

B.A. B.Ed. 1st Year

SECTION - A **Theory Paper**

Teaching subjects of B.A. 1st Year Class (Any three subjects)

Total Marks : 300

Hindi	Paper I :	प्राचीन एवं मध्यकालीन काव्य (113)	Paper II :	हिन्दी नाटक और रंगमंच (114)
English	Paper I :	Poetry (109)	Paper II :	Prose (110)
Sanskrit	Paper I :	संस्कृतकाव्यं काव्यशास्त्रञ्च (130)	Paper II :	व्याकरणम् अनुवाद संस्कृतसाहित्येतिहासश्च (131)
History	Paper I :	Political history of Ancient India (115) B.C. 600 A.D. 606)	Paper II :	Political History & India (116) (from A.D. 606 to A.D. 1206)
Political Science	Paper I :	Political Theory (138)	Paper II :	National Movement and Constitution of India (139)
Economics	Paper I :	Principal of Economics Analysis (145)	Paper II :	Indian Economics Problems (146)
Home	Paper I :	Home Management and Housing (117)	Paper II :	Extension Education (118)

SECTION - B

Teaching Subjects of B.Ed. 1st Year Class

Theory Paper (Total Marks 200)

Paper I : Development of Learner and Teaching Learning Process (119)

Paper II : Essential of Educational Tecnology and Management (120)

SECTION - C

Environmental Studies (Compulsory)

50 marks

SECTION - D

Practical Work

Practical Activities

a)	Work Experience	= 20 Marks
b)	Assignment (5x10)	= 50 Marks
c)	Cultural Activities	= 15 Marks
d)	Games & Sports File Making	= 15 Marks

Total Marks

= 100 Marks

बी0ए0बी0एड0 (प्रथम वर्ष) हिन्दी साहित्य पाठ्यक्रम
प्रथम प्रश्न पत्र
प्राचीन एवं मध्यकालीन काव्य

50 अंक

निर्धारित कवि – कबीर (50 साखी), जायसी (पदमावत का एक खण्ड), सूरदास (25 पद),
तुलसीदास (25 छन्द), बिहारी (50 दोहे), घनानन्द (25 छन्द), भूषण (25 छन्द)

द्रुत पाठ – सरहपा, अब्दुरहमान, चन्दवरदाई, अमीर खुसरो, मीराबाई।

कबीरदास : साखी

गुरुदेव कौ अंग : सतगुरु की महिमा, अनंत, गूंगबा हूवा बावला, दीपक दीया तेल भरि,
जाका गुरु भी अंधाला, नां गुर मिल्या न सिष भया, माया दीपक नर पतंग,
सतगुरु हम सूं रीझ कर।

सुमिरण कौ अंग: कबीर कहता जात हूं, भगति भजन हरि नांव है, कबीर सूता क्या करे काहे
न देखै जागि।

बिरह कौ अंग : चकवी बिछुटी रैणि की, बहुत दिनन की जोवती यहु तन जासैं मसि करूं हंसि हंसि कंत न
पाइए, नैना अंतर आव तूं, कबीर देखत दिन गया, कै ि
बिरहन कूं मींच दे, कबीर तन मन यों जल्यो, बिरह भुवंगम तन बसै,
अषणियां झाई पड़ी, बिरहनि ऊभी पंथ सिरि।

परचा कौ अंग : पारब्रह्म के तेज का, अंतरि कंवल प्रकासिया, पिंजन प्रेम प्रकासिया, पांणी ही तैं हिम भया,
जब मैं था तब हरि नहीं, मानसरोवर सुभर जल, कबीर कंवल प्रकासिया।

रस कौ अंग : कबीर हरिरस यों पिया, राम रसाइण प्रेम रस, कबीर भाठी कलाल की।

पद : संतो भाई आई ज्ञान की आंधी, जतन बिनु मिरगन खेत उजारे, रहना नहीं
देश बिरारा है, काहे री नलिनी तू कुम्हलानी, दुलहिनि गावहु मंगल चार।

जायसी

पदमावत का मानसरोदक खण्ड (सम्पूर्ण)

सूरदास

विनय : आजु हौं एक एक करि, अविगत गति कछु कहत न आवै, रै मन मूरख जनम गंवायौ, गोविन्द
प्रीति सबनि की मानत, जा दिन मन पंछी उडि जैहैं,
अपुनपौ आपुन ही बिसरयो, प्रभू कौ देखौ एक सुभाई।

वात्सल्य : सोभित कर नवनीत लिये, खेलत मै को काको गुसैया, देखो भाई दधिसुत में दधि जात।

श्रृंगार : बूझत स्याम कौन तू गोरी, निसिदिन बरसत नैन हमारे अंखियां हरि दरसन
की भूखी, मधुवन तुम कत रहत हरे, निरगुन कौन देस को बासी, ऊधौ
अंखियां अति अनुरागी, आयो घोष बड़ो व्यापारी, मोहन मांग्यो अपनो रूप,
ऊधौ मोहि ब्रज बिसरत नाही, अति मलीन वृषभान कुमारी, लरिकाई को
प्रेम आलि कैसे करके छूटत।

तुलसीदास

विनयपत्रिका :

ऐसी मूढता या मन की, ऐसा को उदार जग माही,
केसव कहि न जाइ का कहिये, हे हरि कस न हरहु भ्रम भारी, हरि तुम
बहुत अनुग्रह कीन्हों, अब लौं नसानी अब न नसइहों, माधव मोह फांस
क्यों टूटै।

कवितावली :

अवधेश के द्वारे सकारे गई, बर दंत की पंगति कुंद कली, कीर के कागर
ज्यों नृप चीर, रावरे दोष न पायन को, पातभरी सहरी सकल सुत, पुर तें
निकसी रघुबीर बधू, सीस जटा उर बाहु विसाल, बालधी बिसाल बिकराल।

दोहावली :

एक भरोसे एक बल, जो घन बरसै समय चिर, चढत न चातक चित कबहुं
बध्यों बधित पर्यो पुन्यजल, बरसि परुष पाहन पयद।

बिहारी :

मेरी भवबाधा हरौ, नीकी दर्ई अनाकनी, जमकरि मुंह तरहरि, या अनुरागी
चित्त की, मोहनि मूरति स्याम की, तजि तीरथ हरि राधिका, चिरजीवौ जोरी
जुरै, अजौ तर्प्यौना ही रह्यौ, स्वास्थ्य सुकृतु न श्रम वृथा, नर की अरु नल
नीर की, बढ़त बढ़त सम्पत्ति सलिल, बसै बुराई जासु तन।
छकि रसाल सौरभ सने, तिय तिरसौंहे मन किये, ज्यों ज्यों बढ़त विभावरी,
जुवति जोन्ह में मिलि, जोग जुगति सिखए सबै, मंगलबिंदु सुरंग मुख,
खेलन सिखए अलि भले, रससिंगार मंजनु किये, चमचमात चंचल नयन,
अरुन बरन तरुनि चरन, दृग उरझत टूटत कुटुम, पिय के ध्यान गहि गही,
कहत सबे बैदी दिये, मंजुन करि खंजन नयनि, और ओप कनीनिकनि, कर
मुंदरी की आरसी, मैं मिसहा सोयो समुझि, बतरस लालच लाल की, हेरि
हिंडोरे गगन तें पीछित परत समान दुति।

घनानंद :

अति सूधो सनेह को मारग है, भोर तें सांझ लौं कानन ओर, झलकै अति
सुंदर, आनन गौर, हीन भये जल मीन अधीन, घन आनन्द जीवन रूप
सुजान, इस बांट परी सुधि सवरे भूलनि, पूरन प्रेम को मंत्र महा पन, पहिले
अपनाय सुजान सनेह सों, घनआनन्द जीवन मल सुजान की, आसा-गुन
बांधि कै भरोसे सिल धरि छाती, कंत रमै उर अंतर मैं, मरिबो सिबराम गनै वह तो, कारी
कूर कोकिला कहां को बैर, एरे बीन पौन तेरा सबै ओर गौन,
बैरी वियोग की हूकन जारत, पर काजहि देह को धारि फिरौ, एकै
आस एकै विसवास प्रान गहे बास, रावरे रूप की रीति अनूप, चोप चाह चावनि चकोर
भयौ चाहत ही।

भूषण :

शिवा बावनी 25 पद

साजि चतुरंग बीर रंग में तुरंग चढि, बाने फहराने घहराने घंटा गजन के,
बदल न होंहि दल दच्छिन घमंड मांहि, बाजि गजराज सिवराज सैन साजत
ही, उंचे घोर मंदर के अंदर रहनवारी, उतरि पलंग ते न दियो है धरा पै
पग, अंदर ते निकसी न मंदर को देख्यो द्वार, सोंधे को अधारकिसमिस
जिनको अहार, साहि सिरताज और सिपाहिन में पातसाह, किबले की ठौर बाप बादसाह
साहजहां, हाथ तसबीह लिए प्राप्त उटै बन्दगी को, कैयक
हजार जहां गुर्जबरदार ठाढे, सबन के उपर ही ठाढो रहिबे के जोग, राना
भो चमेली और बेला सब राजा भये, कूरम कमलकमधुज है कदम फूल,

देवल गिरावते फिरावते निसान अली, सांच को न मानै देवी देवता न जानै अरु, कुभकन्न असुर औतारी अवरंगजेब, छूटत कमान और तीर गोली बानन के, उतै पाससाह जू के गजन के ठट्ट छूटे, जीत्यो सिवराज सलहेरी को समर सुनि।

प्रथम पक्ष – (क) अनिवार्य दस वस्तुनिष्ठ / अतिलघुत्तरी प्रश्न ।

(प्रश्न पत्र के सम्पूर्ण पाठ्यक्रम से)

(10x1=10)

(ख) अनिवार्य पांच लघुत्तरी प्रश्न (प्रश्न पत्र के द्रुत पाठ के पाठ्यक्रम से)

(5x2=10)

इकाई-1, कबीरदास, जायसी, सूरदास, तुलसीदास के निर्धारित काव्यांशों से सम्बन्धित व्याख्या

(2x4=8)

इकाई-2, बिहारी, भूषण घनानन्द के निर्धारित काव्यांशों से सम्बन्धित व्याख्या

(2x4=8)

इकाई-3, कबीर, जायसी, सूरदास, तुलसीदास पर आधारित आलोचनात्मक प्रश्न

(7x1=7)

इकाई-4, बिहारी, भूषण, घनानन्द पर आधारित आलोचनात्मक प्रश्न।

(7x1=7)

सन्दर्भ/सहायक पुस्तकें— प्राचीन एवं मध्यकालीन काव्य

- | | |
|--------------------------------------|---|
| 1. कबीर एक अनुशीलन | – डा० रामकुमार वर्मा |
| 2. कबीर की विचारधारा | – डा० त्रिगुणायत-साहित्य निकेतन कानपुर |
| 3. कबीर व्यक्तित्व एवं कृतित्व | – चंद्रमोहन सिंह, ज्ञानलोक इलाहाबाद |
| 4. कबीर साहित्य की परख | – आचार्य परशुराम चतुर्वेदी-भारती भण्डार, इलाहाबाद |
| 5. कबीर | – हजारी प्रसाद द्विवेदी राजकमल, दिल्ली |
| 6. कबीर | – वियजेन्द्र स्नातक – राधा कृष्ण, दिल्ली। |
| 7. कबीर की भाषा | – माताबदल जायसवाल-विश्वविद्यालय प्रकाशन वाराणस |
| 8. सूर साहित्य | – हजारी प्रसाद द्विवेदी- विश्वविद्यालय प्रकाशन वाराणस |
| 9. सूरदास और उनका साहित्य | – हरबंशलाल शर्मा, भारतप्रकाश मंदिर अलीगढ़ |
| 10. सूरदास और उनका काव्य | – गोवर्धन लाल शुक्ल- ब्रज साहित्य मंडल, मथुरा |
| 11. सूर की काव्य साधना | – गोविन्द राम शर्मा- नेशनल पब्लिशिंग हाउस नई दिल्ली |
| 12. सूर की काव्यकला | – मनमोहन गौतम- एस चंद एण्ड संस दिल्ली |
| 13. सूर सौरभ | – मुंशी राम शर्मा- ग्रन्थम, कानपुर |
| 14. महाकवि सूरदास | – जय किशन प्रसाद खण्डेलवाल रवीन्द्र प्रकाशन, आगरा |
| 15. त्रिवेणी | – रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, काशी |
| 16. गोस्वामी तुलसीदास | – रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, काशी |
| 17. तुलसी मानस रत्नाकर | – भाग्यवती सिंह – सरस्वती पुस्तक सदन माता कटरा आगरा |
| 18. तुलसीदास और उनका काव्य | – रामनरदेश त्रिपाठी- राजपाल एण्ड संस दिल्ली |
| 19. तुलसी दर्शन | – बलदेव प्रसाद मिश्र हिन्दी साहित्य सम्मेलन प्रयाग |
| 20. तुलसी रसायन | – भगीरथ मिश्र- साहित्य भवन इलाहाबाद |
| 21. तुलसी | – उदयभानु सिंह, राधा कृष्ण प्रकाशन, दिल्ली |
| 22. जायसी का पदमावत:काव्य तथा दर्शन- | गोविन्द त्रिगुणायत-साहित्य निकेतन कानपुर |
| 23. जायसी के पदमावत का मूल्यांकन | – जगदीश प्रसाद श्रीवास्तव, स्मृति प्रकाशन, इलाहाबाद |
| 24. जायसी का काव्य | –सरोजनी पाण्डेय- हिमालय पॉकेट बुक्स, दिल्ली |
| 25. हमारे कवि | – राजेन्द्र सिंह |
| 26. बिहारी की वाग्विभूति | – विश्वनाथ प्रसाद मिश्र |
| 27. बिहारी और उनका साहित्य | – हरबंश लाल शर्मा |

बी0ए0बी0एड0 (प्रथम वर्ष) हिन्दी साहित्य पाठ्यक्रम
द्वितीय प्रश्न पत्र
हिन्दी नाटक और रंगमंच

50 अंक

निर्धारित पाठ्यक्रम – (क) नाटक-ध्रुवस्वामिनी-जयशंकर प्रसाद, आधे अधूरे-मोहन राकेश

(ख) एकांकी – औरंगजेब की आखिरी रात (डॉ० राम कुमार वर्मा), स्ट्राइक (भुवनेश्वर) भोर का तारा(जगदीश चन्द्र माथुर), नये मेहमान (उदय शंकर भट्ट), सूखी डाली (उपेन्द्र नाथ अशक) मम्मी ठकुराइन (लक्ष्मी नारायण लाल), सीमा रेखा (विष्णु प्रभाकर)

द्रुत पाठ – (क) भारतेन्दु हरिश्चन्द्र, हरिकृष्ण प्रेमी, लक्ष्मीनारायण मिश्र, धर्मवीर भारती।
(ख) हिन्दी रंगमंच का सामान्य परिचय

प्रथम प्रश्न

(क) अनिवार्य दस वस्तुनिष्ठ / अतिलघुत्तरी प्रश्न। (प्रश्न पत्र के सम्पूर्ण पाठ्यक्रम से)	(10x1=10)
(ख) अनिवार्य पांच लघुत्तरी प्रश्न (प्रश्न पत्र के द्रुत पाठ के पाठ्यक्रम से)	(5x2=10)
इकाई-1, नाटकों पर निर्धारित व्याख्यायें	(2x4=8)
इकाई-2, एकांकियों पर निर्धारित व्याख्यायें	(2x4=8)
इकाई-3, ध्रुवस्वामिनी एवं आधे अधूरे से निर्धारित आलोचनात्मक प्रश्न।	(7x1=7)
इकाई-4, निर्धारित एकांकियों एवं एकांकीकारों से सम्बन्धित आलोचनात्मक प्रश्न	(7x1=7)

सन्दर्भ/सहायक पुस्तकें- प्राचीन एवं मध्यकालीन काव्य

1. हिन्दी नाटक : इतिहास के सोपा – गोविन्द चातक, तक्षशिला प्रकाशन, नई दिल्ली
2. हिन्दी नाटक : आजकल – जयदेव तनेजा, तक्षशिला प्रकाशन, नई दिल्ली
3. आधुनिक हिन्दी नाटक और रंगमंच – लक्ष्मी नारायण लाल, साहित्य भवन, इलाहाबाद
4. हिन्दी नाटक – बच्चन सिंह, राधाकृष्ण प्रकाशन, दिल्ली
5. आधुनिक हिन्दी नाट्यकारों के सिद्धान्त – निर्मता हेमन्त, राधाकृष्ण प्रकाशन, दिल्ली
6. प्रसाद के नाटक : सृजनात्मक धरातल और भाषिक चेतना- गोविन्द चातक, तक्षशिला प्रकाशन, नई दिल्ली
7. नाटककार जगदीश चंद्र माथुर – गोविन्द चातक, राधाकृष्ण प्रकाशन, दिल्ली
8. हिन्दी एकांकी की शिल्प विधि का विकास – सिद्धनाथ कुमार
9. प्रतिनिधि जयशंकर प्रसाद – (सं०) सत्येन्द्र तनेजा, राधाकृष्ण प्रकाशन, दिल्ली
10. हिन्दी एकांकी का रंगमंचीय अनुशीलन – भुवनेश्वर महतो, अन्नपूर्णा प्रकाशन, कानपुर
11. हिन्दी नाटक : मिथक एवं यथार्थ – रमेश गौतम
12. एकांकी और एकांकीकार – रामचरण महेन्द्र
13. हिन्दी नाटक – दशरथ ओझा
14. ध्रुवस्वामिनी – वस्तु एवं शिल्प – सुरेश नारायण
15. प्रसाद की नाट्यकला – सुजाता विष्ट

B.A. B.Ed. 1st year
ENGLISH LITERATURE
Paper-I
(Poetry)

Unit-I

Forms of Poetry

1. The Sonnet
2. The Elegy
3. The Ode
4. The Epic
5. The Ballad
6. The Lyric
7. The Dramatic Monologue

Unit-II

Stanza Forms

1. The Heroic Couplet
2. The Blank Verse
3. The Spenserian Stanza
4. Terza Rhyme

Unit –III

William Shakespeare: ‘True Love’, ‘Time and Love’

John Donne: ‘Canonization’

Michael Drayton: ‘Since there’s no help left....’

Unit-IV

Alexander Pope ‘Lines on Addison from The Dunciad’

Thomas Gray ‘Elegy Written in a Country Churchyard’

William Blake ‘London’

Unit-V

William Wordsworth: ‘The World is too much with us’

Robert Bridges ‘Nightingale’

W.B. Yeats ‘The Lake Isle of Innisfree’

Q.N.1. [a] Five short answer questions based on the entire course

7.5 marks

[b] Three passages for explanation

7.5 marks

Q.N.2. Long answer questions on any two of the prescribed poets.

& 3.

10+10=20 M

Q.N.4. Five short questions to be asked on the forms of poetry & stanza forms.

5 marks

Q.N.5. Two questions of 150 words each to be asked on any two of the prescribed poems.

10 marks

B.A. B.Ed. 1st year
ENGLISH LITERATURE
PAPER-II
(PROSE)

Unit-I

Development of Prose

Unit-II

Autobiography
Biography
Memoir
Travelogue
Periodical Essay
Formal Essay
Personal Essay
Poetic Prose

Unit-III

Bacon	‘Of Studies’
Richard Steele	‘Recollections of Childhood’
Joseph Addison	‘Sir Roger at Church’
Charles Lamb	‘The Convalescent’

Unit-IV

Doctor Johnson	‘Letter to Lord Chesterfield’
G.K. Chesterton	‘On Running After One’s Hat’
R.L. Stevenson	‘An Apology for idlers’
A.G. Gardiner	‘On Shaking Hands’

Unit-V

Robert Lynd	‘A Disappointed Man’
J.B. Priestley	‘On Doing Nothing’
Hillaire Belloc	‘On Spellings’
E.V. Lucas	‘Bores’

Q.N.1. [a] Five short answer questions based on the entire course

7.5 marks

[b] Three passages for explanation

7.5 marks

Q.N.2. Long answer questions on any two of the prescribed essayists.

& 3.

10+10=20 marks

Q.N.4. Five short questions to be asked on Unit I & II.

5 marks

Q.N.5. Two questions of 150 words each to critically analyse and appreciate any two of the essays.

10 marks

चौ० चरण सिंह विश्वविद्यालय महाविद्यालयानां कृते
संस्कृतस्नातकपाठ्यक्रमः
(THE COURSE OF SANSKRIT FOR GRADUATE)
अयं स्नातकपाठ्यक्रमस्त्रिवर्षीयो वर्तते । सर्वेषु वर्षेषु द्वे प्रश्नपत्रे भविष्यतः ।

बी.ए. बी.एड. प्रथमवर्षम्
(B.A. B.Ed. - First year)

प्रथमप्रश्नपत्रम्
(First Paper)

अंकाः - 50

संस्कृतकाव्यं काव्यशास्त्राञ्च
Sanskritkavyam Kavyashastrancha

प्रथमो वर्गः (I Unit)

महाकविकालिदासकृतं - कुमारसम्भव - पंचमसर्गः
(हिन्दीभाषया व्याख्यात्मकमध्ययनम्)

द्वितीयो वर्गः (II Unit)

भारविकृतं किरातार्जुनीयम् - द्वितीय सर्गः
(हिन्दीभाषया व्याख्यात्मकमध्ययनम्)

तृतीयो वर्गः (III Unit)

उभयोर्ग्रन्थयोः समीक्षात्मकमध्ययनम्

चतुर्थो वर्गः (IV Unit)

साहित्यदर्पणः - आचार्यः विश्वनाथः
(व्याख्यात्मकसमीक्षात्मकप्रश्नाः)

(काव्यलक्षणम्, काव्यप्रयोजनम्, नाटकलक्षणम्, कथा, आख्यायिका च)

संस्तुत-ग्रन्थाः -

1. कुमारसम्भवम् - (पंचमसर्गः), कालिदासः, हिन्दीसंस्कृतटीकासहितम् डा. राजेश्वर शास्त्री मुसलगांवकरः
2. कुमारसम्भवम् - कालिदासः, हिन्दीसंस्कृतटीकासहितम्- आचार्य शेषराज शर्मा रेग्मी
3. रघुवंश - कालिदासः, हिन्दीसंस्कृतटीकासहितम् -आचार्य शेषराज शर्मा रेग्मी
4. काव्यशोभा - (साहित्यदर्पणात्संग्रहः), सम्पादकः - प्रो. बृजेशकुमारशुक्लः
5. कुमारसम्भवम् - (पंचमसर्गः), कालिदासः, - डा. शिवबालक द्विवेदी
6. साहित्यदर्पणः- विश्वनाथः - चौखम्बा, वाराणसी
7. कालिदास - अपनी बात - प्रो. रेवा प्रसाद द्विवेदी

बी.ए. बी.एड. प्रथमवर्षम्
(B.A. B.Ed. - First year)

द्वितीयप्रश्नपत्रम्
(Second Paper)

अंकाः - 50

व्याकरणम्-अनुवादः-संस्कृतसाहित्येतिहासश्च
टलांतदंड.।दनअंकी.दोतपजौपजलमजपीबी

प्रथमो वर्गः (I Unit)

लघुसिद्धान्तकौमुदी - संज्ञासन्धिप्रकरणे
(संज्ञाप्रकरणे सूत्राव्याख्या, अ च्चसन्धिप्रकरणे सन्धिविच्छेद, सन्धियोजना च)

द्वितीयो वर्गः (II Unit)

लघुसिद्धान्तकौमुदी - हल्-विसर्ग-सन्धिप्रकरणे
(सूत्रा व्याख्या: सन्धिविच्छेद; सन्धियोजना च)

तृतीयो वर्गः (III Unit)

हिन्दीगद्यस्य संस्कृतभाषयाऽनुवादः

चतुर्थो वर्गः (IV Unit)

संस्कृतकाव्यसाहित्येतिहासः

वाल्मीकिः व्यास, अश्वघोषः, कालिदासः, भारविः, माघः, श्रीहर्षः, भट्ट
कुमारदासः, विल्हणः, रत्नाकरः, जयदेवश्च

एतेषां कवीनां व्यक्तित्वं कर्तव्यं च

संस्तुत-ग्रन्थाः -

1. लघुसिद्धान्तकौमुदी - (संज्ञासन्धिप्रकरणे) - वरदराजः, हिन्दीटीकाकर्त्री डा. प्रेमा अवस्थी
2. लघुसिद्धान्तकौमुदी - वरदराजः, (भैमीटीकासहिता) - डॉ. भीमसेनशास्त्री
3. बृहद्अनुवादचन्द्रिका - चक्रधर हंस नौटियालः
4. अनुवादकला - चारुदेव शास्त्री
5. अनुवादचन्द्रिका - डॉ. यदुनन्दनमिश्रः
6. संस्कृतसाहित्य का इतिहास - ए.बी. कीथ, अनुवादकः- डॉ. मंगलदेवशास्त्री
7. संस्कृतसाहित्य का समालोचनात्मक इतिहास - रामविलास चौधरी
8. प्राचीन भारतीय साहित्य - (भाग-1 प्रथम खण्ड), विटरनिट्ज, अनुवादकः-रामचन्द्रपाण्डेयः
9. लघुसिद्धान्तकौमुदी - (संज्ञासन्धिप्रकरणम्) - डॉ. शिवबालक द्विवेदी
10. संस्कृतचनानुवाद - कौमुदी- डॉ. शिवबालक द्विवेदी
11. संस्कृतचनानुवाद - प्रभा - डॉ. श्रीनिवास शास्त्री
12. निबन्धपथप्रदर्शक - वी.एस. आप्टे
13. संस्कृत व्याकरण की उपक्रमणिका - ईश्वर चन्द्र विद्यासागर

HISTORY
B.A. B.Ed. PART-I

Paper I : Political History of Ancient India
[B.C. 600-A.D. 606]

UNIT-I

- 1- Sources of Ancient Indian History.
- 2- Political condition of Northern Indian During 6th Cent. B.C.
 - a- Sixteen Mahajanapadas
 - b- Ten Republics
- 3- Persian and Alexander's invasion on India and Its effects.
- 4- Rise of Magadhan Empire.
 - a- Haryanka dynasty [Bimbisara, Ajatshatru and his successors].
 - b- Saisunga dynasty [Saisunga, Kalasoka].
 - c- Nanda dynasty [origin, Mahapadanaanda, successors and causes of downfall].

UNIT-II

- 1- The Mauryas [Origin, Early life & conquests of Chandragupta Maurya, Bindusara, Sources for the history of Asoka, Conquests, Extent of Empire, Dhamma Policy, Successors & Causes of Downfall].
- 2- The Sungas, The Kanvas, The Satavahanas.
- 3- King Kharvela of Kalinga.

UNIT-III

- 1- The Indo-Greeks.
- 2- The Indo-Synthians & the Indo-Parthians.
- 3- The Kushanas [Kuzul & Vima Kadphysis, Kanishka, his successors].

UNIT-IV

- 1- The Guptas [Chandragupta I, Samudragupta, Historicity of Ramagupta, Chandragupta II, Kamaragupta, Skandagupta, Successors and causes of Downfall].
- 2- Brief History of the following.
 - a- The Vatakas.
 - b- The Maukharis.
 - c- The Later Guptas.
- 3- Huna Invasions of India.

Books Recommended:-

- 1- Pandey, V.C. प्राचीन भारत का राजनैतिक और सांस्कृतिक इतिहास. (भाग 1 एवं भाग 2)
- 2- Raichaudri, H.C.: प्राचीन भारत का राजनैतिक इतिहास.
- 3- Goyal Sriram.: प्राचीन भारत का इतिहास (भाग 1 भाग 2 एवं भाग 3).
- 4- Raichaudri H.C.: Political History of Ancient India.
- 5- Pandey, V.C. & A. Pandey : A New History of Ancient India.

HISTORY
B.A. B.Ed. PART-I

Paper I : Political History of India [From A.D. 606 upto A.D. 1206]

UNIT-I

- 1- Harsha and his contemporaries
 - a- Shashanka
 - b- Bhaskarvarman
- 2- Yashovarman of Kanauj.
- 3- LalitaDitya, Muktapad of Kashmir.

UNIT-II

- 1- Origin of Rajputs.
- 2- The GurjaraPratihars- Origin, Nagabhatta I, Vatsaraja, Nagabhatta II, Mihirbhoja, Mahendrapala I, Mahinpala I.
- 3- The Palas- Dharmapala, Devapala.
- 4- The Senas- Vijyasena, Lakshmansena.

UNIT - III

1. The Chandellas - Yashovarman, Dhanga, Vidyadhara and Kirttivarman.
2. The Paramaras (Munja, Bhoja)
3. The Ghahamanas (Arnoraja, Vighararaja IV, Prithviraja III)
4. The Gahadawalas (Govindachandra, Jayachandra)

UNIT-IV

- 1- The Kalachuris [Gangeyandeva, Lakshmikarna].
- 2- The Western Chaulukyas [Jayasimha, Siddharaja, Bhima II]
- 3- Muslims Invasions-
 - a- Arab Invasion on Sindh.
 - b- Excursions of Mahmud of Ghanzi.
 - c- Invasions Mohammad Ghuri.
 - d- Causes of the Defeat of the Indians.

Books Recommended:-

- 1- Pathank, Vishuddhananda: mRrj Hkkjr dk jktuSfrd bfrgkIA
- 2- Rao, R.& Pradeep Rao: xq.kksRrj ;qxhu Hkkjr dk jktuSfrd bfrgkIA
- 3- Pandey, V.C. & A. Pandey: A New History of Ancient India.
- 4- Ray H.C.: Dynastic History of Northern India.
- 5- Majudar, R.C.: History of Bengal.
- 6- Puri, B.N.: History of GurjaraPratiharis.
- 7- Dixit, R.K.: Chandellas of Jejakabhukti.
- 8- Gangoly, D.C.: History of Paramaras.
- 9- Niyogi, Roma: History of Gahawalas
- 10- Srivastava, B.N.:Harsha and His Times.
- 11- Majumdar, A.K. Chaulukyas of Gujrat.
- 12- Sharma,D: Early Chauhan Dynasty.
- 13- Jain K.C.: Prachin Bharat KAltihas.

B.A. B.Ed. Political Science

B.A. B.Ed. 1st year

Paper-I

POLITICAL THEORY

UNIT-I

Definition, Nature and Scope of Political Science; Relation with other Social Science; Methods of Study; Approaches to the study of Political Science; The Behavioural Approach.

UNIT-II

The State – Its nature, origin and ends. Theories of State action; Concept of Welfare State; Concepts of Justice, Liberty and Equality.

UNIT-III

Concepts of Sovereignty and Law; Democracy and Dictatorship; Parliamentary, Presidential and Plural types; Unitary and Federal forms of Government.

UNIT-IV

Public opinion; Political Parties; Pressure Groups; Electoral Systems; Secularism.

B.A. B.Ed. Political Science
B.A. B.Ed. Ist year

Paper-II

NATIONAL MOVEMENT AND CONSTITUTION OF INDIA

UNIT-I

The birth and growth of Nationalism in India. The Indian National Congress; The Moderates and the extremists; Landmarks of Indian National Movement : Non-Cooperation, Civil Disobediance and Quit India Movements; The Independence Act 1947.

UNIT-II

The making of the Indian Constitution; Salient Features of the Constitution; Fundamental Rights and Duties; Directive Principles of State Policy; Indian Federal System; Centre-State Relations.

UNIT-III

The Union Government; The President; The Prime Minister; The Council of Ministers; The Parliament; The Supreme Court.

UNIT-IV

State Government; The Legislature; The Executive; The High Court; Panchayati Raj System in India.

Economics
B.A. B.Ed. Part I

There shall be two papers :
Paper - I Principles of Economics Analysis

Unit - 1

Scope and Method : Nature of Economic Laws, Basic equilibrium, utility, elasticity, competition.

Mathematical concepts : Variables, functions, equations and identities, slope, concave and second order optimum conditions.

Theory of Consumer Behaviour : Utility analysis cardinal and ordinal approaches, Elements of revealed preference, consumer surplus, Indifference curve analysis, properties, consumer equilibrium, income, price and substitution effects.

Demand Analysis : Demand function and law of demand, price, cross and income elasticity of demand.

Unit - II

Production : Production function, combination of factors, laws of production, returns to scales, Law of variable properties.

Nature of Costs : Short run and long run cost curves, optimum and representative firms.

Unit - III

Market and Price Determination : Structure of Markets, equilibrium of firm and industry under perfect competition. Price and output under monopoly and price discrimination Nature of monopolistic competition.

Unit - IV

Economic System : Capitalism, socialism and mixed economy. problem of resource allocation.

Theory of Distribution and Factor Pricuis : Concept and measurement .Net economic welfare, distribution of national income, marginal productivity theory of distribution. theories of rent, wages, interest and profit.

Books Recommended :

1. R.G. Lipsey - An Introduction to Positive Economics
2. Samuelson , Paul A - Economics
3. Gould and Ferguson- Micro Economic Theory

Economics
B.A. B.Ed. Part I

Paper - II Indian Economics Problem

Unit - I

Nature and Structure of Indian Economy: Growth and composition. Sectoral development of the Indian Economy and their interrelationship. Utilization of resource-human and natural. Problems of population and population policy of India. Need, objectives and strategy of planning in India. Poverty, unemployment, its nature and extent. Employment policy.

Unit - II

Agriculture: Trends in production and productivity, reforms, tenurial system, distribution of land, ceiling consolidation of holdings. Agriculture labour and problem wages, employment and under-employment. Capital agriculture financial and physical. Problems of irrigation and supply of inputs. Organizational issues. Market cooperative farming. Community development project agricultural and rural development programmes. Technology
Change in Agriculture strategy: Agricultural production strategy. Price policy in agriculture.

Unit - III

Industry and Service Sector: Growth and Structure of industry. Industrial and licensing policies of major industries, large, small and cottage industries. Industrial finance, foreign, capital and multinationals, industrial labour - wages and wage regulation, social security, housing, industrial peace, trade Union movement.
Service Sector - Nature, structure and Development.

Unit - IV

Economic of Uttar Pradesh: Nature, Structure and Development of U.P.'s Economy. U.P. Economy through plans. Demographic Scenario of U.P. Infrastructure, energy, transport and water resources. Decentralization of planning in U.P. industrial development in U.P. Public Sector Units, Small scale Industries, informal Sector, Hurdles and Prospects. Agriculture, Employment, Poverty, Inter-Regional Disparities and Policy Issues.

Books Recommended :

1. Alak Ghosh - Indian Economy
2. Rudra Dutt & Sundaram - Indian Economy
3. Government of India Annual - Economic Survey
4. Five year Plans, Govt. of U.P.

B.A. B.Ed.PART - I
HOME SCIENCE

PAPER - 1

HOME - MANAGEMENT AND HOUSING

Code No. A-117

M. Marks : 50

Objectives :- The paper provides information to the students -

- About management of family resources.
- About importance of family resource in achieving family goals and decision making.
- To understand the importance of money management, savings and investments.
- To create awareness about housing needs selection, construction and maintenance of house.
- To impart basic knowledge of interior Decoration.

Unit I - Home Management .

- Meaning, Definitions, Philosophy and Concept of Home Management.
- Process of Management
- Concept, Types, Importance and factors affecting - Values, Goals and Standards
- Decision making - Meaning, process, types and factors affecting Decision making

Unit II - Resource

- Family Resources and their Management
- Money Management - Family Income, Types of income, Budget, Saving and Investment.
- Work Simplification - Definitions, importance and Techniques.

Unit III - Housing

- Housing Needs - Protective, Economic and Social
- Selection of site
- Basic knowledge of Building Materials
- Allocation of Space
- Home Financing - Need, Ways, and Legal Aspects

Unit - IV - Interior Decoration - Part I

- Meaning and Importance of Interior Decoration
- Elements of Art - Line, Form, Texture, Colour, Light, Space and Design
- Principles of Design - Proportion, Balance, Emphasis, Rhythm and Harmony.

Unit V- Interior Decoration - Part II

- Flower Arrangement.
- Furniture Arrangement - Types of Furniture, Importance and Maintenance.

REFERENCE BOOKS

- | | | |
|----|--|---|
| 1. | Management in family living | Nickle and Dorsey |
| 2. | Home Furnishing | A.H. Rutt |
| 3. | Home with characters | Craig and Rush |
| 4. | Home Management | Gross and Crandell |
| 5. | गृहप्रबन्ध (स्टार पब्लिकेशन्स, आगरा) | मंजू पाटनी |
| 6. | गृहप्रबन्ध, साधन व्यवस्था एवं आंतरिकसज्जा (विनोद पुस्तक मंदिर, आगरा) | रीना खनूजा |
| 7. | गृहप्रबन्ध, साधन व्यवस्था एवं आंतरिक सज्जा | बेला भार्गव (यूनिवर्सिटी बुक हाउस, जयपुर) |

Paper II
Home Science
EXTENSION EDUCATION

Code No. A-118

M. Marks :50

Objectives :- This paper deals with various areas of extension education and community health.

- To make the student understand about importance and need of home science extension education.
- To learn different ways of extending knowledge to the community.
- To participate in Community Development by approaching and communicating people using available resources.
- To develop awareness about community health, immunity and diseases.
- To ensure safety and provide first aid.

Unit I - Extension Education.

- Concept and Definitions
- Objectives and scope of home science Extension Education

Unit II - Community Approach

Methods of Approaching People -

- Personal Approach
- Group Approach
- Mass Approach

Unit III - Communication

- Definitions and importance of communications
- Functions and Role of communications.
- Audio Visual Aids - Posters, Charts, Flash cards, Puppets

Unit - IV - Community Health

Definitions of Community Health, Positive Health, Good Health and Factors affecting health.

- Immunity and types of immunization
- Immunization schedule
- Diseases - Carriers of infection, symptoms, incubation period, treatment and preventive measures of - Diphtheria, Whooping cough, Tetanus, Cholera, Tuberculosis, AIDS, Hepatitis B

Unit V- Safety Measures

- Safety measures at home and simple first - aid for Burns, Poisons, Electric Shocks, hemorrhage or bleeding, Drowning, Unconsciousness, Fractures, Insect bites, Snake bite, Epistaxis or Nose bleeding, Sunstrokes and Sprains.

REFERENCE BOOKS

1. Family Health and Community welfare
(University Book House, Jaipur) Bela Bahrgave
2. पारिवारिक स्वास्थ्य एवं सामाजिक कल्याण
(University Book House, Jaipur) बेला भार्गव
3. Extension and Rural Welfare O.P. Dhama

4. Community Development Programmers in India Ministry of child Development
5. First - Aid Red Cross Society
6. प्राथमिक चिकित्सा Red Cross Society
7. स्वास्थ्य विज्ञान डा० कुसुम साह

B.A. B.Ed. Ist Year
Paper - I (B.Ed.)
PAPER - DEVELOPMENT OF LEARNER AND
TEACHING -
LEARNING PROCESS
(Code -E-119)

COURSE OBJECTIVES

To enable trainee teachers to :

1. acquire knowledge and understanding of stages of human developmental and development tasks with special reference to adolescents learners;
2. develop understanding of process of children learning in the context of various theories of learning.
3. understand intelligence, motivation and various types of exceptional children;
4. develop skills for effective teaching learning process and use of psychological tests.

COURSE CONTENTS

UNIT - I

Nature of psychology and learners

- a) Psychology : its meaning nature, methods and scope, functions of educational psychology.
- b) Stages of human development; stage specific characteristics and developmental tasks.
- c) Adolescence in Indian context - characteristics and problems of adolescents; their needs and aspirations.

UNIT - II

Learning and motivation

- a) Nature of learning, learning theories - Behaviourists (Skinner's), Pavlov's Classical conditioning, Thorndike's connectionism and Kohler's insight learning theory.
Factors influencing learning and teaching process; learner related, teacher related, process related and content related.
- b) Motivation - nature, types, techniques of enhancing learner's motivation.

UNIT - III

Intelligence

- a) Nature and characteristics of intelligence and its development.
- b) Theories of intelligence, two factors theory - Multifactor Theory (PMA) and SI Model.
- c) Measuring intelligence - Verbal, Non-verbal and Performance tests (one representative of group test and individual test of each).

UNIT - IV

Exceptional children

- a) Concept of exceptional children - Types, and characteristics of each type including children with learning disabilities.
- b) Individual differences - nature, accommodating individual differences in classroom.
- c) Learning centered techniques for teaching exceptional children.

UNIT - V

- Personality - Definition, meaning and nature, development of personality, types and trait theories of personality.

UNIT - VI

Educational statistics

- a) Data, Frequency distribution and tabulations.
- b) Calculation and uses - Central tendencies (mean, median and mode) and variability with special reference to standard deviation.
- c) Correlation (Rank difference, meaning uses and calculation).

Recommended Books :

1. शिक्षा मनोविज्ञान : पी0डी0 पाठक
2. शिक्षण अधिगम का मनोविज्ञान : प्रो0 सुरेश भटनागर
3. Fundamentals of Educational Psychology : Dr. R.A. Sharma
4. शिक्षा मनोविज्ञान : रामशक्ल पाण्डेय
5. Psychology of Teaching and Learning : Dr. A.B. Bhatnagar
6. Advanced Education Psychology : Dr.A.B. Bhatnagar
7. Psychological Foundation of Teaching and Development : Prof. M.L. Mittal
8. Development of Learner and Teaching Learning Process : Dr.S.S. Mathur

B.A. B.Ed. Ist Year
Paper - II (B.Ed.)
PAPER -II : ESSENTIALS OF EDUCATIONAL
TECHNOLOGY
AND MANAGEMENT
(Code -E-120)

COURSE OBJECTIVES

1. to obtain a total persp[ectives of the role of technologies in modern educational practices.
2. To equip the student teacher with his various technological applications available to him/ her for improving instructional practices
3. To help the teacher to obtain a total gender of his role of scientific management in education.
4. To provide the teacher the skills required for effective instructional and institutional management.
5. To develop professional skills required for guiding pupuls in the three initial areas educational penal and victual.

COURSE CONTENTS

UNIT - I

- Definition of educational technology, distinction between hardware and software technologies. Their role in modern educational practices.
- Hardware technologies : important accessories andtheir application - OHP, Still and Movie Projectors, Audio-Video recording instruments, TV, Computers, New technologies like e-mail, internet etc.
- Use of strategies like teleconferenceing, micro teaching, programmed instruction, CAI, language laboratory.

UNIT - II

- Psychological uses for use of modern technologies - Core of experience (Edger Dale), Multisenory Instruction - advantages.
- Developing programmed isntructional material - linear, branching programes , tryouts and validation etc.

UNIT - III

- Strategiesof teaching - Meaning and special features with special reference to lecture, question answer, demnstration, discovery, heurism, project, assignment, tutorial group, brain storming and role pleasing.

UNIT - IV

Managing teaching

- a) Planning
- b) Organizing
- c) Leading
- d) Controlling

UNIT - V

- Evaluating institutional performance - Methods used - Pupil evaluation, teacher evaluation, evaluation of Institutional performance.
- Methods of teacher evaluation - use of pupil rating, peer rating, supervisor rating, community rating - ratings used for Institutional improvement.
- Accountability in school education - methods used for assessing accountability.
- Use of professional norm and ethics.

Recommended Books :

1. शिक्षा तकनीकी : डॉ० आर०ए० शर्मा
2. Educational Technology : Dr.R.P. Bhatnagar
3. Technology of Teaching : Dr. G.S. Verma
4. शिक्षा के तकनीकी आधार : डा० आर०ए० शर्मा
5. Educational Technology and :J,.C. Agarwal
6. शैक्षिक तकनीकी एवं प्रबन्ध : जे०सी० अग्रवाल

B.A. B.Ed. Ist Year
QUALIFYING COURSE

1. ENVIRONMENTAL STUDIES

Unit 1 : The multidisciplinary Nature of Environmental Studies : (2 lectures)

Definition Scope and importance , need for public awareness.

Unit II : **Nature Resource : (8 lectures)**

Renewable and non-renewable resources : natural resources and associated problems.

- (a) Forest Resources : Use and over exploitation, deforestation, case studies, Timber extraction, mining, dams and their effects on forests and tribal people.
- (b) Water resources : Use and over utilization of surface and ground water, floods, drought, conflicts over water, dams, benefits and problems.
- (c) Mineral resources : Use and exploitation environmental effects of extracting and using mineral resources, case studies
- (d) Flood resources : World flood problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer, pesticides, problems : water logging, salinity, case studies.
- (e) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy, sources, case studies.
- (f) Land resources: Land as a resource, land degradation, man induced landslids, soil erosion and desertification.

Role of an individual in conservation of natural resources

Equitable use of resources for sustainable life style.

Unit III : Ecosystem : (8 lectures)

Concepts of an ecosystem. Structure and function of an ecosystem. Producers, consumer and decomposers. Energy flow in the ecosystem. Ecological succession. Food chains, food webs and ecological pyramids.

Introduction types, characteristic features, structure and function of the following ecosystem :

- (a) Forest ecosystem (b) Grassland ecosystem (c) Desert ecosystem (d) Aquatic ecosystem (ponds, streams, lakes, rivers, oceans estuaries)

Unit IV : Biodiversity and its Conservation :

Introduction Definition : Gene, species and ecosystem diversity. Biogeographical classification of India . Value of biodiversity. Consumptive use productive use, social, ethical aesthetic and option values. Biodiversity at global, National and local levels. India as a mega-diversity nation. Hot-spots of biodiversity. Threats to biodiversity : habitat loss, poaching of wildlife, man-

wildlife conflicts. Endangered and endemic species of India. Conservation of biodiversity : In situ and ex-situ conservation of biodiversity.

Unit V : Environmental Pollution : (8 Lectures)

Definition, Causes, effects and control measures of : (a) Air pollution, (b) Water pollution, (c) Soil pollution, (d) Marine pollution, (e) Noise pollution, (f) Thermal pollution, (g) Nuclear hazards

Solid Waste Management : Causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution. Pollution case studies. Disaster management : floods, earth quake, cyclone and landslides.

Unit VI : Social Issues and the Environment : (7 lectures)

From Unsustainable to Sustainable development. Urban problems, related to energy. Water conservation, rain water harvesting, watershed management. Resettlement and rehabilitation of people. Its problems and concerns. Case studies. Environmental ethics. Issues and possible solutions. Climate change global warming acid rain, ozone layer depletion, nuclear accidents and holocausts, Case studies, waste land reclamation, Consumerism and waste products, Environment Protection Act. Air (Prevention and control of Pollution) Act, water (Prevention and control of Pollution) Act. Wildlife Protection Act, Forest Conservation Act. Issue involved in enforcement of environmental legislation . Public awareness.

Unit VII : Human Population and the Environment : (6 lectures)

Population growth, variation among nations . Population explosion: Family welfare programme, Environment and human health. Human Rights. Value Education. HIV/ AIDS. Women and Child Welfare. Role of Information Technology in Environment and human health . Case studies.

Unit VIII : Field Work : (15 lectures)

Visit to a local area to document environmental : river /forest/grassland/ hill mountain.

Visit to a Local Polluted Site:

Urban/Rural/Industrial/Agriculture. Study of Common Plants, Insects, Birds.

Study of Simple Ecosystem : Pond river/hill/slopes etc.

B.A. B.Ed. 2nd Year

SECTION - A
Theory Paper

Teaching subjects of B.A. 2nd Year Class (Any three subjects)

Total Marks : 300

Hindi	Paper I :	आधुनिक हिन्दी काव्य (213)	Paper II :	हिन्दी कथा साहित्य (214)
English	Paper I :	Drama (209)	Paper II :	Fiction (210)
Sanskrit	Paper I :	नाटक गद्यकाव्य काव्यशास्त्रच्च(230)	Paper II :	व्याकरणम् निबन्धःगृचाट्यसाहित्येतिहासक (231)
History	Paper I :	Political history of Medieval India (215) 1206 - 1526 A.D.)	Paper II :	Political History of Medieval India (216) (1526 - 1740 AD)
Political Science	Paper I :	An outling history of Western Political Thought (238)	Paper II :	Comparative Government (239)
Economics	Paper I :	National Income Analysis Money & Banking (245)	Paper II :	Public Finance and International Trade (246)
Home	Paper I :	Introduction to Textile (217)	Paper II :	Child Development (218)

SECTION - B

Teaching Subjects of B.Ed. 1st Year Class

Paper III : Teacher in Emerging Indian Society (219)	= 100 Marks
Paper IV : Development of Education System in India (220)	= 100 Marks

SECTION - C

Games/ Sports and Physical Education (ABC002) (Compulsory paper) 50 marks

SECTION - D

Practical Work

Practical Activities

a) Assignment (12x5)	= 60 Marks
b) Games & Sports	= 20 Marks
c) Case Study	= 20 Marks

Total Marks

= 100 Marks

बी0ए0बी0एड0 (द्वितीय वर्ष) हिन्दी साहित्य पाठ्यक्रम
प्रथम प्रश्न पत्र
आधुनिक हिन्दी काव्य

50 अंक

निर्धारित कवि – मैथिलीशरण गुप्त – साकेत का अष्टम सर्ग

जयशंकर प्रसाद– बीती विभावरी जाग री, आंसू के प्रारम्भिक पांच छंदण अरुण यह मधुमय देश हमारा, पेशोला की प्रतिध्वनि।

सूर्यकान्त त्रिपाठी निराला – सरोज स्मृति, भिक्षुक

सुमित्रानन्दन पन्त – नौका विहार, बादल, अल्मोड़े का बसन्त, द्रुत झरो जगत के जीर्ण पत्र, मौन निमंत्रण।

महादेवी वर्मा – मैं नीर भरी दुख की बदली, पंथ रहने दो अपरिचित, विरह का जल जात जीवन, यह मंदिर का दीप, चिर सजग आंखें उनींदी।

रामधारी सिंह दिनकर – आलोक धन्वा, परम्परा, पाप, राजर्षि अभिनन्दन, विपथगा।

द्रुतपाठ – श्रीधर पाठक, माखनलाल चतुर्वेदी, बालकृष्ण शर्मा 'नवीन' सुभद्रा कुमारी चौहान।

प्रथम प्रश्न पत्र–

(क) अनिवार्य दस वस्तुनिष्ठ / अतिलघुत्तरी प्रश्न। (प्रश्न पत्र के सम्पूर्ण पाठ्यक्रम से) (10x1=10)

(ख) अनिवार्य पांच लघुत्तरी प्रश्न (प्रश्न पत्र के द्रुत पाठ के पाठ्यक्रम से) (5x2=10)

इकाई-1, मैथिलीशरण गुप्त, जयशंकर प्रसाद तथा सूर्यकान्त त्रिपाठी निराला के निर्धारित काव्यांशों से सम्बन्धित व्याख्या (2x4=8)

इकाई-2, सुमित्रानन्दन पन्त, महादेवी शर्मा तथा रामधारी सिंह दिनकर के निर्धारित काव्यांशों से सम्बन्धित व्याख्या (2x4=8)

इकाई-3, मैथिलीशरण गुप्त, जयशंकर प्रसाद तथा सूर्यकान्त त्रिपाठी निराला पर आधारित आलोचनात्मक प्रश्न (7x1=7)

इकाई-4, सुमित्रानन्दन पन्त, महादेवी शर्मा तथा रामधारी सिंह दिनकर पर आधारित आलोचनात्मक प्रश्न। (7x1=7)

सन्दर्भ/सहायक पुस्तकें– प्राचीन एवं मध्यकालीन काव्य

1. आधुनिक कवियों की काव्य साधना – राजेन्द्र सिंह और गौड़ – श्रीराम मेहरा एण्ड संस, आगरा
2. हिन्दी के आधुनिक प्रतिनिधि कवि – द्वारिका प्रसादसक्सेना – विनोद पुस्तक मंदिर, आगरा
3. आधुनिक हिन्दी काव्य के नवरत्न – रमेश चन्द्र शर्मा – सरस्वती प्रकाशन, कानपुर।
4. छायावादी कवियों की गीत दृष्टि – डॉ० उपेन्द्र – युगवाणी प्रकाशन, कानपुर।
5. प्रसाद का काव्य – प्रेम शंकर
6. प्रसाद की कला – गुलाबराय
7. प्रसाद की कविता – भोलानाथ तिवारी, साहित्य भवन, इलाहाबाद
8. प्रसाद – रामरतन भटनागर
9. प्रसाद – नन्द दुलारे बाजपेयी
10. पंत का काव्य – डा० उपेन्द्र – हिमालय पॉकेट बुक्स, दिल्ली
11. पंत जी का नूतन काव्य दर्शन – डॉ० विशम्बर उपाध्याय
12. सुमित्रा नन्दन पंत – डॉ. नगेन्द्र – नेशनल पब्लिशिंग हाउस, दिल्ली
13. पंत का काव्य – प्रेमलता बाफना
14. सुमित्रानन्दन – शची रानी गुर्तू

बी0ए0बी0एड0 (द्वितीय) हिन्दी साहित्य पाठ्यक्रम
द्वितीय प्रश्न पत्र
हिन्दी कथा साहित्य

50 अंक

निर्धारित पाठ्यक्रम – (क) उपन्यास – चित्रलेखा (भगवती चरण वर्मा), रागदरबारी (श्रीलाल शुक्ल)
ख, कहानी – कफन (प्रेमचन्द), गुण्डा (जयशंकर प्रसाद), यही सच है (मन्नू भण्डारी), चीफ की दावत (भीष्म साहनी), मारे
गये गुलफाम उर्फ तीसरी कसम (फणीश्वर नाथ रेणु), राजा निरवंसिया (कमलेश्वर) पिता (ज्ञानरंजन), पचीस चौका डेढ़
सौ (ओमप्रकाश वाल्मीकि)

द्रुत पाठ – शैलेश मटियानी, अमरकांत, सेवाराम यात्री, मृदुला गर्ग

प्रथम प्रश्न

(क) अनिवार्य दस वस्तुनिष्ठ / अतिलघुत्तरी प्रश्न। (प्रश्न पत्र के सम्पूर्ण पाठ्यक्रम से)	(10x1=10)
(ख) अनिवार्य पांच लघुत्तरी प्रश्न (प्रश्न पत्र के द्रुत पाठ के पाठ्यक्रम से)	(5x2=10)
इकाई-1, उपन्यासों की निर्धारित व्याख्याएँ	(2x4=8)
इकाई-2, निर्धारित कहानियों से व्याख्याएँ	(2x4=8)
इकाई-3, उपन्यासों पर निर्धारित आलोचनात्मक प्रश्न।	(7x1=7)
इकाई-4, कहानियों पर आधारित आलोचनात्मक प्रश्न	(7x1=7)

सन्दर्भ/सहायक पुस्तकें— प्राचीन एवं मध्यकालीन काव्य

1. हिन्दी उपन्यास की प्रवृत्तियाँ – शशि भूषण सिंहल
2. हिन्दी उपन्यास पहचान एवं परख – इन्द्रनाथ मदान
3. आधुनिक हिन्दी उपन्यास – भीष्म साहनी
4. हिन्दी उपन्यास एवं यथार्थवाद – त्रिभुवन सिंह – हिन्दी प्रचारक पुस्तकालय, वाराणसी
5. उपन्यास कला के तत्व – श्री नारायण अग्निहोत्री, हिमालय पाकेट बुक्स, दिल्ली
6. उपन्यास और लोकजीवन – रेलफ फाक्स पीपुल्स पब्लिशिंग हाउस, नई दिल्ली 12
7. उपन्यास – शिल्प और प्रवृत्तियाँ – डॉ. सुरेश सिन्हा
8. हिन्दी उपन्यास – डा0 सुषमा धवन
9. हिन्दी उपन्यास का उद्भव और विकास – डॉ0 प्रताप नारायण टण्डन
10. हिन्दी उपन्यासों में चरित्र चित्रण का विकास – डा0 रणवीर राणा
11. कहानी कला : सिद्धान्त और विकास – डॉ0 सुरेश चन्द्र शुक्ल, हिमालय पाकेट बुक्स, दिल्ली
12. आज की हिन्दी कहानी – डा0 धनन्जय, अभिव्यक्ति प्रकाशन, इलाहाबाद
13. कहानी का रचना विधान – डॉ0 जगन्नाथ प्रसाद शर्मा– हिन्दी प्रचारक पुस्तकालय, वाराणसी
14. नयी कहानी : परिवेश एवं परिप्रेक्ष्य – डा0 रामकली सराफ विश्वविद्यालय प्रकाशन, वाराणसी
15. कुछ हिन्दी कहानियाँ : कुछ विचार – विश्वनाथ त्रिपाठी– राजकमल, नई दिल्ली।
16. हिन्दी कहानी : प्रक्रिया और पाठ– सुरेन्द्र चौधरी, राधाकृष्ण दिल्ली
17. हिन्दी कहानियों की शिल्प विधि का विकास – लक्ष्मीनारायण लाल – साहित्य भवन, इलाहाबाद।

B.A. B.Ed. 2nd year
ENGLISH LITERATURE
Paper-I
(DRAMA)

Unit-I

Development of Drama

Elementsof Drama

Unit-II

Tragedy

Comedy

Tragi - comedy

Drama of Ideas

Poetic Drama

The Problem Play

Unit –III

Shakespeare - Othello

Unit-IV

Congreve : The Way of the World

Unit-V

G.B. Shaw : Candida

Q.N.1. [a] Five short answer questions based on the entire course

7.5 marks

[b] Three passages for explanation

7.5 marks

Q.N.2. Long answer questions on any two of the prescribed

3 playwrights

10+10=20 marks

Q.N.4. Five short questions on development, elements and forms of Drama

5 marks

Q.N.5. Two analytical questions of 250 words each on the plays prescribed

5+5=10 marks

SANSKRIT

B.A. B.ED. - IInd YEAR

प्रथमप्रश्नपत्राम्

प्रथमो वर्गः

द्वितीये वर्गः

तृतीया वर्गः

चतुर्थो वर्गः

नाटकं गद्यकाव्य काव्यशास्त्राच्च

अभिज्ञानशाकुन्तलम्—मूलपाठस्य व्याख्यात्मकमध्ययनम् (चतुर्थाडक—पर्यन्तम्)

शुकनासोपदेशः व्याख्यात्मकमध्ययनम्

उभयोर्ग्रन्थयोः समीक्षत्मकप्रश्नाः सूक्तव्याख्या च

साहित्यदर्पणः— आचार्यः विश्वनाथः अलङ्काराः—अनुप्रासः, यमकः, श्लेषः, उपमाः, रूपकम्, उत्प्रेक्षा, सन्देहः, भ्रान्तिमान्, विभावना, विशेषोक्तिश्च

SANSKRIT

B.A. B.ED. - IInd YEAR

द्वितीयप्रश्नपत्राम्

प्रथमो वर्गः

द्वितीये वर्गः

तृतीया वर्गः

चतुर्थो वर्गः

व्याकरणम् निबन्ध गद्यनाट्यसाहित्येतिहासः

लघुसिद्धान्तकौमुदी—अजन्तप्रकरणम् (116 से 169 सूत्रा तक) (सूत्राव्याख्या)

(116 से 169 सूत्रा तक) लघुसिद्धान्तकौमुदी—अजन्तप्रकरणम् (रूपसिद्धिः सञ्ज्ञापरिचयश्च)
(युष्मद्, सस्मद्, तद्)

संस्कृतभाषया निबन्धलेखनम्

नाट्यसाहित्येतिहासः भासस्य नाटकानि, अभिज्ञानशाकुन्तलम्, मालविकाग्निमित्रम्, विक्रमोर्वशीयम्, मुद्राराक्षसम्, मृच्छकटिकम्, मालतीमाधवम्, महावीरचरितम्—प्रसन्नतरघवम्, परिचयः कर्तव्यम्।

HISTORY

B.A. B.Ed. PART – II

**Paper I : Political History of Medieval India
1206 – 1526 A.D.**

- UNIT-1:
1. Significant source material of medieval India : Archaeological literary and historical
 2. Historiography – Different Approaches
 3. Rise of Turks, causes of Success of Arab invasion and its impact.

- UNIT-2:
- Slave Dynasty:
1. **Aibak** – Early career, achievements as a commander, difficulties, an assessment.
 2. **Iltutmish** – Early life, problems, achievements, an estimate, the successors and the rule of forty.
 3. **Razia** – Her state policy, causes of her downfall, an assessment.
 4. **Balban** – Early life and accession, his problems, theory of kingship, achievements, an estimate.
 5. Causes of downfall of slave dynasty.

6. Khaliji Dynasty:

Jalaluddin Firoz Shah Khaliji – Early life and career, significant events of his reign, foreign policy, estimate.

Alauddin Khaliji – Early career and accession, difficulties, theory of kingship, Hindu policy, Domestic policy, revolts and its remedies, Administrative system, Price control and Market regulations, foreign policy, southern conquest, mongol invasion and its effects, an assessment.

UNIT-3: Tughlaq Dynasty :

1. **Ghiasuddin Tughlaq** – Domestic policy, foreign policy, death of Ghiasuddin.
2. **Mohammad-bin-Tughlaq** – Domestic policy schemes of Mohd. Tughlaq, Revenue reforms, Administrative reforms, foreign policy, Deccan policy, revolts, significance of his reign.
3. **Firoz Shah Tughlaq** – Early life, accession, was Firoz an usurper?. Domestic policy, foreign policy, Administrative reforms, an estimate. Invasion of Timur , causes and its effects. Causes of downfall of Tughlaq dynasty.
4. **Lodhi Dynasty :**

Bahlol Lodhi – Accession, main events of reign, character, assessment.

Sikander Lodhi – Main events of his life, foreign policy.

Ibrahim Lodhi – Domestic policy, foreign policy, causes of failure, an estimate.

UNIT-4 :

1. Nature of state, different theories of kingship.
2. Causes of downfall of Delhi Sultanate.
3. Central and provincial administration, army organization.
4. Development of literature and architecture.

Books Recommended

- (1) दिल्ली सल्तनत – ए०एल० श्रीवास्तव
Delhi Sultanate – A.L. Srivastava
- (2) दिल्ली सल्तनत – एल० पी० शर्मा
Delhi Sultanate – L.P. Sharma
- (3) पूर्व मध्यकालीन भारत – ए०बी० पाण्डेय
Early Medieval India – A.B. Pandey
- (4) Foundation of Muslim Rule in India – A.B.M. Habibullah
- (5) Medieval India History – Ishwari Prasad
- (6) History of Qaraunah Truks in India – Ishwari Prasad
- (7) Growth of Khalji imperialism – Ishwari Prasad
- (8) Alauddin's Market Regulation – B.P.Saxena
- (9) Chronology of Mohd. Tughlaq – N.H. Rizvi
- (10) Firoz Shah Tughlaq – N.H. Rizvi
- (11) Sikandar Lodhi as a founder – A. Halim
- (12) The Administration of Sultanate of Delhi – I.H. Quraishi
- (13) Some Aspects of Muslim Administration – R.P.Tripathi
- (14) खिलजी वंश का इतिहास – के०एस० लाल
- (15) दिल्ली सल्तनत – के०ए० निजामी

HISTORY

B.A. B.Ed. PART – II

Paper II : Political History of Medieval India 1526 – 1740 A.D.

UNIT-1 : Sources –

1. Archaeological, literary and historical works.
2. Historiography – different approaches.
3. North India – Political scene.

UNIT-2 : Babur –

1. Invasion, conquests, personality.
2. Humayun – Struggle, exile, restoration.
3. Shershah Suri – Civil, military and revenue administration achievements.

Akbar –

1. Conquests, Rajput policy, religious policy.
2. Deccan policy, revolts, consolidation of empire.
3. Revenue administration, mansabdari system, estimate of Akbar.

UNIT-3 : Jahangir –

Accession, twelve ordinances, revolts, influence of Nurjahan, Deccan policy, character of Nurjahan, Estimate of Jahangir.

Shahjahan –

Accession, early revolts, N.W.F. policy, Deccan policy, Central Asian policy, War of succession.

Aurangzeb –

Early career, military exploits, religious policy, Deccan policy, Rajput policy, Revolts and reaction, Causes of failure of Aurangzeb character and personality.

UNIT-4 : Rise of Maratha Power under Shivaji, relations with Mughals, Sambhaji, Rajaram.

1. Later Mughals and emergence of new states – Awadh and Haiderabad.
2. Invasion of Nadirshah and Ahmad Shah Abdali.
3. Causes of downfall of Mughal Empire.

Administration-Central, provincial, military, administration, revenue administration.

1. Law and justice.
2. Development of education and literature.
3. Architecture, painting.

Books Recommended

- (1) मुगल कालीन भारत – ए०एल० श्रीवास्तव
- (2) Mughal Empire in India – S.R. Sharma
- (3) उत्तर मध्यकालीन भारत – ए०बी० पाण्डेय

Later Medieval India – A.B. Pandey

- (4) मुगल साम्राज्य का उत्थान और पतन – आर० पी० त्रिपाठी
Rise and fall of Mughal Empire – R.P. Tripathi
- (5) Shershah and his times – K.R.Kanoongo
- (6) Humayun Badshah – S.K. Banerji
- (7) Akbar the Great Mughal – V.A. Smith
- (8) अकबर महान भाग – 1, 2 और 3 – ए०एल० श्रीवास्तव
Akbar the Great Vol, I, II & III – A.L. Srivastava
- (9) जहांगीर – बेनी प्रसाद
- (10) शाहजहां – बनारसी प्रसाद सक्सेना
- (11) औरंगजेब – जदुनाथ सरकार
- (12) शिवाजी – जी०एस० सरदेवाई
- (13) मध्यकालीन भारत – डा० के०सी० जैन

B.A. B.Ed. Political Science
B.A. B.Ed. II

Paper I

AN OUTLINE HISTORY OF WESTERN POLITICAL THOUGHT

Unit I

Plato; Aristotle; Cicero.

Unit II

Main characteristics of Medieval Political Thought and the Church-State controversy; St. Thomas Aquinas; Machiavelli; Jean Bodin.

Unit III

Thomas Hobbes; John Locke; J.J. Rousseau; Jeremy Bentham; J.S. Mill.

Unit IV

Herbert Spencer; Karl Marx; T.H. Green; H.J. Laski.

B.A. B.Ed. Political Science
B.A. B.Ed. II

Paper II

COMPARATIVE GOVERNMENT

Unit I

United Kingdom:

General Features; Constitutional Conventions; The Crown; Parliament; Cabinet System; The Rule of Law; The Party System.

Unit II

U.S.A.

General Features; Federalism; President; Congress; Federal Judiciary; Method of Amendment of Constitution; Party System.

Unit III

Switzerland:

Main Features; Federal Executive; Federal Legislature; Judicial System; Devices of Direct Democracy; Method of Amendment in the Constitution.

Unit IV

France:

Making of the Constitution of the Fifth Republic and its characteristics; The President and the Government; The National Assembly and the Senate; The Judicial System and Administrative Law; The Party System.

Economics
B.A. B.Ed. Part-II

Paper Ist

National Income Analysis Money & Banking

Unit I

National Income Analysis: Concept and methods of measurement; Circular flow of product and income. Government and foreign sectors in national income accounts. Determination of National income under classical and Keynesian system. Monetary theories of trade cycle.

Unit – II

Value of Money: Fisher and Cambridge approaches. Income-expenditure approach. Keynes quantity theory.

Prices: inflation, deflation, Monetary approach. Keynesian approach. Non-monetary theories of inflation. A brief discussion of relationship between inflation and unemployment (Philips curve and modified Philip's curve), Okun's law and concept of stagflation.

Unit III

Banking: Types and function. Structure and management, assets and liabilities, creation of money. Commercial Bankings: Principles and Practices.

Central Banking: Instrument of monetary control and other functions of Central Banks. Indian Monetary Market: Structure, concept and sources of change in money supply. Reserve Bank of India, regulatory and promotional functions.

Unit - IV

Foreign Exchange: Concept, demand and supply of foreign exchange, external value of money-gold standard, exchange rate determination, purchasing power parity, theory, International monetary institution-IMF and IBRD. Exchange Control, Objectives and Methods.

Books Recommendation:

1. Manihara, K.K. – Monetary Theory
2. Crowther, G. – An Outline of Money
3. Halm, G.N. – Monetary Theory / Mudra Siddhant (in Hindi)
4. Makinen, Gale – Money; The Price Level and Interest Rate
5. Dilard, D. – Keynes Ka Arthashatra
6. Ghosh, Alak – Indian Economy
7. Rudra Dutt & Sudaram - Indian Economy
8. Samuelson, P.A. – Economics

Economics
B.A. B.Ed. Part-II

Paper IInd

Public Finance and International Trade

Unit – I

Private and Public Goods, Principle of maximum social advantage.

Government Budget: Preparation and classification, Sources of Public Revenue, Taxation Satisfaction of Public wants, the benefit approach, the ability to pay approach, incidence and effects of taxation.

Unit – II

Public Expenditure: Wagner's law, Wiseman-Peacock hypothesis, the critical limit hypothesis.

Classification of Public Expenditure: Effects of public expenditure on production and distribution.

Public Debt: Classification, effects, burden, repayment and management.

Unit – III

Fiscal Policy: Stability and Economic growth.

Indian Public Finance: Sources of income – Central, State, Indian Tax System, Public expenditure in India, Indian Federal Finance.

Unit – IV

International Trade: Theory of comparative cost. Refinements-Opportunity cost. Reciprocal demand analysis.

Terms of Trade: Concepts and measurement. Free trade and production. Tariff and non-tariff methods.

The balance of payments: Equilibrium and disequilibrium. Foreign trade of India and trade policy.

Books recommended:

1. H. Dalton – Public Finance
2. H.L. Bhatia – Public Finance
3. Alen and Brownley – Public Finance
4. Samuelson, P.A. - Economics

B.A. B.Ed. PART-II
HOME SCIENCE

Paper I :

INTRODUCTION TO TEXTILES

Code No. A-217

M.Marks : 50

Objectives : This paper imparts knowledge -

- To make students acquainted with different types of fibres.
- To learn and understand different types of yarns, their construction and basic weaves.
- About basic finishes applied on fabrics.
- To develop the skills in different techniques of printing and dyeing.
- To develop the awareness of selecting, caring and storage of fabrics.

Unit I -- Introduction to Textiles

- Characteristics , uses and Classification of textiles fibres.
- Importance, manufacturing process and properties (Physical and Chemical) of following fibres.
- Cotton, Linen
- Wool, Silk
- Rayon Nylon

Unit II -- Yarn and Weaves

- Construction of yarn
- Types of Yarn
- Basic Weaves

Unit III -- Finishes

- Importance of Finishes
- **Basic finishes** - Bleaching , Seizing, Tentring, Calendaring, Mercerizing and Sanforising
- Functional finishes - Resin finish, Crease resistance, and Water proofing, Stain and soil resistance.

Unit IV - Dyeing and Printing - Methods and Style

- Block Printing , Stencil Printing
- Roller Printing, Screen Printing
- Batik, Tie and Dye

Unit V -- Selection of Fabrics

- Buying
- Factors affecting selection of Fabric
- Use and Care of fabrics
- Storage of fabrics
- Consumer problems

REFERENCE BOOKS

1. Introduction to textiles Joseph Mayory
2. वस्त्र विज्ञान एवं धुलाई कला बेला भार्गव
यूनिवर्सिटी बुक हाउस, जयपुर
3. वस्त्र विज्ञान एवं परिधान व्यवस्था अलका अग्रवाल एवं मंजू पाटनी
(स्टार पब्लिकेशन्स, आगरा)
4. Grooming, Selection and care of clothes S. Pandit & E. Tanplag

B.A. B.Ed. PART-II
HOME SCIENCE

Paper II :

CHILD DEVELOPMENT

Code No. A-218

M.Marks : 50

Objectives : The course will enable the students -

- To understand the meaning and importance of child development.
- To understand different development tasks in children.
- To recognize the importance and role of play in child development.
- To understand the personality.
- To learn about different types of characteristics, problems and care of children

Unit I -- Introduction to Child development

- Definitions and scope of child development
- Principles of Development
- Stages of development and developmental tasks of each stage.
- Factors affecting development.

Unit II -- Development with Characteristics from Birth to Adolescence

- Physical Development
- Motor Development
- Emotional Development
- Language Development
- Social Development
- Mental Development

Unit III - Play and work

- Types of Importance of Play
- Difference between Play and Work

Unit IV - Personality

- Concept and Definitions
- Factors Affecting Personality Development

Unit V - Exceptional Children

- Physically Challenged
- Mentally Challenged
- Problem Children
- Gifted Children
- Juvenile delinquents - Meaning, Causes and preventive measures.

REFERENCE BOOKS

- | | | |
|----|--|------------------|
| 1. | बाल विकास एवं बाल मनोविज्ञान
(विनोद पुस्तक मंदिर, आगरा) | डा० प्रीति वर्मा |
| 2. | बाल विकास : बाल मनोविज्ञान
(विनोद पुस्तक मंदिर, आगरा) | भाई योगेन्द्रजीत |
| 3. | Child Psychology | S.P. Chaube |
| 4. | Child Development | Hurlock E.B. |
| 5. | Development Behaviour | Gale R.F. |
| 6. | एडवांस बाल विकास (स्टोर पब्लिकेशन्स आगरा) | डा० कमलेश शर्मा |

B.A. B.Ed. IInd Year
Paper - III (B.Ed.)
PAPER III - TEACHER IN EMERGING INDIAN
SOCIETY
(Code -E-219)

COURSE OBJECTIVES

To enable the students - teacher understand :

1. about the relationship between Philosophy and Education and implications of philosophy on education.
2. the importance and role of education in the progress of Indian society.
3. the contribution of great educators to the field of education.
4. the need to study education in a sociological perspective. The process of social change and socialization to promote the development of a sense of commitment to teaching profession and social welfare.
5. their role in the creation of a new social order in the country and learn about various social welfare opportunities in which they can participate helpfully.
6. the means and measures towards the promotion of National integration and protection of human rights.

COURSE CONTENTS

It consists of units, each unit attempting to realize one objective.

UNIT - I

- Education : nature and meaning - its objective in relation to the time and place.
- Education in the western context : with specific reference to Rousseau, Pestalozzi, Dewey, Russell, their impact on educational thought and class room practices, in terms of progress trends in education.
- Indian thought and its contribution to educational practices.

UNIT - II

- Philosophy and education : significance of studying philosophy in understanding educational practices and problems.
- Major philosophical systems - their salient features and their impact on education.
 - a. Realism with reference to Aristotle and Jainism
 - b. naturalism with reference to the views of Rousseau and Rabindra Nath Tagore
 - c. Idealism with reference to Plato, Socrates and Advaita Philosophy.
 - d. Pragmatism with reference to Dewey "Instrumentation and Experimentalism"

UNIT - III

- Educational thinkers and their contribution in developing principles of education.
- M.K. Gandhi : Basic tenets of Basic education.
- Swami Vivekananda : Man making education
- Sri Aurobindo : Integral education, its basic premises, stages of development.
- Froebel : The play way method.
- Montessori - Teh didactic apparatus.

UNIT - IV

- Knowledge about the directive principles in Indian Constitution, various articles mentioned in the constitution that are related to education meaning of secularism, social goals, democracy and socialistic pattern of society, meaning of the term "National integration and Emotional Integration", factors contributing for achieve them.

UNIT - V

- Sociological basis of education , education as an agent of social change, education as a means of National Welfare through the immediate welfare of the society, education and human resource development.

UNIT - VI

- Meaning of National integration and its need, role of teachr and educational institution in achiving National Integration through democratic interaction, explanation of cultural heritage, contributions of different religions (Hinduism, Buddhism,Sikhism, Islam, Christianity and Jainism) for the same cause and human upliftment, equal communication, philosophy of celebration of Indian festivals.

UNIT - VII

- Meaning of a new social order, eradication of illiteracy, objectives of NAEP, provisions made and channels started for educating socially, culturally and economically deprived, State's new programes and Nation's programmes like NCC, NSS, etc.

Recomended Books :

1. Education in Emerging Indian Society : N.R. Sawarup Saxena
2. उदीयमान भारतीय समाज में शिक्षा : एन.आर. स्वरूप सक्सेना व शिखा चतुर्वेदी
3. उदीयमान भारतीय समाज में शिक्षक : डा० रामशकल पाण्डेय
4. Teacher in Developing India : Dr. Ram Shakal Pandey
5. उदीयमान भारतीय समाज में शिक्षा : गिरीश पचौरी

B.A. B.Ed. IInd Year
Paper - IV (B.Ed.)
PAPER -IV : DEVELOPMENT OF EDUCATIONAL
SYSTEM IN INDIA
(Code -E-220)

COURSE OBJECTIVES

To enable student teacher to :

1. understand that development of education is influenced by socio-political forces of the time.
2. acquire knowledge of characteristics features of ancient, medieval and British system of education in India and or their strengths and limitations.
3. understand the contribution of various major committee and commissions on education set up from time to time.
4. appreciate the development in Indian education the post independence era.

COURSE CONTENTS

UNIT - I

- Educatuion in India during (a) Vedic, (b) Buddhist and (c) Medieval periods./

UNIT - II

- Macaulay's minutes and Bentinck's resolution of 1835, Adam's report and its recommendations.
- Wood's Dispatch - 1854.
- Lord Curzon's educational policy, Growth of national consciousness, National education movement.

UNIT - III

- Recommendations of Indian Education Commission - 1882, its infleunce on teh subsequent development of education.
- Essential features of Sadler Commission Report - 1917.
- Wardha scheme of education - 1937.

UNIT - IV

- University Educatuion Commission (1948-49).
- Secondary Education Commission (1952-53).
- Indian Education Commission (1964-66).
- National Policy of Education (1986).
- Revised National Policy 1986 with modification made in 1992.

UNIT - V

Development of teacher education in India

- Objectives
- Problems of teacher education in India.

- Role and functions of N.C.T.E.

UNIT - VI

- Primary education and its major problems (Universalization, wastage and stagnation).
- Secondary education and its major problems (Expansion and vocationalization).
- Higher education and its major problems (Autonomy and privatization)

Recommended Books :

1. Modern Indian Education and its problems : Suresh Bhatnagar &
2. भारत शिक्षा का विकास : सुरेश भटनागर
3. भारतीय शिक्षा का परिदृश्य : डॉ. गुरसरन दास त्यागी
4. Development of Indian system of Education : Dr.R.S. Pandey
5. भारतीय शिक्षा उसकी समस्यायें प्रवृत्तियां और नवाचार : डॉ. अखिलेश चौबे
6. भारतीय शिक्षा का इतिहास व समस्यायें : रंगत बिहारी लाल

B.A. B.Ed. IInd Year
QUALIFYING COURSE
GAMES / SPORTS AND PHYSICAL EDUCATION
(ABC-002)

Unit 1 : Anatomy and Physiology :

Cell : Structure and Functions, Different system (Muscular, Skeletal, Circulatory, Respiratory, digestive and Nervous system), (Effect fo exercise on various systems)
definition Scope and importance , need for public awareness.

Unit II : Sociological Aspects :

Introduction : Society and sports, Social Institutions, Games and Sports as Men's Cultural Heritage, National Integartion, International Integration.

Unit III : Yoga :

Introduction, Asanas : Lying, Sitting, Standing, Pranayama

Unit IV : Physical Fitness :

Introduction, Components of Physical Fitness, Development of Physical Fitness components, Factors influencing Physical Fitness

Unit V : First Aid :

Introduction, Types of First Aid, Prerequisite Qualities of First Aider, First Aid box, Types of Sports injuries and their First Aid Treatment

PRACTICAL

UNIT - I :

Rules and Regulations of Games / Sports.

UNIT - II :

Layout of Play field/ Court. Ap[aratus and Infrastructures required for the Games/ Sport.

UNIT III :

Fundamental skills of the Game / Sport.

B.A. B.Ed. III Year

SECTION - A **Theory Paper**

Teaching subjects of B.A. III Year Class (Any three subjects)

Total Marks : 300

1. Hindi	Paper I :	अद्यतन हिन्दी एवं कौरवी लोक नृत्य (13)
	Paper II :	हिन्दी निबन्ध तथा अन्य गद्य विधाएं (314)
2. English	Paper I:	History of English Literature (309)
	Paper II:	Indian Writing in English rose (10)
3. Sanskrit	Paper I :	वेद-उपनिषद्-आर्षकाव्यम्-अलंकाराश्च (330)
	Paper II:	गद्यकाव्यम्-नीतिकाव्यम्-व्याकरणम्-छन्दश्च (331)
4. History	Paper I:	Political history of Indian (1740-1947) (315)
	Paper II(A):	History of Indian Culture (316)
		OR
	Paper II (B)	History of Modern World (1453-1950 A.D.)
5. Political	Paper I:	Principles of Public Administration (338)
Science	Paper II:	Indian Political Thought (339)
6. Economics	Paper I:	Economics of Growth and Development (345)
	Paper II:	Quantitative Methods (346)
7. Home	Paper I:	Fundamentals of Foods and Nutrition (317)
Sciecne	Paper II:	Dietetics and Therapeutic Nutrition (318)

SECTION - B

Teaching Subjects of B.Ed. III Year Class (Any one)

- | | |
|--|-------------|
| 1. Career Information in career Guidance (E-321) | =100 Marks |
| OR | |
| 2. Educational Administration & Management (E-322) | = 100 Marks |

SECTION - C

Practical Work

Practical Activities

a) Assignment (4x10)	= 40 Marks
b) Micro Teaching	= 30 Marks
c) Criticism Lesson	= 15 Marks
d) Scout and Guiding Camp	= 15 Marks
Total Marks	= 100 Marks

बी0ए0बी0एड0 (तृतीय वर्ष) हिन्दी साहित्य पाठ्यक्रम
प्रथम प्रश्न पत्र
अद्यतन हिन्दी एवं कौरवी लोक काव्य

50 अंक

निर्धारित कवि –

सच्चिदानन्द हीरानन्द वात्स्यायन 'अज्ञेय' – नदी के द्वीप, दीप अकेला, उधार, साम्राज्ञी का नैवेद्य दान, कलगी बाजरे की।

शमशेर बहादुर सिंह – उषा, लौट आ ओ धार, पीली शाम, अमन का राग, मुक्तिबोध की मृत्यु पर गजल।

नागार्जुन – सिंदूर तिलकित भाल, अकाल के बाद, बादल को घिरते देखा।

भवानी प्रसाद मिश्र – गीत बेचता हूँ, सतपुड़ा के जंगल, कमल के फूल।

गजानन माधव मुक्तिबोध – ब्रह्मराक्षस।

चौधरी पृथ्वी सिंह बेधड़क – मानवता भजन संव 01, 10, 53 तथा गीत सं0 05

कृष्ण चन्द्र शर्मा – लोकगीत – 'लोक जीवन के स्वर' के अध्याय 05 से 'राष्ट्रीय आन्दोलन' गीत सं0 02 तथा शिक्षा का महत्व – गीत संख्या 04

द्रुत पाठ– केदारनाथ अग्रवाल, शिवमंगल सिंह 'सुमन', दुष्यन्त कुमार, धर्मवीर भारती, नरेश मेहता।

प्रथम पक्ष –

(क) अनिवार्य दस वस्तुनिष्ठ / अतिलघुत्तरी प्रश्न। (प्रश्न पत्र के सम्पूर्ण पाठ्यक्रम से) (10x1=10)

(ख) अनिवार्य पांच लघुत्तरी प्रश्न (प्रश्न पत्र के द्रुत पाठ के पाठ्यक्रम से) (5x2=10)

इकाई-1, अज्ञेय, शमशेर बहादुर सिंह, नागार्जुन के निर्धारित काव्यांशों से सम्बन्धित व्याख्या (2x4=8)

इकाई-2, भवानी प्रसाद मिश्र, मुक्तिबोध, कृष्णचन्द्र शर्मा, पृथ्वी सिंह बेधड़क के निर्धारित काव्यांशों से सम्बन्धित व्याख्या (2x4=8)

इकाई-3, अज्ञेय, शमशेर बहादुर सिंह, नागार्जुन पर आधारित आलोचनात्मक प्रश्न (7x1=7)

इकाई-4, भवानी प्रसाद मिश्र, मुक्तिबोध, कृष्णचन्द्र शर्मा, पृथ्वी सिंह बेधड़क के पर आधारित आलोचनात्मक प्रश्न। (7x1=7)

बी0ए0बी0एड0 (तृतीय वर्ष) हिन्दी साहित्य पाठ्यक्रम
द्वितीय प्रश्न पत्र
हिन्दी निबन्ध तथा अन्य गद्य विधाएं

50 अंक

निर्धारित पाठ्यक्रम –

(क) निबन्ध – शिवशम्भु के चिट्ठे (बालमुकुन्द गुप्त), कवियों की उर्मिला विषयक उदासीनता (आचार्य महावीर प्रसाद द्विवेदी), लज्जा और ग्लानि (आचार्य रामचन्द्र शुक्ल), कुटज (आचार्य हजारी प्रसाद द्विवेदी), छायावाद (नन्ददुलारे बाजपेयी), तुम चंदन हम पानी (विद्यानिवास मिश्र), सौन्दर्य की उपयोगिता (रामविलास शर्मा)

ख– गद्य विधायें – भक्तितन (महादेवी वर्मा), सुधियां उस चन्दन वन की (विष्णुकान्त शास्त्री), अपोलो का रथ (श्रीकांत वर्मा), समन्वय और सह अस्तित्व (विष्णु प्रभाकर), अपनी-अपनी हैसियत (हरिशंकर परसाई)

द्रुत पाठ – कुबेरनाथ राय, शरद जोशी, विवेकी राय, रघुवीर सहाय

प्रथम प्रश्न

(क) अनिवार्य दस वस्तुनिष्ठ / अतिलघुत्तरी प्रश्न । (प्रश्न पत्र के सम्पूर्ण पाठ्यक्रम से)	(10x1=10)
(ख) अनिवार्य पांच लघुत्तरी प्रश्न (प्रश्न पत्र के द्रुत पाठ के पाठ्यक्रम से)	(5x2=10)
इकाई-1, निर्धारित निबन्धों की व्याख्याएँ	(2x4=8)
इकाई-2, निर्धारित गद्य विधाओं की व्याख्याएँ	(2x4=8)
इकाई-3, निर्धारित निबन्धों पर आधारित आलोचनात्मक प्रश्न ।	(7x1=7)
इकाई-4, निर्धारित गद्य विधाओं पर आधारित आलोचनात्मक प्रश्न	(7x1=7)

सहायक पुस्तकें

1. हिन्दी का गद्य साहित्य – रामचन्द्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी
2. हिन्दी के प्रतिनिधि निबन्धकार – द्वारिकाप्रसाद सक्सेना
3. हिन्दी निबन्धकार – द्वारिकाप्रसाद सक्सेना
4. हिन्दी निबन्ध के आधार स्तम्भ – डॉ. हरिमोहन, तक्षशिला प्रकाशन, नई दिल्ली।
5. प्रतिनिधि हिन्दी निबन्धकार – तक्षशिला प्रकाशन, नई दिल्ली।
6. साहित्य में गद्य की नई विधायें – कैलाश चन्द्र भाटिया, तक्षशिला प्रकाशन, नई दिल्ली।
7. हिन्दी रेखाचित्र – डॉ. हरवंश लाल वर्मा, हिन्दी समिति, उ0प्र0 लखनऊ
8. स्वातंत्रयोत्तर हिन्दी व्यंग्य निबंध एवं निबंधकार – डॉ. बापूराव देसाई, चिंतन प्रकाशन, नौबस्ता, कानपुर
9. हिन्दी साहित्य में निबंध एवं निबंधकार – डॉ0 गंगा प्रसाद गुप्त
10. हिन्दी की हास्य व्यंग्य विधा का स्वरूप एवं विकास – इन्द्रनाथ मदान
11. हिन्दी के व्यक्तिक निबंध – रामचरण महेन्द्र
12. साहित्यिक विधायें : पुर्नविचार – हरिमोहन 17

**B.A. B.Ed. III year
ENGLISH LITERATURE
Paper-I
(History of English Literature)**

Unit-I From Renaissance to Seventeenth Century

Renaissance and Reformation
Miracle and Morality Plays
University Wits
Metaphysical Poetry
Neo classicism
Elizabethan Songs and Sonnets

Unit - II : Eighteenth Century and the Romantic Age

Growth of the Novel
Precursors of Romanticism
Romanticism and the French Revolution
Growth of Romantic Literature (Prose, Poetry , Drama and Novel)

Unit - III : Nineteenth Century

Characteristics of Victorianism
Growth of Victorian Literature (Prose, Poetry, Drama and Novel)
Pre-Raphaelite Poetry

Unit - IV : The Twentieth Century

Trends in Twentieth century literature : Twentieth century Novel.
Twentieth Century Drama, Problem Play

Unit V : The Twenty First Century

Growth of Postcolonial literature : Feminism, Post modernism etc.
Q. No. 1 Five short answer questions based on the entire course.

10 marks

Q.No. 2 to 5 . Four long answer questions based on the entire course

4x10 = 40 Marks

List of books recommended

(1) History of English Literature by Legouis & Cazamian (published by Macmillan Books)

(2) A Background to the History of English Literature by Bijadash Prasad
(Published by Macmillan Books)

(3) History of English Literature by Hudson

B.A. B.Ed. III
ENGLISH LITERATURE
INDIAN WRITINGS IN ENGLISH PAPER-II

Unit-I Poetry

Sarojini Naidu 'Palanquin Bearers'
Nissim Ezekiel 'A Poem of Dedication'
Jayant Mahapatr 'Hunger'

Unit - II Poetry

Vikram Seth 'Unclaimed'
A.K. Ramanujan 'Anxiety'
Keki N Daruwala 'The Unrest of Desire'

Unit III - Drama

Mahesh Dattani 'Tara'

Unit - IV : Fiction

Mulk Raj Anand : The Untouchable

Unit - V : Prose

Mahatma Gandhi : Hind Swaraj, Chapters VIII [The condition of India],
XIII (What is True Civilization?) & XVIII (Education)

Q.N.1. [a] Five short answer questions based on the entire course

5 marks

[b] Two passage for explanation

5 marks

Q.N.2&3. Long answer type questions on any two of the prescribed
writers and poets

10+10=20 marks

Q.N.4&5. Long answer type questions on the prescribed texts.10+10=20

बी.ए. बी.एड. तृतीयवर्षम्
(B.A. B.Ed. - Third year)

प्रथमप्रश्नपत्रम्
(First Paper)

अंकाः – 50

वेद-उपनिषद्-आर्षकाव्यम्-अलंकाराश्च
Veda-Upanishad-Arshkavyam-Alankarashecha

प्रथमो वर्गः (I Unit)

वेदसूक्ताहन

अग्निस्सूक्तम्-ऋग्वेदे 1/1, अक्षसूक्तम् ऋग्वेदे 10/34 संज्ञानसूक्तम् ऋग्वेदे 10/191
(व्याख्यात्मकमध्ययनम्)

द्वितीयो वर्गः (II Unit)

कठोपनिषद् (प्रथम अध्यायः)
(व्याख्यात्मकमध्ययनम्)

तृतीयो वर्ग (III Unit)

महाभारते यक्षयुधिष्ठिर-संवादः
(व्याख्यात्मकमध्ययनम्)

चतुर्थो वर्गः (IV Unit)

काव्यदीपिका

अलंकाराः – अनुप्रासः, यमकः, श्लेष, उमा, रूपकम्,
उत्प्रेक्षा, सन्देह, भ्रान्तिमान, विभावना, विशेषोक्तिश्च

संस्तुत-ग्रन्थाः –

1. वेदामृतम् – ग्रन्थम, कानपुर
2. कठोपनिषद् – डॉ. आद्याप्रसार मिश्र, अक्षयवट प्रकाशन, इलाहाबाद
3. कठोपनिषद्- साहित्यभण्डार, मेरठ
4. कठोपनिषद् – ज्ञानप्रकाशन, मेरठ
5. यक्षयुधिष्ठिर संवाद- साहित्य भण्डार, मेरठ
6. यक्षयुधिष्ठिर संवाद – ज्ञानप्रकाशन, मेरठ
7. काव्यदीपिका – कान्तिचन्द्र भट्टाचार्य, साहित्य भण्डार, मेरठ
8. साहित्यदर्पणः- आचार्यः विश्वनाथः चौखम्भा, वाराणसी

बी.ए. बी.एड. तृतीयवर्षम्
(B.A. B.Ed. - Third year)

द्वितीयप्रश्नपत्रम्
(Second Paper)

अंकाः – 50

गद्यकाव्यम्-नीतिकाव्यम्-व्याकरणम्-छन्दश्च
Gadyakavyam-Neetikavyam_Vyakaranam-Chhandashcha

प्रथमो वर्गः (I Unit)

शिवराजविजयः- अम्बिकादत्तव्यासः (व्याख्यात्मकमध्ययनम्) प्रथमो निःश्वासः

द्वितीयो वर्गः (II Unit)

भर्तृहरिकृत-नीतिशतकम्
(व्याख्यात्मकमध्ययनम्)

तृतीयो वर्गः (III Unit)

लघुसिद्धान्तकौमुदी-कृदन्तप्रकरणम्

तव्यत्, अनीयर्, अर्चु यत्, ण्यत्, ण्वुल्, तृच, अण्, क्त्वा, ल्यप्, शतृ, शानच्,
(धातुप्रत्यययोः योगेन शब्द निर्माणम्)

चतुर्थो वर्गः (IV Unit)

वृत्तरत्नाकरः

छन्दसां लक्षणम् – आर्या, अनुष्टुप, इन्द्रवज्रा, उपेन्द्रवज्रा, उपजातिः, वंशस्थ, द्रुतविलम्बितम्
वसन्ततिलका, मन्दाक्रान्ता, शिखरिणी, शाद्रूलविक्रीडितम्, स्रग्धरा च
(उदाहरणानि पाठ्यपुस्तकेभ्यः यथा अभिज्ञानशाकुन्तलम्, नीतिशतकम् इत्यादि ग्रन्थेभ्यः)

संस्तुत-ग्रन्थाः –

1. कृदन्तसूत्रावलिः (लघुसिद्धान्तकौमुद्याः कृदन्तांशसंकलनम्) – डॉ. बृजेशकुमार शुक्लः
2. वृत्तरत्नाकरः – साहित्य भण्डारः, मेरठ
3. भर्तृहरिकृत – नीतिशतकम् – साहित्यभण्डारः, मेरठ
4. अम्बिकादत्त व्यासः – शिवराजविजयः (प्रथमो निःश्वासः) साहित्य भण्डारः, मेरठ
5. रचनानुवादकौमुदी (छन्दः परिचय) डा. कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी

B.A. B.Ed. (PART-III)HISTORY
PAPER I : POLITICAL HISTORY OF INDIA (1740–1947)

UNIT-I

- 1- Expansion and Consolidation of British rule with special reference to Bengal, Mysore, Maratha.
- 2- William Bentinck and his Policies.
- 3- Dalhousie and his Policies.

UNIT-II

- 1- Economic Changes: Land Revenue Settlements; permanent settlements, ryotwari, malwary peasantry and recurrent famines.
- 2- Revolt of 1857. Causes, Nature, Ideology, Programme, Leadership, People's participation, failure and impact.
- 3- British Relations with Princely States.

UNIT-III

- 1- Policies of Lord Canning, Lytton, Ripon and Curzon.
- 2- The Acts – 1858, 1892, 1919 and 1935.
- 3- Emergence of Organized Nationalism – Formation of Indian National Congress and its Programme.
- 4- Moderates: Extremists, Swadeshi, Revolutionary movements.

UNIT-IV

- 1- Gandhian Movement: Non-Cooperation, Civil Disobedience, Quit India.
- 2- Pre-Partition Politics – Simon Commission, August offer, Cripps Mission, Cabinet Plan.
- 3- Communal Politics, Partition and independence of India – Mountbatten Plan, C. Rajgopalachari Plan, Transfer of Power.

PAPER II(A)
B.A. B.Ed. (PART-III) History
PAPER II HISTORY OF INDIAN CULTURE

UNIT-I

- 1- Indus Valley Civilisation – Sources of Information, Social Life, Religious Life, Town Planning,
- 2- Vedic Period – Social, Religious Conditions, Varana Ashram System, Status of Women.
- 3- Jainism – Causes for the Religious Upheaval, Teachings of Mahacira & Principles of Jainism.
- 4- Buddhism – Rise and Growth, Doctrines of Buddhism, Causes of Downfall.

UNIT-II

- 1- Mauryan period Art and Architecture.
- 2- Sung and Kushana period – Art and Architecture.
- 3- Gupta period – Art, Architecture and Culture.
- 4- Post Gupta Temple Architecture, sculpture and painting.

UNIT-IV

- 1- Social and Religious Reformation Movement – Arya Samaj, Brahma Samaj, Theosophical Society, Ramkrishna Mission, Bahavi, Deoband, Ahmadiya and Aligarh Movements.
- 2- Development of Modern Education and Press.
- 3- Colonial Architecture – New Towns, Volonial forts, Architecture in 20th Century.

OR

PAPER II (B): HISTORY OF MODERN WORLD (1453-1950 A.D.)

Unit I

- a. Renaissance-Emergence, nature and Impact.
- b. The Reformation and Counter Reformation – Cause mature of reformation, results.
- c. American war of Independence – Causes, Events results.
- d. French Revolution – Cause, Events, Impact on the World.

Unit II

1. Napoleonic Era, Early achievements if Napoleon's reforms as first consul, Napoleon as Emperor of France, Continental system, Cause of Napoleon's downfall.
2. Vienna Congress – main principles and reconstruction of Europe.
3. The Unification of Italy-Different steps of unification.
4. Unification of Germany – Steps of German Unification, Bismark's policy of Blood and Iron.

Unit III

1. Eastern Question-Struggle of Freedom in Greece, Revolt of Egypt. The Crimean War-Cause and Effects.
2. First World War-Cause, Events, Results.
3. Paris Peace Settelements, Assessment of Varsailles Paris Settlement.
4. Russia Revolution of 1917.

Unit IV

1. The Nazi Germany-Causes of Rise of Hitler and Nazi party, Cause of rise of Fascism in Italy.
2. Rise of Japan as Modern World Power-Divine of Shogun Govet. Restoration of Meiji Emporer, Foreign Policy of Japan (1919-1945) and rise of Modern China – Revolution of 1911, San-Vat-Sen, Kuo-Min-Tang & Chiang-Kai Sekh.

B.A. B.Ed. Political Science
B.A. B.Ed. III

Paper-I

PRINCIPLES OF PUBLIC ADMINISTRATION

Unit-I

Meaning, nature and scope of Public Administration; Relation of Public Administration to other Social Sciences; Public and Private Administration; the role of Public Administration in the Modern State; Responsive Administration.

Unit-II

Bases of Organization – Primacy of the Fundamental base; Principles of Organization; Hierarchy; Span of Control; Delegation of Authority; Centralisation and Decentralization; Control over Administration; Legislative, Executive and Judicial.

Unit-III

The Chief Executive; Line, Staff and Auxiliary Agencies; The Department; Public Corporations; Independent Regulatory Commissions; Field services / agencies; Bureaucracy.

Unit-IV

Personnel Administration: Recruitment, Training and Promotion; Position Classification; Public Relations; Financial administration; budget, audit.

B.A. B.Ed. Political Science
B.A. B.Ed. III

Paper-II(A)

INDIAN POLITICAL THOUGHT

Unit-I

Manu, Bhisma, Kautilya, Sukra.

Unit-II

The Indian Renaissance; Raja Ram Mohan Roy; Gopal Krishna Gokhale;
MahadeoGovindRanade.

Unit-III

BalGangadharTilak; AuribindoGhosh; SwamiVivekanand.

Unit-IV

M.K. Gandhi; Jawaharlal Nehru; M.N. Roy; Jai Prakash Narain.

OR

B.A. B.Ed. Political Science
B.A. B.Ed. III

Paper II(B)

INTERNATIONAL POLITICS

Unit-I

Meaning, Nature and Scope of International Politics; Theories and Approaches: Traditional Vs Scientific, Behavioral, Idealist, Realist Systems, Game, Communication; Decision-making.

Unit-II

The Modern state system; Power and its elements; National Interest; Balance of Power; Collective security; Role of Ideology; Foreign Policy – its determinants; Instruments of Foreign Policy – Diplomacy, Propaganda, Economic Instruments and War.

Unit-III

Arms Control and Disarmament; Cold War; Détente; New-Cold War; Post-Cold War International Politics; Non-alignment and Non-aligned Movement; Problems of the Third World.

Unit-IV

International Law; Global Organization: The U.N.; Regional Organizations: The European Union; S.A.A.R.C.; A.S.E.A.N.

Economics
B.A. B.Ed. Part-III
Paper-I Economics of Growth and Development

Unit-I

Economic growth and economic development: Meaning; Diverse structure and common characteristics of developing nations; obstacles to development, Economic and non-economic factors in economic development, Growth models: Classical, Marx, Schumpeter and Harbod-Domer.

Unit-II

Dualistic economic theories: Lewis model of labour surplus economy; Rosenstein Rodan's theory of big push, Leibenstein's Critical minimum effort thesis, Nelson's low level equilibrium trap; balanced versus unbalanced growth, Rostow's stages of Economics growth.

Unit-III

Towards an equitable world economy: Trade and Economic development: Terms of trade, concepts, measurement, movements and prospects, international finance and financial restructuring, south-south cooperation, W.T.O. and developing countries.

Unit-IV

Development and planning: need, concept, types, planning and the market, Formulation of plans. Objectives, strategy, and achievements of five year plans, Planning in India. Problem of poverty, inequality and regional imbalance in India.

Books Recommendation:

1. Todaro, M.P. – Economic Development in the Third World
2. Htirwal, A.P. – Growth and Development
3. Ghatak, S. – Development Economics
4. Meier, G.M. (Eds.) – Leading issues in Economic Development
5. Salvatore, D and E. Dowling – Development Economics, Schaum, Outline series in Economics.

Economics
B.A. B.Ed. Part-III

Paper-II Quantitative Methods

Unit – I

Elementary Mathematical Concepts: Algebraic expression, equations and identities; simultaneous equations; ratio, proportion and variation; meaning of first differential coefficient, rules of simple differentiation; rules of simple integration and definite integration, trigonometric ratios, equations of straight line, slope and intercept form of a straight line.

Unit – II

Mathematical Concepts in Economics (to be taught with the help of simple Mathematics): Marginal analysis- Concept of margin: marginal utility, marginal cost, marginal product, marginal product, marginal rate of substitution (MRS), marginal rate of technical substitution (MRTS) etc.; Demand function, Cost and Revenue functions; concept of elasticity; Relation Between AR, MR and price elasticity of demand; Nature of curves; concave and convex; Maximization and minimization of a function; Consumer surplus and producer surplus; Concept of capital output ratio and incremental capital output ratio; Concept of equilibrium – partial and general.

Unit – III

Nature, scope and importance of Statistics for economists; Methods of data collection, classification, tabulation, graphic and diagrammatic representation of data. Measures of Central Tendency Arithmetic Mean, Median, Mode, Geometric Mean and Harmonic Mean Measures of Dispersion, Range, Mean Deviation, Standard Deviation, CO-variance, Coefficient of Variation, Skewness and Kurtosis.

Unit – IV

Relationship between two variables and correlation coefficient; Definition of index numbers and computation of simple indices; Time series: concept and components; Probability. Concept, Addition and Multiplication Theorems.

Books recommended:

1. R.G.D. Allen – Mathematics for Economics
2. Mehra&Madhani – Mathematics for Economics
3. Taro Yamane – Mathematics for Economics.

PAPER-I
B.A. B.Ed. IIIrd Year
HOME SCIENCE
FUNDAMENTALS OF FOODS AND NUTRITION

M.MARKS: 50

Code No: A-317

Objectives: This paper imparts the knowledge of –

- Importance of Food.
- Various Nutrients, food groups, their importance, sources, functions, requirements and deficiencies.
- Process of digestion and absorption of food.
- Different methods of cooking and retention of nutritive value of food while cooking.
- Food adulteration, food poisoning and their impact on human health.

Unit I **Introduction of foods and Nutrition**

- Definitions –Foods, Nutrition and Nutrients.
- Classification.
- Functions of food.

Unit II **Essential Constituents of Food**

- Sources, Functions, Requirements, Digestion, Absorption and Deficiency Diseases.
Protein, Carbohydrate.
Lipids, Vitamins.
Minerals, Water.

Unit III **Basic Food Groups**

Importance of basic food groups in the diet, nutritive combination of food stuffs and their importance in diets like cereals and millets, pulses, nuts and oil seeds, vegetables, fruits, Milk and Milk products, Egg, fish, meat and other flesh foods. Fats and oils, Sugar and jiggery, Spices and condiments.

Unit IV **Methods of cooking**

- Various types of Cooking Methods.
- Relation of Nutritive value while preparation and cooking.

Unit V **Food Adulteration & Food Poisoning**

- Food Adulteration- Meaning and common adulterants in food.
- Food Poisoning- Meaning, Causes and Effects on Human Health.

PAPER-II
B.A. B.Ed. IIIrd Year
HOME SCIENCE
DIETETICS AND THERAPEUTIC NUTRITION

M.MARKS: 50

Code No: A-318

Objectives: The course will enable the students-

- To learn and understand malnutrition, meal planning and dietetics.
- To understand importance and need of therapeutic nutrition.
- To learn the dietary requirements of phase of lifecycle.
- To plan and modify diets in various special conditions and diseases
-

Unit I

Introduction:

- Definitions – Balanced Diet, Dietetics and Therapeutic nutrition.
- Meal planning, factors affecting Meal planning, Recommended Dietary Allowances (R.D.A.)

Unit II

Malnutrition

- Concept and Definitions.
- Causes and Factors Affecting.

Unit III

Nutrition During Lifecycle:

- Nutrition during infancy.
- Nutrition during childhood.
- Nutrition for adolescence.
- Nutrition for Adults.
- Nutrition during Old age.
- Nutrition during Pregnancy and Lactation.

Unit IV

Therapeutic Nutrition:

- Importance of Therapeutic Nutrition.
- Different types of Diets with respect to Consistency.
- Therapeutic Adaptation to Normal diet.

Unit V

Dietary modification for the following diet:

Acute and chronic Fever
Diarrhea and Constipation
Underweight and Over weight
Diabetes Mellitus
Hypertension
Jaundice

REFERENCE BOOKS

- | | | |
|----|---|---------------------|
| 1. | Nutrition and Dietetics | Shubhangini A Joshi |
| 2. | Hand book of Foods and Nutrition | M. Swaminakhan |
| 3. | Normal and Therapeutic Nutrition | Proudfit & Robinson |
| 4. | आहार एवं पोषण विज्ञान (स्टार पब्लिकेशन्स, आगरा) | डा० ललिता शर्मा |
| 5. | आहार एवं पोषण विज्ञान के मूल सिद्धान्त | एस० पी० सुखिया |
| 6. | भारतीय खाद्यानों के पोषण मूल्य (स्टार पब्लिकेशन्स आगरा) | डा० अनिता सिंहे |

B.A. B.Ed. IIIrd Year
Paper - V (B.Ed.)
ELECTIVE COURSE : CAREER INFORMATION IN
CAREER GUIDANCE
(Code -E-321)

COURSE OBJECTIVES

1. To develop an understanding of the need and importance of career information for the pupils.
2. To identify their role and function in locating , collecting , evaluating and disseminating career information for the use of pupils.
3. To develop an understanding of how one's ability, interests and aptitudes are related to world of work.
4. To know about the importance of developing the right attitudes and values at every stage of education.

COURSE CONTENTS

UNIT - I

- Meaning and concept of Guidance.
- Types - Educational, vocational and personal needs and principles.
- Counselling - need, functions and types.

UNIT - II

- Meaning of career and career information components of career information.
- Occupational information, information about education and opportunity and personal social information.

UNIT - III

- Aims to study career information at different school levels.
- Career information : Sources, methods of collection, classification and filling-up of information and evaluation of the information.

UNIT - IV

- Information about education and training opportunities for primary, elementary and secondary levels of school.

UNIT - V

- Personal social information at every school level.

UNIT - VI

Paper - V (B.Ed.)
OR
ELECTIVE COURSE : EDUCATIONAL
ADMINISTRATION AND MANAGEMENT
(Code -E-322)

COURSE OBJECTIVES

1. To acquaint the student teachers with the concept and concerns of educational administration.
2. To develop an understanding of the role of the headmaster and the teacher in school management.
3. To enable the students to understand to concept at importance of communication and its possible barriers in educational administration.
4. To enable the student teacher to critically analyse the administrative scenario in relation to the functioning of the other secondary schools of the area.
5. To acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation.

COURSE CONTENTS

UNIT - I

- Conceptual framework: Concept of educational administration.
- Concept of educational management human being as inputs, process and products inputs.
- Nature, objectives and scope of educational administration.

UNIT - II

- Role and functions of headmaster/ teacher, Basic functions of administration - planning, organizing directing and controlling.
- Co-ordination and growth development.
- Supervision and inspection, defects in the present supervision and inspection.
- Scope of educational supervision
- Types of supervision.
- Providing guidance ; leadership function.
- Crisis in management.
- Decision making.

UNIT - III

Communication in Educational Administration: Role of communication in effective management and administration.

- Methods of communication.

- Barriers of communication in educational administration.
- Overcoming barriers to communication and effective communication in educational administration.

UNIT - IV

- Management of Schools: Role of headmaster in planning of school activities, approaches to management - manpower approach, cost benefit approach, social demand approach, social justice approach.
- Involvement of other functionaries and agencies in the preparation of a plan.
- Delegation of authority and accountability.
- Role of the headmaster in monitoring, supervision and evaluation.
- Role of headmaster in motivating the staff, in resolution of interpersonal conflicts.
- Role of the headmaster in creating resources and managing financial matters.
- Optimum use of available resources for growth and development of the school.
Staff development programmes
- Role of teachers in school management and administration.

UNIT - V

- Educational administration in the state: The administrative structure in the field of education in the state.
- Control of school education in the stage - a critical analysis.
- Functions of the state government in relation to secondary and higher secondary schools.
- Functions of the board of secondary education in controlling secondary schools.
- Problems of secondary school administration in government schools.

PRACTICUM

- The student teacher is expected to conduct a study on any issue or problem relating to a school administration. The report should be in about 700 words.

B.A. B.Ed. IV year

SECTION – A

Theory Paper (200 Marks)

Teaching Subjects of B.A. IV Year Class

Group A is Compulsory and Select any one teaching subject from Group B.

Group A

1. Teaching of Social Science (432)

Group B

1. Teaching of Hindi (413)
2. Teaching of English (409)
3. Teaching of Sanskrit (430)
4. Home Science (417)
- 5.

SECTION – B

Practical Work

=200 Marks

Practical Activities

1. First Teaching Subject 75+25 =100 Marks
2. Second Teaching Subject 75+25 =100 Marks
(Twenty Twenty Practice Lesson Plan with One Final Lesson Plan)

B.A. B.Ed. IV Year
TEACHING OF SOCIAL SCIENCE
(Code : E-432)

COURSE OBJECTIVES

To enable the pupil teacher to:

1. Appreciate the need for learning History, Geography, Civics, Sociology and Economics either as separate discipline or as any integrated discipline.
2. Develop knowledge about the basic principles governing the construction of a social science.
3. Develop the classroom skills needed for teaching of social science / social studies either as a separate or as an integrated discipline using modern methodology.
4. Acquire the competence to plan for instruction.
5. Develop the ability to organize co-curricular activities and community resources for promoting social science / social studies learning.
6. Acquire the ability to develop instructional support materials.

COURSE CONTENTS

UNIT-I

- The need for teaching the subjects under Social science / social studies (History, Geography, Civics, Sociology and Economics) in schools; concept of social studies and how it differs from other social sciences; present perception about social studies / social sciences; Rational for including these areas in school curriculum; The integrated section of the specialized approach in social science teaching.

UNIT-II

- Principles of designing a social studies curriculum with weightages to be given for each component subject areas; approaches to organizing social studies curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.

UNIT-III

- Instructional strategies, methods and models; Importance of instructional strategies, strategies for teaching social studies in terms of specific methods like lecture cum discussion, projects and source methods, socialized recitation and supervised study; Appropriate models of teaching for social studies.

UNIT-IV

- Objectives of teaching social studies – specifications to clarify planning viz., lesson, unit and year plans, micro-teaching lesson plans for developing the skills of introduction, explanation, questioning, stimulus variation and providing illustrations with relevant examples.

UNIT-V

- Arranging and organizing field trips to places of cultural importance through planning, preparing, executing, recording and following up the field trip for learning the underlying importance of content of the subject; team-teaching; organizing social studies clubs; social studies laboratories and thought provoking programmes like quizzes, word searches etc.

UNIT-VI

- Purposes of evaluation in social studies, formative and summative evaluations, their salient features, remedial teaching, question proportion and objectivity in essay type examinations, preparation of unit tests and tests of performance like product preparation, model construction, enactment of role play etc.

Recommended Books:

1. सामाजिक शिक्षण : बी०के० महेश्वरी
2. Teaching of Social Studies : N.R. Saxena

B.A. B.Ed. IV Year

TEACHING OF HINDI

(Code : E-413)

COURSE CONTENTS

- I. Importance of mother tongue in education, teaching of mother tongue as against of the regional and foreign learning languages.
- II. Analysis of factors in language learning, language as a skill.
- III. Formulation of aims and objectives of teaching Hindi at Junior and Senior stages.
- IV. Phonetics of Hindi language, morphology and syntax.
- V. First step in teaching of Hindi, the advantages of structural approach at different stages.
- VI. The teaching of Hindi at Junior and Senior levels with regard to the following:
Prose, Poetry, Rapid Reading, Grammar, Composition and Translation, application of modern methods in teaching and evaluating the effectiveness of methods.
- VII. The mechanics of teaching, pronunciation and intonation, hand writing, spelling and correction.
- VIII. Use of audio-visual aids in teaching language.
- IX. A critical study of the prescribed text books in Hindi at Junior and Senior levels with special reference to structure and vocabulary.
- X. Application of evaluation approach in teaching of Hindi, objective centered tests in Hindi and construction.
- XI. Diagnostic and remedial teaching: Application of action research methodology in the following areas:
a) Pronunciation (b) Spelling (c) Reading (d) Writing.

Recommended Books:

- | | |
|------------------|----------------------|
| 1. हिन्दी शिक्षण | : सावित्री सिंह |
| 2. हिन्दी शिक्षण | : प्रो० नीलकमल |
| 3. हिन्दी शिक्षण | : डॉ. शिखा चतुर्वेदी |

**B.A. BED. IV YEAR
TEACHING OF ENGLISH
(Code : E-409)**

COURSE CONTENTS

UNIT-I

Concepts

- a) Nature of language.
- b) Importance of language.
- c) Functions of language.
- d) Linguistic principles.
- e) Aims and objectives of teaching of English.
- f) Starting objectives in behavioral terms.

UNIT-II

Content and Pedagogical Analysis

- a) Teaching of prose, poetry, composition and grammar.
- b) Pedagogical analysis based on unit analysis, objectives, learning experience, chosen methods and material and evaluation of at least one topic from prose, poetry, composition and grammar.
- c) Preparation of micro lessons based on any of the following skills:
 - i) Questioning.
 - ii) Explaining.
 - iii) Illustration.
 - iv) Stimulus variation.
 - v)

UNIT-III

Methods of Teaching and Skills of Teaching

- a) Difference between an 'approach' and 'method', Major methods of teaching English: Grammar-cum-translation method, direct method and bilingual method.
- b) Structural approach: Meaning of structure and pattern, principles of selection and gradation of structure, presentation and practice of structure.

- c) Latest development in the approach and methods of teaching English including the linguistic communicative approach.
- d) Development of following linguistic skills:
 - i) Listening and understanding.
 - ii) Speaking.
 - iii) Reading.
 - iv) Writing.

UNIT - IV

- a) Importance of instrumental material and their effective use.
- b) Use of following aids :
 - (i) Chalk board
 - (ii) Flanel Board
 - (iii) Pictures
 - (iv) Picture cut out
 - (v) Charts
 - (vi) Tape recorder
 - (vii) Record player (linguaphones)
 - (viii) Radio
 - (ix) Television
 - (x) Film and filmstips
 - (xi) Overhead Proejctor
 - (xii) Languae laboratory

UNIT - V

- a) Basic principles testing English, the difference between measurement and evaluation. The meaning and significance of comprehensive and continuous evaluation in English.
- b) Development of good test items in English (objectives type, short answer type, essay type)
- c) Preparation of an achievement test.

Recommended Books :

1. Essential of Teaching English : Dr. R. K. Jain
2. Fundamentals of Teaching English : Dr. R.A. Sharma

B.A. B.Ed. IV Year

TEACHING OF SANSKRIT

(Code -E-430)

COURSE OBJECTIVES

- I. The position of Sanskrit in the school curriculum. Its literacy, cultural and linguistic value, its relation with modern Indian language.
- II. Aims and objectives with specifications of teaching Sanskrit (cognitive, affective and psychomotor domains) in behavioural terms.
- III. Curriculum :
 - a. Need, bases and principles of curriculum construction.
 - b. Precautions in developing curriculum of Sanskrit
 - c. Evaluation of present curriculum
- IV. Importance of phonetics on Sanskrit, study of symbols representing different sound, study of alphabet.
- V. Teaching methods : Pathshala method, Bhadarkar method, Text book method, direct method and the elective method.
- VI. Teaching of prose, poetry, grammar, composition, translation, drama, rapid, reading and spelling in Sanskrit.
- VII. Oral work and pronunciation recitation of passage from prose and poetry, their aims and teaching methods.
- VIII. Text book of Sanskrit characteristics and Evaluation procedure of test book.
- IX. Evaluation in teaching of Sanskrit, construction of a good test keeping in view the objectives, content and form of questions, preparation of blue print.
- X. Teaching aids in Sanskrit and preparation of lesson notes

B.A. B.Ed. IV Year

TEACHING OF HOME SCIENCE

(Code -E-417)

COURSE CONTENTS

UNIT - I

Concepts

- The concept of Home science, Meaning and components, place of Home Science in secondary education.
- Aims and objectives of teaching of Home Science.
- Writing objectives in behavioural term.
- Correlation of Home Science with other school subjects.

UNIT - II

Pedagogical Analysis

- Foods, Nutrition and Health.
- Child Care
- Fiber and Fabric
- Home Management - Importance of planning, principles of budget making.
- Hygiene and sanitation.

UNIT - III

Methods of Teaching

- General principles and methods of teaching - project method, discussion method, demonstration, practical, individual work.
- Micro teaching skills - explaining, questioning, illustration and stimulus variation.

UNIT - IV

Equipments of Teaching

- Development and designing of curriculum.
- Teaching aids - classification and importance
- Concept of lesson plan, preparation of lesson plan.
- Development of text books.
- Planning of space and equipment for Home Science laboratory.
-

UNIT - V

Evaluation

- Evaluation in Home Science- Meaning and importance of evaluation
- Comprehensive and continuous evaluation.
- Evaluation devices - written, oral, observation, practical work, assignment.