पत्र के निर्माण का ज्ञान देना।
- ❖ निदानात्मक एवं उपचारात्मक परीक्षण स्वरूप, महत्त्व एवं उपयोग का ज्ञान देना।
- ❖ मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत कराना।

विषय वस्तु :

इकाई : प्रथम – भाषा के विविध स्वरूप एवं सामान्य अवबोध

- (अ) मातृभाषा, राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति
- (ब) मातृभाषा शिक्षण के उद्देश्य एवं सिद्धान्त
- (स) हिन्दी शिक्षण में पुस्तकालय एवं वाचनालय का महत्त्व
- (द) पाठ्यपुस्तक का अर्थ, परिभाषा, अच्छी पाठ्यपुस्तक के गुण-दोष

इकाई : द्वितीय – भाषा का वैज्ञानिक स्वरूप तथा भाषा कौशलों के विकास हेतु निम्नांकित पक्षों के स्वरूप का शिक्षण

- (अ) वर्ण विचार, शब्द विचार, वाक्य विचार
- (ब) श्रवण, उच्चारण एवं वर्तनी
- (स) वाचन (सस्वर एवं मौन वाचन),
- (द) अभिव्यक्ति (लिखित एवं मौखिक)

इकाई : तृतीय – हिन्दी शिक्षण में विभिन्न विधाओं का शिक्षण एवं मूल्यांकन

- (अ) गद्य शिक्षण, पद्य शिक्षण, व्याकरण शिक्षण
- (ब) रचना शिक्षण (पत्र, निबन्ध, कहानी)
- (स) विभिन्न विधाओं पर पाठ योजना निर्माण
- (द) इकाई योजना एवं नील पत्र निर्माण
- (य) मूल्यांकन (सम्प्रत्यय, पाठान्तर्गत एवं पाठोपरान्त मूल्यांकन)

इकाई : चतुर्थ – हिन्दी शिक्षण की विभिन्न विधियों का अध्ययन

- (अ) अभिक्रमिit अनुदेशन विधि
- (ब) आगमन–निगमन विधि
- (स) दल शिक्षण
- (द) हरबर्टीय पद्धति
- (य) प्रायोजना विधि
- (र) पर्यवेक्षित तथा निर्देशित स्वाध्याय विधि

सत्रीय कार्य – (किसी दो विषय पर)

- भाषा शिक्षण सम्बन्धी समस्याओं का चयन तथा उसके समाधान का उपाय खोजना।
- हिन्दी शिक्षण में सत्रीय प्रपत्र अथवा प्रश्न पत्र हल करना।
- माध्यमिक स्तर की पाठ्यपुस्तक अथवा किन्हीं दो विशिष्ट लेखों की समीक्षा करना
- किन्हीं पाँच विद्यार्थियों की लेखन सम्बन्धी अशुद्धियों का निदान एवं उपचार (कक्षा 8 से 10वीं)।
- हिन्दी विषय की किसी भी विधा पर पी.पी.टी. पर पाठयोजना तैयार करवाना।

Learning Outcomes:

- ❖ भाषा संरचना में हिन्दी भाषा तत्त्वों का ज्ञान प्राप्त कर सकेंगे।
- ❖ श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का प्राप्त कर सकेंगे।
- ❖ माध्यमिक स्तर के निर्धारित पाठ्यक्रम एवं पाठ्यपुस्तक का विश्लेषण समीक्षा एवं कुशलता का विकास कर सकेंगे।
- ❖ इकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्त्व से अवगत कराना व निर्माण का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी भाषा के वैज्ञानिक स्वरूपों और कौशलों का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी भाषा की विभिन्न विधाओं एवं उनके व्यावहारिक शिक्षण पाठ योजनाओं का ज्ञान प्राप्त कर सकेंगे।
- ❖ प्रश्न पत्र के निर्माण का ज्ञान प्राप्त कर सकेंगे।
- ❖ निदानात्मक एवं उपचारात्मक परीक्षण स्वरूप, महत्त्व एवं उपयोग का ज्ञान प्राप्त कर सकेंगे।
- ❖ मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत हो सकेंगे।

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2. ओड, एल.के (1982), हिन्दी शिक्षण में त्रुटि, निदान एवं उपचार, वनस्थली विद्यापीठ।
3. कक्षा 6 से 12 वीं तक की एन.सी.ई.आर.टी. की हिन्दी विषय की विभिन्न पाठ्य पुस्तकें।
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12. शर्मा, मन्जु, जैन, बनवारी लाल, (2007), हिन्दी शिक्षण, शिक्षा प्रकाशन, जयपुर।
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15. सत्तिगोरी, के. आय (2006), नूतन हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा।
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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 702	English	Pedagogy of a School Subject Any two CE	4	30	70	100

Objectives:

- ❖ To know about various basics of grammar.
- ❖ To explain the place of English language in India.
- ❖ To describe English as a Second language in the multi -lingual country like India.
- ❖ To explain different methods of teaching English.
- ❖ To develop the lesson and its planning.
- ❖ To apply different teaching skills in the class room.

Course contents:

Unit- I Basic English Grammar & its Application

- a) Parts of speech
- b) sentence pattern, Types
- c) Tense and verb patterns
- d) Preposition
- e) Voice change

Unit - II Place, importance and Objectivess of English as a second language:-

- a) Importance of English language: comprehension of English and mother tongue based learning.
- b) Position of English: Pre & post Independence in India.
- c) Status of English in Indian school curriculum
 - Second language
 - First language
- d) English language teaching: problems & issues
 - Library language
 - Window on the world

- Medium of instruction
- e) Aims and Objectivess teaching English at different levels.

Unit- III Methods, Approaches and Strategies and Lesson Planning:

- a) Grammar-cum-Translation method
- b) DirEct method , Audio- lingual and Bilingual method
- c) Structural approach and Communicative approach
- d) Collaborative learning and Dramatization.
- e) Unit plan and Micro plan,Lesson planning ,Blue print and Achievement test

Unit- IV Developing Language skill and Lesson Planning

- a) Teaching Prose, Poetry, Story and Grammar.
- b) Strategies of Teaching Skill: Listening, Reading, Speaking and Writing.
- c) Supplementary skills: Reference Skill (e.g. using Dictionaries, Thesaurus, and Encyclopedias)
- d) Concept Mapping

Assignment & Practical Works: (Any Two)

- List of structural items included in the text book at the secondary stage.
- Preparation of 5 word cards, 5 Picture cards and 5 puzzles.
- Enlist 50 innovative words with lexical interpretation.
- Prepare an audio/video rEcording for English Pronunciation

Learning Outcomes: After completion of this course students would able to:

- ❖ Know about various basic application of grammar
- ❖ Explain the place of English language in India.
- ❖ Describe English as a Second language in the multi -lingual country like India.
- ❖ Explain different methods of teaching English.
- ❖ Apply different teaching skills in the class room.
- ❖ Lesson plan, micro lesson plan, TLM (Teaching Learning Materials) for teaching English as a second Language.

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3. Bright and McGregor (2000), Teaching English as Second Language, Longman.
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6. Gimson A.C. (1980), An Introduction to the Pronunciation of English, London: Edward Arnold.
7. Hornby, A.S. (1998), Guide to-Patterns and Usage in English O.U.P
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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 703	Sanskrit	Pedagogy of a School Subject Any two CE	4	30	70	100

Objectives:

- ❖ माध्यमिक स्तर के शिक्षकों में संस्कृत भाषा संबंधी व्याकरण की जानकारी एवं उनके प्रयोग की दक्षता का विकास करना।
- ❖ तृतीय भाषा शिक्षण के आधारभूत सिद्धान्तों का विकास करना।
- ❖ संस्कृत शिक्षण के उद्देश्यों का निर्धारण एवं व्यावहारिक परिवर्तन हेतु प्रयास करना।
- ❖ संस्कृत भाषा के विभिन्न कौशलों का पृथक् एवं समन्वित शिक्षण का विकास करना।
- ❖ विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों का प्रयोग करना।
- ❖ संस्कृत भाषा शिक्षण में दृश्य-श्रव्य सामग्री का निर्माण एवं शिक्षण में प्रयोग करना।
- ❖ संस्कृत शिक्षण के मूल्यांकन हेतु प्रश्नपत्र निर्माण करना एवं कौशलाधारित परीक्षण करना।
- ❖ संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का कौशलानुसार निदान करना।

विषय वस्तु :

इकाई – प्रथम –संस्कृत शिक्षण के सिद्धान्त, कौशल व उद्देश्य।

- (अ) संस्कृत भाषा शिक्षण का महत्त्व एवं उपयोगिता।
- (ब) संस्कृत शिक्षण के सिद्धान्त एवं सूत्र।
- (स) संस्कृत शिक्षण के उद्देश्य एवं अपेक्षित व्यवहारगत परिवर्तन।
- (द) भाषायी कौशल शिक्षण – श्रवण, कथन, पठन एवं लेखन।
- (य) संस्कृत शिक्षण में दृश्य-श्रव्य सामग्री।

इकाई – द्वितीय – व्याकरण का सामान्य ज्ञान।

- (अ) शब्द रूप – अकारान्त, इकारान्त, उकारान्त।
- (ब) धातु रूप – भू, पठ्, हस्, पा, गम्, सेव्, कथ्, लभ् (लट्, लोट्, लङ्, लृट्, विधिलिङ्, लकारों में)
- (स) संधि –
 - अच् सन्धि – इकोयणचि, एचोऽयवायाव ; अकः सवर्णे दीर्घः, आदगुणः वृद्धिरेचि।
 - हल् सन्धि – स्तोः श्चुनोश्चुः, झलां जशोऽन्ते, यरोऽनुनासिकेऽनुनासिको वा, तोर्लिः।
 - विसर्ग सन्धि – ससजुषोरुः, हशि च, रो रि, विसर्जनीयस्य सः।

- (द) समास – अव्ययीभाव समास, तत्पुरुष समास, कर्मधारय समास, द्विगु समास, द्वन्द्व समास, बहुव्रीहि समास, इनका सामान्य परिचय एवं समास विग्रह।

इकाई – तृतीय – संस्कृत शिक्षण की विभिन्न विधाओं का अध्ययन एवं पाठयोजनाएँ।

- (अ) गद्य शिक्षण
(ब) पद्य शिक्षण
(स) व्याकरण शिक्षण
(द) रचना शिक्षण (पत्र, निबन्ध, कहानी)

इकाई – चतुर्थ – संस्कृत शिक्षण की विधियों का अध्ययन एवं मूल्यांकन।

(अ) संस्कृत शिक्षण की विधियों का अध्ययन

- प्रत्यक्ष विधि
- संग्रन्थन विधि
- आगमन निगमन विधि
- विश्लेषणात्मक विधि
- अनुवाद विधि/भण्डारकर विधि

(ब) इकाई योजना

(स) ब्लू प्रिंट एवं प्रश्न पत्र निर्माण

सत्रीय कार्य : (किसी दो विषय पर)

- माध्यमिक स्तर की संस्कृत पाठ्यपुस्तक की समीक्षा करना।
- किसी एक वर्ष का प्रश्नपत्र हल करना।
- किसी एक विधा पर शैक्षिक पाठ्यक्रम का आलेखन।
- रचना पाठ के लिए पाँच चित्रों का निर्माण।
- उच्चारण सुधार हेतु पाँच अभ्यास तालिकाओं का निर्माण।
- संग्रन्थन विधि पर पाठयोजना तैयार करना।

Learning Outcomes:

- ❖ माध्यमिक स्तर के शिक्षकों में संस्कृत भाषा संबंधी व्याकरण की जानकारी एवं उनके प्रयोग की दक्षता का विकास कर सकेंगे।
- ❖ तृतीय भाषा शिक्षण के आधारभूत सिद्धान्तों का विकास कर सकेंगे।
- ❖ संस्कृत शिक्षण के उद्देश्यों का निर्धारण एवं व्यावहारिक परिवर्तन हेतु प्रयास कर सकेंगे।
- ❖ संस्कृत भाषा के विभिन्न कौशलों का पृथक् एवं समन्वित शिक्षण का विकास कर सकेंगे।
- ❖ विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों का प्रयोग कर सकेंगे।
- ❖ संस्कृत भाषा शिक्षण में दृश्य-श्रव्य सामग्री का निर्माण एवं शिक्षण में प्रयोग कर सकेंगे।
- ❖ संस्कृत शिक्षण के मूल्यांकन हेतु प्रश्नपत्र निर्माण करना एवं कौशलाधारित परीक्षण कर सकेंगे।
- ❖ संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का कौशलानुसार निदान कर सकेंगे।

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 704	History	Pedagogy of a School Subject Any two CE	4	30	70	100

Objectives:

- ❖ To understand the aim and objectives of teaching history at different levels of the secondary stage.
- ❖ To apply different approach to organize history
- ❖ To understand the types of evaluation of teaching history
- ❖ To develop classroom skills to apply different methods and approaches of teaching history at the secondary stage.
- ❖ To develop the skill to plan for instruction and the instructional support materials.
- ❖ To develop the skill related to diagnostic testing and remedial teaching.

Course Contents:

Unit- I Meaning, Nature and Curriculum of Teaching History

- a) Concept and Objectives of Teaching History of the Secondary Stage.
- b) Correlation of History with other school subject.
- c) Principle of Curriculum Teaching History.
- d) Different Approach to Organizing History Curriculum, Chronological, Biographical, Topical, Concentric.

Unit- II Methods and planning in Teaching History

- a) Lesson plan and Unit plan
- b) Story Telling, Biographical, Source, Time-line, Supervised, and Project Method
- c) History Teacher-professional growth in change's
- d) Teaching Aids- meaning, Type's and importance

Unit- III Evaluation of Teaching History

- a) Concept of Evaluation
- b) Purpose of Evaluation in Teaching History
- c) Types of Evaluation (Essay Types, short Answer Types and Objectives Types)
- d) Blue-Print & Construction of Achievement Test in History

Unit- IV Innovative Methods in Teaching History

- a) Programmed instruction method.
- b) Team-Teaching
- c) Panel discussion
- d) Field trip

Assignment & Practical Works : (Any Two)

- Historical study of a place of Local Important
- An Essay on any current Issue
- Critical Appraisal of any of the History Text books Prescribed for the Secondary level
- Preparing a Scrap-book on Any one aspect of History and Culture
- Report writing of a freedom fighter/Social work and the Historical Personality of 20th Century at your locality based on interview
- One Assignment Work on any topic related with above Unit.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the nature, scope and importance of learning history at secondary.
- ❖ Explain aim and objectives of teaching history at different levels of the secondary stage.
- ❖ Develop knowledge about the basic principles governing the construction of history curriculum and develop the ability history curriculum
- ❖ Organize Co-curricular activities and community resources for promoting history learning.
- ❖ Develop classroom skills needs for applying different methods and approaches of teaching history at the secondary stage.
- ❖ Understand the skill to plan for instruction and the instructional support , materials.
- ❖ Develop the skill needed for diagnostic testing and remedial teaching

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 705	Civics	Pedagogy of a School Subject Any two CE	4	30	70	100

Objectives:

- ❖ To explain the role of civics to promote International Understanding.
- ❖ To understand Planning-Annual Plan, Unit Plan, & Daily Lesson Plan.
- ❖ To prepare different methods of teaching civics.
- ❖ To apply various Fundamental Principles of Formulation Curriculum in Civics
- ❖ To develop competencies related to teaching of civics.

Course Contents:

Unit- I Theoretical Perspective of Civics Teaching

- Meaning & Development of Civics.
- Nature, Scope & Developing Critical Thinking about Civics.
- Role of Civics in Promoting International Understanding.
- Aims & Objectives of Civics Teaching at Different Levels - Primary, Upper Primary, Secondary & High Secondary.

Unit- II Planning of teaching & Evaluation

- Planning-annual Plan, Unit Plan, & Daily Lesson Plan.
- Audio Visual Aids.
- Innovation
- Evaluation (different types of test, setting, question paper, blue print, scoring key).

Unit- III Methods of teaching Civics

- Lecture Method
- Project Method
- Problem Solving Method
- Programme Learning
- Team Teaching
- Discussion Method, Demonstration

Unit- IV Curriculum Planning & Activities

- Selection & Organization Content at Various Levels
- Fundamental Principles of Formulation Curriculum in Civics
- Characteristics of a good Text Book
- Planning a Civics Studies Room

Assignment & Practical Works : (Any Two)

- Write an essay on any political problem.
- One Assignment Work solve.
- A critical study of Any one aspect of the constitution or one of its amendments.
- Make five different teaching materials using different type of teaching aids.

- Make charts on fundamental rights & duties.
- Prepare a scrap book on any political issue

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the role of civics.
- ❖ Understand the Planning of teaching & Evaluation.
- ❖ Prepare Fundamental Principal of Formulation Curriculum.
- ❖ Develop competencies in teaching of civics.

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 706	Social Science	Pedagogy of a School Subject Any two CE	4	30	70	100

Objectives:

- ❖ To enable the students to understand the meaning of social science and correlate with modern social science .
- ❖ To understand the different approaches and organizing Social Science
- ❖ To prepare students for panel discussion , seminar and workshop
- ❖ To enable the student – teacher to critically examine the social science syllabus and text books.
- ❖ To develop the classroom skills and use of techniques for teaching of social science.
- ❖ To develop the ability to organize co-curricular activities and utilize community resources for promoting social science learning.

Course Contents:

Unit -I Meaning nature and scope of social science

- a) Historical Development of Social Science
- b) Modern Concept, Nature and Scope of Social Science
- c) Importance of Teaching Social Science at Different Levels of Secondary
- d) Correlation of Social Science with Other School Subject

- e) Aims and Objectiveness of Teaching Social Science at Different Level

Unit -II Social Science Curriculum Principles of Designing a Good Curriculum and Planning in Social Science Teaching

- a) Different Approaches to Organizing Social Science
 - Chronological
 - Biographical
 - Concentric
- b) Characteristics of Good Text Book
- c) Planning a Social science Room
- d) Social Studies Teacher – Quality, Functions and Professional Growth of Social Science Teacher
- e) Planning for Teacher of Social science
 - Annual plan
 - Unit plan
 - Lesson plan

Unit - III Methods of Teaching Social Science

- a) Story telling, Biographical, Socialized RECitation, Source method, Problem solving Method, Project method.
- b) Team Teaching
- c) Panel Discussion , Seminar and Workshop
- d) Field Trips
- e) Programmed Instruction

Unit - IV Use of Instruction Material and Evaluation in the Social Science

- a) Audio- Visual Equipment: - Use of Slide Projector OHP, Epidiascope, Television and Computer.
- b) Teaching Aids of Various kinds, their EffEctive Use in Class Room (Models, Black-board, Map, Graphs, Time Chart, Films, Coins and Puppet .
- c) Concept, Importance and Purpose of Evaluation in Social Studies.
- d) Construction of Blue Print and Achievement Test in Social Science

Assignment & Practical Works: (Any Two)

- Studying historical monuments available locally and writing report on it
- Prepare a scrape book on any social issue
- Studying any social problem and write a report of the same
- Two abstracts of articles published in news papers journal on currents social issues
- Assignment Work any two topic
- Prepare a lesson plan using local/ community resources as teaching aids (fair, festival ,person, place etc.)
- Construction , administration and interpretation an achievement test of any ;standard of school
- Make 2 different teaching materials using different type of teaching (e.i. Charts, at as model & power point etc) at school social science subject
- Write film script

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the need for learning social science .
- ❖ Understand the place of social science in the secondary school curriculum.
- ❖ Develop the skills in student – teachers to select and apply appropriate methods and evaluate social science.
- ❖ Critically examine the social science syllabus and text books.
- ❖ Develop the classroom skills needed for teaching of social science.
- ❖ Develop the ability to organize co-curriculum activity and utilize community resources for promoting social science learning.
- ❖ Acquire the ability to develop instructional support materials.
- ❖ Review the text –book of social science (secondary level).

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 707	Economics	Pedagogy of a School Subject Any two CE	4	30	70	100

Objectives:

- ❖ To help the students to acquire the basic understanding in the field of Economics.
- ❖ To enable the student teachers to understand the aims and objectives of teaching Economics at the secondary school stage.
- ❖ To develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- ❖ To develop the ability to organize group activities and projects in the subject.
- ❖ To develop the ability to use of various methods of teaching Economics.
- ❖ To enable the student to acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- ❖ To develop in the students appropriate attitudes towards the country's Economy.

- ❖ To develop in the student an adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- ❖ To develop competence in framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of. 10.To develop in the students an ability to conduct various surveys in Economics and organize field trips.
- ❖ To enable the student-teachers to prepare unit plan, lesson plan and related teaching learning strategies.
- ❖ To enable the student teachers to review the text book of Economics.

Course Contents:

UNIT-I Concept of Economics

- a) The Place of Economics in School Curriculum.
- b) Aims and Objectivess of Teaching Economics at the Secondary Level
- c) Instructional Objectivess, Behavioural Objectivess, Measurable and Non-measurable Objectivess, Behavioural Statements of Objectivess for Various Learning Points and Lessons.

UNIT-II Principle of Curriculum Planning

- a) Principles and Approaches to Framing Syllabus and its Critical Appraisal at Secondary Level.
- b) Curriculum Planning and Activities.
- c) Evaluation of Text-books in Economics at the School Level:
 - Criteria of Good Text-book
 - Assignments, Exercises, Glossary and Summary in the Text
- d) Maxims and Principles of Class-room Teaching.
- e) Class-room Observation.

UNIT-III Planning and Methods of Teaching Economics

- a) Lecture Method.
- b) Project and Problem Solving Method.
- c) Discussion Method.
- d) Inductive and Deductive Method.
- e) Unit and Daily Lesson Plannings
- f) Teacher's Role and Attitude

UNIT-IV Instruction Material and Evaluation in Economics

- a) Black-board, Maps. Graphs, Slides & Transparency, Audio-visual Aids, Slide Projector, Overhead Projector, LCD etc.
- b) Importance and Concept of Evaluations,
- c) Evaluation Devices- Essay type. Short answer Type and Objectivess Type Test.
- d) Blu Print
- e) Preparation, Administration and Scoring of Unit Test.

Assignment & Practical Works : (Any Two)

- Preparation of two teaching aids related to subject. (PPT Transparency)
- Review of two published papers related to subject.
- Review of a text-book at school level.

Learning Outcomes: After completion of this course students would able to:

- ❖ Explain the basic of Economics.
- ❖ Understand the aims and objectives of teaching Economics at the secondary school stage.
- ❖ Develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- ❖ Organize group activities and projects in the subject.
- ❖ Use of various methods of teaching Economics.
- ❖ Acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- ❖ Appropriate attitudes towards the country's Economy.
- ❖ Adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- ❖ Framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of.
- ❖ Prepare unit plan, lesson plan and related teaching learning strategies.
- ❖ Review the text book of Economics.

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13. Whitehead, D. J. (ed.); Handbook for Economics Teachers, Heinemann Education Books, London, 1975

Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 708	Geography	Pedagogy of a School Subject Any two CE	4	30	70	100

Objectives:

- ❖ To understand the modern concept of Geography.
- ❖ To prepare yearly plan, unit plan, lesson plan for different classes.
- ❖ To prepare maps and charts to illustrate the content of different classes and use them effectively.
- ❖ To critically evaluate the existing school syllabus and review the text book of Geography.
- ❖ To apply appropriate method and techniques of teaching to particular topics at different levels.
- ❖ To arrange field trips and local surveys.

Course Contents:

Unit- I Concept and Objectivess

- Development of Geography, Modern concept and new trends of Geography.
 - Its place in schools curriculum.
 - Its importance in day to day life and International understanding
- Correlation of Geography with other school subjects.
- Teaching Objectivess of Geography at different levels- Primary, Upper Primary secondary and Higher Secondary.

UNIT- II Curriculum planning in Geography

- Principles of curriculum construction in Geography and its critical appraisal
- Basic Principles for selEction and organization of content according to learners level.
- Co-curricular activities in Geography, study of home region, Organization of field trips and excursion, Geography museum and library.
- Evaluation of text book in Geography.

UNIT- III Methods, Planning for teaching and role of teacher

- Annual plan,
- Unit plan ethods,
- Daily lesson plan
- Story telling, Regional Method, Demonstration method, laboratory, inductive and Deductive method. Descriptive and Comparative method (Problem Solving, Project and Supervised study method). Approaches- Field trips, visit labs, use of local resources in teaching of Geography.
- Qualities, Role and professional growth of Geography teacher

UNIT-IV Use of Instructional Material and Evaluation inGeography

- Audio-Visual Equipment:- use of Slide Projector, OHP, Epidiascope, Television and computer in Geography

- b) Teaching aids of Various kinds. Their effective use in class room (Models maps, pictures, sketches, diagrams, film, film strips. Atlas, Slides transparencies etc., Geography room/laboratory. Importance of lab work, equipment and apparatus.
- c) Evaluation of achievements in Geography.
- d) Construction of achievement test.
 - Different types of tests, their merits and limitations, (Essay type. short, answer and Objectives type.)
 - Blue- Print, preparation of question paper and item analysis.

Assignment & Practical Works : (Any Two)

- Prepare a scrap book on Geographical articles and news.
- Preparation of maps, charts and models for physical Geography
- Develop some lesson plan based on new methods and approaches.
- Write one or two article or abstract related to the current issues of Geography
- Critical appraisal of geography syllabus at secondary level.
- Construction of Objectives type test items.
- Collection of news paper cuttings related to Geographical issues.
- Prepare a bibliography of reference books on the topics prescribed in Geography syllabus.
- Practical demonstration of the ability to use some weather instruments.
- Prepare a report on visit to some place of Geographical interest.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the modern concept of Geography and its correlation with other school subjects.
- ❖ Explain co-curriculum activities in geography.
- ❖ Prepare various teaching plans.
- ❖ Explain different teaching aids.

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1. Arora, A. K. (1976), The Teaching of Geography, Prakash Brothers, Jalandhar
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3. Broadman, David (1985), New Directions in Geography Education, Fehur Press, London
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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 709	Home Science	Pedagogy of a School Subject Any two CE	4	30	70	100

Objectives:

- ❖ To understand the Concept, Nature and Scope of Home science.
- ❖ To provide knowledge related to pedagogical concept like aims, objectives, approaches, methods, blue print and assessment.
- ❖ To stimulate curiosity and creativity for application of different methods according to learning situations.
- ❖ To develop attitude towards skill development, application of new trends and use of information technology to enhance productivity of teaching.

Course Contents:

Unit- I Theoretical Perspective of Home Science

- Concept, Nature and Scope of Home science
- Correlation of Home science with other school subjects in context of resolving problems related to family and community
- Vocational skill Development through Home science teaching
- Aims and Objectives of Home science teaching

Unit- II Planning, Curriculum & Evaluation

- Planning : Concept, Types and Significance
- Criteria of Curriculum Development : Individualized, Interdisciplinary and SpECial issue oriented
- E- resources in Home science : Fashion blog, Nutritional remedies, Blogs, SpECific institute related to textile, designing & health
- Co- curricular activities : Group Discussion, Exhibition, Excursion etc
- Blue print construction, Continuous & Comprehensive Evaluation in Home science

Unit- III Approaches and methods : Concept, Process, Scope and limitations :

- Constructivist approach
- Problem solving method
- Project method
- Experimental method
- Dalton method and Dramatization

Unit- IV Measurement and Evaluation

- Concept of Measurement and Evaluation
- Criteria of good Evaluation
- Preparation of Blue Print
- Diagnostic test and Remedial learning material
- Continuous and Comprehensive Evaluation

Assignment & Practical Works : (Any Two)

- Prepare a survey report for vocational skill development through Home science at college level
- Experimental works in food/clothing/textiles/household gadgets in context of teaching and learning
- Visit to Health centre/ Community service centre/ schools/ colleges/ NGO and prepare a file with report
- Construct a Project related to rECent problem in local area
- Develop a diagnostic test for students and plan remedial works for them
- Prepare two lesson plan based on Constructivist/ experimental approach for students

Learning Outcomes: After completion of this course students would able to:

- f) Organize co- curricular activities like Group Discussion, Exhibition, Excursion etc. at school level.
- ❖ Stimulate curiosity and creativity for application of different methods according to learning situations.
- ❖ Develop attitude towards skill development, application of new trends and use of information technology to enhance productivity of teaching.

Analyze school syllabus of the subject in relation to its applicability in local situations

References:

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 710	Optional Course Environmental Education	Any one CE	4	30	70	100

Objectives:

- ❖ To understand the problems of concerning environment through multi disciplinary approach.
- ❖ To develop the skill of planning and organizing ecological activities in the schools.
- ❖ To create consciousness about environment among the adult learners.
- ❖ To give information on different techniques and materials for the affective dissemination of environmental information.

Course Contents:**UNIT- I Concept Of Environment**

- a) Meaning , Scope, Importance
- b) Eco-System – Characteristic Qualities
- c) Inter- Dependence In Environment
- d) Natural Resources
- e) Bio-Diversity – Scope & Threats, Preservation

UNIT- II Environmental Education

- a) Meaning, Importance and Objectives
- b) Scope of Environmental Education
- c) Need for Public Awareness as a subject
- d) Multi-disciplinary Nature of Environmental Studies Curriculum Development

UNIT- III Environmental Hazards and Pollution

- a) Air Pollution
- b) Water Pollution
- c) Soil Pollution
- d) Noise Pollution

UNIT- IV Global Issues and Environmental Conservation

- a) Global Issue (Global Warming, Climate Change, Depletion of Ozone Layer and Energy Crisis)
- b) Different Aspects Related To Environmental Conservation.
- c) Environmental Preservation & Improvement (At National & International Level)
- d) National Environment Policy

Assignment & Practical Works : (Any Two)

- Study on Any one environmental problems. The report on the study must include efforts of the pupil / teacher in developing awareness among people about the environmental problems.
- Prepare a plan to teach environment at education to the adults.
- One Assignment Work solve.
- Prepare a scrap book of an environmental articles and news.
- Conduct environmental competition for local school student.

Learning Outcomes: After completion of this course students would able to:

- ❖ Students are able to understand the problems concerning environment through multi disciplinary approach.
- ❖ Students are able to develop the skill of planning and organizing Ecological activities in the schools so the children can equipped to play their part in protection and enrichment of environment.
- ❖ Students are able to create Environment Consciousness among the adult learners.
- ❖ Students are able to use different Techniques and materials for the affective Dissemination of Environmental information.
- ❖ Students are able to conduct local surveys, arrange field trips Environmental games and hobbies

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 711	Health and Physical	Any one CE	4	30	70	100

Objectives:

- ❖ To develop the organic system of the body.
- ❖ Development of understanding and appreciation of the techniques and strategies of sports
- ❖ To develop correct health habits.
- ❖ Attainment of knowledge of proper health procedure as related with physical exercise.
- ❖ The physical education program will allow the students to participate in developmentally appropriate activities.

Course Contents:

Unit- I Concept of Health Education

- Meaning of Health education.
- Environmental factor which promote and affect in Health.
- Importance and Objectives of Health education.
- General Exercises in school.

Unit- II Environment and Science of Living and Yoga

- Importance of water to life and our environment.
- Science of Living and yoga.
- Role of Individual in improvement of sports environment.
- Physical and physiological benefits of exercise on children.

Unit- III Physical Education, Balanced Diet and First Aid

- Meaning and Importance of physical Education
- Balanced Diet and Nutrition : Macro and Micro Nutrients

Unit - IV History of Volleyball & Kabbadi

- Historical Development of Volleyball
- Measurement and Rule of Volleyball
- Historical Development of Kho-Kho
- Measurement and Rule of Kabbadi

Assignment & Practical Works : (Any Two)

- Write a Assignment Work on a topic given in the course
- Skill of Any one Team Game of choice from the given List

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop the organic system of the body.
- ❖ Understand and appreciation of the techniques and strategies of sports
- ❖ Aware about correct health habits.
- ❖ Attain knowledge of proper health procedure as related with physical exercise.

References:

1. Thorburn, M. (2000), Physical Education-Intermediate Course Notes, LECKie & LEChie Publisher.
2. कमलेश एवं संगरल, शारीरिक शिक्षा में शिक्षण विधियां, विनोद पब्लिकेशन, लुधियाना।
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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 712	Guidance and Counseling	Any one CE	4	30	70	100

Objectives:

- ❖ To educate about the basics concept, nature and scope of Educational and Vocational guidance.
- ❖ To understand the aims objective of educational and vocational guidance.
- ❖ To make enable about the importance of educational and vocational guidance.
- ❖ To give knowledge of role and responsibilities of guidance workers in school.
- ❖ To understand the nature and types of guidance service & with reference to school education.
- ❖ To understand the concept, nature and types of counseling.

Course Contents:

Unit- I Basics of Guidance

- a) Meaning and Nature of Guidance.
- b) Aims and Principles of Guidance.
- c) Types of Guidance
- d) Importance of Guidance in schools for individual and for society.
- e) Process of Guidance.

Unit- II Basics of Counseling

- a) Meaning, Nature and Principles of counseling
- b) Types of Counseling.
- c) Distinction between Guidance and Counseling.
- d) Role and Responsibilities of Guidance workers in school.
- e) Qualities of a good guidance programme.

Unit- III Area of Guidance

- a) Educational guidance
- b) Vocational guidance
- c) Personal guidance
- d) Guidance Implication in the current Indian scenario.
- e) Problems of guidance in India.

Unit- IV Guidance Services

- a) Introduction to Guidance Services.
- b) Individual Inventory Service
- c) Information Service
- d) Cumulative REcord
- e) Placement Services

f) Follow up Service

Assignment & Practical Works : (Any Two)

- Prepare a Assignment Work on any topic of Educational, Vocational or Personal guidance
- Write an article on current educational problems, providing the solution.
- Observe an educational or co-curricular activity in a school or college and provide guidance for the improvement.
- Case study of two spECial children.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the basic concept, Nature and scope of Educational and Vocational guidance.
- ❖ Describe aims objective of educational and vocational guidance.
- ❖ Understand importance of educational and vocational guidance.
- ❖ Identify nature and types of guidance service & with reference to school education.
- ❖ Understand the concept, nature and types of counseling.

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 713	Distance Education	Any one CE	4	30	70	100

Objectives:

- ❖ To provide an effective alternative path to wider opportunities in education and especially in higher education.
- ❖ To provide an efficient and less expensive education.
- ❖ To provide education facilities to all qualified and willing persons.
- ❖ To provide opportunities of academic pursuits to educate citizens willing to improve their standard of knowledge.
- ❖ To provide education facilities to those individuals who look upon education as a life-long activity.

Course Contents:**Unit-I Theoretical Prospective of Distance Education**

- a) Meaning and Definition of Distance Education.
- b) Characteristics of Distance Education
- c) Distance education as a discipline.
- d) Need for establishing Distance Education as a discipline.

Unit-II Scenario of Distance Education Institutes

- a) State wise situation of Distance Education Institutes in India.
- b) Objectiveness of Indira Gandhi National Open University.
- c) Main Theoretical Bases of Distance Education.
- d) Theory of Independent study by CHARLES WEDEMEYER.

Unit-III Essential Elements of Developing in Distance Education

- a) Essential Elements of Developing curriculum in Distance education.
- b) Different services provided by Sanchar Kendra IGNOU.
- c) Non- Print Instructional media in Distance Education: Educational RADIO.
- d) Major educational Television Projects in Distance education.

Unit-IV Counseling for Distance Learners

- a) Organizing counseling Services for Distance Learners.
- b) Various Types of Tele - Conferencing.
- c) Format of the Text in Distance Education.
- d) Distance Learners and Counseling

Assignment & Practical Works : (Any Two)

- Write Any one Assignment Work on a topic with in the content.
- Make the list of Distance Education programme of various universities in India.

Learning Outcomes: After completion of this course students would able to:

- ❖ Provide an effective alternative path to wider opportunities in education and especially in higher education.
- ❖ Understand an efficient and less expensive education.
- ❖ Explain education facilities to all qualified and willing persons.
- ❖ Identify the opportunities of academic pursuits to educate citizens willing to improve their standard of knowledge.

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 714	5. Additional Course (Any one) 5.1 Hindi	Any one CE	4	30	70	100

Objectives:

- ❖ काव्य के विभिन्न घटक तत्त्वों का ज्ञान देना।
- ❖ काव्य के घटक तत्त्व रस, छन्द, अलंकारों का ज्ञान प्रदान करना।
- ❖ काव्य के गुण : माधुर्य, ओज, प्रसाद का ज्ञान देना।
- ❖ हिन्दी की शिक्षण विधियों का ज्ञान देना।
- ❖ हिन्दी के विभिन्न व्याकरण्य घटकों का ज्ञान देना।
- ❖ व्याकरण के घटक अनुवाद, संज्ञा, सर्वनाम, कारक, सन्धि, समास एवं विशेषण का ज्ञान देना।
- ❖ सूक्ष्म शिक्षण के विभिन्न कौशलों की जानकारी देना।
- ❖ हिन्दी के विभिन्न कवियों, लेखकों के उपन्यासों, कहानियों, रचनाओं का ज्ञान प्रदान करना।

विषय वस्तु:

इकाई : प्रथम – काव्य के घटक तत्त्व

- (अ) काव्य के गुण : माधुर्य, ओज एवं प्रसाद
- (ब) अलंकार – शब्दालंकार, अर्थालंकार, श्लेष, यमक, अनुप्रास, उपमा, रूपक, उत्प्रेक्षा, मानवीकरण, अतिशयोक्ति, विभावना, भ्रान्तिमान।
- (स) रस का स्वरूप, रस के अवयव, शृंगार रस, हास्य रस, करुण रस, रौद्र रस, वीर रस, भयानक रस, वीभत्स, अद्भुत रस, शान्त रस, वात्सल्य रस, भक्ति रस।
- (द) छन्द—दोहा, चौपाई, कवित्त, सोरठा एवं सवैया।

इकाई : द्वितीय – शिक्षण विधियों का परिचय

- (अ) सूक्ष्म शिक्षण – सम्प्रत्यय एवं प्रमुख कौशलों का परिचय।
- (ब) वाचन विधि
- (स) व्याख्या विधि
- (द) अनुवाद विधि

इकाई : तृतीय – व्याकरण्य घटक

- (अ) अनुवाद : अर्थ एवं प्रकार
- (ब) शब्द शक्तियों के भेद, उदाहरण
- (स) संज्ञा, सर्वनाम एवं कारक का अर्थ एवं प्रकार
- (द) सन्धि, समास एवं विशेषण का अर्थ एवं प्रकार

इकाई – चतुर्थ – हिन्दी साहित्यकारों का संक्षिप्त परिचय एवं उनका विशिष्ट अवदान :-

- (अ) तुलसीदास,सूरदास, कबीरदास एवं रसखान
- (ब) प्रेमचन्द, जयशंकर प्रसाद, हजारी प्रसाद द्विवेदी, मन्नू भंडारी
- (स) महादेवी वर्मा, सूर्यकान्त त्रिपाठी निराला
- (द) रामधारीसिंह दिनकर, हरिवंशराय बच्चन

सत्रीय कार्य (निम्न में से कोई दो)

- कक्षा सातवीं की पुस्तक 'बाल-महाभारत' अथवा कक्षा आठवीं की पाठ्य पुस्तक 'भारत की खोज' की समीक्षा करना।
- हिन्दी विषय की वर्तमान स्थिति की दशा एवं दिशा पर रिपोर्ट लिखना।
- अपनी पसन्द की कोई पांच-पांच कहानी अथवा कविताओं का संकलन करना एवं उनका प्रस्तुतिकरण।
- माध्यमिक या उच्च माध्यमिक की हिन्दी विषय की पाठ्य पुस्तक में विभिन्न कहानियों का नाट्य रूपान्तरण करना।
- 'हमारा संकलन' स्क्रेप बुक/पुस्तिका का निर्माण करना, जिसमें विभिन्न समाचारपत्रों, पत्रिकाओं, प्रमुख महापुरुषों, प्रसिद्ध लेखकों, कवियों, कवयित्रियों, प्रसिद्ध खिलाड़ियों व अन्य प्रसिद्ध व्यक्तियों के जीवन परिचय एवं विशेष उपलब्धि का सचित्र वर्णन।

Learning Outcomes: इस पाठ्यक्रम के पूरा होने के बाद छात्र शिक्षक सक्षम होगा।

- ❖ काव्य के विभिन्न घटक तत्त्वों का ज्ञान प्राप्त कर सकेंगे।
- ❖ काव्य के घटक तत्त्व रस, छन्द, अलंकारों का ज्ञान प्राप्त कर सकेंगे।
- ❖ काव्य के गुण : माधुर्य, ओज, प्रसाद का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी की शिक्षण विधियों का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी के विभिन्न व्याकरणिय घटकों का ज्ञान प्राप्त कर सकेंगे।
- ❖ व्याकरण के घटक अनुवाद, संज्ञा, सर्वनाम, कारक, सन्धि, समास एवं विशेषण का ज्ञान प्राप्त कर सकेंगे।
- ❖ सूक्ष्म शिक्षण के विभिन्न कौशलों की जानकारी प्राप्त कर सकेंगे।
- ❖ हिन्दी के विभिन्न कवियों, लेखकों के उपन्यासों, कहानियों, रचनाओं का ज्ञान प्राप्त कर सकेंगे।

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3. कक्षा 6 से 12 वीं तक की एन.सी.ई.आर.टी. की हिन्दी विषय की विभिन्न पाठ्य पुस्तकें।
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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 714	5.2 English	Any one- CE	4	30	70	100

Objectives:

- ❖ To acquire the knowledge of Phonetics and its uses through different organs of speech
- ❖ To develop Understanding of English text
- ❖ To apply the Content knowledge through preparing lesson plan in English Language
- ❖ To explain the idea of assessment of English teaching
- ❖ To describe the Knowledge of diagnostic test and Remedial instruction in English teaching

Course Contents:

Unit- I Language production and phonology

- a) Language acquisition
- b) Organs of speech
- c) Elements of Speaking
- d) Phonology sound system: Vowel, Diphthongs and Consonants)

Unit -II Understanding Language Text

- a) Text book Vs Reference books
- b) Analysis of a Text book
- c) Quality of good text book

Unit-III Lesson plan and teaching learning materials (TLM)

- a) Strategies : Language games, Puzzles, role playing.
- b) Teaching Aids in English:(Audio ,Visual, Audio- Visual)
- c) Use of LCD ,OHP, Linguaphone , online Classes, Hand outs

Unit-IV Assessment of English Language

- a) Diagnostic Evaluation
- b) Remedial instruction
- c) Errors in English (Oral vs. Witten)
- d) Types of test in English teaching(Subjective Vs Objectives types)

Assignment & Practical Works : (Any Two)

- Review of a English Text book
- Prepare a PPT on any topic of English teaching for Secondary School.
- Prepare a PPT on any topic of English teaching for Secondary school.
- Prepare some Phonological words in each Sound in English.(Vowels (12), Diphthongs (8) and Consonants (24)

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire the knowledge of Phonetics and its uses through different organs of speech
- ❖ Develop Understanding of English text
- ❖ Apply the Content knowledge through preparing lesson plan in English Language
- ❖ Explain the idea of assessment of English teaching
- ❖ Describe the Knowledge of diagnostic test and Remedial instruction in English teaching

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 714	5.3 Sanskrit	Any one CE	4	30	70	100

Objectives:

- ❖ विद्यालयी बालकों में व्याकरण की सामान्य जानकारी एवं उनके प्रयोग की दक्षता का विकास करना।
- ❖ संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का निदान करना।
- ❖ संस्कृत महाकाव्यों, गद्यकाव्यों, नाट्यकाव्यों का ज्ञान प्राप्त करना।
- ❖ हिन्दी वाक्यों का संस्कृत भाषा में अनुवाद कर सकने की योग्यता का विकास करना।
- ❖ संस्कृत विद्यालयों के पाठ्यक्रम का समीक्षात्मक मूल्यांकन करना।

विषयवस्तु :**इकाई – प्रथम – संज्ञा, प्रत्यय, उपसर्ग एवं अवयवों का ज्ञान।**

- a) संज्ञा प्रकरण – उच्चारणस्थानानि प्रयत्नाः (आभ्यन्तर, बाह्य), अल्पप्राणः, महाप्राणः, घोषः।
- b) प्रत्यया – क्त, क्तवतु, शतृ, शानच्, तुमुन्, अनीयर, ण्वुल्, क्त्वा, ल्यप्, तरप्, तमप्।
- c) अव्ययानां प्रयोग – उच्चैः, पुनः, शनैः, नमः, खलु, धिक्, प्रातः, कदा, विना, श्व, ह्यः।
- d) उपसर्गा – प्र, परा, अप्, सम, दुर्, आ, अति, प्रति, सु, परि, अधि।

इकाई – द्वितीय – कारक, छन्द एवं अलंकारों का सामान्य ज्ञान।

- a) कारक – प्रातिपादिकार्थ लिङ्ग-परिमाण-वचन मात्रे प्रथमा। कर्तुरीप्सिततमं कर्म, अभितः परितः। समयानिकषा हा प्रतियोगेऽपि। कर्तृकरणयोस्तृतीया, येनाङ्गविकार। कर्मणा यमभिप्रैति स संप्रदानम्, रुच्यर्थानां-प्रीयमाणः, क्रुधद्रुहेर्ष्यासूयार्थानां यं प्रति कोपः। ध्रुवमपायेऽपदानम्, भीत्रार्थानां भयहेतुः।, आधारोऽधिकरणम्, यतश्चनिर्धारणम्। षष्ठीशेषे, कर्तृकर्मणोः कृतिः।
- b) छन्द – अनुष्टुप्, आर्या, इन्द्रवज्रा, उपेन्द्रवज्रा, वसन्ततिलका, मन्दाक्रान्ता, शार्दूलविक्रीडितम्।
- c) अलंकार – अनुप्रास, यमकम्, उपमा, रूपकम्, सन्देह, दृष्टान्त, अतिशयोक्ति, वक्रोक्ति, उत्प्रेक्षा।

इकाई – तृतीय – भारतीय संस्कृति एवं संस्कृत रचनाकारों का संक्षिप्त परिचय।

- a) भारतीय संस्कृति – वर्ण व्यवस्था, आश्रम व्यवस्था एवं षोडश संस्कार।
- b) महाकाव्य कवि – भारवि, श्रीहर्ष एवं बाल्मीकि।
- c) गद्य काव्य कवि – दण्डी एवं बाणभट्ट।
- d) नाट्य कवि – कालिदास एवं भवभूति।

इकाई – चतुर्थ – शिक्षण विधियाँ।

- a) दण्डान्वय विधि
- b) खण्डान्वय विधि
- c) स्वाध्याय निर्देशित पद्धति
- d) स्पष्टीकरण विधि

सत्रीय कार्य – (किसी दो विषय पर)

- कक्षा 10 की संस्कृत पाठ्यपुस्तक की समीक्षा करना।
- पाठ्यक्रम के किसी एक इकाई के एक प्रकरण को विस्तार से समझाइये।
- कक्षा 8 की पाठ्यसामग्री से कठिन शब्दों की सूची तैयार करना एवं उनका अर्थ ग्रहण (कम से कम 30 शब्द)।
- 20 श्लोकों का कंठस्थीकरण।
- संस्कृत में मानव शरीर के अंगों के नाम।
- किन्हीं 15 घरेलू सामग्रियों के संस्कृत में नाम।

Learning Outcomes:

- ❖ विद्यालयी बालकों में व्याकरण की सामान्य जानकारी एवं उनके प्रयोग की दक्षता का विकास कर सकेंगे।
- ❖ संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का निदान कर सकेंगे।
- ❖ संस्कृत महाकाव्यों, गद्यकाव्यों, नाट्यकाव्यों का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी वाक्यों का संस्कृत भाषा में अनुवाद कर सकने की योग्यता का विकास कर सकेंगे।
- ❖ संस्कृत विद्यालयों के पाठ्यक्रम का समीक्षात्मक मूल्यांकन कर सकेंगे।

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 714	5.4 History	Any one CE	4	30	70	100

Objectives:

- ❖ To understand ancient history on the basis of political, social and economic conditions.
- ❖ To develop the idea of Vedic Jainism, Buddhism & Shaivism religious.
- ❖ To acquire Knowledge of medieval periods in respect of temple, forts and bhakti movement.
- ❖ To evaluate the historical perspective modern India i.e. 1857 movement, gandhian politics.

Course Contents:

Unit- I Concept and Revolution of National Freedom

- a) Concept of History
- b) Main places of Sindhu-Ghati sabbhyata (Harappa, mohen- jodora , kalibanga, lothal)
- c) Revolution of National Freedom (Revolution of Asahayog Andolen, Bharat Chhodo Andolen, Savinay Avagya Andolen)
- d) The Russian Revolution of 1917

Unit- II Historical perspectives of ancient period.

- a) Political and Economic history from the mauryan to the gupta period.
- b) Issue in social history, Including caste and class.
- c) A history of Vedic & Jainism Religious. (A brief review).
- d) A history of Shaivism & Buddhism religious. (A brief review).

Unit- III Historical perspectives of medieval and modern India.

- a) Structure of agrarian relation in the 16th 17th centuries.
- b) Architecture & political system during Vijay nagar period.
- c) Ideas and practices of the bhakti-sufi saints.
- d) Medieval society through travelers account's.(Alberuni & Ibn-batuta)

Unit- IV Historical perspectives of modern India.

- a) East India Company, Revenue Settlement's.
- b) Representations of 1857.
- c) The Nature of Gandhian politics.
- d) Industrial revolution.

Assignment & Practical Works : (Any Two)

- Archaeological report on a main site.
- Historical story(Two)
- Planning, organization and report writing on seminar.
- Picture of 1857 (Scrab-Book)
- Prepare a Historical model/Historical Democracy

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand ancient history on the basis of political, social and economic conditions.
- ❖ Develop the idea of Vedic Jainism, Buddhism & Shaivism religious.

- ❖ Acquire Knowledge of medieval periods in respect of temple, forts and bhakti movement.
- ❖ Evaluate the historical perspective modern India i.e. 1857 movement, gandhian politics.

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 714	5.5 Civics	Any one - CE	4	30	70	100

Objectives:

- ❖ To identify political views among students.
- ❖ To acquaint the content knowledge of political science.
- ❖ To comprehend the dynamic political status and issues of our country.
- ❖ To develop reasoning ability among students for various competitive exam.
- ❖ To enable the pupil teacher to review the text-book of civics content (Secondary level).

Course Contents:

Unit- I Political Thought

- a) Socialism
- b) Marxism
- c) Gandhism
- d) Dr.Bheem Rao Ambedakar

Unit- II Indian Constitution & Political Involvement

- a) Indian Constitution
- b) Democracy
- c) Political Group
- d) Political socialization

Unit- III Political Problems and Organization

- a) Terrorism, political crime, corruption
- b) International organization (DAKSHE, SARK, U.N.O.)
- c) Election commission of India
- d) NCW (National commission for women)

Unit- IV Current Political Scenario

- a) Recent governing member and central, state level ministry
- b) Fundamental rights and duties
- c) Lok Sabha, Rajya Sabha, Vidhan Sabha, Vidhan Parishad
- d) President, Prime Minister, Governor, Chief Minister

Assignment & Practical Works : (Any Two)

- One Assignment Work solve class 11 & 12
- Write an essay on any political problem.
- Study the causes of political problem and write a report of the same.
- Write an essay, story; poem can be created to tell moral values to litigants.
- Prepare scrap book of political news.
- Write any two abstracts related to political issues.

Learning Outcomes: After completion of this course students would able to:

- ❖ Identify political views among students.
- ❖ Acquaint the content knowledge of political science.
- ❖ Comprehend the dynamic political status and issues of our country.
- ❖ Develop reasoning ability among students for various competitive exam.
- ❖ Enable the pupil teacher to review the text-book of civics content (Secondary level).

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 714	5. 6 Social Science	Any one- CE	4	30	70	100

Objectives:

- ❖ To understand Social Science on the basis of political, social and economic conditions.
- ❖ To develop the idea of Society, Social group, Community Marriage.
- ❖ To acquire Knowledge of Indian Social Problems (Culture, Castism, Communalism, Poverty, Corruption)
- ❖ To evaluate the Indian Social Issue.

Course Contents:

Unit-1 Meaning and Concept of Sociology

- a) Development of Sociology
- b) The meaning of Sociology
- c) Subject matter of Sociology
- d) Sociology and Social Science

Unit -II Society

- a) Society - Meaning and Need
- b) Social group- Meaning and Types [Primary and Secondary]
- c) Community- Meaning, Characteristics Concept of community
- d) Marriage- Aims and Types of Hindu marriage

Unit -III Social Change in Indian Society

- a) Social change
- b) Family
- c) Cast and class- meaning and Changes in Caste and Class
- d) Regionalism

Unit -IV Indian Social Problems

- a) Culture-definition, Characteristics, Lack of Culture
- b) Communalism
- c) Poverty

d) Corruption

Assignment & Practical Works : (Any Two)

- Write an article on current Social issue.
- Prepare Assignment Work any two subject topic.
- Prepare a case study of Any one local problem.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand Social Science on the basis of political, social and economic conditions.
- ❖ Develop the idea of Society, Social group, Community Marriage.
- ❖ Acquire Knowledge of Indian Social Problems (Culture, Castism, Communalism, Poverty, Corruption)
- ❖ Evaluate the Indian Social Issue.

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 714	5.7 Economics	Any one CE	4	30	70	100

Objectives:

- ❖ To help the students to acquire the basic understanding in the field of Economics.
- ❖ To enable the student teachers to understand the aims and objectives of teaching Economics at the secondary school stage.
- ❖ To develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- ❖ To develop the ability to organize group activities and projects in the subject.
- ❖ To develop the ability to use of various methods of teaching Economics.
- ❖ To enable the student to acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- ❖ To develop in the students appropriate attitudes towards the country's Economy.
- ❖ To develop in the student an adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- ❖ To develop competence in framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of. 10. To develop in the students an ability to conduct various surveys in Economics and organize field trips.

- ❖ To enable the student-teachers to prepare unit plan, lesson plan and related teaching learning strategies.
- ❖ To enable the student teachers to review the text book of Economics.

Course Contents:

Unit- I Meaning and Concept of Micro and Macro Economics

- a) Micro Economics
- b) Macro Economics
- c) Concept of National Income

Unit- II Demand and Supply and Money

- a) Basic concept of Demand and supply
- b) Consumer Equilibrium
- c) Definition of Money, Its Function
- d) Functions of Commercial Bank
- e) Functions of Central Bank

Unit- III Indian, Foreign Trade and Economics Planning

- a) Indian Foreign Trade - Direction and Trends
- b) Concept of Globalization, Privatization and Liberalization
- c) Economic Planning in India
- d) Poverty in India
- e) Unemployment in India

Unit- IV Method and Evaluation in Economics

- a) Programmed Instruction Methods
- b) Team Teaching
- c) Computer assisted Instruction (CAI)
- d) Lecture cum Demonstration Method
- e) Evaluation in Economics

Assignment & Practical Works : (Any Two)

- Preparation a Assignment Works Any one subject topic.
- Review of two published papers related to subject

Learning Outcomes: After completion of this course students would able to:

- ❖ Help the students to acquire the basic understanding in the field of Economics.
- ❖ Enable the student teachers to understand the aims and objectives of teaching Economics at the secondary school stage.
- ❖ Develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- ❖ Enable ability to organize group activities and projects in the subject.
- ❖ Understand to use of various methods of teaching Economics.
- ❖ Enable the student to acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- ❖ Develop in the students appropriate attitudes towards the country's Economy.
- ❖ Develop in the student an adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.

- ❖ Develop competence in framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of. 10. To develop in the students an ability to conduct various surveys in Economics and organize field trips.
- ❖ Prepare unit plan, lesson plan and related teaching learning strategies.
- ❖ Review the text book of Economics.

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 714	5.8 Geography	Any one CE	4	30	70	100

Objectives:

- ❖ To understand the modern concept of Geography.
- ❖ To understand the aims and objectives of teaching Geography.
- ❖ To prepare yearly plan, unit plan, lesson plan for different classes.
- ❖ To prepare maps and charts to illustrate the content of different classes and use them effectively.
- ❖ To critically evaluate the existing school syllabus and review the text book of Geography.
- ❖ To apply appropriate method and techniques of teaching to particular topics at different levels.
- ❖ To arrange field trips and local surveys.
- ❖ To prepare achievement test and diagnostic test, administration of the test, analysis of results, make suggestion for remedial teaching.

Course Contents:

Unit- I Motion of the Earth

- a) Latitudes, Longitudes
- b) Interior of the Earth
- c) Origin of continents and oceans, sudden movements
- d) Atmosphere, Composition, Insulation, Pressure belts, winds
- e) Ocean Currents and Tides

Unit- II Indian Geography

- a) Physical features
- b) Climate
- c) Natural vegetation
- d) Drainage
- e) Agriculture

Unit-III Rajasthan Geography

- a) Physical features
- b) Climate
- c) Natural vegetation
- d) Drainage
- e) Agriculture

Unit- IV Practical Work in Geography

- a) Definition, Scope and Development of Cartography
- b) Technique, Materials, Tools of Map Making
- c) Map
- d) Scale
- e) Representation of Statistical Data

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the modern concept of Geography.
- ❖ Describe aims and objectives of teaching Geography.
- ❖ Prepare yearly plan, unit plan, lesson plan for different classes.
- ❖ Prepare maps and charts to illustrate the content of different classes and use them effectively.
- ❖ Critically evaluate the existing school syllabus and review the text book of Geography.
- ❖ Apply appropriate method and techniques of teaching to particular topics at different levels.
- ❖ Arrange field trips and local surveys.
- ❖ Prepare achievement test and diagnostic test, administration of the test, analysis of results, make suggestion for remedial teaching.

Assignment & Practical Works :

- Assignment Work any two topic subject related
- Any two map making

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 714	5.9 Home Science	Any one CE	4	30	70	100

Objectives:

- ❖ To understand the Concept, Nature and scope of Home Science.
- ❖ To explore different ways of creating learning situations for different concepts of Home Science.
- ❖ To facilitate the development of scientific attitude in learner.
- ❖ To provide the knowledge related to Home management, Budgeting, Textile and Fashion as well as common health problems etc.
- ❖ To ensure the application of knowledge to resolve nutritional, health and resources related problems through Home Science
- ❖ To stimulate curiosity, skills and creativity in Home Science.

Course Contents:

Unit- I Development and Childhood Care

- Home Science Education : Meaning, Definition & Scope, History and Objectives
- Concept of Human Development & Growth
- Life span stages and Types of Development
- Reproductive health and Child Care

Unit- II Nutrients and Dietary Management

- Food : Definition, functions and classification
- Nutrients and their composition, sources and functions
- Balanced diet with nutrition for pregnancy and different stages of development
- Methods of cooking for healthy food
- Dietary management during different diseases

Unit- III Resource Management and Clothing

- Resource Management, Budgeting, Saving and Investment in family
- Fibers - types and properties, Yarn construction, Marketing, Principles of clothing construction
- Preparation of fabrics Cutting-Layout, Pinning, Marking and Cutting
- Fashion Terminology and Fashion cycle

Unit- IV Housing and Women

- House planning and furnishing
- Financial and legal consideration for housing
- Consumer Aids and consumer protection
- Women Empowerment : Guidance and Counseling ; Welfare Organizations

Assignment & Practical Works : (Any Two)

- Data collection for various problems in local community like as nutritional, health issues, consumer awareness and Women Empowerment etc
- Prepare and implement a Project related to various community problems

- Plan and organize an exhibition related to Handicrafts, latest fashionable costumes
- Make and demonstrate dye samples/block printing samples/knitting and embroidery
- Prepare and perform a drama (group) related to local issues and awareness

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the Concept, Nature and scope of Home Science.
- ❖ Explore different ways of creating learning situations for different concepts of Home Science.
- ❖ Facilitate the development of scientific attitude in learner.
- ❖ Provide the knowledge related to Home management, Budgeting, Textile and Fashion as well as common health problems etc.
- ❖ Ensure the application of knowledge to resolve nutritional, health and resources related problems through Home Science
- ❖ Stimulate curiosity, skills and creativity in Home Science

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Semester VIII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU-801	1. Knowledge and Curriculum (Part-A)	Any one- CC	4	30	70	100

Objectives:

- ❖ To know the concept objective and principles of curriculum.
- ❖ To develop the idea and bases of curriculum.
- ❖ To understand various types of curriculum.

Course Contents:**Unit- I Knowledge and Curriculum Concept**

- a) Knowledge : Concepts, Characteristics, Sources of Acquiring, Methods of Acquiring
- b) Curriculum: Meaning, Definition, Characteristics, Aims Importance
- c) Difference between old and new concepts of curriculum
- d) Principle of curriculum construction and Knowledge

Unit- II Bases of curriculum

- a) Sociological bases
- b) Scientific bases
- c) Philosophical bases
- d) Psychological bases

Unit- III Types of curriculum

- a) Activity centred and life centred curriculum
- b) Subject centred and core centred
- c) Experience centred and work based curriculum
- d) Hidden Curriculum

Unit- IV National curriculum

- a) Concept and Characteristics of National curriculum
- b) Curriculum reform in India
- c) NCF-2005 (School education)
- d) NCFTE-2009(Teacher education)

Assignment & Practical Works : (Any Two)

- One Assignment Work on the topic related with the unit.
- Preparation of Any one Assignment Work on curriculum .
- Review of present curriculum (Optional subject related)
- Curriculum framework for 10th class.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the concept, objective and principles of curriculum.
- ❖ Develop the idea and bases of curriculum.
- ❖ Evaluate the relevancy of curriculum.
- ❖ Describe various approaches to curriculum construction.

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Semester VIII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU-802	Knowledge and Curriculum (Part-B)	Any one- CC	4	30	70	100

Objectives:

- ❖ To develop ideas of philosophical bases of curriculum
- ❖ To various Sociological bases of curriculum
- ❖ To develop various psychological bases of curriculum
- ❖ To develop Educational New Trends of curriculum

Course Contents:

Unit- I Philosophical bases of curriculum development

- a) Idealism, Naturalism, Pragmatism and curriculum
- b) Jain philosophy , Geeta Philosophy , Buddhism Philosophy and curriculum
- c) M. K. Gandhi, Vivekanand , R. N. Tagore and curriculum

Unit- II Sociological basis of curriculum development

- a) Social change and curriculum
- b) Social Mobility and curriculum
- c) Social development and curriculum
- d) Culture and curriculum

Unit- III Psychological bases of curriculum development

- a) Structruralism and curriculum
- b) Behaviourism and curriculum
- c) Associationism and curriculum
- d) Gestaltism and curriculum

Unit- IV Educational New Trends of curriculum

- a) Skill and curriculum
- b) Values and curriculum
- c) NCF-2005(School Education)
- d) NCFTE-2009(teacher Education)

Assignment & Practical Works : (Any Two)

- Preparation of One Assignment Work.
- One abstracts of Educational New trends article published in some standard Journals
- Preparation of curriculum Design (any subject related)
- Curriculum frame work for B.Ed. programme.

Learning Outcomes: After completion of this course students would able to:

- ❖ Describe various philosophical bases of curriculum
- ❖ Understand various Sociological bases of curriculum
- ❖ Acquire various psychological bases of curriculum
- ❖ Develop Educational New Trends of curriculum

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Semester VIII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU-803	Post Internship Internship	CC	16	160 Internship+ 120+120=240 Practical (Two Subjects final lesson)		400

Post Internship distribution (16 Weeks)

Objectives:

- ❖ To develop unit plan and lesson plan
- ❖ To write objective in behavioural terms
- ❖ To observe the lessons of the school teachers.
- ❖ To prepare schedule of various activities for studetns.
- ❖ To organize different co-curricular activities in the school.
- ❖ To prepare blue pring and test paper for different classes.

Sr. No.	Contents
1.	Regular Practice Teaching including - Unit Plan and Blue Print (Atleast Each Subject of 25 lessons)
2.	Observation
3.	Block Teaching <ul style="list-style-type: none"> ○ School Admission ○ Time Table ○ Morning Assembly ○ Classroom Management ○ Organization of Various Activities ○ Physical Activities ○ Cultural Activities ○ Literary Activities ○ Yoga Exerices ○ Field Trips/Picnic ○ Counducting of Meeting

- Maintenance of Garden/School
- Action Research
- Preparation of Register
- Library Management
- Other Work of School
- Swachhata Abhiyan
- S. U. P. W.
- Education Tour

4. Final Lesson (Two teaching subject)

Learning Outcomes: After completion of this course students would able to:

- ❖ Describe unit plan and lesson plan
- ❖ Understand objective in behavioural terms
- ❖ Develop the schedule of various activities for studetns.
- ❖ Able to organize different co-curricular activities in the school.