

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.

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	C.I.A.	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	Introduction to Jainism	FC	4	30	70	100
		Total	20	150	350	500

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	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	C.I.A.	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	CE	4	30	50+20 (Only Geography Practical) 70	
BAE 307	Geography					
BAE 308	Economics					
BAE 309	Home Science					
JVB 301	Critical Understanding of ICT	FC	2	15 Practical	35	
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	C.I.A.	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	CE	4	30	50+20 (Only Geography Practical) 70	
BAE 407	Geography					
BAE 408	Economics					
BAE 409	Home Science					
		Total	20	150	350	

Semester V

Course Code	Course Title	Course Category	Credit	C.I.A.	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	CE	4	30	50+20 (Only Geography Practical) 70	100
BAE 507	Geography					
BAE 508	Economics					
BAE 509	Home Science					
		Total	20	150	350	500

Semester VI

Course Code	Course Title	Course Category	Credit	C.I.A.	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	CE	4	30	50+20 (Only Geography Practical) 70	100
BAE 607	Geography					
BAE 608	Economics					
BAE 609	Home Science					
		Total	20	120	380	500

Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	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	C.I.A.	Theory	Total
EDU-801	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	C.I.A.	Theory	Total
EDU101	Childhood and Growing Up	CC	4	30	70	100

Objectives:

- ❖ Teacher trainees can aware 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	C.I.A.	Theory	Total
BAE 101	Hindi Literature (प्राचीन एवं मध्यकालीन काव्य)	Any Three CE	4	30	70	100

उद्देश्य—

1. प्राचीन एवं भक्तिकालीन काव्य एवं कवियों से परिचित करवाना।
2. साहित्य के विभिन्न रूपों की जानकारी प्रदान करना।
3. विभिन्न साहित्यकारों की काव्यशैलियों से परिचित करवाना।

इकाई I

1. आदिकाल: परिस्थितियाँ, नामकरण, प्रथम कवि, प्रथम रचना प्रमुख काव्य धाराएं उनकी सामान्य प्रवृत्तियाँ,
2. भक्तिकाल का सामान्य परिचय, प्रेरक परिस्थितियाँ, प्रमुख काव्य धाराएं एवं उनकी प्रवृत्तियाँ

इकाई II

1. ढोला मारू रा दूहा:— सामान्य परिचय, काव्यगत विशेषताएं, संकलित दोहे— 26 से 50 दोहे (ढोला मारू रा दूहा— सं. रामसिंह, सूर्यकरण पारीक, नरोत्तमदास स्वामी, नागरी प्राचारिणी सभा काशी से)
2. हिन्दी काव्य संग्रह—सं. हेमराज मीणा, मीरा सरीन, केन्द्रीय हिन्दी संस्थान आगरा से
क. कबीर के निर्धारित पद—1—8, साखियाँ—1—15
ख. कबीर का काव्यगत विशेषताएं, समाज सुधारक रूप

इकाई III

- हिन्दी काव्य संग्रह—सं. हेमराज मीणा, मीरा सरीन, केन्द्रीय हिन्दी संस्थान आगरा से निर्धारित काव्यांश
1. नागमती वियोग खण्ड—जायसी
 2. विनय के पद, भ्रमरगीत—सूरदास
 3. भरत महिमा—तुलसीदास
 4. जायसी, सूरदास और तुलसीदास की काव्यगत विशेषताएं

इकाई IV

- हिन्दी काव्य संग्रह—सं. हेमराज मीणा, मीरा सरीन, केन्द्रीय हिन्दी संस्थान आगरा से निर्धारित काव्यांश
1. मीरा के पद 1—11
 2. रसखान के सवैया 1—13
 3. मीरा एवं रसखान की काव्यगत विशेषताएं

उपलब्धियाँ—

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

पाठ्यपुस्तक/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 प्राचारिणी 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 विधानिवास मिश्र
8. सूरदास – संपादक – आचार्य रामचन्द्र शुक्ल
9. गोस्वामी तुलसीदास – रामचन्द्र शुक्ल
10. कबीर – हजारी प्रसाद द्विवेदी

Semester I

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

Objectives:

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

Unit I: One Act Plays

- A- Bishop's Candlesticks- Norman Mckinnell
- B- The Dear Departed- Stanley Hongton

Unit II: English and Indian-English Poems

- A-All the World Is a Stage- William Shakespeare.
- B- Death the Leveler- James Shirley.
- C-The Solitary Reaper- William Wordsworth.
- D- Where the Mind is Without Fear- Rabindranath Tagore.
- E- Indian Weavers- Sarojini Naidu.

Unit III: Play- Tughlaq- GirishKarnad.

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.

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. Tughlaq- GirishKarnad. Oxford University Press. New Delhi.
6. Contemporary Indian poetry in English: (Ed.) Saleem Peerandina. MacMillan, New Delhi.

Semester I

Course Code	Course Title	Course Category	Credit	C.I.A.	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।

पाठ्युस्तक / 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, लाडनूँ।
4. अभिधान चिन्तामणि नाममाला, चौखम्बा प्रकाशन, वाराणसी।
5. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे।

Semester I

Course Code	Course Title	Course Category	Credit	C.I.A.	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 परिक्षाओं 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—ऋग्वैदिक काल एवं उत्तरवैदिक काल—मूल निवास, स्थान, राजनैतिक, आर्थिक एवं सामाजिक स्थिति। सोलह महाजनपदों का उदय। मौर्य वंश—चन्द्रगुप्त मौर्य का उदय एवं उपलब्धियां, अशोक का धम्म, 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—जानकारी के स्रोत, 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।

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 / सन्दर्भ 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

Semester I

Course Code	Course Title	Course Category	Credit	C.I.A.	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 विज्ञान का पारम्परिक एवं अभिनव दृष्टिकोण, व्यवहारवाद एवं उत्तर—व्यावहारवाद।

इकाई—2

राज्य : प्रकृति, राज्य का सावयव सिद्धान्त, लोक कल्याणकारी राज्य की अवधारणा।

इकाई—3

राजनीतिक व्यवस्था, राजनीतिक विकास, राजनीतिक आधुनिकीकरण, राजनैतिक दल, दबाव समूह, प्रतिनिधित्व के सिद्धान्त।

इकाई—4

राजनीतिक विचारधाराएँ : उदारवाद, आदर्शवाद, मार्क्सवाद, लोकतांत्रिक समाजवाद एवं अराजकतावाद।

उपलब्धियाँ—

1. 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, Princenton 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।

Semester I

Course Code	Course Title	Course Category	Credit	C.I.A.	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 : Esay 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	C.I.A.	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	C.I.A.	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 understand the need for industrialisation in India.

Unit - I Introduction of Indian Economy

- ❖ Characteristics of Indian Economy
- ❖ Problems of poverty and inequality
- ❖ Human resource - population growth and population policy

Unit - II Main features of Indian agriculture

- ❖ Factors affecting cropping pattern and productivity in India.
- ❖ Recent measures for agricultural 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 their development
- ❖ Industrial and licensing policies in India
- ❖ Function 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 government.

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.
- ❖ Understand the need for industrialisation in India.

Reference:

1. रुद्रदत्त 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	C.I.A.	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 Guidelines

- 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, Fluorosis, Vitamin A deficiency, Iodine deficiency disorder

Practicals

Methods of cooking

- Preparation of any four dishes using the following methods:
Boiling, 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	C.I.A.	Theory	Total
JVB 101	Introduction to Jainism	FC	4	30	70	100

Objectives:

- ❖ To understanding about Jain Ethics & Conduct.
- ❖ To acquire knowledge of Jain way of life.

Unit I: Jain History

1. Antiquity of Jainism (*Risabha and Mahavira*)
2. Time cycle
3. Jain religious Schools, Orders, and Sects
4. Jain Festival
5. Jain Literature

Unit II: Jain Metaphysics

6. Concept of Reality
7. Cosmology: Jain Perspective
8. The Nine Truths of Classical Jainism
9. Jain life style
10. Salvation and way of it

Unit III: Jain Principal

11. Non-violence
12. Non-possession
13. Non-absolutism

Unit IV: Jain Principal

14. Syadvada
15. Karmavada
16. Jain Meditation

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

- ❖ Develop understanding about Jainism and its ethics & conduct.
- ❖ Acquire knowledge of Jain way of life.

Reference Books

- Acharya Mahaprajna. Jaina Darsana: Manana Aura Mimamsa, Adarsh Sahitya Sangh, Churu,
- Jain Dharma, By Pt. Kailash Chand Jain
- Jain Darshan, By Pt. Kailash Chand Jain
- Shastri Nemichandra, Tirthankara Mahaveer aura Unki Acharya Parampara, Vol.-I., Prachya Shramana Bharati, Mujaffar Nagar, U.P.
- Jain itihas aura sanskriti, By Dr Samani Riju Prajna, JVBU, Ladnun

- Jain Tattva mimansa aura Achara Mimansa, By Dr Samani Riju Prajna, JVBU, Ladnun

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	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.

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1. Agrawal, J C. (1997), Essential of Examination System, Evaluation, Test and Measurement. 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.
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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	C.I.A.	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 education.
- ❖ To develop various methods of teaching.
- ❖ To understand the various application of education.

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 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.

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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.
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12. Mohanthy Jagannath; Educational Technology, Deep and Deep Pub., New Delhi.
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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.
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Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 201	Hindi Literature कथा साहित्य (उपन्यास एवं कहानी)	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।
3. विद्यार्थियों को गद्य समीक्षा कौशल में निपुण बनाना।

इकाई I

1. हिन्दी गद्य साहित्य का उद्भव एवं विकास
2. उपन्यास एवं कहानी विधा का उद्भव एवं विकास तथा प्रमुख गद्य विधाओं का सामान्य परिचय
3. प्रमुख उपन्यासकार एवं कहानीकार तथा उनकी प्रमुख रचनाएँ

इकाई II

1. गबन(उपन्यास) प्रेमचन्द-अरिहन्त प्रकाशन सोजतीगेट जोधपुर

इकाई III

निर्धारित कहानियाँ-

1. परदा- यशपाल
2. इनाम - जैनेन्द्र कुमार
3. सेव और देव- अज्ञेय

इकाई IV

निर्धारित कहानियाँ-

1. परमात्मा का कुत्ता - मोहन राकेश
2. बिरादरी बाहर - राजेन्द्र यादव
3. उसने कहा था - पं. चंद्रधर शर्मा गुलेरी
4. परिन्दे - निर्मल वर्मा

उपलब्धियाँ-

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

पाठ्यपुस्तक / संदर्भग्रंथ

- 1 कथा संचय, सं. दुर्गा प्रसाद अग्रवाल, यूनिवर्सिटी बुक हाउस, नई दिल्ली
- 2 हिन्दी उपन्यास: लक्ष्मीसागर वार्ष्णेय, 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 अंतर्थात्रा- रामदरश मिश्र राजकमल प्रकाशन नई दिल्ली

Semester II

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

Objectives:

1. To enable the students to compose stories.
2. To make them familiar with prose and Narrative art.
3. To acquaint them with some literary terms of these genres.

Unit I: Short Stories

- A. The Refugee- Pearl S. Buck.
- B. The Luncheon- William Somerset Maugham.
- C. The Babus of Nayanjore- Rabindranath Tagore.
- D. The Axe- R.K. Narayan.

Unit II: English Essays

- A. Of Studies- Francis Bacon.
- B. Dream Children: A Reverie- Charles Lamb
- C. On National Prejudices- Oliver Goldsmith
- D. On the Pleasures of No Longer Being Very Young- G.K. Chesterton.

Unit III: Novel- Animal Farm.

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. Animal Farm. George Orwell. Orient Longman.

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 203	Sanskrit Literature (संस्कृत व्याकरण एवं साहित्य) (लघु सिद्धान्त कौमुदी)	Any Three CE	4	30	70	100

उद्देश्य—

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

इकाई—1 लघु सिद्धान्त 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 शेषुषी, 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. शेषुषी, युवाचार्य महाश्रमण, जैन विश्व भारती, लाडनू
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, लाडनू
7. सरल वाक्य रचना बोध, मुनि श्री श्रीचंद, जैन विश्व भारती, लाडनू
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	C.I.A.	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 शिक्षायें, 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

कालिदास एवं तुलसीदास का जीवन एवं उनकी रचनाएँ। सैन्धवकालीन कला की प्रमुख विशेषताएं, मौर्यकालीन कला की मुख्य विशेषताएं, गुप्तकालीन मन्दिर स्थापत्य कला एवं प्रमुख मंदिर, जैन कला की 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।

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

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 205	Political Science (प्रतिनिधि भारतीय राजनीतिक विचारक)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को प्राचीन भारतीय राजनैतिक 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

इकाई—2 राजाराम मोहन राय, स्वामी दयानन्द सरस्वती

इकाई—3 गोपाल कृष्ण गोखले, बाल गंगाधर तिलक

इकाई—4 मोहनदास करमचन्द गांधी, जवाहरलाल नेहरू, डॉ. भीमराव अम्बेडकर

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 Alieid, 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. Damodran: 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

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	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 Marxian Tradition : N.K. Bose and D.P. Mukerji
- c) Concept of Varna, Ashram, Dharma, Karma and Pursharth
- d) Cultural and Ethnic Diversity : Historically 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 Minorities

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 Children

Learning Outcomes: After completion of this course students would be 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	C.I.A.	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 though diagrams: Multiple Bar Diagram, Simple Pyramid Diagrams : REctangular Diagram, Wheel or Pie-Diagram, Spherical Diagrams, Play lineargraph, Climograph.
- Measures of Central Tendency : Arithmetic mean, mode, median (Direct Method)

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

- ❖ Expalin 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	C.I.A.	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) A logic of Choice, Positive and Normative approaches
- b) Macro and Micro Economics
- c) Methods of Economics Analysis - Inductive and Deductive: Statics and Dynamics

Unit-II Theory of Demand

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

Unit-III Theory of Production

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

Unit-IV Market

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

References:

1. Seth, M.L., Principles of Economics,
2. Samuelson and Norrdhaus : Economics, Latest English and Hindi Edition
3. Hal, R. Varian : Intermediate MicroEconomics, W W Norton and Co. Fifth Edition
4. D. Salvator : Micro Economics, Harper Colline
5. Ahuja H.L., Advanced Economics Theory; S.Chand and Company, New Delhi
6. Left Witch, R. H.; Price system and Resource Allocation holt, Reinhart and Winston, 3rd Edition (Hindi & English)
7. आहुजा, एच, एल. उच्चतर आर्थिक विद्वान्तए एस, चौद एण्ड कम्पनी, नई दिल्ली
8. नाथुरामका, लक्ष्मीनारायण रू व्याप्ति अर्थशास्त्र, रमेश बुक डिपो, जयपुर

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	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

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

Unit II Interior designing

- a) Principles and elements of arts and design as related to interior decoration with specific reference to color and light
- b) Floor decoration with use of elementary art, Table setting & etiquettes
- c) 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

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

Unit IV Consumer problems and Waste management

- a) Consumer problems, rights and responsibilities
- b) Seeking redress to consumer problems with special reference to consumer courts
- c) Household waste & its management by 3R
- d) Selection and care of household equipment related to waste management
- e) 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:

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

Semester III

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

Objectives:

- ❖ To make aware the students about the disciplines 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**

- a) Meaning of discipline
- b) Characteristics of a discipline
- c) Inter- disciplinary approach

Unit- II Language and Disciplines

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

Unit- III Social Science and Discipline

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

Unit- IV Science and Disciplines

- a) Life sketch of scientists (Dalton, Rutherford, Newton, Mendal and Homi Jahangir Bhabha)
- b) Science and sound

- c) Nutrition and balanced diet
- d) Human diseases
- e) 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 :

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

Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	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) Meathods 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	C.I.A.	Theory	Total
BAE 301	Hindi Literature (रीतिकालीन काव्य)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को रीतिकालीन काव्य से परिचित करवाना।
2. विद्यार्थियों को विभिन्न कवियों की काव्यशैली की जानकारी देना।
3. विद्यार्थियों को विभिन्न कवियों की भाषाशैली से परिचित करवाना।

इकाई I

1. रीतिकाल: परिस्थितियाँ नामकरण, रीतिकालीन साहित्य का वर्गीकरण, प्रमुख प्रवृत्तियाँ, प्रमुख रचनाकार एवं उनकी रचनाएं

इकाई II

- रीतिरस तरंगिणी: ऑक्सफोर्ड बुक डिस्ट्रीब्यूटर्स, जयपुर निर्धारित कवि एवं काव्यांश

- क. केशवदास—1. सरस्वती वंदना 2. रामवंदना 3. पंचवटी वर्णन 4. हनुमान लंका गमन 5. सीतादर्शन 6. सीता हनुमान संवाद 7. हनुमान रावण संवाद 8. हनुमान रामचर्चा 9. रामरावण युद्ध 10. रावण वध
- ख. बिहारी — दोहे (1, 3, 10, 11, 14, 16, 22, 27, 29, 32)
2. निर्धारित कवियों की काव्यगत विशेषताएं

इकाई III

- रीतिरस तरंगिणी: ऑक्सफोर्ड बुक डिस्ट्रीब्यूटर्स, जयपुर निर्धारित कवि एवं काव्यांश
 - घनानंद — सुजान प्रेम
 - देव— जीवन सार सुधा
 - सेनापति— ऋतुवर्णन, श्लेषवर्णन, शृगांर वर्णन
- निर्धारित कवियों की काव्यगत विशेषताएं

इकाई IV

- रीतिरस तरंगिणी: ऑक्सफोर्ड बुक डिस्ट्रीब्यूटर्स, जयपुर निर्धारित कवि एवं काव्यांश
 - भूषण—शिवाजी का शौर्य,छत्रसाल प्रताप
 - मतिराम—दानवीर महिमा, भक्तिभाव,प्रकृतिवर्णन
 - वृंद—सतसई
- निर्धारित कवियों की काव्यगत विशेषताएं

उपलब्धियाँ—

- विद्यार्थी विभिन्न कवियों की लेखनशैली से परिचित होकर अपना मत प्रस्तुत कर सकेंगे।
- विद्यार्थी रीतिकालीन काव्य का परिचय प्राप्त कर स्वयं काव्य रचना का प्रयास कर सकेंगे।

पाठ्यपुस्तक /संदर्भ ग्रंथ:—

- रीतिरस तरंगिणी, ऑक्सफोर्ड बुक डिस्ट्रीब्यूटर्स, जयपुर
- रीतिकाव्य की भूमिका—डॉ नगेन्द्र नेशनल पब्लिशिंग हाउस, नई दिल्ली
- हिन्दी साहित्य का वृहद इतिहास (16 खण्ड) संपादक डॉ नगेन्द्र प्रचारिणी सभा काशी
- हिन्दी साहित्य की भूमिका—आचार्य हजारी प्रसाद द्विवेदी हिन्दी ग्रंथ रत्नाकर, मुंबई
- हिन्दी साहित्य का अतीत(भाग 2) —आचार्य विश्वनाथ प्रसाद मिश्र वाणी प्रकाशन नई दिल्ली
- हिन्दी साहित्य का इतिहास; रीतिकाल—आचार्य रामचन्द्र शुक्ल नागरी प्रचारिणी सभा काशी

Semester III

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

Objectives:

- To enable the students to compose poems.
- To make them familiar with Romantic and Victorian Poetry, Indian Poetry and Drama.
- To acquaint them with some literary terms of these genres.

Unit I: Indian Poetry

- Night of the Scorpion: Nissim Ezekiel.
- Servants: Gieve Patel.

- C- A Bomb Site: AdilJussawala.
- D- The Queen's Rival: Sarojini Naidu.

Unit II: English Poetry

- A- Elegy Written in a Country Churchyard: Thomas Gray.
- B- The World is too Much With Us: William Wordsworth.
- C- Dover Beach: Matthew Arnold.
- D- Prospice: Robert Browning.
- E- Crossing the Bar: Alfred Lord Tennyson.

Unit III: Drama: As you Like It- William Shakespeare.

Unit IV: Literary Terms: Elegy, Sonnet, Ode, Epic, Dramatic Monologue, Comedy, Soliloquy, Aside. A Social and Literary Background to the Writers Prescribed.

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.
As You Like It. William Shakespeare.

Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	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 (चातुरर्थिका 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	C.I.A.	Theory	Total
BAE 304	History (मध्यकालीन भारत का इतिहास)	Any Three CE	4	30	70	100

उद्देश्य-

1. 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। 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 जुन्टा गुट की भूमिका। औरंगजेब की राजपूत नीति, दक्षिण नीति एवं असफलता के कारण। शिवाजी का उत्कर्ष एवं शासन प्रबंध।

मुगलकालीन—स्थापत्य कला, शासन प्रबंध एवं 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

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 305	Political Science (प्रमुख राजनीतिक व्यवस्थायें)	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 I

ब्रिटेन का संविधान—प्रमुख विशेषताएं, संवैधानिक परम्परायें (अभिसमय) सम्राट एवं राजमुकुट, मन्त्रिमण्डल एवं प्रधानमंत्री, स्पीकर का पद, संसद—कॉमन सभा एवं लार्ड सभा

इकाई II

संयुक्त राज्य अमेरिका संविधान—प्रमुख विशेषताएं, शक्ति पृथक्करण का सिद्धांत, अमेरिकी संघ व्यवस्था, राष्ट्रपति का पद, कांग्रेस—प्रतिनिधि सभा एवं सीनेट, सर्वोच्च न्यायालय

इकाई III

स्विस संविधान—प्रमुख विशेषताएं, मौलिक अधिकार एवं स्विस संघ व्यवस्था, संसद, संघीय परिषद्, संघीय सर्वोच्च न्यायालय, प्रत्यक्ष प्रजातंत्र।

इकाई IV

जनवादी चीन का संविधान—प्रमुख विशेषताएं, राष्ट्रीय जन कांग्रेस, राष्ट्रपति एवं राज्यपरिषद्, चीन का साम्यवादी दल।

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।

पाठ्यपुस्तक / संदर्भ ग्रन्थ:

1. Ogg & Zink : Modern Foreign Governments.
2. Menelly : Contemporary Government Japan. Houghton Muffin, 1963
3. V.D. Mahajan : Modern Constitutions.
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—प्रमुख राजनीतिक व्यवस्थायें, कॉलेज बुक हाउस, जयपुर
8. आर.सी.अग्रवाल—विश्व के प्रमुख संविधान, एस.चन्द एण्ड कम्पनी, नई दिल्ली

Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	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 Soical 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 fo Data

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

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

- ❖ Develop and under standing about the concept of research in social science.
- ❖ Develop skill in pro paring 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, Macmillias
4. Kothari C.R., 1989, Research Methodology : Methods and Techniques, Bangalore, Wileg Eastern
5. Young P.V., 1988, Scientific Social Surveys and Research

Semester III

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

Objectivess-

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

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

Unit-II

- a) Races of man kind :- Criteria of classification and distribution according to G. Taylor
- b) Migration zone Theory by Griffith Taylor
- c) Factors of evolution of human races

- d) Tribes in the world, Habitat, Occupation & Social Organization : Pigmies, Bushmen, Eskimos and Khirgiz.

Unit-III

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

Unit-IV

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

Practical :

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

Outcomes-

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

Suggested Readings :

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

Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	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 planning in mixed Economy.
- ❖ To enable to understand the Indian planning system.

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

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

Unit III Economic Planning

- Meaning, Need, Objectives and relevance
- Planning under mixed Economy, Prerequisites of effective Planning
- The Indian Planning system : Planning commission Plan formulation and Evaluation.

Unit IV Appraisal of Planning in India

- Summary review of Achievements and Short coming with respect to Agriculture and Industry.
- Changing Role of Public Sector
- 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.
- ❖ Understand the Rostow's Theory of Historical stage of Growth.
- ❖ Enable to understand the Economics planning in mixed Economy.
- ❖ Understand the Indian planning system.

Reference :

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

Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	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 familiar with types of families and their related challenges in references to physical, motor and socio- emotional development

Unit I Human Development

- Concept , nature and scope of human development as a field of study
- Principles and stages of development
- 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 Objectiveness 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:

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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	C.I.A.	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

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

Unit - II Internet and Multimedia

- a) E-mail, Chat
- b) Searching, Downloading and Uploading
- c) Multimedia and its Education Uses.
- d) 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.

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1. Cooper, I.M., classroom teaching skills, D.C. Heathco, Toronto, 1960.
2. Coulson, J. E. (ed); Programme Learning and Computer Based Instruction, Wiley, New York, 1962
3. Khanna, S.D. and others; Technology of Teaching and Teacher Behaviour, Vth edition, Doaba house, Delhi, 1984.
4. Kulkarni, S.S., Introduction to Educational Technology, Oxford and IBH publishing co., 1986.
5. Sampath, K. Panner Selvam, A and Santhanam, S; Introduction to Educational Technology, Sterling publishers, New Delhi, 1990.
6. Sharma, R.A., Technology of Teaching, Loyal Book Depot Meerut, 1986.
7. Saxena N.R. & Swarup, Oberoi S. C.; Technology of Teaching, Surya Publication, Meerut, 1996.
8. Skinner, B, F.; Technology of Teaching, Appleton Century Crafts, New York, 1981
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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	C.I.A.	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, पाद्महस्तासन, 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 जालधर 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 जेटालाल जवेरी, मुनि महेन्द्र कुमार
16. प्रेक्षाध्यान : स्वास्थ्य विज्ञान (भाग 1,2), श्री जेटालाल 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	C.I.A.	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 सक्सैना, 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.
12. www.genderpaddigm.com./publication/html

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	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 vocebulary for speaking. (50 words).

Objectives:

- ❖ To develop basic Communication Skills.
- ❖ To promote Creative Writing among students.
- ❖ To acquire the knowledge of 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	C.I.A.	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 Shef
- Handicraft

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 401	Hindi Literature गद्य साहित्य (निबन्ध नाटक एवं एकांकी)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को नाटक, एकांकी एवं निबंध साहित्य की सामान्य जानकारी देना।
2. हिन्दी के प्रमुख गद्य साहित्यकारों का परिचय देना।
3. हिन्दी की प्रमुख गद्य शैलियों का ज्ञान प्रदान करना।
4. विद्यार्थियों में गद्य लेखन क्षमता का विकास करना।

इकाई—I

1. गद्य विधा : निबन्ध, नाटक एवं एकांकी का स्वरूप एवं तात्त्विक विवेचन
2. निबन्ध : उद्भव एवं विकास, प्रमुख रचनाकार एवं उनकी रचनायें।
3. नाटक : उद्भव एवं विकास, प्रमुख रचनाकार एवं उनकी रचनायें।
4. एकांकी : उद्भव एवं विकास, प्रमुख रचनाकार एवं उनकी रचनायें।

इकाई—II

निम्नलिखित निबंधकारों के चयनित निबंध

1. चेतना का संस्कार – संपादक विश्वनाथ तिवारी, वाणी प्रकाशन, नई दिल्ली: निर्धारित निबंध एवं निबंधकार
क. होली है—प्रतापनारायण मिश्र
ख. बनाम लॉड कर्जन— बाल मुकुन्द गुप्त
ग. श्रद्धा—भक्ति – रामचन्द्र शुक्ल
घ. अशोक के फूल— आचार्य हजारीप्रसाद द्विवेदी
ड. मेरे राम का मुकुट भीग रहा है— डॉ विद्यानिवास मिश्र

इकाई—III

1. ध्रुवस्वामिनी (नाटक) जयशंकर प्रसाद, मलिक एण्ड कम्पनी, जयपुर

इकाई—IV

1. धरोहर—संपादक डॉ रामचरण महेन्द्र, बुक लैण्ड पब्लिशर्स, लाल जी सांड का रास्ता जयपुर
निर्धारित एकांकी एवं उनके रचनकार
क. डॉ रामकुमार वर्मा – दीपदान
ख. सेठ गोविन्ददास— धरोहर
ग. हमीदुल्ला— हरितगन्धा
घ. देवीलाल सामर— वीर बल्लू

उपलब्धियाँ—

1. विद्यार्थी प्रमुख साहित्यकारों की रचनाओं से प्रेरणा पाकर अपने लेखन कौशल का अभ्यास कर सकेंगे।
2. विद्यार्थी गद्य की विभिन्न शैलियों का ज्ञान प्राप्त कर स्वयं की लेखनशैली का विकास कर सकेंगे।
3. विद्यार्थी स्वयं गद्य लेखन की ओर अग्रसर हो सकेंगे।

पाठ्यपुस्तक/संदर्भ ग्रंथ

1. हिन्दी साहित्य का इतिहास— डॉ नगेन्द्र, मयूर पेपर बैक्स नोएडा
2. हिन्दी नाटक—डॉ. बच्चन सिंह, राधाकृष्ण, प्रकाशन नई दिल्ली

3. प्रसाद के नाटक– डॉ. सिद्धनाथ कुमार, अनुपम प्रकाशन, पटना
4. हिन्दी का गद्य साहित्य– डॉ. रामचन्द्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी

Semester IV

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

Objective :

1. To enable the students to compose Stories.
2. To make them familiar with English Essay, Short Stories and Partition Fiction.
3. To acquaint them with some literary terms of these genres.

Unit I: Short Stories

- A- A Cup of Tea: Katherine Mansfield.
- B-The Open Window: Saki.
- C- The Gift of Magi: O' Henry.
- D-How Much Land Does A Man Need: Leo Tolstoy.

Unit II: English Essay

- A- A Bachelor's Complaint of the Behavior of Married People: Charles Lamb.
- B- On the Rule of the Road: A.G. Gardiner.
- C- From Religion to Vocation: AcharyaMahapragya.
- D- The Civilization of Today- C.E.M. Joad.

Unit III: Novel: Train to Pakistan- Khushwant Singh.

Unit IV: Literary Terms:Novel, Novella, Partition Novel, Science Fiction, Satire.

Outcomes:

- A. The students can understand the changing nature of Literature through ages.
- B. 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	C.I.A.	Theory	Total
BAE 403	Sanskrit Literature संस्कृत व्याकरण एवं साहित्य (लघुसिद्धान्तकौमुदी)	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 (शेषिका 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 श्लोको 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 ग्रन्थः

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, लाडनूं
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	C.I.A.	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। राजपूत राज्यों में सामन्तवाद की विशेषताएं

इकाई— II

ब्रिटिश प्रभुसत्ता के समय में राजपूत जागीरदारों की स्थिति में परिवर्तन, मालदेव के अधीन मारवाड़ राज्य का उत्कर्ष, दुर्ग वास्तुकला— विशेषतः चित्तौड़, रणथंभोर और आमेर के संदर्भ में। महाराणा कुंभा की राजनीतिक एवं सांस्कृतिक उपलब्धियाँ, महाराणा प्रताप का मुगलों से संघर्ष।

इकाई— III

आमेर के मानसिंह द्वारा मुगल सहयोग। धार्मिक आन्दोलन मीरा एवं दादू दयाल के विशेष संदर्भ में। राजपूताना में मराठों के हस्तक्षेप के कारण एवं परिणाम। राजस्थान में 1857 के विद्रोह के कारण एवं परिणाम।

इकाई— IV

राजस्थान में राजनैतिक जागरण के कारण। बिजोलिया किसान आंदोलन। 1818 की संधियों के सम्पन्न होने की परिस्थितियाँ एवं परिणाम विशेषतया मेवाड़, मारवाड़, और कोटा राज्यों के संदर्भ में। राजस्थान राज्य का निर्माण 1948 ई.— 1956 ई.।

उपलब्धियाँ—

1. विद्यार्थी राजस्थान के गौरवशाली इतिहास से परिचित हो पायेंगे।
2. महाराणा कुंभा, महाराणा प्रताप, मीरां, 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

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 405	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— I

भारत शासन अधिनियम 1919 (द्वैध शासन के विशेष सन्दर्भ में) तथा भारत शासन अधिनियम 1935 प्रान्तीय स्वायत्ता के विशेष सन्दर्भ में

इकाई— II

संविधान का निर्माण : संविधान सभा में प्रमुख मुद्दे, विशेषताएं, संघव्यवस्था की प्रकृति, मौलिक अधिकार, राज्य नीति के निदेशक सिद्धांत।

इकाई— III

संघीय कार्यपालिका (राष्ट्रपति, प्रधानमंत्री एवं मन्त्रिपरिषद्) संघीय संसद, सर्वोच्च न्यायालय एवं न्यायिक पुनरावलोकन।

इकाई— IV

राज्यों का शासन : राज्यपाल, मुख्यमंत्री एवं मन्त्रिपरिषद्, राज्यविधान मण्डल, भारतीय राजनीतिक व्यवस्था की प्रमुख चुनौतियां : क्षेत्रियतावाद एवं राजनीति का अपराधीकरण।

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. Ogg & Zink : Modern Foreign Governments.
2. Menelly : Contemporary Government Japan. Houghton Muffin, 1963
3. V.D. Mahajan : Modern Constitutions.
4. H.Finer : Theory and Practice of Modern Government, London.
5. A.H. Brich : British System of Government.
6. पुखराज जैन—प्रमुख राजव्यवस्थाएँ, साहित्य भवन, पब्लिकेशन्स, आगरा
7. बी.एल. फडिया—प्रमुख राजनीतिक व्यवस्थाएँ, कॉलेज बुक हाउस, जयपुर,
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

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	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 Derived Social categories : Scheduled castes and scheduled Tribes

Unit - III Disorganizational Problems in contemporary India

- ❖ Crime, Juvenile, Delinquency
- ❖ Corruption, Drug addiction
- ❖ 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	C.I.A.	Theory	Total
BAE 407	Geography (Economic Geography)	Any Three CE	4	30	50+20 (Practical) 70	100

Objectivess-

1. To make students aware about concept of Economic geography, Economic activities & their impact on the enviroment.
2. Knowledge about various resources : Natural, Soil, Mineral & Energy.
3. 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, Climogarth 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
- 4Dr.H. M.Sakshena, आर्थिक भूगोल ,2015

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	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 Band.
- ❖ 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 Natinal Product/National Income : measurement of National Income.
- d) Determinats of National Income - Consumption Function; simple Keynesian consumption Function, Factors affEcting saving - consumption.
- e) Investment function : meaning, Determination of level of Investment.
- f) Euquality 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 combridge versions.
- c) Coercial 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) Relation ship 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, Blance of Payment.
- d) Foreign Exchange : Determination of Exchange Rate - mint Par Theory and Purchasing Power parity theory.
- e) Objectivess and methods of Exchange control.

Unit IV Public Finance

- a) Public Finance : meaning.
- b) Difference between private and public Finance.
- c) Public Revenune 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 Band.
- ❖ 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	C.I.A.	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 p/lin, 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 decision 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 & Laundry work
3. Susheela Dantyagi, Fundamentals 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	C.I.A.	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 Book : 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 become clear of grammatical terms.
4. Students will get exposure of 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 by R.P. Bhatnagar, Rajul Bhargava, Jain Prakashan Mandir, 1024, Shinghiji ki Gali, Chaura Rasta, Jaipur-302 002.
3. English Grammar, Composition and Reference skills by R.P. Bhatnagar & Rajul Bhargava, Board of Secondary Education, Ajmer.
4. Text Book: A Cavalcade of Modern English Prose, R.P. Bhatnagar, Jain Pustak Mandir, Chaura Rasta, Jaipur.
5. English for Indian Learners by R.P. Bhatnagar, University book house, (P), Jaipur.

Semester V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 502	Contemporary India and Education	CC	4	30	70	100

Objectives:

- ❖ To know the concept and nature of Education.
- ❖ To know the social mobility and social skill.
- ❖ To understand the various committee and commission.
- ❖ To educate about the recent policies of Education.

Course Contents:

Unit-I Concept and Nature of Education

- a) Education : Concept, Nature, Objectives and Functions
- b) Role and problems of education in nation building
- c) Current educational provisions of education in India (One year)
- d) Educational thoughts of Indian thinkers (Vivekanand and Mahatma Gandhi)

Unit-II Social Aspects of Education

- a) Sociology in education : Concept, Functions and Contribution
- b) Social change : Meaning, Definition, Factors and Effects of Education
- c) Social mobility
- d) Education and culture
- e) Role of education in development of social skills.

Unit-III Progressive Development of Education in Terms of Commissions and Committees

- a) Characteristics of ancient, medieval and British period of education.
- b) Radhakrishna Commission of Education (1948)
- c) Mudaliyer Commission of Education (1952)
- d) Kothari Commission of Education (1964)
- e) National education policy (1968 and 1986)
- f) Revised national education policy (1992)

Unit : IV Programmes for Education

- a) Issues and problems in prevailing education system at National and State level
- b) Right to Education Act 2009
- c) Sarva Shiksha Abhiyan and Mid day Meal Programme
- d) Rashtriya Madhyamik Shiksha Abhiyan
- e) Education as related to social equity and equality of educational opportunities

Assignment & Practical Works : (Any Two)

- Write the educational contribution of any one Indian Thinker.
- Prepare a Assignment Work on how we can inculcate values in the present system of education.
- Prepare a structure of education since ancient period to present time.
- Concept of education in Emerging Indian Society as relevant to school children's
- Development of moral attitude through self management

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

- ❖ Know social aspects of education and develop educational perspective.
- ❖ Solve prevailing problems of education in India.
- ❖ Understand the purpose, function and Role of education in nation building.
- ❖ Understand knowledge of the Indian education system as it has evolved from the past, as it is today.
- ❖ Understand the concept, principle of sustainable development and core concept of educational thinkers.
- ❖ Know social equity and equality of educational opportunities.

References :

1. Crown, R.G. (1965), A Society of Education, Engineering patterns of class, status and power in the public school, New York : Appleton-century crofts.
2. Durkhem, S. (1956), Education and Sociology of Education, New York : The Free Press of Glenoce.
3. Gore, M.S., et. al. (1967), Papers in the sociology of Education in India, New Delhi, NCERT.
4. Hanseu, D.A. et. al (1965), On Education : Sociological PerspEctive. New York :John Wiley and Sons.
5. चौबे, सरयूप्रसाद, (2005), शिक्षा के समाजशास्त्रीय आधार, विनोद पुस्तक मंदिर, आगरा
6. त्रिपाठी, शालिग्राम, (2008), शिक्षा सिद्धान्त, कनिष्क पब्लिशर्स डिस्ट्रीब्यूटर्स, अंसारी रोड़, नई दिल्ली
7. पाण्डेय, रामशक्ल, (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
8. पाठक, पी. डी., (2008), भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर, आगरा
9. पाठक एवं त्यागी, (2008), शिक्षा के सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
10. पाण्डेय, रामशक्ल, (2007), शिक्षा के मूल सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
11. शर्मा, ओ. पी., गुप्ता शोभा, (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
12. सिन्हा, मंजरी, सिन्धु, आई. एस., (2007), विकासोन्मुख भारतीय समाज में शिक्षा तथा शिक्षक की भूमिका, विनोद पुस्तक मंदिर, आगरा

Semester V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 501	Hindi Literature (आधुनिक काव्य एवं काव्यशास्त्र)	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 काव्यशास्त्र की सामान्य जानकारी देना ।

इकाई-I

1. आधुनिक काव्य की सामान्य प्रवृत्तियां, प्रमुख काव्य धाराएँ- भारतेन्दु युग, द्विवेदी युग, छायावाद, प्रगतिवाद, प्रयोगवाद, नई कविता, समकालीन कविता की प्रमुख प्रवृत्तियां, रचनाकार एवं उनकी रचनाएँ।
2. वीर सतसई- सूर्यमल्लमीसण संपादक कन्हैयालाल सहल, ईश्वरदान आसिया, पतराम गौड- राजस्थानी ग्रंथागार, जोधपुर से निर्धारित काव्यांश
(क) सूर्यमल्ल मीसण-वीर सतसई (प्रथम 20 दोहे)
3. निर्धारित कवियों की काव्यगत विशेषताएं

इकाई-II

- हिन्दी काव्य संग्रह-संपादक हेमराज मीणा, मीरा सरीन केन्द्रीय हिन्दी संस्थान, आगरा से निर्धारित कवि एवं काव्यांश
1. (क) मैथिलीशरण गुप्त- 1. सखी बसंत से कहां गये वे 2. भारत भारती
(ख) जयशंकर प्रसाद- 1. चिंता
(ग) सूर्यकांत त्रिपाठी निराला- 1. जूही की कली 2. बादल राग
 2. निर्धारित कवियों की काव्यगत विशेषताएं

इकाई-III

- हिन्दी काव्य संग्रह- संपादक हेमराज मीणा, मीरा सरीन केन्द्रीय हिन्दी संस्थान, आगरा से निर्धारित कवि एवं काव्यांश
1. (क) महादेवी वर्मा-(1) मैं नीर भरी दुख की बदली (2) पंथ होने दो अपरिचित (3) मधुर-मधुर मेरे दीपक जल
(ख) अज्ञेय- (1) हिरोशिमा (2) कलगी बाजरे की (3) यह दीप अकेला
 2. रश्मिरथी -रामधारीसिंह दिनकर, लोकभारती प्रकाशन, इलाहाबाद से निर्धारित काव्यांश
(क) रामधारीसिंह दिनकर, रश्मिरथी (पंचम सर्ग)
 3. निर्धारित कवियों की काव्यगत विशेषताएं

इकाई-IV

1. काव्य लक्षण, काव्य हेतु, काव्य प्रयोजन, काव्य भेद
2. रस का स्वरूप, रस के अवयव, रस के भेद
3. अलंकार- सामान्य परिचय, निर्धारित अलंकार-अनुप्रास, यमक, श्लेष, वक्रोक्ति, उपमा, रूपक, भ्रांतिमान, संदेह, उत्प्रेक्षा, विरोधाभास
4. छंद-सामान्य परिचय, निर्धारित छंद-दोहा, सोरठा, चौपाई, रोला, इन्द्रवज्रा, मंदाक्रान्ता, उपेन्द्रवज्रा, मदिरासवैया, मत्तगयन्त सवैया, दुर्मिल सवैया, मन हरण, देव घनाक्षरी
5. काव्य गुण एवं काव्य दोष : निर्धारित काव्य दोष-श्रुति कटुत्व, च्युत संस्कृति, ग्राम्यत्व, अश्लीलत्व, अप्रतीत्व, क्लिष्टत्व, न्यूनपदत्व, अधिकपदत्व, पुनरुक्तत्व, अक्रमत्व, दुष्क्रमत्व
6. शब्द शक्तियां

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।

पाठ्यपुस्तक/संदर्भ ग्रंथ

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

Semester V

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

Objectives:

1. To enable the students to compose 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: Indian Poetry in English.

1. Enterprise: Nissim Ezekiel
2. A River: A.K. Ramanujan
3. Railroad Reveries: K.N. Daruwala
4. Lakshman: Toru Dutt

Unit II: English Poetry

1. My last Duchess: Browning
2. Pied Beauty: G.M. Hopkins
3. The Second Coming: W.B. Yeats
4. The journey of the Magi: T.S. Eliot

Unit III: One Act Plays

1. Refund: Kritzkarinthy
2. The Never-Never Nest: Cedric Mount.

Unit IV: Drama - A Doll's House: Henrik Ibsen.

Outcome:

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.
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. 2.A Doll's House- Henrick Ibsen. MacMillan India Press, Madras.
3. 3: Poet's Pen: (Ed.) Homi P. Dustoor. Oxford University Press.
4. 4: Contemporary Indian poetry in English: (Ed.) Saleem Peerandina. MacMillan, New Delhi.
5. 5: Forms of English Prose. Oxford University Press, New Delhi.

Semester V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 503	Sanskrit Literature संस्कृत व्याकरण एवं साहित्य (लघुसिद्धान्त 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 वर्णकर
9. संस्कृत के विकास में जैन कवियों का योगदान-डॉ. नेमीचन्द्र शास्त्री

Semester V

Course Code	Course Title	Course Category	Credit	C.I.A.	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।

ईकाई-1

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

ईकाई-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।

ईकाई-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।

ईकाई-4

साम्प्रदायिक राजनीति का विकास। भारत का विभाजन और भारत की स्वतन्त्रता में सहायक तत्त्व। भारतीय संविधान एवं मुख्य विशेषताएँ।

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 कार्यान्वयन निदेशालय, नई दिल्ली।
4. ग्रोवर, बी.एल. एवं यशपाल—आधुनिक भारत का इतिहास।
5. चन्द्रा, विपिन—आधुनिक भारत।
6. सरकार, सुमित—आधुनिक भारत।

Semester V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BAE 505	Political Science (पाश्चात्य प्रतिनिधि राजनीति 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 सिद्धांत, शिक्षा सिद्धांत एवं आदर्श राज्य का सिद्धांत, अरस्तु प्रथम वैज्ञानिक विचारक, दासता और नागरिकता सम्बन्धी विचार

इकाई-2

थॉमस एक्वीनास प्रमुख राजनीतिक विचार एवं कानून का सिद्धांत, मैकियावेली 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।

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 Thought 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

Semester V

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

Learning out comes

- ❖ 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, Economic 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, Next to Nothing, Imitation Durkheim (In Hindi)
- दोषी एवं जैन, प्रमुख समाजशास्त्रीय विचारक काम्पे से मार्टन तक

Semester V

Course Code	Course Title	Course Category	Credit	C.I.A.	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

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

Unit – III

- Vegetation: Type and their distribution.
- Agriculture: Major crops and their distribution (Wheat, Rice & Tea).
- Minerals: Distribution of Minerals & Minerals Belts – Iron ore & Coal.
- 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	C.I.A.	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 Utilligy School - (Gossen, Jevons)
- New-Classical School (marshall)
- The Extension of Classical Ideas of Value the socialists.

Unit III : Evolution of Socialistic Thought

- Utoplan Socialism (Saint, Simon, Charies Furierns Robert Owen.)
- Scientific Socialism (Karl Marx)
- Development of Ideas on Capital : Adam Smith and his early crities.
- Continental Economists - Keynes and karl Marx.

Unit IV : Rent Theory and Indian Economic Thought

- Rent Theory - The for mulation of the Rent-Malthus, Ricardo and the theories Extension of Rent.
- The Theories of Interest and Profit.
- Early Indian Economic Ideas : Kautilya.
- Modern Economic Ideas : Ranade, Naroji M.N. Rai, Gandhi Ji.

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

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

Reference :

- Gideand Rist : History of Economic Doctrines
- Haney, L.N. History of Economic Thought
- Eric Roll : History of Economic Thought
- Anosh, B.N. and Ghosh, R.R. Concise History of Economic Thought (Himalaya Publishing House, Delhi.
- वैश्य. एम.सी. "आर्थिक विचारों का इतिहास
- हजेला, टी.एन. : आर्थिक विचारों का इतिहास
- श्रीवास्तव, एस.के. आर्थिक विचारों का इतिहास (हिन्दी / अंग्रेजी)

Semester V

Course Code	Course Title	Course Category	Credit	C.I.A.	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, Modren 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	C.I.A.	Theory	Total
EDU 601	General Hindi	CC	4	30	70	100

उद्देश्य-

1. हिन्दी व्याकरण- संज्ञा, सर्वनाम, कारक, पर्यायवाची, विलोमशब्द, समुच्चारित भिन्नार्थक शब्द, मुहावरें, लोकोक्तियाँ आदि का सामान्य ज्ञान करवाना।
2. देवनागरी लिपि का परिचय देना।
3. व्यावहारिक पत्रों की जानकारी देना।

इकाई-I

1. वर्ण-विचार, स्वर एवं व्यंजन-प्रयत्न और उच्चारण स्थान की दृष्टि से
2. हिन्दी का शब्द भण्डार -तत्सम, तद्भव, देशज और विदेशी शब्द
3. विकारी शब्द-संज्ञा, सर्वनाम, विशेषण, क्रिया (अकर्मक,सकर्मक) परिभाषा, भेद एवं उदाहरण
4. वर्तनी एवं वाक्य शुद्धि

इकाई-II

1. अविकारी शब्द- क्रिया विशेषण, समुच्चयबोधक, सम्बन्ध बोधक, विस्मयादि बोधक, निपात
2. संधि, समास, उपसर्ग, प्रत्यय
3. देवनागरी लिपि गुण एवं दोष
3. पत्राचार-सरकारी एवं अर्द्ध सरकारी

इकाई-III

1. अनेकार्थी शब्द, युग्म शब्द, वाक्यांश के लिए एक शब्द, पर्यायवाची शब्द, विलोम शब्द, लोकोक्ति एवं मुहावरे
2. पारिभाषिक शब्दावली (कार्यालयी)
3. निबन्ध लेखन

इकाई-IV

पाठ्यपुस्तक गद्य प्रवाह/गद्य संग्रह/काव्य संचय में से निम्न लिखित लेखकों की चयनित रचनायें-

1. जयशंकर प्रसाद भारत महिमा, प्रयाण गीत
2. महादेवी वर्मा बहिन सुभद्रा (रेखाचित्र)
3. जैनेन्द्र कुमार साधना के कवि (संस्मरण)
4. हरिशंकर परसाई मूल्यों का उलटफेर (व्यंग्य)

उपलब्धियाँ-

1. विद्यार्थियों के व्याकरण ज्ञान में वृद्धि होगी।
2. विद्यार्थी कार्यालय पत्र लिखने में समर्थ हो सकेंगे।
3. विद्यार्थी देवनागरी लिपि के महत्त्व, उसकी विशेषता आदि से अपने ज्ञान में वृद्धि करेंगे।

पाठ्यपुस्तक/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 एवं रचना, डॉ राधव प्रकाश, पिकसिंटी पब्लिकेशन, जयपुर
4. हिन्दी व्याकरण तथा रचना, डॉ भोलानाथ तिवारी, नेशनल पब्लिशिंग हाउस, नई दिल्ली
5. सुबोध हिन्दी व्याकरण एवं रचना, डॉ नरेन्द्र भानावत, डॉ भंवरलाल जोशी, अलका पब्लिकेशन, अजमेर

Semester VI

Course Code	Course Title	Course Category	Credit	C.I.A.	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 <ul style="list-style-type: none">➤ Introduction➤ Questioning➤ Black Board➤ Reinforcement➤ Stimulus Variation➤ Communication➤ Personality Development etc.
2.	Comprehensive School Teaching

- Demsstration Lesson Plan
 - Lesson based on Various Approaches Method, such as --
 - Co-operative Learning
 - Activities Based Apprach
 - 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	C.I.A.	Theory	Total
BAE 601	Hindi Literature (हिन्दी भाषा एवं काव्यांग विवेचन)	Any Three CE	4	30	70	100

उद्देश्य—

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

इकाई I

1. प्रयोजन मूलक हिन्दी— आवश्यकता और स्वरूप
2. प्रयोजन मूलक हिन्दी की विशेषताएँ
3. प्रयोजन मूलक हिन्दी की प्रयुक्तियाँ एवं प्रयोगात्मक क्षेत्र।
4. राजभाषा हिन्दी— स्वरूप तथा संविधान में हिन्दी।

इकाई II

1. पत्र—लेखन की विशेषताएँ
2. पत्र—लेखन के निर्देश एवं पत्र के अंग
3. व्यावसायिक और सामाजिक पत्र
4. सरकारी पत्र का ढांचा तथा सरकारी पत्र की विशेषताएँ

इकाई III

1. अनुवाद— अर्थ एवं स्वरूप
2. अनुवाद के प्रकार
3. अनुवाद की प्रक्रिया
4. अनुवाद की समस्या
5. अनुवादक के गुण

इकाई IV

1. पारिभाषिक शब्दावली— परिभाषा और आवश्यकता
2. पारिभाषिक शब्दावली का महत्त्व
3. पारिभाषिक शब्दावली के गुण
4. पारिभाषिक शब्दावली के निर्माण की प्रविधि और प्रक्रिया

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।

संदर्भ ग्रंथ—

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

Semester VI

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

Objectives:

1. To enable the students to compose short stories.
2. To acquaint them with spirituality and psychology.
3. To inculcate human values in the students.

Unit I: Prose

- A: From Religion to Vocation: Acharya Mahapragya.
- B: An Ideal Before the Youth: S Radhakrishnan.
- C: Seven Rules of Writing: V.S. Naipaul.
- D: How to Escape the Intellectual Rubbish: Bertrand Russell.

Unit II: English Short Stories

- A: The Model Millionaire: Oscar Wilde.

- B: When Mr. Peerzada came to Dine: JhumpaLariri.
 C: Dr. Heidegger's Experiment: Nathaniel Hawthorne.
 D: The Night the Ghost Got in: James Thurber.

Unit III: Indian Short Stories

- A-The Gold Watch: Mulk Raj Anand.
 B-Karma: Khushwant Singh.
 C-Upper Division Love: ManoharMalgonkar.
 D-A Client: Raja Rao.

Unit IV: (A) Novel - The Guide: R.K. Narayan.

- (B) Media- Interview of AcharyaMahapragya with APJ Abdul Kalam.

Outcome:

- 1- They will compose stories without the help of a teacher.
- 2- They will understand the relation between literature and Media.

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.

Semester VI

Course Code	Course Title	Course Category	Credit	C.I.A.	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 कुमारसंभवम के ग्रंथों के चयनित अंशों का अध्यापन करना।
3. जिनन्त आदि दस प्रक्रियाओं का ज्ञान कराना।

इकाई—1 लघु सिद्धान्त कौमुदी के द्वादश 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. जिनन्त, 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	C.I.A.	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। जर्मनी का एकीकरण एवं बिस्मार्क का योगदान।

ईकाई-3

अफ्रीका में साम्राज्यवाद : कारण एवं परिणाम। इटली का एकीकरण : कठिनाइयां, प्रयत्न, मैजिनी, गेरीबाल्डी एवं काबूर का योगदान। प्रथम विश्व युद्ध : कारण और परिणाम। रूस की 1917 ई. की बोल्शेविक क्रान्ति 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। संयुक्त राष्ट्र संघ : उद्देश्य, सिद्धांत एवं उपलब्धियां।

उपलब्धियाँ-

1. विद्यार्थी विश्व इतिहास का सामान्य ज्ञान प्राप्त कर सकेंगे।
2. अमेरिकी, फ्रांसिसी, रूसी आदि क्रान्ति 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-युरोप का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, नई दिल्ली।
5. शर्मा, कृष्णगोपाल, शर्मा दिग्गजसिंह 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

Course Code	Course Title	Course Category	Credit	C.I.A.	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 सम्बन्ध का अर्थ, प्रकृति व क्षेत्र, अन्तर्राष्ट्रीय सम्बन्धों के अध्ययन सम्बन्धी उपागम-आदर्शवादी एवं यथार्थवादी उपागम, राष्ट्रीय शक्ति-राष्ट्रीय शक्ति से अभिप्राय और तत्त्व

इकाई-2

शीतयुद्ध : अर्थ, कारण एवं प्रभाव, गुट-निरपेक्ष आंदोलन, निःशस्त्रीकरण।

इकाई-3

संयुक्त राज्य अमेरिका की विदेश नीति, साम्यवादी चीन की विदेशनीति, भारत की विदेशनीति एवं उसके पड़ोसी राज्य।

इकाई-4

अन्तर्राष्ट्रीय राजनीति में उभरती नवीन प्रवृत्तियाँ : उत्तर-दक्षिण संवाद, दक्षिण-दक्षिण संवाद, नवीन अन्तर्राष्ट्रीय व्यवस्था, क्षेत्रीय सहयोग संगठन : सार्क और आसियान।

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 खेमें के विघटन के पश्चात बदलते विश्व परिदृश्य को समझ सकेंगे।

पाठ्यपुस्तक/संदर्भ ग्रंथ:

1. S.N. Dhar : International Problems & World Politics since 1949.
2. Jordan Connel Smith : Patterns of the post world war, 1982
3. Black & Thomson : Foreign Political in a Changing World.
4. बी.एल. फडिया : अन्तर्राष्ट्रीय सम्बन्ध, साहित्य भवन, पब्लिकेशन्स, आगरा
5. बी.एम. जैन : अन्तर्राष्ट्रीय सम्बन्ध, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
6. पी.के. चड्ढा : अन्तर्राष्ट्रीय संबंध, आदर्श प्रकाशन, जयपुर

Semester VI

Course Code	Course Title	Course Category	Credit	C.I.A.	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 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, Sc 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	C.I.A.	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 & Eratosthmes.

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 & Objectiveness 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 ।

Semester VI

Course Code	Course Title	Course Category	Credit	C.I.A.	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 elementar 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: Elementar 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 elementar 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	C.I.A.	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

- Concept and of Health: Definitions, determinants and factors, Physical Health, Social Health, Mental Health, Emotional Health
- Occupational Health : Physical hazards, chemical hazards, biological hazards, mEChanical hazards and Psycho social hazards.
- Occupational Diseases – Only classification, Measures for health protEction of workers.

Unit II Pollution & Population

- Pollution: Different types & remedies of pollutions.
- Population Education: Definition Objectiveness and scope
- Difference between population education and family planning education.
- 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

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

Unit IV Extension Serices and Aids

- Audio Visual Aids : Definition, Classification use and idea of audio visual aids.
- Poster Puppet, Chart, Film slide, Flash Card, Overhead Projector,
- Computer and Internet
- Chalk Board, Radio Bulletin, Board Television, Model Photography
- 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 :

- 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	C.I.A.	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

References :

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
9. बिन्दु आभारानी, सक्सैना, स्वाति (2008), विशिष्ट बालक, अग्रवाल पब्लिकेशन्स, आगरा
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
12. हन्फी, ऐम.ए. एवं हन्फी एस.ए. (2009), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, विनोद पुस्तक मंदिर, आगरा, जयपुर

Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 702	Language Across the Curriculum	CC	4	30	70	100

Objectives:

- ❖ To understand the various mode of language like reading, wirting, speaking and listing.
- ❖ To develop the skill of oral and written language.
- ❖ To acquainte 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.

References:

1. Baruah, T.C. (1985), The English Teacher's Hndbook, 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	C.I.A.	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

- मातृभाषा, राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति
- मातृभाषा शिक्षण के उद्देश्य एवं सिद्धान्त
- हिन्दी शिक्षण में पुस्तकालय एवं वाचनालय का महत्त्व
- 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

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

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

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

इकाई : चतुर्थ – हिन्दी शिक्षण की विभिन्न विधियों का अध्ययन

- अभिक्रमित अनुदेशन विधि
- आगमन-निगमन विधि

- (स) दल शिक्षण
- (द) हरबर्तीय 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 किन्ही 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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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	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 Objectiveness 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 Objectiveness 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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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	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।

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

इकाई – द्वितीय – व्याकरण का सामान्य ज्ञान।

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

- गद्य शिक्षण
- पद्य शिक्षण
- व्याकरण शिक्षण
- 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	C.I.A.	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	C.I.A.	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

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

Unit- II Planning of teaching & Evaluation

- a) Planning-annual Plan, Unit Plan, & Daily Lesson Plan.
- b) Audio Visual Aids.
- c) Innovation
- d) Evaluation (different types of test, setting, question paper, blue print, scoring key).

Unit- III Methods of teaching Civics

- a) Lecture Method
- b) Project Method
- c) Problem Solving Method
- d) Programme Learning
- e) Team Teaching
- f) Discussion Method, Demonstration

Unit- IV Curriculum Planning & Activities

- a) Selection & Organization Content at Various Levels
- b) Fundamental Principles of Formulation Curriculum in Civics
- c) Characteristics of a good Text Book
- d) 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 be able to:

- ❖ Understand the role of civics.
- ❖ Understand the Planning of teaching & Evaluation.
- ❖ Prepare Fundamental Principles of Formulation Curriculum.
- ❖ Develop competencies in teaching of civics.

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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	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	C.I.A.	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 Objectives of Teaching Economics at the Secondary Level
- c) Instructional Objectives, Behavioural Objectives, Measurable and Non-measurable Objectives, Behavioural Statements of Objectives 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 Objectives 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 be 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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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	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

- a) 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
- b) Correlation of Geography with other school subjects.
 - c) Teaching Objectiveness of Geography at different levels- Primary, Upper Primary secondary and Higher Secondary.

UNIT- II Curriculum planning in Geography

- a) Principles of curriculum construction in Geography and its critical appraisal
- b) Basic Principles for selection and organization of content according to learners level.
- c) Co-curricular activities in Geography, study of home region, Organization of field trips and excursion, Geography museum and library.
- d) Evaluation of text book in Geography.

UNIT- III Methods, Planning for teaching and role of teacher

- a) Annual plan,
- b) Unit plan methods,
- c) Daily lesson plan
- d) 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.
- e) Qualities, Role and professional growth of Geography teacher

UNIT-IV Use of Instructional Material and Evaluation in Geography

- a) 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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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	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

- a) Concept, Nature and Scope of Home science
- b) Correlation of Home science with other school subjects in context of resolving problems related to family and community
- c) Vocational skill Development through Home science teaching
- d) Aims and Objectiveness of Home science teaching

Unit- II Planning, Curriculum & Evaluation

- a) Planning : Concept, Types and Significance
- b) Criteria of Curriculum Development : Individualized, Interdisciplinary and SpECial issue oriented
- c) E- resources in Home science : Fashion blog, Nutritional remedies, Blogs, SpECific institute related to textile, designing & health
- d) Co- curricular activities : Group Discussion, Exhibition, Excursion etc
- e) Blue print construction, Continuous & Comprehensive Evaluation in Home science

Unit- III Approaches and methods : Concept, Process, Scope and limitations :

- a) Constructivist approach
- b) Problem solving method
- c) Project method
- d) Experimental method
- e) Dalton method and Dramatization

Unit- IV Measurement and Evaluation

- a) Concept of Measurement and Evaluation
- b) Criteria of good Evaluation
- c) Preparation of Blue Print
- d) Dignostic test and Remedial learning material
- e) 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

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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	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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4. बरौलिया, ए. पराशर, राधिका एवं दुबे, श्री कृष्ण, पर्यावरण शिक्षा के नये आयाम, राधा प्रकाशन मंदिर, आगरा
5. राजस्थान पाठ्यपुस्तक मण्डल की कक्षा 11 से 12 तक की पुस्तकें
6. रावत, कमलेश, पर्यावरण शिक्षा, अलका पब्लिकेशन्स, अजमेर
7. श्री वास्तव, पंकज (2007), पर्यावरण शिक्षा, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी,

Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	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

- a) Meaning of Health education.
- b) Environmental factor which promote and affect In Health.
- c) Importance and Objectives of Health education.
- d) General Exercises in school.

Unit- II Environment and Science of Living and Yoga

- a) Importance of water to life and our environment.
- b) Science of Living and yoga.
- c) Role of Individual in improvement of sports environment.
- d) Physical and physiological benefits of exercise on children.

Unit- III Physical Education, Balanced Diet and First Aid

- a) Meaning and Importance of physical Education

b) Balanced Diet and Nutrition : Macro and Micro Nutrients

V 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:

- Thorburn, M. (2000), Physical Education-Intermediate Course Notes, LECKie & LEChie Publisher.
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- सिंह, बलदेव, स्वास्थ्य एवं शारीरिक शिक्षा, विनोद पब्लिकेशन, लुधियाना।
- सिंह, परमजीत, राठौड़, भूपेन्द्र सिंह, बार्थोनिया, माया, खान, एम. ए. (2007), शारीरिक एवं स्वास्थ्य शिक्षा, कक्षा-9 माध्यमिक शिक्षा बोर्ड, राजस्थान अजमेर।

Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	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

- Meaning and Nature of Guidance.
- Aims and Principles of Guidance.
- Types of Guidance
- Importance of Guidance in schools for individual and for society.
- 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.

References:

1. Bansal, Aarati (2007), Educational and Vocational Guidance, Sublime Publication, Jaipur
2. Chaturvedi, Ramesh, (2007), Educational and Vocational Guidance and Counseling, Crescent Publishing Corporation, New Delhi.
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4. Sharma, Shashi Prabha (2005), Career Guidance and Counseling (Principles and Technique), Kanishka Publishers, New Delhi.

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6. Sharma, Yogendra K. (2005), Principles of Educational and Vocational Guidance. Kanishka Publishers, New Delhi.
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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	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.

References:

1. Datt, Ruddar (1985), Distance Education in India, Open School, New Delhi
2. Hillard, R. I., Writing for T.V. and Radio, N.Y. Hastings House
3. Parmaji, S. (1984), Distance Education, Sterling Publication, New Delhi
4. यादव, सियाराम (2008), दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, आगरा

Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	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 व्याकरणिय 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, श्रृंगार 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 – व्याकरणीय 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 व्याकरणीय 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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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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5. कुशवाहा, पुष्पलता, सक्सैना, कनक (2009), हिन्दी शिक्षण, आस्था प्रकाशन, जयपुर।
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8. पाण्डेय, रामशक्ल, (2008), हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा।
9. पारीक, सुधीर, टेलर लाल गोपाल (2008), पद्यान्जलि माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर।
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Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	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	C.I.A.	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 ।

- कारक – प्रातिपादिकार्थ लिङ्ग-परिमाण-वचन मात्रे प्रथमा । कर्तुरीप्सिततमं कर्म, अभितः परितः । समयानिकषा हा प्रतियोगेऽपि । कर्तृकरणयोस्तृतीया, येनाङ्गविकार । कर्मणा यमभिप्रैति स संप्रदानम्, रूच्चर्थानां-प्रीयमाणः, क्रुधद्रुहेर्ष्यासूयार्थानां यं प्रति कोपः । ध्रुवमपायेऽपादानम्, भीत्रार्थानां भयहेतुः ।, आधारोऽधिकरणम्, यतश्चनिर्धारणम् । षष्ठीशेषे, कर्तृकर्मणोः कृतिः ।
- छन्द – अनुष्टुप्, आर्या, इन्द्रवज्रा, उपेन्द्रवज्रा, वसन्ततिलका, मन्दाक्रान्ता, शार्दूलविक्रीडितम् ।
- अलंकार – अनुप्रास, यमकम्, उपमा, रूपकम्, सन्देह, दृष्टान्त, अतिशयोक्ति, वक्रोक्ति, उत्प्रेक्षा ।

इकाई – तृतीय – भारतीय संस्कृति एवं संस्कृत रचनाकारों का संक्षिप्त परिचय ।

- भारतीय संस्कृति – वर्ण व्यवस्था, आश्रम व्यवस्था एवं षोडश संस्कार ।
- महाकाव्य कवि – भारवि, श्रीहर्ष एवं बाल्मीकि ।
- गद्य काव्य कवि – दण्डी एवं बाणभट्ट ।
- नाट्य कवि – कालिदास एवं भवभूति ।

इकाई – चतुर्थ – शिक्षण विधियाँ ।

- दण्डान्वय विधि
- खण्डान्वय विधि
- स्वाध्याय निर्देशित पद्धति
- 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	C.I.A.	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	C.I.A.	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	C.I.A.	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, Castiesm, 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

- Social change
- Family
- Cast and class- meaning and Changes in Caste and Class
- Regionalism

Unit -IV Indian Social Problems

- Culture-definition, Characteristics, Lack of Culture
- Communalism
- Poverty
- 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	C.I.A.	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	C.I.A.	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 be 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	C.I.A.	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

- a) Home Science Education : Meaning, Definition & Scope, History and Objectivess
- b) Concept of Human Development & Growth
- c) Life span stages and Types of Development
- d) Reproductive health and Child Care

Unit- II Nutrients and Dietary Management

- a) Food : Definition, functions and classification
- b) Nutrients and their composition, sources and functions
- c) Balanced diet with nutrition for pregnancy and different stages of development
- d) Methods of cooking for healthy food
- e) Dietary management during different diseases

Unit- III Resource Management and Clothing

- a) Resource Management, Budgeting, Saving and Investment in family
- b) Fibers - types and properties, Yarn construction, Marketing, Principles of clothing construction
- c) Preparation of fabrics Cutting-Layout, Pinning, Marking and Cutting
- d) Fashion Terminology and Fashion cycle

Unit- IV Housing and Women

- a) House planning and furnishing
- b) Financial and legal consideration for housing
- c) Consumer Aids and consumer protection
- d) 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

References:

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Semester VIII

Course Code	Course Title	Course Category	Credit	C.I.A.	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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13. National Curriculum Frame work NCF (2005), for Scholl Education, NCTE, New Delhi

Semester VIII

Course Code	Course Title	Course Category	Credit	C.I.A.	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	C.I.A.	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 Exercies

- Field Trips/Picnic
- Conducting 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)

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 students.
- ❖ To organize different co-curricular activities in the school.
- ❖ To prepare blue print and test paper for different classes.