

# **J. S. UNIVERSITY**



**SHIKOHABAD, FIROZABAD**

***SYLLABUS FOR***

***FOUR- YEAR INTEGRATED (EIGHT SEMESTER)***

***B.A.-B.Ed. COURSE***

***2017-18***

***ACADEMIC YEAR AND ONWARDS***

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		Drama and Art in Education	
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**Course Structure and Scheme of Instruction and Examination**  
**B.A-B.Ed. Four Years Integrated Course**  
**First year**  
**Semester-1**

	<b>Course/power</b>	<b>Hours per week</b>	<b>Total marks</b>	<b>Internal (Formative)</b>	<b>External (Summative)</b>
Foundation Course	As per Higher Education of U.P & concern University	6	100		100
Art's part	Select any three subject combination as per University Syllabus	6	100	20	80
		6	100	20	80
		6	100	20	80
Education Course	CC1-Education status, Problems & Issues	6	100	20	80
	CC2- Childhood Growing Up	6	100	20	80
	Total		500	100	400

**Student have to choose three subject as per University Ordinance of B.A course.**

**Foundation Course marks will not be included in total marks.**

**Course Structure and Scheme of Instruction and Examination**  
**B.A-B.Ed. Four Years Integrated Course**  
**First year**  
**Semester-II**

	Course/power	Hours per week	Total marks	Internal (Formative)	External (Summative)
Art's part	Select any three subject combination as per University Syllabus	6	100	20	80
		6	100	20	80
		6	100	20	80
Education Course	CC3-Learning and Teaching	6	100	20	80
	CC4- Curriculum Development and School	6	100	20	80
	Total		500	100	400

**Student have to choose three subject as per University Ordinance of B.A course**

## Course Structure and Scheme of Instruction and Examination

### B.A-B.Ed. Four Years Integrated Course

#### Second year

#### Semester-III

	Course/power	Hours per week	Total marks	Internal (Formative)	External (Summative)
Art's part	Select any three subject combination as per University Syllabus	6	100	20	80
		6	100	20	80
		6	100	20	80
Education Course	CC5-Education Policies School Leadership and Management	6	100	20	80
	CC6- Gender School and Society	6	100	20	80
	<b>Total</b>		<b>500</b>	<b>100</b>	<b>400</b>

Practicum :-Sem.-III				
EPC-1 reading and reflecting on tests	2	50	10	40
Total practicum		50	10	40
Total Theoretical		500	100	400
<b>Grand Total</b>		<b>550</b>	<b>110</b>	<b>440</b>

**External examiner of practical Exam EPC-1 will be appointed by university.**

**Student have to choose three subject as per University Ordinance of B.A course.**

**Course Structure and Scheme of Instruction and Examination**  
**B.A-B.Ed. Four Years Integrated Course**  
**Second year**  
**Semester-IV**

	Course/power	Hours per week	Total marks	Internal (Formative)	External (Summative)
Art's part	Select any three subject combination as per University Syllabus	6	100	20	80
		6	100	20	80
		6	100	20	80
Education Course	CC7-Education Technology And ICT	6	100	20	80
	CC8- Creating an Inclusive School	6	100	20	80
	Total		500	100	400

Practicum :-Sem.- IV				
EPC-2 Drama and Art in Education	2	50	10	40
Total practicum		50	10	40
Total theoretical		500	100	400
<b>Grand Total</b>		<b>550</b>	<b>110</b>	<b>440</b>

**External examiner of practical Exam EPC-2 will be appointed by university.**  
**Student have to choose three subject as per University Ordinance of B.A course.**



**Course Structure and scheme of Instruction and Examination**  
**B.A-B.Ed. Four years Integrated Course**  
**Third Year**  
**Semester-V**

	Course /paper	Hours per week	Total marks	Internal (Formative)	External (Summative)
Art's part	Select any three subject combination as per University Syllabus	6	100	20	80
		6	100	20	80
		6	100	20	80
Education Course	CC9-Optional Course (Any <b>One</b> of the subject mentioned below) 5. Value Education 6. Health and physical education 7. Guidance & counseling in school 8. Education Administration & Management	6	100	20	80
	CC10-Action Research	6	100	20	80
	<b>Total</b>		<b>500</b>	<b>100</b>	<b>400</b>

Practicum :-Sem.-V				
EPC 3 Education Psychology Practical & Test**	2	50	10	40
Total practicum		50	10	40
Total theoretical		500	100	400
<b>Grand Total</b>		<b>550</b>	<b>110</b>	<b>440</b>

- External examiner of practical Exam EPC-3 will be appointed by university.**
- Student have to choose three subjects as per university ordinance of B.A course.

**\*\* SUGGESTED PSYCHOLOGY PRACTICUM AREAS**

Group A – Tests	Group B –Experiments
Interest	Intelligence
Intelligence	Aspiration
Adjustment	Creativity
Anxiety	Transfer of learning
Achievement motivation	Trial and Error
Personality	Personality

**Course Structure and scheme of Instruction and Examination**  
**B.A-B.Ed. Four Years Integrated Course**  
**Third Year**  
**Semester-VI**

	Course/paper	Hours Per week	Total Marks	Internal (formative)	External (Summative)
Art's part	Select any three subject combination as per University Syllabus	6	100	20	80
		6	100	20	80
		6	100	20	80
Education Course	CC11-Pedagogy of school subject--1	6	100	20	80
	CC12-Pedagogy of school subject-2	6	100	20	80
	Total		500	100	400

Practicum :-Sem.-VI				
Project		100		100
Total practicum		100		100
Total theoretical		500	100	400
<b>Grand Total</b>		<b>600</b>	<b>100</b>	<b>500</b>

1. External examiner of practical Exam project will be appointed by university.
2. Student have to choose three subjects as per University Ordinance of B.A Course.
3. Student have to choose pedagogy of school subject 1&2 mentioned below

<b>Pedagogy of school subjects-1</b>	<b>Pedagogy of school subject -2</b>
Hindi	Civics
English	History
Sanskrit	Economics
Urdu	Geography
Social sciences	

**Course Structure and scheme of Instruction and Examination**  
**B.A-B.Ed. Four Years Integrated Course**  
**Fourth Year**  
**Semester-VII**

Course Code	Course name	No .of Hours			Marks		
		Ls	Prs	Total	Total	Int.	Ext.

**Practical**

	School Internship Programmer (sip) Division Of SIP components given below	-	-	-	-	-	-
	Micro teaching (Eight skills)				50	50	
	School internship				50	50	
	Final Lesson-1				100		100
	Final Lesson-2				100		100
	Unit Plan				10	10	
	Unit Test Administration Evaluation and Interpretation				10	10	
	Resource unit/instructional Kit /Work book/ Working models				20	20	
	Observation records				10	10	
					350	150	200

Practical Exam of Final lesson I &II by external Examiner appointed by university

**Course Structure and scheme of Instruction and Examination**  
**B.A-B.Ed. Four Years Integrated Course**  
**Fourth Year**  
**Semester-VIII**

	Course paper	Hours per week	Total Marks	Internal (Formative)	External (Summative)
Education Course	CC13-Proficiency of English	6	100	20	80
	CC14-Proficiency of Hindi	6	100	20	80
	Total		200	40	160

Practicum-Sem. –VIII				
EPC-4 understanding the self	2	50	10	40
EPC-5 understanding of ICT	2	50	10	40
Total practicum		100	20	80
Total theoretical		200	40	160
<b>Grand Total</b>		<b>300</b>	<b>60</b>	<b>240</b>

**External examiner of practical Exam EPC-4 & EPC- 5 will be appointed by university.**

**COURSE STURCTURE AND SCHEME OF EXAMINATION OF  
FOUR YEAR B.A B.ED PROGRAMME  
FINAL MARKS DIVISION OF EIGHT SEMESTERS**

<b>Semester</b>	<b>Total Marks</b>	<b>Internal</b>	<b>External</b>	<b>Practical</b>
I	500	100	400	
II	500	100	400	
III	550	110	400	40
IV	550	110	400	40
V	550	110	400	40
VI	600	100	400	100
VII	350	150	-	200
VIII	300	60	160	80
<b>Total Marks</b>	<b>3900</b>	<b>840</b>	<b>2560</b>	<b>500</b>

## Course Structure and Scheme of Instruction and Examination

### B.A-B.Ed. Four Years Integrated Course Practical Subject as Geography, Home Science etc. First to Sixth Semester

	Course/power	Hours per week	Total marks	Internal (Formative)	External (Summative)	Practical Subject
Art's part	Select any practical subject combination as per university Syllabus	6	100	20	50	30

## SYLLABUS

B.A. BED.

SEMESTER-I

### **CC1: Education in India – Status, Problems and Issues**

#### **Objective**

1. To develop perception of the role and functions of a teacher as envisaged in the NPE 1986 and to familiarize the student teacher with the different projects and schemes at secondary level in U.P.
2. To develop an understanding of the brief historical background of Indian education with special reference to secondary Education.
3. To develop an understanding of the objective and scope of secondary Education.
4. To develop an awareness of the professional ethics.

#### **CONTENT**

##### **Unit 1 : Concept of Education**

1. Indian and western. Aims of Education functions of education.
2. Education as an instrument of Social Control. Social Changes.
3. Preservation of Cultural Heritage and Values.
4. School and the society culture and Education School as a social system Agencies of Education – informal formal and Non formal.

##### **Unit 2: Salient feature of Ancient Indian Education**

1. Vedic , Buddhist , Islamic.
2. Tradition in Education .
3. Major landmarks of British System of Education in Colonial India particularly from the viewpoint of Aims. Structure. Curricula and Methods of Education.
4. Efforts towards evolving a national system of Education.

##### **Unit 3: Secondary Education**

1. General Aims and Objective of Secondary Education and structure Education during post independence period constitution provisions for education secondary Education commission 1952-53 Education commission 1964-66 New Education policy 1986 with programme of Action 1992.
2. Different streams of secondary Education (1) C.B.S.E. (2) I.C.S.E and (3) KSEEB with respect to curriculum (4) Examination System etc .
3. Secondary School Teacher – Qualification Competences, Job Profile, Professional Code, of Ethical conduct.
4. Role of Secondary school teacher in Emerging India.

##### **Unit-4 Teacher Education and Secondary School Curriculum.**

1. Status, Aims and Objectives of teacher Education in India.
2. Role and Responsibilities of NCTE, NCERT, DSERT, CTE, IASE.
3. Professional organization in the field of teacher education.
4. Rastraya Madhyamika shikshans abhiyan (RMSA) NCF-2005.
5. Programms for enhancing efficiency and productivity of school teachers In service training – orientation and content enrichment programms.

##### **Assignments: (Any two of the following)**

1. Prepare and execute a plan for making at least two children and one adult literate for community.
2. Plan and organize a field trip/excursion to nearby area of educational important and submit a report.
3. Visit to block or district and divisional educational offices and study their educational management pattern and submit the report.
4. Prepare one project for institutional planning.
5. Critically study the working of the one of the parent teacher association in any two secondary schools.
6. A critical survey of co-curricular activities in secondary schools.

##### **Reference:**

1. Anand C.L et al. (1993) teacher and Education in the emerging Indian Society NCERT new Delhi
2. Combs Philips H (1985) The world Crisis in Education . New York Oxford University Press. New York .
3. Delores, Jacques (1996) Learning the Treasure within Report to UNUSCO of the Internet Commission on Education for twenty First Century UNUSCO
4. Dewey I (1952) Experience in Education Collier Macmillan.
5. Dewey S (1956) Democracy in Education New York Macmillan

6. Gandhi M.K (1956) Basic Education Ahmadabad Nalijiban.
7. Government of India (1952) Report of the secondary Education Commission New Delhi :-Ministry of Education
8. Government of India (1966) Report of Education Commissions Ministry of Education , New Delhi.
9. Government of India MHRD (1986) (Revised 1992) National Policy of Education Planning Commission .
10. Kneller G.F (1978) foundation of Education. New York Johri Willy and sons.
11. Kneller George (1978) Introduction to philosophy of Education, New York John Willey and sons. INC.
12. Main R.S (1964) Educational Ideas and Ideals of Gendhi and Tagore. New Book society. New Delhi.
13. Mathura s.s (1988) a sociological Approach to Indian Education, Agrs. Vindo prakasan.
14. Mookherjee K.K (1997) Some Great Education of the world fas Gupta & Caput Ltd. Calcutta.
15. Mukherijee. K.N (1966) History of Educators in India, Baroda. Archery Book Depot.
16. Naik J.P and Syed N (1974) A student's History of Education In India. New Delhi, Macmillan Co.
17. Naik J.P (1975) Equality Quality & Quantity: The Elusive Triangle of Indian Education Bombay: Allied Publishers.
18. NCTE (1988) Gandhi on Education , New Delhi.
19. Salamaliha (1979) Education in Social Context. New Delhi NCERT.



## **CC-2 : CHILDHOOD & GROWING UP**

### **Objectives :**

1. To develop an understanding of different aspects of a child's physical, motor, social and emotional development.
2. To understand the developmental process of children with diverse abilities in social. Cultural and political context.
3. To build sensitivity towards children's development a needs and capabilities, within their socio cultural context.
4. To develop a sensitive and critical understanding of the different social/educational/cultural/ political realities at the core of the exploration into childhood.
5. To build an interdisciplinary frame work to interpret. Analyse observation and interactions from cross culture psychology.
6. To develop critical deconstruction of significant events that media highlights and creates during childhood.
7. To develop the power to interpret how gender caste and social class may impact the lived experience of children.
8. To provide needs on experiences to intract with children, an training in methods to understand espact of the development of children.

### **Content**

#### **Unit-1 Perspectives in Development**

1. Concept, Meaning, scope and function and education psychology.
2. Introduction to development concept and introduction to perspectives in development, humanistic psychology and developmental theory.
3. Enduring themes in the study of development: development as multidimensional and plural; development as continuing through the life span: ways in which development is continuous/ discontinuous socio cultural contexts influencing development.
4. Gathering data about children from different contexts. Naturalistic observations; interviews; reflective journals about children, anecdotal records and narratives: clinical methods with reference to piaget.
5. Method: Longitudinal, Cross sectional, sequential, cohort methods: Biographical, Case study and Observational method.

#### **Unit-2 : Stages of human development**

1. Child as a developing individual, a psycho entity stages of development.
2. Development characteristics of a child and an adolescent; physical, cognitive, social, emotional, moral, and language: their Interrelationship.
3. Developmental tasks of childhood and adolescence are their implications.
4. Factors influencing development such as heredity & environment, media, nutrition child-reading practices, sibling and peers.
5. Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian context – living in an urban slum, growing girl, and Growing up in dalit household.

#### **Unit-3 : Social and Emotional development**

1. Basic understanding of emotions, how differential gender socialization occurs.
2. Personality development Freud, psycho social development – Erikson: influence of early childhood experiences on later personality.
3. Social theories and gender development meaning of gender roles, influences on gender roles, stereotypes gender in the play ground.
4. Development of emotions: functions of emotions, attachment - Bowlby.

#### **Unit-4 Contests of socialization**

1. Concept of socialization ; Family and child relationships ; parenting, child , rearing practices.
2. Schooling peer influences, school culture, relationship with teachers teacher , expectation and school achievement ; begin out of school , overage learner.
3. Relationship with peers friendship and gender, competition and cooperation competition and conflict aggression and bullying form early childhood to adolescence.
4. Social , Economic and cultural differences in socialization: Implication for inclusion.

### **Essential Readings**

1. Cole, M, Cole, S.R. and Lightfoot, C (2007) The Development of children New York: Work Publishers, Chapter 1: The study of Human Development.
2. Newman, B.M and Newman, P.H (2007). Theories of Human Development. London: Lawrence Erlbaum Associates,. Chapter 1: Introduction.
3. Papilla, D.E. and Olds, S. W. (2003). Human Development. New York: McGraw Hill Higher Education. Chapter 1:The Study of Human Development, Chapter 2: Theory and research, Chapter 4: Physical Development During the First. Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle childhood.
4. Saraswathi, T.S. (Ed.) (1999).. Culture, Socialization and Human Development Theory, Research and Applications in India sage publication. Chapter 4: Theoretical Frameworks in cross – cultural Psychology, Chapter 6: Individualism in a Collective Culture: A case of Co-existence of Opposites.
5. Vantaa, D. (2004). Childhood, Work and schooling: some reflection. Contemporary Education dialogue, Vol. 2(1), 5-29. 6. Mokena, K.V. (2009). What did you ask in school today? A Handbook on Child Lamina. Nadia: Harper Collins. Chapter 4: Child Development, 79,96.
6. Readings for Discussion 1. Aries, P. (1965). Centuries of childhood-A social history of the family life. Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of childhood, and conclusion – The two concepts of childhood. 2. Harris, M. and Butterworth, G. (2002). Developmental psychology: a student's handbook. New York: Taylor & Francis. Chapter1:A Brief History of Developmental Psychology.

### **Pranced readings**

1. Kicker, s.(1978) Indian Childhood, Cultural ideas, And Reality New Delhi : Oxford.
2. Nambissan , G.(2010) Exclusion and Discrimination in schools: Experiences of salt children; Working paper series Volume 01 , Number 01, Indian institute of Dalia studies and UNICEF.
3. Kicker s. (1991) The Inner World ; a psycho –analytic study of childhood and society in princeton University press. India Delhi ; Oxford University press.
4. Sandra, L. Bam (1987) Gender Schema Theory and its implications for child Development raising grander a schematic children in a gender schematic society in M.R Walsh , (ad) The psychology of woman Harvard University press Cambridge. 206-226.
5. Weiner, M. (1991) The sauté and the child in India Child labor and Education policy in comparative perspective privation Princeton University press.

**Semester – II**  
**CC3: LEARNING & TEACHING**

**Aims of Course :**

1. To become aware of different contexts of learning and situate schools as a special environment for learning.
2. To reflect on their own implicit Understanding of the nature and kinds of learning
3. Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social-constructivists theories;
4. Explore the possibilities of understanding of processes in human cognition and meaning making them as basis for designing learning environments and experiences at school : and
5. Appreciates the critical role of learner's based on differences and contexts in making meanings. And hence draw out implication for schools and teachers.

**Unit 1: THEORETICAL PERSPECTIVE ON LEARNING**

1. Implicit Knowledge and beliefs about learning (demystifying misconception ).
2. Perspectives on human learning : Behaviorist (conditioning paradigm in brief) , cognitive, Information – processing view, humanist, social constructivist (drawing selectively on the ideas of skinner , Piaget , Rogers, Vygotsky)
3. Concepts and principles of each perspective and their applicability in different learning situations.

**Unit 2 : ROLE OF LEARNER IN LEARNING**

1. Role of learner in various learning situations as seen in different theoretical perspectives
2. Role of teacher in teaching learning situation : a) transmitter of knowledge , b) model ,c) facilitator, ,d) negotiatore) Co-learner (The focus in on building understanding of different psychological prospective of learning and helping student teacher to learn to apply them in different learning situations).
3. Distinction between learning as construction of knowledge and learning as transmission and reception of knowledge.

**Unit 3: LEARNING IN CONSTRUCTIVIST PERSPECTIVER**

1. Social – constructivist perspective (also Bruner and Ausubel's perspective and application of Vygotky's ideas in teaching.
2. Understanding processes that facilitate constriction of knowledge : (i) Experiential learning and reflection (II) social mediation (III) Cognitive negotiability (IV) situated learning and cognitive apprenticeship (V) Meta cognition .
3. Creating facilitative learning environments, teachers attitudes, expectation – enhancing motivation, positive emotions self efficacy , collaborative and self regulated learning .(The focus in on learning as a constructive rather than a reproductive process. The learner centered orientation has implications of understandings learning as contextual and self –regulated process and following suitable classroom practices).

**Unit 4 : INDIVIDUAL DIFFREENCES AMONG LEARNERS**

1. Dimensions of differences in psychological attributes- cognitive abilities, interest, aptitude, creativity , personality, values.
2. Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. Implications of teaching learning in the light of changing concept of intelligence, including emotional intelligence.
3. Differences in learners based on predominant learning styles,
4. Differences in learners based on socio- cultured contexts, impact of home languages of learners and language of instruction impact of differential cultural capital of learners.
5. Understanding differences based on a range of cognitive abilities – learning difficulties, slow learners and dyslexics, intellectual giftedness. implication for catering to individual variations in view of 'difference' rather than 'deficit' perspectives. ( The focus is on understanding the differential learning needs of the learners of the learners with regard to abilities, learning, styles, language, socio cultural differences/disadvantage learning difficulties, and their implications. For classroom practice and teaching).

## CC-4 CURRICULUM DEVELOPMENT & SCHOOL

### **OBJECTIVES :**

1. To acquaint students with the nature and types of curriculum.
2. To acquaint students with the context of curriculum developments and some innovative curriculum models.
3. To familiarize students with designing of curriculum.
4. To give practical experience in evaluating, designing and reviewing curriculum.

### **CONTENT:**

#### **UNIT-I**

Curriculum – meaning and nature types of curriculum , syllabus and text books their interrelationship . issues and problems of existing curriculum.

#### **UNIT-II**

Curriculum, construction, curriculum, Development and Curriculum Designing : Concepts and differences. Determinants and motives of curriculum Development Different Curriculum models Open University, open school, etc.

#### **UNIT-III**

Steps of designing different curriculum, selection gradition and organization of curriculum, Development and implementation of curriculum enrichment of curriculum.

#### **UNIT-IV PRACTICAL'S**

1. Evaluation of B.Ed. curriculum.
2. Designing a curriculum in a given condition reviewing of syllabus/ books.

### **REFERENCE**

1. Ashcroft, Kate and Palacio, Dacid ; the Primary Teacher's Guide to the new national curriculum. London, Flamer press 1995.
2. Doll, Ronald c ; Curriculum Improvement – Decision making and process. London, Ally and bacon, 1996.
3. Eccles tone, Kathryn: How to assess the vocational curriculum. London kurgan page Ltd. 1996.
4. Hendricks Joanne: Total Learning Development Curriculum for the young Child Now York Maxwell McMillan International , 1994.
5. Hooper , R: The curriculum context, designs and development , The Chaucer press Ltd. Great Britain, 1977.
6. Kaushik S,L : Shikshakram Vikas , Rajasthen granth academy , Jaipur , 1977
7. Kelly A,V : the Curriculum – Theory and practices , Harper and Row Publishers, London , 1982.
8. Kerr , J.E. (ED) Changing the curriculum university of London press Ltd. London,1970.
9. Lawton, D: class m culture and the curriculum roulade and keg an pant Ltd, London 1975.
10. Lowy A, (ED) handbook of Curriculum Evaluation , International institute for Education planning New York, 1977.
11. Lowy ,A. The International Encyclopedia of curriculum. New York Pergamum press , 1991.
12. Mamida , M.R and Ravishankar ; Curriculum Development and Educational Tochnology, sterling publishers pvt Ltd, New Delhi , 1993.
13. Nichols, S.H and Nichols ,A : Development Curriculum George Allen and Unwin, Boston, London, 1976.
14. Oriosky , D.E. and Smith B.D Curriculum Development Issues and insights, Rand mcnally College Publishing company USA, 1976.
15. Prasad , Janardan & Caustic V.K Advanced Curriculum Construction, New Delhi Kanishke publishers, 1997.
16. Richmond , K.W: The School curriculum Methuen and co, Ltd London 1973.
17. Saylor, J.G and Alexander, W.H curriculum planning for modern schools London : Holt Rinchart and Winston inc , 1966.
18. Wiles Jon, & Bondi , joseph C: Curriculum development –A Guide to practice. London Charles E. Merrill publishing co,1984.

## Semester –III

### **CC 5: EDUCATION POLICIES SCHOOL LEADERSHIP AND MANAGEMENT**

#### **Objectives-**

1. To develop perception of the role and function of a teacher as envisaged in the NPE 1986 and to familiarize the student teacher with the different projects and schemes at secondary level in U.P.
2. To develop an understanding of the brief historical background of Indian Education with special reference of secondary education
3. To acquire elementary knowledge of educational administration and management .

#### **Unit -1 Educational policies**

1. General aims and objective of educational policies in reference of secondary education.
2. Different education policies during pre and post – independence period wood dispatch maqalee minutes, wardha samiti, Indian Act-1935 Basic sheikhs and mudaliar commission Taleem. Radha Krishnan commission Kothari Commission, NPE- 1986 NEP, amended 1992 sarva shiksha Abhiyan and RTE- 2010.

#### **Unit-2 School curriculum**

1. Main feature of secondary school and the process of curriculum development.
2. General principles of school curriculums.
3. Critical analysis of secondary school curriculum in context of Uttar Pradesh.

#### **Unit-3 Leadership**

1. Leadership in school : concept need and importance of leadership, Dimension and style of leadership at secondary levels. Role of leadership in school effectiveness.
2. Implementation of leadership at secondary level issues and challenges.
3. Types styles problems of leadership role of school head master/principal in institutional planning.

#### **Unit –IV : Education Management**

1. Concept Need characteristics, principles of educational management .
  2. Basic of management –playing organization, control decision making and financing .
- Prevailing education management pattern in Uttar Pradesh.

#### **Unit –V : Function of management**

1. Time management –Principles and importance of the management in school curricular to co curricular activities.
2. Resource management – Different types of resources at school level maximum optimization.

#### **Reference :**

1. Agrawal, J.C , 2005 : Nai shiksha nati, prabhat prakashan , new Delhi
2. Bhamagar, R.P , Vidhya shaikshik prabhat engle book depot, Meerut
3. NCERT (1998); school mapping, New delhi.
4. NIEPA(1988) : school mapping , new delhi sexena, N.R. swaroop: shikshan kala cvam padhtiyen loyal book depot , meerut.
5. Combs P.H (1970) What is education planning ? IIEP (UNICCO) paris.
6. Hardy C.& Altcin R.(1986) : Understanding school as organization , penguin , London.
7. Nike J.P (1970) on planning asia institute for educational planning & admistratin. New Delhi.

## **CC6: GENDER SCHOOL AND SOCIETY**

### **Objectives :**

#### **To enable the student teacher to:**

1. To acquaint the student teachers with the concept of gendered roles in society and their challenges.
2. To develop an understanding of the inequality and disparities in equal opportunities in education in societal context.
3. To enable the student teachers to critically examine the stereotypes and rethink their beliefs.
4. To help student teachers to develop abilities to handle notion of gender and sexuality.

#### **Course contents:**

##### **UNIT-1: Gender Issues Key Concepts**

1. The meaning and concept of gender and experience of gender of across different social groups, regions and time-periods. Challenges in gendered roles in society: Family caste religion , culture the media and popular culture (Films, advertisements, songs etc) Law and the state.
2. Unequal access of education to girls. Access of schools, gender identity construction at home and in society.
3. Indian societal context : power and authority in Indian social system (patriarchy) Socialization of child into a specific gender influences and opportunities for education.

##### **UNIT-2: Gender Challenges and education**

1. Challenging gender inequalities or reinforcing gender parity: the role of schools ,peers, teacher curriculum and textbooks. etc.
2. Representations of gendered roles, relationships and ideas in textbooks and curricula.
3. Schools nurture or challenger creation of young people as masculine and feminine selves.

##### **UNIT-3 Gender Issues and Role of Teacher**

1. Counseling and guidance: Teachers' need help to develop abilities to handle notions of gender and sexuality , (often addressing the issues under diverse culture constraints , their own and their students instead of shying away from the same.)
2. Sex education perceptions of safety at school. Home and beyond (the formulation of positives notions of sexuality among young people impact larger issues.)
3. Identification of sexual abuse/violence and its verbalization, (combating the dominant societal outlook of objectification of the female body , and so on.)

##### **UNIT-IV: Role of the media and Life skills education.**

Role of the media in propagation of popular beliefs. Reinforcing gender roles in the popular culture and by implications, at school.

Life skills courses in school: provisions to deal with some issues of gender identity roles and performativity for the development of positive notions of body and self.

Gender equality education of regions and exploring the roles of the institutions ( family , caste, religion, culture media and popular culture, law and the state.)

#### **Assignment :-**

1. Group Discussion: B.Ed .student will observe and study the distribution of roles and responsibilities in schools and classrooms. Rituals and school routines, processes of disciplining distinctly as for girls and boys, and in classroom interaction studying the everyday activities where the majority of girls constitute the assembly choir group and the boys from the inter –school cricket team ; girls partnered to be skated with other girl students and boys with boys; sciences associated with boys and humanities with girls art and craft considered to be the simian of the girls and physical education that of the boys; etc , teachers need to question such stereotypes and help students rethink their beliefs, Why these issues are delineated only for supplementary extra –curricular periods in school and not integrated into subject of study need to be discussed.
2. Group work & activities. Brainstorming. Audio – visual presentation; prospective teacher to attend and themselves undertake session of open verbalization with school students. Voluntary cum friendly involvement in discussions, together with the co-participation of school (teacher , counselors , and other recourses ) Home (parents and siblings) and society (Ngoc, other expert groups , etc.
3. Assignments and projects student teacher will be exposed and trained to prepare pedagogic material and practice a pedagogy which can develop abilities and confidence in their students critically evaluate and challenge gender inequalities while being sensitive to social group.

## **EPC I: READING AND REFLECTING ON TEXTS**

### **Objectives**

1. To enable the students of read and response to a Variety of text in different ways.
2. To develop Meta cognitive awareness.
3. To enhance the capacities as readers and writers by becoming participants in the process of reading.
4. To enable the student teachers to work on the field and make predictions and check their predictions and then to summarize.

### **Unit-I : Reading Skills**

1. Creating environment for reading-reading clubs, class libraries
2. Reading aloud and silent reading
3. Scaffolding: concept and activities
4. Reading different texts types like stories, poems, riddles, jokes, and instructions for games

### **Unit – II : Reading with comprehension**

1. Reading for global and local comprehension
2. Inferences, analysis and extrapolation
3. Reading strategies including word-attack strategies
4. Discourse analysis
5. Using reading as a tool for reference skills i.e. use of dictionary, encyclopedia and internet
6. Using ideas of critical literacy to analyse chapters from textbooks.
7. Acquisition of reading skills

### **Unit – III : Types of text**

1. Narrative text.
2. Expository.
3. Autobiographical Narratives.
4. Field Notes.
5. Ethnographies.
6. Addressing different types of skills and strategies.

### **Mode of Transaction**

1. Participation in tasks and activities to improve proficiency in the receptive and productive skills of English.
2. Text analysis of school textbooks to improve skills in critical literacy.
3. Reflecting on onus's own learning to make connections with pedagogy.

### **Essential Readings**

1. Light gown, P. M & Spade, N. (1999). How Languages are Leaned Oxford: Oxford University Press.
2. Malay, A. & duff, a. (1991). Drama techniques in language learning: a resource book of communication activities for language teachers (2<sup>nd</sup> ed.). Cambridge: Cambridge University Press.
3. Wright, A. (1989). Pictures for Language Loaming. Cambridge: Cambridge University Press.

### **Advanced Readings**

1. Parrot M. (1993). Tasks for language teachers Cambridge: Cambridge University Press
2. Richards, J.& Lockhart, (1994). Reflective teaching in second Language Classroom. Cambridge: Cambridge University Press
3. Slatternly, M. & Willis, J. (2001). English for primary teachers: A handbook of activities & classroom language. Oxford: Oxford University Press.

**SEMESTER –IV**  
**CC7-EDUCATION TECHNOLOGY & ICT**

**Objectives : upon the completion of the course the student teacher will able to -**

1. Explain meaning , components, functions of computer and its historical backgrounds.
2. Understand the computer peripherals and its organization in computer system .
3. Develop skill n handling computer and using interpretation of data by using excel spread sheets.
4. Understand the educational implication of power point presentation and its use in classroom context.
5. Understand the application of information technology In the field of teacher education programmer and training.

**Unit-1 : Fundamentals of computer**

- 1.1 History and generations of computer.
- 1.2 Meaning definition and characteristics of compute.
- 1.3 Basic functions of computer – input process –output concepts.
- 1.4 Anatomy of computer.
- 1.5 Classification of computer.

1.5.1 Based on size and capacity (Micro ,Mini, Mainframe and super Computers.)

1.5.2 Based on working principle (Analog , Digital hybrid computer.

**Unit 2: Computer organization hardware and software**

2.1 Input devices

2.1.1 Key Board , Mouse , scanner , digital camera , mike, digital board

2.2 Central processing Unit: Arithmetic and Logic Unit Control Unit and Memory Units.

2.3 Memory devices (storage devices)

2.3.1 Primary memory devices : RAM, ROM, PROM, EPROM and EEPROM

2.3.2 Secondary memory devices ; hard disk , CD, ROM, DVD optical disk , pen drive.

2.4 Output devices:

Monitor , printer, plotter, Speaker

2.5 Operating system:

2.5.1 Needs and functions of operating system

2.5.2 Types of operating system – single user and multi user

2.6 programming languages: Types of Languages – LLL and HLL

2.7 Computer software ; system software , application software and operating system

2.8 Computer virus and its prevention.

**Unit-3 Microsoft windows (system software)**

1. Introduction to MS windows Elements of MS Windows start menu, desktop windows Accessories, control panel windows explorer.
2. Application programmed; MS Office (application software ) MS WORD , MS-EXCEL AND MSPOWERPOINT
3. Microsoft word.
  1. Parts of MS- Word windows MS –word standard , formatting drawing toolbars.
  2. Starting MS-Word opening a new document opening old document naming the new document saving the document using save and save as commands.
  3. Formatting the Document fonts ; font style size bold , italics underline normal spacing , paragraph spacing, paragraph borders bullets', numbered list, shadings page setup paper orientation margins and paper size Alignment; Center left Right Justified .
  4. Editing the document Cut copy , paste , special, undo , redo, select all , find, replace , go to page number , clear .
    - 3.3.5 Inserting frames , objects pictures, header footers page number, date and time.
    - 3.3.6 Tabs , tables columns : insert tables, delete, cells merge cells split cells select row , select column select table auto format cell height and width heading sort text and formula.
    - 3.3.7 Working with the drawing tools : line, rectangle ellipse arc style freeform ,text box, callout , format callout, fill color, line color, line bring to front send to back bring to front of text sent behind text , flip vertical, rotate right reshape.
    - 3.3.8 Page setting and printing the document and mail merge.
    - 3.3.9 Educational based application : preparation of lesson plans using ms word.



### **3.4 Microsoft excel**

3.4.1 Parts of excel windows , Excel standard , formatting , drawing toolbars.

3.4.2 Creating a new worksheet, opening as existing worksheet, saving the worksheet

3.4.3 Working with worksheet ,Inserting and deleting rows & columns merge cells , formulae, sorting , inserting chart.

3.4.4 Preparation of school time table marks list salary bill etc.

### **3.5 Microsoft power point**

3.5.1 Parts of power point windows , power point standard , formatting drawing toolbars.

3.5.2 Working with text changing fonts, size and bold Alignements, Moving text etc.

3.5.3 Working with graphics – moving the frames and inserting clip arts, inserting pictures, inserting New slide Organisation of charts, tables, designing templates, Master slide color box etc.

3.5.4 Presentation of slides – saving slides Auto content wizard slide show , Animation. Etc

3.5.5 Educational based application use of power point.

### **Unit -4 Application Information and communication Technology in Education,**

4.1 Introduction to ICT Meaning Need and impotence of ICT.

4.2 Introduction to multi media.

4.2.1 Meaning of Multi Media.

4. 2.2 scope of multi Media.

4.2.3 Components of Multi Media.

4.2.4 Per-requistes of multi Media.

4.2.5 Graphic Effects and techniques.

4.2.6 Sound and music.

4.2.7 Developing a lesson plan using a multimedia package.

4.2.8 Uses of multi media for teaching.

4.3 Introduction to Internet

4.3.1 Meaning of Internet

4.3.2 Characteristics of internet

4.3.3 Uses of internet

4.3.4 Education based application of Internet

4.4 Computer Application in Education

4.4.1 Computer assisted instruction : Conepte characteristics Modes, merits and demerit.

4.4.2 Computer Assisted Instrution : Concept characteristics Modes, merits and demerit.

4.4.3 Computer Managed instruction : concept characteristics Modes, merits and demerit.

4.5 Introduction to /website –meaning and importance

4.5.1 Social websites (Blog/Twitter/face book )

### **Requirements:**

1. Infrastructure requirements in order to implement ICT literacy in in-service teacher education and ICT laboratory/multimedia center may have to setup no of PCs /Systems will be required.
2. It is recommended that for each student teacher get hands on experience atleast one hour per week. college is free to design the practical time table.
3. It is recommended that out of 4 hours a week . (2 hours theory and 2 hour practical)
4. Institution should have to appoint ICT teacher with minimum qualification of PGDCA/BCA/MCA

### **Assignments: ( Any One Uniform pattern)**

1. Write the history and generations of computer.
2. Write the input, output and storage devices of computer system.
3. Preparation of a Lesson Plan, student list, letters, Invitations – Hard Copy and soft copy.
4. MS excel : preparation of a school time table , marks list – Analysis of date and graphical representation – Hard copy and soft copy.
5. MS Power point Preparation of Animated slides (Insert pictures, Cliparts, word art, sound , effects animation etc) for teaching any concept on your subjects.
6. Internet : Surfing Educative websites downloading, taking a printout, creating Email Id.

## Reference

1. Balaguruswamy E.(2001) programming in basic, New Delhi Tata Mcgraw hill publishing company Limited.
2. Casanova and Molina (1996) Multi media : Production , planning and delivery , New Delhi : Prentice hall of Indian private Limited.
3. Gupta , Vikas (1997) ,micro soft windows New Delhi pustak mahal.
4. Gupta, Vikas (1997) Rapidex , computer course New Delhi : pustak Mahal.
5. Harley Hahn (1996) the Computer Internet Reference. New Delhi Tata McGraw Hill Publishing Company Limited.
6. Hayes. J.P (1998) , computer Architecture and Organization, New Delhi Tata McGraw Hill Publishing company Limited.
7. Jain, V.K (1997) Computer for beginners new: pustak Mahal. & Leon Alexis and Mathews (1998) E mail in a Nutshell , Chennai : Leon Tech world
8. Leon, Alexis and Mathews ( 1999) fundamentals of information technology Chennai : Leon Tech World.
9. Milan, Milenkovic (1987) Operating system concept and design . New Delhi Tata McGraw Hill Publishing Company Limited.
10. Rajaraman V. (1992) Fundamentals of computer New Delhi : prentices hall of India private Limited .
11. Ron, Mansfield (1994) , The computer guide to Microsoft Office , New Delhi B.P.B publication.,
12. Singh Vishnu Priya and Singh Meemaakshi (1998) Multimedia Illustrate. New Delhi: Prentice Hall of India Private limited.
13. Subramanian N. (1986) Introduction to computer fundamentals, Tata McGraw Hill Publishing Company Limited.

## **CC8: CREATING AN INCLUSIVE SCHOOL**

**Objective:** On completion of the course the student teacher will be able to:

1. Identify the children of special needs.
2. Understand the nature of special needs their psychoeducational characteristics and functional limitation.
3. Familiarize with assessment and placement procedure for children with special needs.
4. Develop understanding about accommodating special needs in regular classroom.
5. Appreciate the education of children with special needs.

### **Course Content:**

#### **Unit 1- Special needs and education –**

1. Concept and types of special needs.
2. Education of children with special needs and its implication for universalisation of elementary education.
3. Understanding and respecting diversity, trends of education for children with special need in India.
4. Policies schemes and legislations about the education of children with special educational needs.

#### **Unit 2- Nature, types and characteristics of children with special needs**

1. Psycho-social and educational characteristics functional limitations with reference to.
2. Locomotor impairment.
3. Hearing impairment.
4. Visual impairment.
5. Learning disability.
6. Gifted and disadvantaged children.
7. Mental retardation and slow learners.

#### **Unit III- Inclusive Education**

1. Concept and philosophy of inclusive education.
2. Teaching competencies and required for inclusive education.
3. Role of class teachers and resource teacher in inclusive education.
4. School & classroom management for implementing inclusive education.
5. Guidance and counseling in inclusive education.
6. Specific role of family and community participation.
7. Support services needed for inclusive schools.

#### **Unit IV – Identification and assessment of children with special educational needs**

1. Concept and techniques of assessment.
2. Identification and functional assessment of children with special needs.
3. Implication of assessment for instructional planning and curriculum.
4. Curriculum, adaptation. Teaching strategies and evaluation in inclusive.
5. Principles and methods of curriculum adaptation and adjustment to address diversity.
6. Teaching Learning strategies for children with special educational needs.
7. Comparative learning peer tutoring behavior modification, multisensory approach, perceptual strategy and system approach.
8. Individual educational program (IEP) and use of emerging technology.
9. adaptation in evaluation procedures.

#### **Practicum : Any one of the following :**

(suggested practicum but more activities can be taken up by the teacher based on any topic from above unit)

1. Preparation of a report on importance of education for children with special needs
2. Case study of children with special needs school in school situation
3. Observation of class room situation and identification of special needs.
4. Identification of gifted /creative/show with learning disability using standardized test.
5. Preparation of teaching plan for accommodation special need/(Any one type) In regular classroom.
6. List out the resources for effective implementation of integration program with reference to any one category of special needs.

A part from the above similar activities from the five units will be identified and given.

#### **REFERENCES :**

1. Montgomery, D (1990) special need in ordinary schools children with learning difficulties, Cassel Education limited. London.
2. Ainscow, M (1990) special needs in the classroom : A education resource pack UNESCO
3. Halloran and Kauffman J.M (1984) exceptional children, prentice hall

## **EPCII : DRAMA AND ART IN EDUCATION**

### **INTRODUCTION**

The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness and encourage young students and creative minds to do the arts. An understanding of the arts, will give our youth the ability to appreciate the richness and variety of artistic tradition as well as make them liberal, creative Thinkers and good citizens of the nation . Keeping in view some of these ideas , the national curricular area, which must be taught in every school as a compulsory subject (up to class X) and facilities for the same may be provided in every school. Keeping this in view , it is all the more Important that arts education is integrated in the school curriculum to provide an aesthetically viable atmosphere in schools encouraging creativity for this, not only art teacher but every teacher in the school system should be sensitized to understand and experience the use of arts for holistic development of the learner, as a teacher as well as an individual.

### **OBJECTIVES**

1. Understanding basics of different Art forms – Impact of Art forms on the human mind.
2. Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different art forms through genuine exploration, experience and free expression.
3. Enhance skills for integrating different art forms across school curriculum at secondary level Enhance awareness of the rich cultural heritage, artists and artisans.

### **COURSE CONTENT**

#### **Unit 1 – VISUAL ARTS AND CRAFTS (PRACTICAL)**

1. Experimentation with different materials of visual Art, such as pastel, poster, pen and ink rangoli clay , etc.
2. Exploration and experimentation with different methods of Visual Arts, like painting block printing collage clay , modeling paper cutting and folding.
3. Paper framing and display of art works.

#### **Unit -2 Performing arts : dance, music , theater , and puppetry (practical)**

1. Listening/viewing and exploring Regional art forms of music , dance, theatre and puppetry.
2. Viewing/listening to live and recorded performances of classical and regional art forms.
3. Participation and performance in any one of the regional arts forms keeping in mind the integrated approach.
4. Planning a stage –setting for a performance/presentation by the student teacher.

#### **Unit-3 Appreciation of arts**

1. Meaning and concepts of art and aesthetics and its significance at secondary Level of school education.
2. What is the difference between education art and arts in Education.
3. Identification of different performing Art form and artists. Dance , music and musical instrument in theater , puppetry etc, (Based on a set of slides, selected for the purpose)
4. Knowledge of Indian contemporary arts and artists: Vertis's. Visual arts (Based on a set of slides , selected for the purpose)
5. Indian festivals and its artistic significances,

#### **Project work (Unit 1 and 2)**

Theme based projects from any one of the curricular areas covering its social , economic. Culture and scientific aspects various Arts and craft forms : Textbook analysis' to find scope to integrate art forms either in the text or activities or exercises; Documentation of the processes of any art or craft form with pedagogical basis such as weaving or printing of textiles making of musical instruments, folk performances in the community , etc. –how the artist design their products, manage their resources , including raw materials , its marketing, problems they face to make them aware of these aspects of historical , social , economic , scientific and environment concerns student teacher should prepare at least ten lesson plans in their respective streams of subjects ( science/math / social languages , etc. ) while integrating different art forms.

#### **Workshop**

Two workshop of half a day each , of one week duration for working with artists/artisans to learn basics of arts and crafts and understand its pedagogical significance. The arts forms learnt during the course should be relevant to the student teachers in their profession. Activities, such as drawing, and painting, Rangoli, clay modeling pottery mixed collage, woodcraft, toy making theater, puppetry, dance, music etc, region specific should be given more importance of making arts learn eccentric, The focus of the workshops

should be on how art forms can be used as tool/method of teaching –learning of languages, social sciences Mathematics and sciences.

### **PRACTICAL PART**

1. Body Movement – different theatre games, exercises. Martial arts , folk dances.
2. Meditation –focus , concentration.
3. Script writing -characterization, dialogue , time and space , beginning middle , end.
4. Poetry recitation - Rigved mantras, vaachik abhinaya.
5. Selection of play for children.
6. Casting.
7. Building of a character.
8. Parts of Speech Volume, pitch speed clarity audibility, diction, intonation, feel and tone Quality, projection.
9. Design of a production.,
10. Production poster making audience execution of different aspects of production, analysis of increase in understanding of children through dramas.

### **Suggested approach for teaching –learning process**

Every student –teacher must participate and practice different art forms . They need to be encouraged to visit places of arts/ see performances / exhibitions art and craft fairs /Local craft bazaars, art, artists and may be invited for demonstration and interaction from the community . Student teacher should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area student – teacher can also be motivated to interpret art works. Commercials/events etc. to enhance their aesthetics sensibility

A Resource centre for arts and crafts should be a part of all the Rise Where materials including books CDs audio and video cassettes, films software, proper , art works of regional and national level, books and journals must be displayed for the purpose of reference and continuous Motivation.

Application of arts and aesthetics in day-to-day life, in the institute and in the community are some of the practical aspects, which needs to be taken care too. Student teachers must organize and participate in the celebration of festivals, functions, special day, etc.

### **Modes of Assessment**

The completed course is of 50 marks. It is recommended that evaluation of this course should be done at both the levels; (I) Internal as well as (II) External. Practical Activities (unit1 and 2 of 30 marks) in nature are more on the process than the product hence need continuous and comprehensive evaluation (CCE) . Therefore, recommended to be evaluated by the internals, The theory and project part (unit 3 and project work of 20 mark of 20 marks) can be in viva voce and in presentation mode therefore recommended to be evaluated by the externals. The engagement of student- teacher in the above set of experiences should be evaluated on continuous and comprehensive manner , based on (a) submission of work /project (b) participation in the activities: (c) creative potential displayed: (d) application of aesthetic sensibility in campus events and in other course activities.

## SEMESTER –V

### CC9 : Optional Course (any one of the subject mentions below)

#### (A) VALUE EDUCATION

**Objective : upon completion of the course the students –teacher will be able to:**

1. Understand the concept and types of values.
2. Understand the meaning and basic – theories of axiology.
3. Get an insight into the strategies of inculcation of values among children .
4. Develop awareness about the different agencies working in the sphere of value education.
5. Develop skills and techniques needed to teach value education.
6. Understand the role of the teacher in value education.

#### **Unit 1: Introduction to values**

Values: concept Nature , Types and significance

2. Classification of values Intrinsic Values, Instrumental Values, moral Values, Aesthetic , Values, Economic Values, Social Values.  
Contemporary Values in Indian Context  
Panchakosha Theory of Values  
Basic Human Values – truth, Beauty , Goodness, Love , Peace Non Violence.  
Contemporary values – scientific temper, Intellectual honesty , Social service and protection of Environment.

#### **Unit 2: Strategies of inculcation of Values**

1. Sources of value Education – Autobiography and Biography of great people parables, vides, Bhagavad Gita- Shlokas,poems Newspaper Clippings Episodes form real Life, Documents etc.
2. Techniques of Inculcating Values in Life.
3. Ashtanga yoga ( Yama, niyama, asana, pranayama, prathyahere, dhyana, dharana, and samdhi )
4. Role of teachers in value education

#### **Unit 3: Role of Social agencies in value education**

1. Family
2. Religion
3. Educational institutions
4. Communist
5. Mass media (print and electronic)
6. Information and communications technology (computer and internet)

#### **Unit 4: value education in secondary school**

1. Integrated approach
2. Direct approach
3. Incidental approach
4. Co-curricular & Extra – Curricular Activities
  - 4.1.1 resolving value conflicts (value crisis )
  - 4.1.2 discussion of burning social and moral problems
  - 4.1.3 project work and community centered activities

#### **Assignments (any one)**

- 1 Visit to religion institutions which are involved in educations endeavor.
2. Documentation of the contribution of the great personalities and institutions for the promotion and protection of value.
3. Selection of incidences episodes form the biographies depicting particular selected value.
4. Preparation of value judgment scale.

#### **Reference**

1. Broody S. harry (1961) building a philosophy of education USA, prentice hall loc.
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3. Doyle, T.F (1973) education judgments London: roulade and keg am Paul.
4. Feather T, Norman (1975) values in education and society , new York: A division of MacMillan publishing co.
5. Gupta , N.L. (1986) value education theory and practice, Ajmer, Krishna brother .
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7. Rosenthal , F. and Vendome F. Eds. (1986) pragmatic and education new York: plenums

8. Marlow A.H, Ed (1959) new knowledge in human values. London: Harper and row
9. Peters R.S (1972) authority responsibility and education London: George a Allen and unpin.
10. Rogers, C.R (1980) a Way of being Houghton muffin Boston & Russell B, (1972) education and the good life new York: Leveright
11. Venkaiaiah N. (Ed) (1998) value education new Delhi: APH publishing corporate.

## **(B) HEALTH AND PHYSICAL EDUCATION**

**Objectives :** upon completion of the student teacher will be able to :

1. Understand the significance of health education for the all round development.
2. Maintain and promote good health.
3. Develop the understanding of physical education and its related fields.
4. Acquire the knowledge about the teaching methods of physical education and its activities .
5. Know about the effective of organization of physical education activities.

### **Unit1: Health and Physical Education**

1. Health: meaning aims and objectives, importances and Scope.
2. Physical education meaning aims and objectives importance and scope.
3. Related fields recreation health education and education.
4. National and emotional integration through, sports and physical education.
5. Yoga meaning Astanga yoga significant in modern society.

### **Unit 2: Health Service and Supervision**

1. Medical inspection meaning , projection and importance.
2. Personal care skin eyes ears and teeth.
3. Safety education meaning and significance safety In classrooms play field Gymnasium, roads and Homes.
4. First aid meaning significance principles of giving first aid.
5. Fatigue meaning causes and remedies.
6. Balanced DIET-meaning and benefits.

### **Unit 3: leadership discipline incentives and awards**

1. Leadership.
  - a. qualities of good leader in physical education.
  - b. teacher leadership.
  - c. student leadership.
2. Discipline
  - a. meaning.
  - b. common forms of indiscipline in schools.
  - c. causes for indiscipline.
  - d. steps to check indiscipline.
  - e. rewards and discipline.
  - f. punishment and discipline.
3. Incentives and Awards.
  - a. letter-crest
  - b. cup
  - c. trophy
  - d. medal
  - e. honor board
  - f. scholarship
  - g. certificate
  - h. cash prize based on the player's in performance.

### **Unit 4 organization of physical education activities**

1. Intramural and extramural competition meaning organization benefits
2. Tournaments: meaning types knock – out and league benefits.
3. Sports meet: meaning organization benefits.
4. Camps and hikes meaning organization benefits.

### **Practicum**

1. Participation in any one major game and one sports item.
2. Ground marking for selected games and sport.
3. Commands Line formation and marching ceremonial parade.

### **Reference**

1. Kamallesh and sangral, (2000) principles and History of physical Education Ludhiana, Tendon publication,
2. Nadgir K.G(1998) Sharir shikshanad vidhangalu , Dharwad : Mallesajjen Vyayams shale ,
3. Nadgir K.G(1998) . Arogya Muttu Araga shikshana dhawad mallasajjana Vyama shale,



4. Parkash Brother (2000) Organization Administration and recreation in physical Education, Ludhiana , Prakash Brother Publication.
5. Rao, V.K (2003) Physical Education , New Delhi : A.P.N Publishing corporation.
6. Sarojkant Bihari and Prasanna Kumar Chowshary (2003) Health and physical Education Ludhiana. Kalyeni Publishars,
7. Vijendra Kumar (2000) , Modern Mehtods of Teaching Physical Education. New Delhi : sarup & sone.

**Note-**

1. One Assignement among the practical mentioned. Above for ten marks.
2. Internal test of marks.

## (C) GUIDANCE AND COUNSELLING IN SCHOOLS

**Objectives :** Upon completion of this course the student teacher will be able to :

1. Understand the principles, scope, and need of finances and sounding in school.
2. Acquaint himself with nature of different problems faced by children in context of learning and development.
3. Understand the acquisition and process of learning in children with special needs.
4. Acquaint himself with learning disabilities of children and its remedies.
5. Take up minimum guidance programmed at school level.

### **Unit 1: Guidance and counseling**

Introduction to Guidance and counseling

Nature, Purpose and scope of guidance and counseling

Difference between Guidance and counseling

Counseling

1.4.1 Principle

1.4.2 Approaches

1.5 Areas of Guidance

1.5.1 Educational Guidance,

1.5.2 Vocational Guidance

1.5.3 Personal Guidance,

### **Unit -2: Problems of development in children**

1- Problems related to physical development

- a. Common problems faced by children
- b. Nutrition

2- Problems related with emotional development

- a. Adjustment to home
- b. Adjustment to school
- c. Adjustment to peer group
- d. Problems related to academic achievement
- e. Problems related to gender base and gender related issues, Application of the whole child conceit for parents, Teachers and counselors

### **2.4 Acquisition and process of Learning**

2.4.1 Concept of learning

2.4.2 Factors affecting learning

2.4.3 Psychological factors

2.4.4 socio-emotional factors.

2.4.5 Educational factors

### **Unit 3: Learning Disabilities of children**

1- Factors contributing to learning problems

- (a) External factors – Psychological and educational
- (b) Internal factor – Low general ability , attention specific reading writing etc.

2- Assessment of the child

- (a) Case history
- (b) Assessment of general abilities

3- Remediation

- (a) Principal of guidance services.
- (b) Designing remedial strategies.

### **Unit 4: Guidance for children with special needs**

1. Meaning , Definitions and types of exceptional children
2. Gifted and creative children
3. Slow learners and backward children
4. Strategies for helping exceptional children to overcome their problems.

### **Assignments (any one)**

1. Case study of a child with special problem
2. Publication of a career bulletin based on authentic sources of jobs Employment.

3. Organization of career conference campus interviews etc.
4. Organization of counseling session for (Individual / group ) student who are genuinely in counseling.
5. Organization of guidance sessions about services and facilities available in a school or college.

**References.**

1. Adams , J.F(1965) Counseling and guidance : A Summary, New York : The Me Milan company ltd. & Agawam J.C educational & Vocational guidance &. Counseling Delhi : Duala House
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3. Berks B.G Mukhopadhyaya . B. Guidance & Counseling: A Manual. New Delhi Starting publishers.
4. Byrne , M. and shenanigan. .C. (1977) Introduction to communicative Deriders. New York Harps and Row,
5. Cattle W.C and Downier N .M (1970) Preparation for counseling. Eaglewood Cliffs. N. J ; Prentice hall,
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7. Herr , E. L and Cramer. S. H (1972) Vocation guidance and career development in the school towards a systems approach Boston” Houghton muffin.
8. Jones, A.J (1963) Principles of guidance New York McGraw Hill :
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10. Learner , J.C (1985) Learning Disabilities. Boston, Houghton Miffilin
11. Lowing L.N (1968) Guidance and counseling services,. Introduction Me. Grow Hill Book Company
12. Myers , G. Principles and techniques of vocational Guidance New York : McGraw Hill.
13. Roa . S.N Counseling & Guidance. New Delhi : Tata McGraw Hill.

## **(D) EDUCATION ADMINISTRATION & MANAGEMENT**

### **OBJECTIVES :**

1. To acquaint the student teacher with the concept and concerns of educational administration.
2. To develop an understanding of the role of 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 school 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-1**

1. Conceptual framework concept of educational administration.
2. Concept of educational management human beings as inputs process and products inputs.
3. Nature , Objective and scope of educational aciministration.

#### **UNIT-II**

1. Role and functions of headmaster/ teacher : Basic functions administration planning organizing directing and controlling.
2. Maintenance of discipline , control management.
3. CO-ordination and growth, development.
4. Supervision and inspection defects in the present supervision and inspection.
5. Scope of educational supervision.
6. Types of supervision.
7. Providing guidance. Leadership function.
8. Crisis in management.
9. Decision Making.

#### **UNIT –III**

1. Communication in educational administration role of communication in effective management and administration.
2. Methods of communication.
3. Barriers of communication in educational administration.
4. Overcoming barriers to communication and effects communication in education administration.

#### **UNIT-IV**

1. Management of schools; Role of headmaster in planning of school activities. Approaches social demand approach social justice approach.
2. Involvement of other functionaries and agencies in the preparation of a plan.
3. Delegation of authority and accountability.
4. Role of the headmaster in monitoring supervision and evaluation.
5. Role of the headmaster I motivating the staff, in resolution of interpersonal conflicts.
6. Role of the headmaster in creating resources and managing financial matters.
7. Optimum use of available resources for growth and development of the school.
8. Staff development programmers.
9. Role to teacher in school management and administration.

#### **UNIT-V**

1. Educational administration in the state : The administrative structure in the field of education in the state.
2. Control of school education in the state – a critical analysis.
3. Functions of the state government in relation to secondary and higher secondary schools.
4. Functions of the board of secondary education in controlling secondary schools.
5. 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 I about 700 words.

## **REFERENCE**

1. Bhavnagar , R.P & Verma . L. I Educational ,Administration , Lyall Book Depot Meerut.
2. Bhatnagar. R.R & Agrawal, Vidya : Educational Administration , Supervision Planning and Financing R. Lall nook depot , Meerut.

## **CC10 : ACTION RESEARCH**

**Objectives. Upon completion of this course the student teacher will be able to**

1. Acquire the knowledge of concept of research and education research.
2. Understand the concept of basic, applied and action research and their differences.
3. Understand the meaning significance and scope of action research.
4. Become aware of action research problems in different areas in schools.
5. Acquire the knowledge of steps involved and tools used in action research.
6. Acquire the skill of conducting action research and to develop the skills of interpreting and reporting the findings action research.

### **Unit 1: Research and Education Research**

Research – Meaning definition and Important.

Education Research – meaning Definition and important.

Steps in education research.

Types of research : Fundamental/Basic , Applied and Action Research meaning definition and Importance.

5. Methods of research applied and action research with reference to –I) Purpose. II) Definition iii) Hypotheses. IV) Sample V) Date collection instruments. VI) Date analyses. VII) generalization (VIII) limitations.

### **Unit 2 : Action Research**

1. Meaning definition and scope of action research.
2. Importance of action research to classroom teachers administrators and guidance personnel.
3. Limitations of action research
4. Action problem in different areas in schools – examples.

### **Unit 3: Research steps and tools**

#### **3.1 Steps in action research**

- a. Identifying the problem area (examples –experimental design and qualitative design)
- b. Pinpointing the problem.
- c. Problem analysis in terms of causes.
- d. Identifying the objectives.
- e. Formulating action hypotheses
- f. Designing action plan.
- g. Execution of the plan.
- h. Analyzing the date.
- i. Findings
- j. Reporting.

#### **(B) Tools of date collection.**

- a. Achievement test, Questionnaire. Interview Schedule, Checklist, Rating sale ) meaning need, advantages and limitations.
- b. Tests / Inventories of Aptitude. Of Aptitude Attitude, Interest Personality Values, intelligence and creativity (knowledge of at least 2 tests in each category )
- c. Measure in classroom – zoometric technique and classroom social distance scale (uses of these tools in action research )

#### **(C) Quantitative and Qualitative date – meaning and examples,**

- a. Analysis of the date – frequency distribution , measures of central tendency variability .
- b. Co-efficient of correlation (Pearson’s rank difference method)
- c. Interpretation of date with an example – descriptive and graphical.
- d. (Note : To be discussed without computation)

### **Unit 4: Action Research Report**

1. Format of report in terms of steps of action research (as in 3.1 above).
2. Summary , bibliography and appendix.

### **Assignments (any one )**

#### **Preparation of an action plan on a classroom problem such as:**

1. Identifying causes of poor reading ability and suggesting remedial measures.
2. Identifying the causes of types of spelling errors and suggesting remedial measures.
3. Identifying the causes of poor map-reading skills and suggesting remedial measures.
4. Identifying the causes of poor drawing of diagrams and suggesting remedial measures.
5. Identifying the causes of truancy and suggesting remedial measures.
6. Identifying the causes of problem behavior of student in the classroom and suggesting remedial measures.  
(any other problems similar of above mentioned)

#### **Reference**

1. Agrawal J.C (1975) Educational Research : an Introduction New Delhi : Arya Book Depot.
2. Best , J.W and Kahn , J.V (2002) Research in education . (7th Ed) New Delhi Prentice Hall Pvt. Ltd.
3. Corey , S.M (1953) , Action Research to improve school practices. New York Bureau of publications. Columbia University
4. Fox , D,J (1969) The Research process in education new York : Holt Rinehart and Winston Inc,
5. Garrett, H.E. (1969) Statistics in psychology and education Bombay : Vakils, Feffer and simons ltd.
6. Koul, L. (1984) Methodology of educational research New Delhi : Vikas Publishing house pvt. Ltd
7. McLean J.E (1995) , Improving Education through action research California ; Corwin Press , INC.
8. NCERT (1979) Research in classroom, New Delhi : Volume 1 to IV.
9. Sharma R.N (1993) Methodology of research in education New Delhi : Surject Publication.
10. Sidhu , K.S (1984) Methodology of Research in Education. New Delhi Sterling Publishers Pvt.
11. Van Dalen , D. (1973) Understanding Education research : An Introduction .New Delhi New Delhi ; McGraw Hill Book Co.

## **EPC 3 EDUCATION PSYCHOLOGY PRACTICAL**

### **PSYCHOLOGY TEST (ANY FIVE)**

1. Intelligence test –verbal.
2. Intelligence test – Non verbal.
3. Interest test.
4. Attitude test.
5. Learning by whole and part method.
6. Personality test – introvert and Extrovert.
7. Value test.
8. Adjustment test.
9. Anxiety test.
10. Achievement Test.
11. Vocational Aspiration



**SEMESTER –VI**  
**PC(I) PEDAGOGY OF A SCHOOL – SUBJECT –PART 1**

**Hindi**

**Objectives- Upon completion of the course , the student –teacher will be –able to :**

1. Appreciate the important of teaching Hindi as a second /third Language.
2. Help the student to understand the aims and objectives of teaching Hindi
3. Help pupils to acquire basic skills of language teaching Aims /Objectives.
4. Know the different methods of teaching
5. Prepare a lesson notes and teach accordingly
6. Appreciate and use of modern educational media

**UNIT 1: Perspectives of Hindi Language Alms and Objectives of teaching Hindi**

1. Meaning and concept of language.
2. Nature and Importance of language
3. Three language formula and Hindi
4. Place of Hindi in the Secondary School Curriculum of U.P
5. Present Position of Hindi in India a .In the Constitution b. In the life of Indian people
6. Alms of teaching Hindi as a second /Third language.
7. Functional aims of Hindi Teaching
8. Cultural Alms of Hindi Teaching , National and International Aims of Hindi Teaching
9. Instructional Objectives with practical – Theoretical background Writing of instructional Objectives of Hindi Teaching
10. Modification of Objectives in terms of behavioral changes.

**Unit 2: Planning Lessons, Resource Units, Unit plan, Drill Lessons**

1. Planning of prose, poetry and grammar Lessons.
2. Processing of lesson notes and micro lesson plans,
3. Meaning and importance of a Unit Plan and administration.
4. Resource Units – Use and implication.
5. Plan and process of lesson in practice teaching

**Unit 3 : Language skills**

1. Development of language skills Listening objectives and importance activities for its development
2. Speaking – Objectives –activities for its development –role of learning by heart , role –play, extempore and prepared speeches, debates, languages games, substitution table need for correct pronunciation , Remedial Measures.
3. Reading – Objective –Types of reading silent and loud, intensive –methods of teaching reading
4. Writing –Objectives –Characteristics of handwriting –dictation
5. Composition –Objectives –Types –Oral Written and picture composition-Free and guided composition Translation – Objectives. – Importance’s – Characteristics of good translation

**Unit 4: Curriculum design**

1. Principles of curriculum construction of Hindi
2. Curriculum Design in Hindi – Subject centered – Learner Centered –Problem centered
3. Transaction of curriculum / Co-curricular, Extra Curricular activities pertaining to teaching and learning
4. Curriculum of prose – poetry and composition prose – Ancient / Medieval /Modern prose versions Poetry –Bhakti period – Ritti period – Modern , Composition – Exercises. Assignments and remedial Teaching activation and Grammar – Translation.
5. Curriculum development and evaluation

**Seminar Topics (Any one)**

1. Preparing scheme of assessment
2. A study of an author /poet
3. Development Linguistics skills
4. System our examination.
5. Importance of teaching materials of effective teaching

**Practicum**

1. Review of books -8,9 standard school text bools.
2. Resource Unit Uses.

3. Unit plan Processing
4. A study of an Author / Poet
5. Development Linguistics skills.

**Assignments (any one )**

1. Solving grammar exercise of 8<sup>th</sup> and 9<sup>th</sup> standard text books of second language Hindi/Third Language. Hindi.
2. Preparing crossword puzzles on technical terms, difficult terms of prescribed Hindi Text Books
3. Construction of substitution – tables, on the concerned texts
4. Report on constitution Provisions – Provisions – Provided to Hindi and the Implication

**Scheme of Assessment**

**1. For Test oriented Studies,**

Preparation of test	4 Marks
Preparation of test	2 Marks
Analysis of date	2 Marks
Drawing conclusions	2 Marks

**02. Report writing**

Introduction	2 Marks
Hypothetical study	4 Marks
Analysis and interpretation	4Marks

**References**

(Note: Records should be maintained)

**References**

1. Bhai . Y (1978) Hindi Bhasashikshan , Vinod Pustak Mandur Agra.
2. Bhasa Vishesshank Partick (1980) , Department of Education , Rajasthen Bikaner .
3. Chaturvedi VS (1999) Adhapan Kala Varamasi Kala, Varamasi Ggopinath Bhargav Nand Kisho and sons.
4. Jha, L. (1940) Bhasha Shikshan passbbati , Allahabed. N.G Saigal, U.P Press.
5. Keshav Prasad (1984) Hindi Shikshan Delhi Dhanaparai and sons
6. Kothari Commission Report (1968) Govt of India, New Delhi
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8. Nirajkumar Sinba (1990) Madhyamik – Vidyalaymoe Hindi Shiksha, jaipur Hindi Granthe Academy.
9. Robert , L. (1964) Language Teaching A Teacher's Book New York : Megracitill.
10. Ryburu , W,M (1950) The teaching of the mother tongue, Madres, Oxford University Press.
11. Sattigeru , K.I (1997) Natan Hindi Shikshan . Belgaum Vijaya Sattigeri,
12. Srivastava , B.D (1968) The structural Approach to the teacher go the English Agsa ; Aam Prased and sons.
13. Sugandhi Deepak (2004) Hindi Shikha Pranali Ilkal : Neda Prakshan. Karnataka.
14. Sugandhi , V . (2003) Hindi Adhayapn Kolhapur. Creative publishars.
15. Syandhya Mukraji (1986) Hindi Bhahsa Shikshan Luknow : Prakshan Kendra, Uttar Pradesh.

## English /Urdu

### **Objectives; Upon completion of the course the student teacher will be able to;**

1. To master the different techniques, devices of the second language structure. Sounds and vocabulary.
2. To understand the status of English language.
3. To distinguish between different approaches and methods of teaching English and their use in the classroom.
4. Acquire the basic skills of language Learning.
5. Plan and execute of different types of lessons in prose , poetry according to classroom situations.
6. To appreciate the importance and use of suitable audio visual aids in class room situation.
7. To know the principles of curriculum construction.
8. To prepare and use appropriate tools of evaluation to measure the linguistic abilities of the pupils.
9. To realize his/her responsibilities as language teacher and pursue towards the aims of professional growth.
10. To guide the students to use the language correctly.

### **Unit 1: Nature of English Language**

1. Language its nature and structure – meaning of language, of language-Informative , expressive and directive Linguistic Principles.
2. Structure its English Language –phonological ,morphological, Synthatic , semantic and graphic (a brief explanation of the concepts)

### **Unit 2: Aims and Objectives of teaching English**

1. Aims and Objectives of teaching English at the secondary school level as first and second language.
2. English as a library language, Link language and international language .
3. Position of English in India before and after Independence – The three language formula its meaning and scope.

### **Unit 3: Instructional Design of teaching English Language**

1. Teaching of prose – detailed and non – detailed Objectives – methods and Approaches in Lesson Planning.
2. Teaching of poetry – Objectives – methods and Approaches steps in Lesson Planning
3. Teaching of grammar – Objectives –Formal and Functional –Methods of teaching grammar.
4. Use of mother tongue in teaching of English , Different occasions for its effective use .
5. Preparation of Unit Plan , Resource Unit,

### **Unit 4: Methods, Approaches to develop English language skills.**

*Psychological principles of learning English as a foreign language. Methods and approaches of teaching English*

1. Grammar translation method.
2. Direct method
3. Bilingual method
4. Structural approach- Dr- WEST method
5. Communicative approach.
  - 4.1 Development of language skill – instancing objectives and importance –activities for its development
  - 4.2 Speaking – objectives – Activities for its development role of learning by heart , role – play extempore and prepared speeches, debates , language games, substitution table need buy correct pronunciation , defects in pronunciation remedial measures.
  - 4.3 Reading – Objectives – Types of reading – silent and a loud, intensive-methods of teaching reading
  - 4.4 Writing – Objective – characteristics of handwriting \_ dictation composition – objective types (oral, written and picture composition) Free and guided composition translation – Objectives – Importance-Characteristics of good translation,.

### **Practicum**

#### **1 Preparing of substitution table and other drill exercise for practice of structures**

Assignment/partial	10 marks
One test (internal)	10 marks
Participation in Group activities	05 marks
External Examination	50 marks
<b>Total</b>	<b>75 marks</b>

## Reference

1. Abuja R.L (2000) Teaching of English as a foreign language – Indian press publications Allahabad.
2. Allan C.R (1971) teaching English as a second language , New Delhi McGraw-Hill,
3. Allan H.B and compel P.N (1979) readings in teaching English as a second language
4. Brush T.C (1984) The English teachers handbook,. Sterling publishers,
5. Billows: F.L (1961) The techniques of language teaching : London, Longman.
6. Bright J.A And McGregor C.p (1970) Teaching English as second language London, Eases,
7. Gordon B.S (1960) the teaching of English in free india Madras Christian literature society
8. Hornsby A.S The Advance learner's Dictionary of current English language,
9. Hudson ,N. and Macadam, .B. (2000) English without errors, London .
10. Kohli A.L (1984) Techniques of teaching English 9<sup>th</sup> edition Delhi Champak ray and sons , Pvt, Ltd.
11. Menno and Patel (1957) Teaching English as a foreign Language, Baroda Archery Book Depot,
12. Sachdeva M.S (1976) A New Approach to teaching English in Free India Lydian

## Sanskrit

### **Objective– Upon Completion of the course the student – teacher will be able to:**

1. Understand the importance of Sanskrit language and its contribution to Indian culture and emotional integration.
2. Understand the aims and objectives of teaching Sanskrit and state them in the form of specific behavioural changes.
3. Prepare objective based lesson plans and implement them.
4. Understand the basic skills of language learning.
5. Understand the principles of curriculum construction in Sanskrit.
6. Understand the different methods of teaching Sanskrit and use them in his practice teaching lessons.
7. Understand the importance of appropriate instructional material and use them in his practice teaching lessons.
8. Understand the importance of Language Laboratory.
9. Understand the importance of Evaluation, prepare and use different tools of evaluation in language learning.
10. Understand the importance of co-curricular activities in language learning.
11. Imbibe the special qualities of Sanskrit teacher.

### **Unit 1: Sanskrit Language- Nature and Importance**

1. Importance of Sanskrit language.
2. Contributions of Sanskrit to other Indian Languages to Indian culture and tradition and to emotional integration.

### **Unit 2: Place of Sanskrit in the Secondary School Curriculum**

1. Aims and Objectives of teaching Sanskrit with reference to three language formula.
2. Instructional objective- Specifications of each objective in the form of specific behavioural changes.

### **Unit 3: Lesson Plan in Sanskrit Language**

1. Planning lesson plans in prose, poetry, Grammar and composition.
2. Unit Plan : importance, characteristics , format.
3. Resource unit: Importance , characteristics , format.
4. Micro Lesson Plan : Importance , Format , Practice.

### **Unit 4: Development of Language Skills, Curriculum Design.**

1. Listening: Importance, Activities for its Development.
2. Speaking Importance , Characteristics of good speaking, activities For its development.
3. Reading Mechanics of reading Objectives. Different Kinds of reading – silent Reading and Loud reading.
4. Writing : Importance of good handwriting – specialties of the devanagari Script, causes of spelling mistakes, remedial measures.
5. Principles of curriculum construction of Sanskrit.
6. Curriculum design in Sanskrit Subject centered, learner centered problem centered.
7. Transaction of curricular,/ co-curricular activities.
8. Curriculum development and evaluation,

### **Reference**

1. Apte, D.G (2000) Teaching of Sanskrit , Bombay : Parma publication.
2. Shanbhag D.N (2002) Subhead Sanskrit vyakarana. Dharma : Bharat Book Depot
3. Publication & Hulkerikar, G.S ( 1998) The problem of Sanskrit Teaching Kolhapur, Bharat book depot .
4. Patnayak , P . (1997) Language curriculum Mysore CIIL Publications.
5. Ramashakal Pandeya, (2000) Sanskrit shikshan Agra, Pustaka Mandir.
6. Ramavamaraja . K. (2000) The teaching of Sanskrit , Madras : Sanskrit Education society

## **PC (II) PEDAGOGY OF SOCIAL SCIENCES**

This course in the teaching of social sciences introduces student teacher of matters of both content and pedagogy, some emphasis on content seems necessary in view of the fact that many student teachers may not be having sufficient exposure to four major disciplines of social sciences, in fact, The pedagogy of a field of enquiry cannot be separated from its content. This course will help student teacher understand key concepts of the various social sciences as well as related pedagogical issues. Furthermore, student teachers should be encouraged to see interconnection between the different social sciences, i.e. see social sciences as an integrated area of study.

Social and economic issues and the concerns of Indian society have been introduced through real-life situations and primary sources of information. Student teachers are encouraged to grasp concepts and to develop thinking skills. That is why, in certain cases, case studies for the transaction of topics have been indicated,

### **Aims and Course**

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

### **Course Outline**

#### **Part I**

#### **Unit I SOCIAL SCIENCES AS AN INTEGRATING AREA OF STUDY: CONTEXT AND CONCERNS**

1. Distinguishing between natural and social sciences, Major Social sciences disciplines in schools
2. What is social about various social sciences?
3. Uniqueness of disciplines vis-à-vis interdisciplinary.
4. Linking child's natural curiosity with natural phenomena like weather, flora and fauna: spatial and temporal context: important social and economic issues and concerns of the present-day Indian society.
5. Multiple perspectives/plurality of approaches of constructing explanations and arguments,

#### **UNIT II : TEACHING – LEARNING RESOURCES IN SOCIAL SCIENCES**

1. People as resource: The significances of oral data.
2. Types of primary and secondary sources. data from field, textual materials, journals, magazines, newspapers, etc.
3. Using the library for secondary sources and reference material, such as dictionaries and encyclopedias,
4. Various teaching aids: Using atlas a resource for social sciences; maps, globes, charts, models, graphs, visuals,
5. Audio – visual, C,D –Rom. Multimedia, Internal,

#### **UNIT III: SOCIAL SCIENCES CURRICULUM FOR SCHOOLS IN INDIA**

1. Curriculum development process; National and state levels,
2. Studying the social sciences syllabus – aims and objectives, content organization and presentation of any state board and CBSE for different stages of school education.

#### **UNIT IV : TEACHING– LEARNING OF GEOGRAPHY– SPACE, RESOURCES & DEVELOPMENT**

1. Meaning, Nature and scope of Geography Current Trends.
2. Teaching and learning major themes and key concepts in geography.
3. LOCATION: absolute (grid system of latitudes and longitudes and longitudes) and relative location, Two ways of describing the positions of places and people on the earth's surface. Differentiating between sites (location) and situation (place)
4. PLACE: distinct physical and human characteristics of places that distinguish one from the other.

5. MOVEMENTS: Interdependence and interaction across space, migration of people, transport of communication: trade and commerce, patterns of centers, pathways and hinterlands,
6. REGIONS : Formation and change,
7. The above content may be used to understand teaching learning, strategies and skill development in geography
8. Development Skills in geography
9. Observation, recording and interpretation of physical and social features and phenomena; Reading and interpreting geographical information through tables, figures' diagrams, photographs: map reading and interpreting using scale (distance,) direction, symbols point, line and area: Visual- to-verbal and verbal – to visual transformation leading to mental, mapping Identifying, relevant information and data and analyzing them to answer geographical question and offering explanation and interpretation of their findings, applying acquired knowledge and skills for understanding the wider world and taking personal decision taking up preservation method, studying any disaster involving all factors at the local/ global levels,
10. Teaching strategies in Geography
11. Questioning :- Collaborative strategies; Games Simulation and role plays: Values clarification: Problem-solving and decision – making,
12. METHODS : Interactive verbal learning Experiential Learning through activities, experiments. Investigative field visit based on students' own interests with teacher's support as facilitator: Engagement with 'places' at an emotional or sensory level using art, poetry and literature,
13. TECHNIQUES; Using textbooks and atlas as a part of oral lessons, non- oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs, using audio – visual aids, CD,s multimedia and internet ,case study approach,

#### **UNIT V: TEACHING –LEARNING OF ECONOMICS: STATE, MARKET. AND DEVELOPMENT**

1. As a branch of social science, economics is concerned with people, it studies how to provide them with means to realize their potential, This unit on economics deals with the broad themes of state, market, and development market and state are interrelated as instruments of development, The Course
2. Endeavors to introduce the learners to key economic concept and issues that affect their everyday lives.
3. Meaning Nature and scope of economics : current trends key concepts in Economics
4. Scarcity and choice opportunity cost, productively demand, supply and market mechanism, Division of labor and specialization,
5. Classification of Economic system
6. Capitalism. Socialism, mixed economy (case study : India)
7. Development Issues in Economics
8. Sustainable Development – economic growth and economic Development Indicators of measuring the well – being of an economy. Gross, Domestic product; economic planning poverty, Food security, Price rise, Role and function of money – formal and informal financial institution and badger, Classification of production Activities – primary secondary and tertiary
9. Economic reforms and Globalization (discuss these development issues with reference to Indian)
10. The above content may be used to understand the teaching learning strategic.
11. Teaching - :Learning Methods in Economics
12. In addition to usual methods like Lecture. Discussion, storytelling, other methods like problem –solving, simulation games, use of media and technology, concept mapping project and activities like field visit (e.g. visit to a construction site for data on wages and employment,) collection of data from documents (e.g. Economic Survey, five year plan) anal using of Interpreting data (using simple tables, diagrams and graphs) can be undertaken. Self-study and collaborative learning activities should be encouraged
13. Teaching – Learning Materials
14. Using textbook. Analysis of news (Newspaper, TV and Radio,) ; documents (e.g. Economics survey, five year plan. ) Journals, and News Magazines

## History/Civics

### Objectives; Upon completion of the course the student teacher will be able to:

1. Understand meaning, scope and importance of History and civics in the school curriculum.
2. Acquire content knowledge of methods of history and civics.
3. Acquire knowledge of aims and instructional objectives of teaching history and civics
4. Acquire skills in planning lessons in History and civics
5. Understand and apply the principles of organizing content in the teaching history and civic
6. Acquire the knowledge about local, Regional National and World History,
7. Acquire knowledge of instructional material and resources in teaching History and civic.
8. Preparing suitable teaching devices & using them & Organizing field trips,
9. Proficiency in correlating history and civics with other school subjects.
10. Cultivate the qualities of a **good** history and civic teacher.
11. Acquire the knowledge of content of history and civic for viii to x standard in Karnataka.
12. Evaluate History and civics text books and prescribed courses.
13. Develop necessary skills in the application of methods and techniques in the classroom

### Unit :1 Nature and scope of history and civics

1. Meaning , Nature , and scope of history
1. History –an art or science
2. Modern concept of history , exploration, criticism synthesis and exposition.
3. Different levels of history – world History , National , Regional and Local History.
2. Meaning and scope of civics
1. Man as a social animal and as a citizen.

### Unit 2: Aims and objectives of teaching history and civics

2.1 Meaning and Importance of teaching history and civics in secondary Schools,

2.2 Aims of teaching History and civics

2.2.1 Political consciousness understanding of, of current events, citizenship ,understanding of Union and the State Govt.

2.2.2 Functional awareness of Right and Duties of citizens.

2.3 Instructional objectives and values of teaching History and civics.

2.3.1 Knowledge understanding. Critical thinking skills , Attitude, Interests , Application , Analysis of these objectives in terms of specific behaviors of learners,

2.3.2 Spelling and instructional objective and learning outcomes.

2.3.3 History and civics based hobby clubs, societies.

2.3.4 correlations of history and civics with other school subject

2.4.1 Meaning and importance of correlation

2.4.2 Types of correlation

2.4.3 Correlation of history with geography, Economics, Literature,

2.4.4 co curricular / activities in History and civics

2.4.5 Importance of organization of field trips, Visits.

### Unit 3: Instructional design in teaching History and civics

3.1 Format of lesson plan; its stages, selection of relevant content, Selection of appropriate teaching devices and assignments, and plan according to active learning strategies,

3.2 Resource unit

3.3 Unit Plan

### Unit 4: Methods techniques and instructional materials of teaching and civics

4.1 Meaning and need of methods .

4.2 Methods and techniques of teaching history discussion project , problems solving source, dramatization and biographical, Active Learning Strategies.

3. Methods of teaching civics – survey observation, comparative and demonstration Active learning Strategies

4. Instructional materials in history and civics :

1. Collateral reading ,importance, reading materials, Historical Novels,

2. Auto biographic , magazines , new papers dramas , journals Audio –Aids radio , Tape record we, casual – Aids – Maps importance,

3. Types , procedure of using maps, pictures, charts, models , film strips, diagrams,



4. Audio – visual Aids – Films , TV
1. History Room-meaning and importance, planning equipping
2. Computers , multimedia packages and interment as an instructional aid.

**Practical**

1. Critical evaluate History civics content of 8<sup>th</sup> 9<sup>th</sup> 10<sup>th</sup> standard .
2. Conducting quiz competition in history / civics
3. Survey of the locality and collection of information about places of institution of historical interests.
4. Organizing short field trip to a place of historical political interest.
5. Preparing resource unit on a tople of your choice in history and civics .
6. Preparation of materials for a history room or museum
7. Student is also allowed to di his own interested practical work pertaining to the syllabus.

**Note :-**

1. One assignment carries : 10 marks
2. One Internal test carries : 10 Marks

**References**

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5. Kochhar S.k (1989) Teaching of social studies, sterling publisher new Delhi
6. N.C.E.R.T (1970) Effective teaching of History in India A Handbook for history teachers.
7. Taneja U.R (1910) Fundamentals of teaching social sciences, Mahindra Capital Publishers Chandigadh,
8. Vajreswari R (1973) A Band Book for history teaching allied Publisher's New Delhi

## Geography / Economics

**Objectives :** Upon completion of the course the student teacher will be able to:

1. Acquire Knowledge about basic fact , concepts, laws principles and trends in Geography and Economics
2. Acquire Knowledge and understanding of the aims and objective of Geography
3. Realize the values of learning geography
4. Make use of Audio – Visual aids about geography and Economics
5. Develop skills in equipping the Geography (I) Museum (II) Room (III) Library
6. Develop skills in organizing planning – Learning experiments and in writing and organizing the lesson plan,
7. Acquire the knowledge of geography curriculum

### **Unit 1: Meaning Nature and scope of Geography and Economics**

1. Meaning , Nature scope and importance of Geography,
2. Branches of Geography and their importance – Physical, economic human and political.
3. Meaning Nature scope and importance of economics
4. International relations and study of geography and Economics

### **Unit 2: Aims and Objective of teaching Geography and Economics**

#### 2.1 Aims / Values of teaching Geography and economics

1. Intellectual aims
2. Cultural aims
3. Environmental aims
4. Utilitarian aims
5. Aesthetic aims

#### 2.2 Taxonomy and objectives of teaching Geography and Economics

- 2.2.1 Knowledge
- 2.2.2 Understanding
- 2.2.3 Application
- 2.2.4 Attitude and interest
- 2.2.5 National Integration Interactional Understanding.

#### 2.3 Co-relation of Geography and Economics with History , Science , Mathematics and languages .

#### 2.4 Trends in Geography Education .

#### 2.5 Importance and Organization of Field trips, Visits

#### 2.6 Geography Based Hobby Clubs / societies (National Geogrephy specials)

### **Unit 3: Instructional Design in Geography and Economics**

- 3.1 Meaning , Importance and Formal of lesson plan
- 3.2 Principles of lesson planning
- 3.3 Characteristics of a lesson plan
- 3.4 Prepare lesson plan according to Active Learning Strategies
- 3.5 Unit plan
- 3.6 Resource Unit

### **Unit 4: Methods of teaching Geography and Economics**

- 4.1 Meaning and Importance of methods of teaching Geography and Economics
- 4.2 Different Methods of teaching Geography and Economic
  - 4.1.1 Lecture Method
  - 4.1.2 Laboratory Method
  - 4.1.3 Observation Method
  - 4.1.4 Excursion Method
  - 4.1.5 Project Method
  - 4.1.6 Discussion Method
  - 4.1.7 Active Learning Strategies

### **Practicum**

1. Preparation of charts, globe and models of geography,
2. Preparation to transparencies about – section of volcanoes, Seabed plains etc.
3. Interpretation of weather maps
4. Drawing of Geographic maps

5. Preparation of resource unit in Geography

**Assignments**

1. Visit to an observatory Planetarium or Geography museum
2. Collection of specimens
3. Preparation of a project report – Based on local geography survey.

**Scheme of Assessment**

<b>Item</b>	<b>Marks</b>
1. Writing a report 5 to 6 pages	5
2. Collection and preservation of specimen's	5
<b>Total</b>	<b>10</b>

**Note-**

1. Submission of report after doing any one of the above practical work
2. Each Practical Work Carries : 10 marks
3. One internal test carries : 10 marks

**Reference**

1. Bliar, Thomas A., (1951), Climatology : Genral and regional , New York, Prentice hall inc .
2. Brianlt, B.W and D.W Shave , (1965) , Geography in and out of school, London, Harrap and Co,
3. Brock , Jan O.M (1965), Geography , its scope and spirit, Ohio , Charles E. Merrill.
4. Charley, R.J and P. Hogget (Ends) (1967) Frontier in Geography Teaching Methuen Education Ltd.
5. Gabbler , Robert , et all , (1945) Fundamental in School Geography san franchisor Holt Rinehart and Winston ,
6. Garnett Ohio , (1965) Fundamental in school Geography London ,Harrah and co.
7. Gospel ,G.H (1965) The teaching of Geography London Macmillan and co.
8. Graves, N.J (1971) Geography in secondary Education Geography Association
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10. Haggett , P., (1972) Geography , A Modern Synthesis , New Yark Harper and Row
11. Indian National Committee for geography (1968) Development Countries of the world Calutta, 21<sup>st</sup> IGU Publication & Indian National Committee for Geogrephy , (1968) Indian Regional Studies, Calcutta, 21<sup>st</sup> IGU publication & Indian National Committee for Geography (1968) Mountains and Rives of India , Calcite 21<sup>st</sup> IGU Publication
12. Kendrew, W,G (1938) Climatology , London Oxford University Press,
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14. Leong , Goh, chugs (1971) Certification Physical and Human Geography Singapore, Oxford University
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20. Standing sub-committee in Geography (1954) Handbook for geography Teacher, London, Methuen Educational Ltd.
21. Treqartha, Geln T., (1954) An introdution to climate, New York McGraw Hill Book Company inc.
22. UNESCO (1965) Source Book for Geography Teaching London Longman co.
23. Wheeler , Jr, J, Renton Kostabade and Richard S. Thoman (1969) Regional Geography of the World , New York Hilt, Rinehart and Winston, Inc.
24. Wooldridge S.W and W.G East, (1951) The Spirit and purpose of Geography New York, Hutchinson

## **SEMESTER - VII INTERNSHIP GUIDE**

### **Description of Roles**

Interns are students who is a graduate in their subject major, and are spending a four month working with experienced mentor teachers on their teaching practice while taking graduate courses in the Teacher Education department.

**Mentor Teachers** are experienced school teachers who mentor interns. They provide guidance, insight and opportunities for supported practice.

**Supervisors** work with school administrators/ Mentors to determine school experience for interns, mediate in difficult situations, and oversee interns progress in schools and with respect to program requirements. They are faculty who organize campus based lectures and seminars in each subject area. They provide supervision and guidance for the interns in and out of the campus.

### **Intern Responsibilities**

Interns are students of teaching. In contrast to traditional student teaching programs, interns are not expected to begin the year ready to teach on their own. Instead, they are expected to engage in observations, co-planning and co-teaching with their mentor teachers and to build their capacity toward assuming responsibility for extended lead teaching during the semester.

Interns are in a period of transition from students to professional teachers. During this transition, they must retain the perspective of a learner as they take on the new and unfamiliar role of a teacher. Intern are expected to take an active role in their own learning and to contribute to the learning of fellow in terms.

### **Planning and Communication**

- Keep supervisor informed about classroom schedules and events
- Direct questions or concerns to supervisors or mentor
- Schedule observations and conferences with the mentor and inform supervisor of changes promptly
- Meet regularly with the mentor to discuss planning for instruction .

Prepare written lesson and unit plans according to both mentor teacher and supervisor's expectations

- Arrange to share all plans and materials with the mentor in a timely way, to allow for feedback before using them .
- Keep the focus class binder up to date with plans and materials and ensure that it is accessible to the mentor and supervisor at all times
- Engage in reflective diary writing or other communication forums required by mentors and/or supervisors
- Provide mentor/supervisor with copies of plans and materials
- Confer regularly with the mentor teacher and supervisor about progress and concerns

### **Professional Activities**

- Prepare for and participate in seminars
- Participate in orientation activities, faculty meetings and other school events
- Initiate introductions to school faculty, staff and administrators
- Maintain accurate contact information for mentor teacher(s) and supervisor
- In case of absence, inform absence everyone affected promptly, i.e. prior to the absence
- Comply with the school absence policies and have substitute teacher plans available if scheduled to teach lessons during the absence
- Comply with the internship attendance policy
- Dress professionally
- Comply with the Professional Conduct policy Consult mentor teacher and supervisor about the work schedule for any part time job and arrange a mutually acceptable schedule

### **Personal Learning**

- Take initiative in asking questions, searching out resources, inviting feedback and creating opportunities to learn
- Reflect on teaching and learning through discussions and assignments
- Prepare a professional portfolio (reflective diary)
- Work with intern as a co-teacher as soon as possible, sharing decisions and observations

- Observe intern's teaching and help the intern think about student understanding, alternative approaches, grouping, management, etc.
- Provide interns with oral and written feedback about their teaching, including written feedback
- Observe teachers and students carefully, taking notes and asking questions
- Study and participate in the formation and maintenance of a classroom learning community
- Begin the year co-planning and co-teaching lessons and activities, moving toward independent planning and teaching as the year progresses

#### Mentor Teacher Responsibilities

##### **Planning and Communication;-**

- Negotiate with in term and supervisor a sequence of in term responsibilities in accordance with the program standards
- Provide intern with an outline or list of topics intern will be responsible for : teaching, allowing extra time for intern to locate resources, plan, receive feedback from mentor teacher and supervisor, and revise
- Establish regular times to confer with the intern about unit planning and provide support for identifying big ideas and appropriate curriculum materials
- Help identify places in the curriculum where the intern can try out ideas learned in seminars
- Confer regularly with the supervisor about progress and concerns
- Participate in all school activities from morning assembly to evening assembly

##### **Supporting Intern Learning**

- Facilitate and monitor intern's progress from observation to co-planning and co-teaching to lead teaching
- Guide the intern through daily school-based experiences such as working with other teachers, dealing with classes on an assembly day, etc.
- Provide appropriate, classroom-based learning opportunities throughout the year.
- Reflect with the intern about teaching, student learning and ideas and strategies studied in seminars.

##### **Assessment**

- Participate in assessment conferences
- Write and submit an Exit Performance Description at the end of the internship programme
- Help interns think about their careers as educators and assist with reviewing portfolios, videotaping, writing letters of recommendation, etc.

#### Supervisor Responsibilities

##### **Meetings, Observation Visits, and Assessments**

- Provide copies of written assessments to interns and mentor teachers
- Conduct five feedback sessions with the intern and mentor teacher, at the appropriate point of time
- Prepare participants for sessions by explaining what to bring and topics to discuss
- Make at least five observation visits during a week
- Prepare written assessments prior to feedback sessions, using the appropriate forms for your intern's subject area, and provide copies for the intern and mentor teacher at the conference

Write and submit an Exit Performance Description at the end of the internship programme.

##### **Communication**

- Facilitate communication among interns, mentor teachers and others involved with the internship
- Communicate regularly with each intern, at least every other day
- Communicate regularly with each mentor teacher
- Communicate regularly, as scheduled, with subject area leaders about interns' progress and problems
- Provide the intern and mentor teacher with detailed notes and written feedback about observation visits
- Make sure intern and mentor clearly understand expectations and program standards
- Keep informed about program developments and pass this information on to interns and mentors promptly

- Know where to direct questions and relay answers as soon as possible

### **Support of Intern Learning by the supervisor**

- Observe the intern's teaching and confer about the planning and teaching of each observed lesson
- Provide constructive written and oral feedback for each observed lesson
- Identify the intern's specific needs and work on them with the inter and mentor teacher
- Inform subject area leader about problems promptly
- Help interns to develop their portfolios by giving feedback on materials, assisting with videotaping, etc. Records
- Keep notes of all observation visits, including date, progress observed, suggestions made and actions taken
- Keep notes of all communication with interns and mentor teachers
- Keep examples of intern work indicative of progress or problems
- Keep copies of all written assessments and professional development plans :
- Submit evaluation reports and professional development plans to the department head.

This highlights the intern's field experience that contribute to the overall esign of the internship year experience. In schools with other configurations of class me, intems and mentors should discuss with their field instructors how the intern's ad teaching time will be distributed throughout the year. Key aspects of any intern's ad teaching schedule include:

- After the initial week or two of school, the intern should have lead teaching responsibility (but not sole teaching responsibility) for at least one class period in a week.
- Interns are novice teachers for whom out-of-class preparation and reflection takes longer than it does for more experienced teachers. Having regular time during the school day to plan well for their teaching and reflect carefully on it is vital for the growth of the intern's practice and for the quality of the instruction they can provide to the students they share with their mentor. Interns may spend some of this time outside the classroom, and they may spend some of it in observation and analysis of the mentor's teaching.
- In the initial internship programme, short periods of increased lead (sole) teaching responsibilities should be preceded and followed by periods during which interns return to teaching only the focus class. From each period of increased lead teaching responsibility to the next, the demands on the intern's planning, teaching, and/or assessing should increase.

Interns' on-campus classes do not meet every week of the internship. During certain weeks, the classes do not meet so that interns can be in their placement schools all five days of the week. Interns' obligations to their courses during this time focus more on at-school or in-class activities and less on lengthy reading or writing assignments. The following files will be prepared by students during the school internship course. (Preparation or files is mandatory)

Internal Assessment Scheme of Practical	Mark
1- Micro Teaching (10 Skill and 20 Plan )	
2- Macro teaching (40 Lesson of Both Teaching Subject )	
3- Criticism Plan (4 Plan)	
4- Observation of Lesson Plan (40 )	
5- Teaching Aids (5x4 of VII&VIII Sem)	

6- Seminar/Workshop	
7- School Internship (To Learn All School Record Maintain )	
8- Unit Plan	
9- Unit Test Administration Evaluation and Interpretation	
10- Blue Print of a paper	

**SEMESTER –VIII**  
**CC- 13 Proficiency of English**

Terminal	:	40
Sessional	:	10
<b>Total Marks</b>	<b>:</b>	<b>50</b>

**Unit 1: Basic Language skills; Grammar & Usage**

1. Simple , Compound and Complex Sentences
2. Clauses C) Tenses D) Preposition  
E) Direct and Indirect Narration  
F) Active and Passive Voice  
G) Modals  
H) Subject – Verb agreement

**Unit II: Writing Skills:**

1. Paragraph Writing, Describing an event Object Process
2. Letter Writing Business/Official / Social
3. Report and Circulars
4. Notice and Circulars
5. Expansion of and idea,

**Unit III : Literary texts**

**A) Poetry:**

1. Wilfred Owen-Futility
2. W.B. Years Lake Isle of Innisfree
3. Gieve Patel: On killing a tree
4. Jayanta mahapatra the captive air of chandipur on sea
5. Serojini Naidu : Coromandel Fishers

**B) Prose**

6. Brooke T. Washington My struggle for and Education

**C) Short Stories**

7. R.N Tagore – Hungry stones
8. Ruskin Bond – the Tunnel
9. Leo Tolstoy – How Much land does a man need

**C) Speech**

10. John F. Kennedy A Tiny Ripple of Hope
11. Martin Luther King : I Have a Dream

**Unit –IV Phonetics**

1. Production of speech sounds: Vowels and Consonants
2. Stress, Strong and Weak Syllables,
3. Suggested Reading  
(a) English Phonetics – Peter Roach  
(b) Phonetics and spoken English Bala Subhramanium



## CC- 14 Proficiency of Hindi

Ext. =80

Int.=20

**Total Marks =100**

(Answers must be written in Hindi)

### Section- A

#### History of Hindi Language and Nagari Lipi -

1. Grammatical and applied forms of Apbhransh , Awahatta & Aramibhik Hindi
2. Development of Braj and Awadhi as literary Language during Medieval Period
3. Early form of khari- boli in siddha – nath sahitya, Khusero, Sant sahitya Rahim etc and dakhni Hindi
4. Development of Khari – boli and Nageri Lipi and Nagari Lipi 19<sup>th</sup> century
5. Standardisation of Hindi Bhasha & Nagari Lipi
6. Development of Hindi as national Language during freedom movement
7. The Development of Hindi as a National Language of Union of India,
8. Scientific & Technical development of Hindi language
9. Prominent dialects of Hindi and their inter – relationship,
10. Salient features of hageri Lipi and the effort for its reform & standard form of Hindi
11. Grammatical structure of standard Hindi.

### Section –B

#### History of Hindi Literature,

1. The relevance and importance of Hindi Literature and tradition of writing History of Hindi Literature.
2. Literary Trends of the following four periods of History of Hindi Literature.,
  - a. Adikal –sidh, nath and Raso Sahitya , Prominent pouts chandvardal, Khusaro, Hemchandra, Vidyapati.
  - b. bhaktikal -sent Kavyadhara, Sufi Kavyadhara, Krishna bhaktidhara and ram Bhaktidhara. Prominent poets, - Kabir , Jayasi, Sur , & Tulsi.
  - c. Ritikol – Ritikavya , Ritibaddhakavya & Riti Mukta Kavya Prominent Poets – Keshav, Bihart Pasmakar and Ghananand,
  - d. Adhunik Kal
    - a. Renaissncee the development of prose, Bharatnedu Mandal.
    - b. Prominent Writers, Bharatendu , Bal Krishna Bhatt & PRatap Narain Mishra,
    - c. Prominent Trends of modern Hindi poetry : Chhayavad, Prayogvad, Pragativad, Nai Kavita Navgeet and contemporary poetry and janvadi Kavita,  
Prominent poets : Malthill Sharan Gupta, prased,, Nirala, Mahadevi, Dinkar, Agyeya , Muktibodh, Nagarjun,

### III Katha Sahitya

1. Upanyas & Realism
2. The Origin and development of Hindi novels,
3. Prominent Novelists; Premchand, , Jainendra, Yashpal,, Renu and Bhism sahani.
4. The origin and development of Hindi short story,
5. Prominent short story writers, Premchand, Prasad , Agyeya, Mohan Rakesh & Shobti

### IV Drama & Theatre

1. The origin & Development of Hindi Dream .
2. Prominent Dramatists Bharatendu,, Prasad Jagdish Chandra Mathur , Ram Kumar Verma , Mohan Rakesh
3. The Development of Hindi Theater

### V Criticism

1. The origin and Development of Hindi Criticism : saiddhantik Vyavhark , Pragtivadi manovishieshanvcadi & nai Alochana,
  2. Prominent critics : Ramchandra shukla, Hajari Prased Dwivedi Ram Vilas Sharma & Nagendra,
- IV The other Forms of Hindi Prose – Lalit Nivandh , Rekhachitra, Sensmaran Yatrarittant.

SEMESTER –VIII  
**EPC 4 : Understanding the self**

**Objectives**

1. The main aim of this course is to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives. Students are encouraged to explore and develop through self : reflection a greater insight into their aims of life. Strengths and weaknesses and dynamics of formation of identity and a true individuality.
2. Students also develop a capacity for social – relational sensitivity , effective communication skills and ways do create harmony within one’s own self and society, the workshops are also aimed at equipping the students with positive attitude attributes and skill that help in facilitating the personal growth of their own students while teaching.
3. To help student teachers discover and develop open – mindedness, the attitude of a self motivated learner, having sole- knowledge and self – restraint,
4. To help student teacher develop the capacity for sensitivity sound communication skill and ways to establish peace and harmony.
5. To develop the capacity to facilitate personal growth and social skills in their own students

**Unit 1: Exploring the aim of Life Objective**

1. To enable students to develop a vision of life for themselves,’
2. To encourage student to give conscious direction to their live to take responsibility for their actions
3. To develop a holistic and integrated understanding of the human self and personality

**Workshop themes**

1. Vision as a person; Aspiration and purpose of life .
2. Giving a conscious direction to life.
3. Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation , values and direction of life.

**Unit 2: Discovering one’s true potential**

1. To facilitate the personal growth of the student by helping them to identify their own potential.
2. To develop the power of positive attitude.
3. To encourage students to develop the capacity for self-reflection and personal integration.

**Workshop themes**

1. Understand one’s strengths and weaknesses through self observation exercises.
2. Taking responsibility for one’s own action.
3. Developing positivity , self esteem and emotional integration.
4. Exploring fear for trust; competition and cooperation .
5. Development skills of inner self organization and self reflection
6. Writing a self –reflective journal

**Unit 3: Development sensitivity**

1. To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation
  2. To encourage students to develop the capacity for perspective taking and appreciating the point of view
  3. To develop sensibility towards needs of children by connecting with one’s own childhood experiences
- workshop themes
4. Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, caste, class race region , disability etc.) and critically examine the sources of stereotyped messages (e.g. , media)
  5. Defining consciously one’s own values towards self and society and develop a capacity to understand divergent points of view Widening their realm of consciousness,
  6. Development the capacity for empathic listening and communication skills,
  7. Understanding one’s own childhood and adult – child gaps in society.

**Unit 4; Peace progress and Harmony**

1. To develop the capacity to establish peace within oneself
2. To develop the capacity to establish to establish harmony within a group and methods of conflict resolution
3. To understand the meaning of leadership and develop attitudes and skills of a catalyst
4. To understand the basis of social disharmony , the factors that contribute to it and ways to facilitate

change

### **Workshop themes**

1. Establishing peace within oneself; exercises of concentration and meditation
2. Understanding group dynamics and communication
3. Creating group harmony : exploring methods of creating a collective aspiration for progress and conflict resolution
4. Exploring the bases of social disharmony ; becoming the agents and catalysts of change and exploring methods of facilitating change

### **Unit 5: Facilitating personal Growth: Applications in teaching**

1. To explore attitudes and methods needed for facilitating personal growth in student
2. To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum

### **Workshop themes**

1. Becoming a self reflective practitioner: becoming conscious of one's own attitudes and communication pattern while teaching
2. Observing children: appreciating social, economic, cultural and individual differences in children and relating with them
3. Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching

### **Mode of Transaction**

There is no standard prescribed material for these workshops. The professional experts are expected to engage with the students with specially designed activities. These could be based on the facilitators personal integration and unique individual and group characteristics and are rooted within the context of student's lives and contemporary realities. It is suggested that the students be given space to explore and articulate their own sense of life and its issues. They can be encouraged to think a fresh on issues that most closely concern them and use creativity and imagination to develop a perspective on them. The resource materials are an aid in this process. The resource materials can also include newspaper/web articles on contemporary concerns and movies/documentaries and other audio-visual materials. There is a suggested list of resource materials which should be contextualized and updated periodically. Expertise/Specialization required to teach this course Specialists who have conducted personal development workshops and who have conducted personal development workshops and who have a qualification in clinical and counseling Psychology.

### **Essential Readings**

1. Antoine de Saint-Exupery. (1977). The Little Prince, London, UK: Wordsworth Edition Translated by Irene Testot-ferry (available in Hindi).
2. Dalal, A.S. (2001). Our Many Selves, Pondicherry, India: Sri-Aurobindo Ashram.
3. Frankl, V, (1946). Man Search for Meaning. New York: Pocket Books.
4. Joshi, K ed (1953). The aim of Life. Auroville, India: Saiier.
5. Krishnamurti (1953).Education and the Significance of Life, Ojai, California, USA: Krishnamurti Foundation Trust.
6. NCERT, (2006). Education for Peace, Position paper. New Delhi: NCERT.
7. Walk with Me: A guide for Inspiring Citizenship Action. (2006). New Delhi: Pravah Pub.

### **Readings for Discussion**

1. Bach, R. (1994). Jonathan Livingston Seagull, London, UK: Harper Collions Publications.
2. Chatterjee, D. (1998). Leading Consciously, MA, USA: Butterworth- Heinemann.
3. Gibran, K. (1996). The Prophet, Calcutta, India: Rupa & Co.
4. Gupta, L. (2008). Growing up Hindu or Muslim: How Early does it Happen Economic and Political Weekly, 63(6), 35-41.
5. Haldar, B. (2006). A life Less Ordinary. New Delhi: Penguin Books Translated by Urvashi Butalia.
6. Hall, E. and Hall, c. (1998). Human Relations in Education. London, UK Routledge.
7. Joshi, K. (1996). Education for character Development Dharam Hindujs International Centre for Indic Research.
8. Joshi, P. (2006). Negotiating Identify: Voices of children with Disabilities it Regular Schools, Contemporary Education Dialogue. 3(2), 1175-195.
9. Kumar, K. (1996) Growing Up Male, Seminar, No. 318.

10. Seminar, Identity, No. 387, November 1991. New Delhi.
11. UNESCO, (2001). Learning the way of Peace. A teacher's Guide to Peace Education. New Delhi : United Nations Educational, Scientific and Cultural Organization.

**Suggested Audio-Visual Resources**

1. Aim of Life by Kireet Joshi (DVD) for DVD/facilitation contact [mothersinstitute@hotmail.com](mailto:mothersinstitute@hotmail.com)
2. Full of Life: A sensitive Japanese Teachers explores feelings, death with 10 years old. (<http://www.arivindguptatovs.com/films.html>)
3. Personality Development (Interactive CD, Computer Only) With yoga and guided Meditation Modules, Indus Quality Foundation.
4. The House on Gulmohar Avenue by Samina Mishra ([www.cultureunplugged.com](http://www.cultureunplugged.com))

**Advanced Readings**

1. Csikzentmihalyi, M. (1993). The Evolving Self : A psychology for the Third Millennium. New York: Harper Collions.
2. Dalal, A.S. (1987). Living Within, Pondicherry, India: Sri Aurobindo Ashram Trust.
3. Dalal, A.S. (2001). A greater Psychology. Pondicherry, India: Sri Aurobindo Ashram Trust.

## **EPC 5: UNDERSTANDING OF ICT**

**Objective:** Upon the completion to the course the student-teachers will be able to:

1. Develop skill in handling computer and using word documents
2. Develop skill in computation, analysis and interpretation of data by using Excel spread sheets.
3. Understand the Educational Implication of Power Point Presentation and its use in classroom
4. Understand the application of Information Technology in the field of teacher education programme and training .

Practicum:

### 1. **Computer Fundamental**

- a. Instructions on operating the Computer.
- b. Connecting of all peripherals to CPU for a system.
- c. Inserting pictures, objects, frames and tables.
- d. Switching on/off restart.
- e. Inserting/removing a floppy from the floppy drive.
- f. Running a file from a floppy using floppy drive\* Copying a file from hard disk to floppy disk .
- g. Inserting/removing a CD from the CD-ROM drive .
- h. Running a file from a CD-ROM using CD-ROM drive.
- i. Copying files from one drive to another
- j. Creating a new folder
- k. Running a file from hard disk
- l. Connecting the printer and print out hard copies

### 2. **Exercise in MS-Word**

- a. Creating a new document
- b. Formatting and editing of a document
- c. Practicing Mail-Merge facility
- d. Working with the drawing tools

### 3. **Exercise in MS-Power point**

- a. Creating a new worksheet
- b. Inserting and deleting rows/columns in worksheet.
- c. Formatting and editing of a document – sorting.
- d. Preparation of statement of market and using of some statistical concepts Descriptive Statistics.
- e. Preparation of school time tables.
- f. Preparation of Tables.

### 4. **Exercise in MS-power point**

- a. Preparation of MS-power point presentation using text, picture, sound word art, clipart, and the other available tools with animation

### 5- **Exercise in Information and Communication Technology**

- a. Browsing the Internet and down loading – search word using search engine
- b. Working with Multimedia
- c. Receiving/Sending of E-mail and attachment.

**SUBJECT**  
**ENGLISH**

# B.A.-B.Ed.

## COURSE STRUCTURE

### **FIRST SEMESTER**

APPLIED GRAMMAR Collection of Short stories

**80+20=100**

### **SECOND SEMESTER**

PROSE & POETRY

**80+20=100**

### **THIRD SEMESTER**

WRITING SKILLS and Essays

**80+20=100**

### **FOURTH SEMESTER**

DRAMA & FICTION

**80+20=100**

### **FIFTH SEMESTER**

COMPREHENSION SKILLS & COMMUNICATION FOR  
BUSINESS AND MEDIA

**80+20=100**

### **SIXTH SEMESTER**

INDIAN ENGLISH LITERATURE

**80+20=100**

B.A. - B.Ed. (ENGLISH)  
FIRST SEMESTER DETAILED SYALLBUS  
APPLIED GRAMMER& COLLECTION OF SHORT STORIES

**APPLIED GRAMMAR**

- NARRATION
- USE OF TENSES
- USE OF INFINITIVE, GERUND, PARTICIPLE
- CONDITIONAL SENTENCES
- RIGHT USE OF WORDS

**COLLECTION OF SHORT STORIES**

- |                     |                      |
|---------------------|----------------------|
| ● GUY DE MAUPASSANT | THE DIAMOND NECKLACE |
| ● R.K. NARAYAN      | AN ASTROLOGER'S DAY  |
| ● MULK RAJ ANAND    | A PAIR OF MUSTACHIOS |
| ● O'HENRY           | THE GIFT OF THE MAGI |
| ● R.N. TAGORE       | THE HOME COMING      |
| ● LEO TOLSTOY       | THREE QUESTIONS      |
| ● SOMERSET MAUGHAM  | THE LUNCHEON         |



B.A. B.Ed. (ENGLISH)  
SECOND SEMESTER DETAILED SYALLBUS  
**POETRY & PROSE**

**Poetry**

**(A) 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
8. Allegory

**(B) Stanza forms**

1. The heroic couplet
2. The blank verse
3. The Spenserian stanza
4. The Terzarhyme
5. Free Verse

- William Shakespeare: 'True Love'
- John Donne: 'Present in Absence'
- Michael Drayton: 'Since there's no help left....'
- Alexander Pope: 'Essay on Man'
- Thomas Gray: 'Elegy Written in a Country Churchyard'
- William Blake: 'Tiger'

**PROSE**

- Theory of Prose
- Types of Prose
- Types of Prose Style
- Autobiography/Biography and Memoir
- Travelogue
- Periodical Essay
- Personal Essay
- Poetic Prose
- Philosophical Prose
- Bacon 'Of studies'
- Joseph Addison 'Sir Roger at church'
- Oliver Goldsmith 'Man in Black'
- Charles Lamb 'Dream Children'
- 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 the Rule of the Road'

- Robert Lynd
- J.B. Priestley
- Hilaire Belloc
- E.V. Lucas 'Bores'

'A Disappointed Man'

'On Doing Nothing'

'On Spellings'

B.A.- B.Ed. (ENGLISH)  
THIRD SEMESTER DETAILED SYALLBUS  
**WRITING SKILLS& ESSAYS**

1. ESSAY WRITING
2. LETTER WRITING
3. JOURNALISTIC WRITING
4. STORY WRITING
- 5.C.V.WRITING
- 6.PUNCTUATION
- 7.ONE WORD SUBSTITUTION
8. IDIOMS AND PHRASES

TESTING THE SKILL OF DEVELOPING AN IDEA  
FORMAL AND INFORMAL LETTERS  
REPORT, EDITORIAL, OBSERVATIONS

**ESSAYS**

- |                       |                                |
|-----------------------|--------------------------------|
| • AUROBINDO GHOSH     | ESSENCE OF POETRY              |
| • R.K. NARAYAN        | CRIME AND PUNISHMENT           |
| • M.K. GANDHI         | SPIRITUAL TRAINING             |
| • JAWAHAR LAL NEHRU   | HOMAGE TO GANDHI               |
| • SWAMI VIVEKANANDA   | CHIGAGO ADDRESS                |
| • DR. S.RADHAKRISHNAN | CLEAN ADVOCATE OF GREAT IDEALS |

B.A. B.Ed. (ENGLISH)  
FOURTH SEMESTER DETAILED SYALLBUS  
**DRAMA & FICTION**

- Theory of Drama
- Elements of Drama
- Tragedy
- Comedy
- Tragi-comedy
- Expressionist Drama
- Drama of Ideas
- Poetic Drama
- Closet Drama
- The Problem Play
- Drama of the Absurd
- Shakespeare: Othello
- Congreve: The Way of the World
- G B Shaw: St. Joan

B.A.-B.Ed. (ENGLISH)  
FIFTH SEMESTER DETAILED SYALLBUS  
**COMPRHENSION SKILS & COMMUNICATION FOR BUSINESS AND MEDIA**

1. Comprehension.
2. Verbal logic and reasoning.
3. Grammar and usage application of grammatical rules and emphasis on correct usage.
4. Para jumbles to check logical reasoning along with good understanding of the language.
5. Basic communication- concept, nature and features of Communication, distinction between general and technical communication.
6. Business communication- report writing, project report writing fundamentals of documentation.
7. Language sensitivity- cross-cultural communication politically correct communication.
8. Media and communication- writing for print media.
9. Writing for electronic media- radio and television.

B.A.B.Ed. (ENGLISH)  
SIXTH SEMESTER DETAILED SYALLBUS  
**INDIAN WRITING IN ENGLISH**

- NissimEzekiel 'A Poem ofDedication'
- JayantMahapatra 'Hunger'
- VikramSeth 'Unclaimed'
- AKRamanujan 'Anxiety'
- KekiN. Daruwala 'The Unrest ofDesire'
- MaheshDattani Seven Steps around theFire
- MulkRajAnand TheUntouchable
- MahashwetaDevi "Draupadi"

**SUBJECT**  
**ECONOMICS**

**B.A.-B.Ed.**  
**COURSE STRUCTURE**

**FIRST SEMESTER**

PAPER – Principles of Economic Analysis 50

**SECOND SEMESTER**

PAPER – Indian Economic Problems 50

**THIRD SEMESTER**

PAPER – National Income Analysis, Money and Banking 50

**FOURTH SEMESTER**

PAPER – Public Finance and International Trade 50

**FIFTH SEMESTER**

PAPER – Economics of the less Developed countries 50

**SIXTH SEMESTER**

PAPER – History of India`s Economic Policy and Ideas 50



B.A. B.Ed. ECONOMICS  
FIRST SEMESTER DETAILED SYALLBUS  
**Principles of Economic Analysis**

**Unit – I**

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 Behavior: 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 proportions.

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 Pricing: 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. Stonier and Hague:- A Text Book of Economic Theory
2. R. G. Lipsey ;:- An Introduction to Positive Economics
3. Samuelson, Paul A:- Economics
4. Gould and Ferguson:- Micro Economic Theory

B.A. B.Ed. ECONOMICS  
SECOND SEMESTER DETAILED SYALLBUS  
**Indian Economic Problems**

**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, ceilings 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**

Economy of Uttar Pradesh: Nature, Structure and Development of U.P.'s Economy. 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. ECONOMICS  
THIRD SEMESTER DETAILED  
SYALLBUS

**National Income Analysis, Money and 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. Effects of deflation. A brief discussion of relationship between inflation and unemployment (Phillips 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 Recommended:*

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. Dillard, D. – Keynes Ka Arthashastra
6. Ghosh, Alak – Indian Economy
7. Rudra Dutt & Sudaram - Indian Economy
8. Samuelson, P. A. – Economics
9. Stonier & Hague – A Text Book of Economic Theory

B.A. B.Ed. ECONOMICS  
FOURTH SEMESTER DETAILED  
SYALLBUS  
**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. ECONOMICS  
FIFTH SEMESTER DETAILED SYALLBUS  
**Economics of the Developing Countries**

**Unit – I**

Economic growth and economic development: Meaning measurement and distinction; Diverse structure and common characteristics of developing nations; obstacles to development, Economic and non-economic factors in economic development, Patterns of resource endowments agricultural, Mineral energy.

**Unit – II**

Analytical perceptions of problems and policies: Vicious circles of poverty, Lewis model of labour surplus economy, Rosenstein Rodan's theory of push, Leibenstein's critical minimum effort thesis, Nelson's level equilibrium trap; balanced versus unbalanced Rostow's stages in theory of growth, poverty and inequality and unemployment.

**Unit – III**

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

**Unit – IV**

Development and planning: need, concept, types, planning and the market, Formulation of plans. Objectives, strategy, Plan models, Financing and achievements of Indian Five Year Plans.

**Books Recommended:**

1. Todaro, M. P. – Economic Development in the Third World
2. Thirlwal, 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
6. Agarwala, A. N. and S. P. Singh (Eds.) – Economics of Under-development

B.A. B.Ed. ECONOMICS  
SIXTH SEMESTER DETAILED SYALLBUS  
**History of India`s Economic Policy and Ideas**

**Unit-I**

Objectives of Macro-Economic Policy in Developed and Developing countries. Formulation of Economic Policy: the Process, Policy for Controlling Inflation and Unemployment. An overview of Population Policy in India. Policy For Poverty Eradication. Overview of New Economic Policy.

**Unit-II**

Industrial Policy in India. Role and Objectives of Industrial Policy Private and Public Sector, MRTP and concentration of Economic Power. Foreign Investment in Indian Industries and its Regulation; Multinational corporations and Industrial Growth; Policy for Small-Scale Industries; India`s Industrial Policy and Regional Development.

**Unit – III**

Pre-classical Economic and Indian Economic Thought: Mercantilism, Physiocracy. Their views on economic development  
Kautilya, Naoroji, Ranade, R.C. Dutt, Gandhian Economic Thought, and J. K. Mehta.

**Unit – IV**

Classical Economics: Evolution of economic science, Smith`s conception of growth and his criticism of Mercantilist and Physiocratic Doctrines; Smith`s natural philosophy and economic philosophy. The theory of value: The cause and measure of value. Growth of National product and its distribution. David Ricardo: The development of labour theory of value, the theory of distribution and the theory of growth; his views on machinery. Malthusian theory of population and Glut, Malthusian Glut.

**Books Recommended:**

1. Gide and Rist – History of Economic Doctrines
2. Meek, R. L. – Physiocracy
3. Meek, R. L. – The Labour Theory of Value
4. Clair, St. Oswald – A Key to Recardo

**SUBJECT**  
**SOCIOLOGY**

**FIRST SEMESTER**

PAPER –: Introduction to Sociology 100

**SECOND SEMESTER**

PAPER –: Society in India: Structure and Change 100

**THIRD SEMESTER**

PAPER –: Indian Society: Issues and Problems 100

**FOURTH SEMESTER**

PAPER –: Social Change and Social Control 100

**FIFTH SEMESTER**

PAPER –: Foundations of Sociological Thought 100

**SIX SEMESTER**

PAPER –: Social Research Methods 100



B.A.-B.Ed.(SOCIOLOGY)  
FIRST SEMESTER  
**Introduction to Sociology**

**Unit 1:**

The nature of Sociology. The meaning of Sociology: Origin, Definition, Scope, Subject matter, Nature and relation of sociology with other social Sciences.

**Unit 2:**

Basic concepts Society, community, Institution, Association, Group, Social structure, status and role, Function & Dysfunction.

**Unit 3:**

Institutions. Family and kinship, religion, education.

**Unit 4:**

The individual and Society. Culture, Socialization, Relation between individual and society.

**Unit 5:**

The use of Sociology. Introduction to applied sociology-Sociology and social problems. Environment Society- Impact of industrialization & urbanization.

**Essential readings:**

1. Bottomore. T.B. 1972, Sociology: A guide to problems and literature.
2. Bombay :George Allen and Unwin (India)
3. Harlambos, M.1998. Sociology: Themes and perspectives. New Delhi
4. Oxford University Press.
5. Inkeles, Alex, 1987. What is Sociology? New Delhi: Prentice-Hall of India.
6. Jaikaram, No. 1988 . What is Sociology .Madras:Macmillan, India
7. Johnson, Harry M. 1995. Sociology: A Systematic Introduction. New Delhi, Allied Publishers.
8. Schaefer, Richard T. and Robert P. Lamm. 1999 Sociology. New Delhi, Tata- Mac Graw Hill.

**Pedagogy:**

- While introducing sociology as a social science emphasis should be laid on the distinctiveness of its perspective rather than on its substantive theme of study.
- For effective teaching and meaningful learning, illustrations may be drawn from relevant empirical studies.
- Throughout the course, conscious effort should be made to drive home the relevance and significance of sociology for understanding society and in attempting to solve its problems.

B.A.-B.Ed.  
SECOND SEMESTER DETAILED SYALLBUS  
**Society in India: Structure and Change**

**Objectives :**

It is presumed that student has some familiarity with Indian social by virtue of the fact that he is a member of it and that he has observed and experienced some facts of it. However this familiarity is likely to be superficial selective and rather fragmentary. The course is aimed at rectifying these limitations by presenting a comprehensive, integrated and empirically –based profile of Indian society.

The continuity between the present and the past is an evident feature of Indian society. Though this continuity is reflected in the structure of the course. The focus is on the contemporary Indian society. It is hoped that the sociological perspective on Indian society presented in this course will also enable students to gain a better understanding of their own situation and region.

**Unit 1-**

Basic structure of Indian society: Purusharth Ashram, Dharma, Varna.

**Unit 2-**

Composition of Indian Society: Villages, Cities, weaker section, Dalits, O.B.C.'s, women minorities and tribes.

**Unit 3-**

Basic Institutions of Indian society: Caste, marriage, religion, and joint family.

**Unit 4-**

Culture: Material and Non material culture, cultural lag. Changes in Indian society, factors affecting National integration.

**Unit 5-**

Culture Diversity, diversities in respect of language, caste, regional and beliefs.

**Essential readings:**

- Bose, N.K. 1967, Culture and Society in India. Bombay: Asia Publishing House.
- Bose, N.K. 1975, Structure of Hindu Society. New Delhi.
- Dube, S.C. 1990, Society in India.(New Delhi: National Book Trust.)
- Dube, S.C. 1995, Indian Village (London : Routledge)
- Dube, S.C. 1958: India's changing Villages (London: Routledge and Kegan Paul).
- Karve, Irawati, 1961 : Hindu Society : An Interpretation(Poona : Deccan- College)
- Lannoy, Richard, 1971: The Speaking Tree : A study of Indian Society and Culture (Delhi: Oxford University Press).
- Mandelbaum, D.G. 1970 : Society in India (Bombay: Popular Prakashan)
- Srinivas, M.N. 1980 : India: Social Structure (New Delhi: Hindustan-Publishing Corporation)
- Srinivas, M.N. 1963: Social Change in Modern India (California, Berkeley: University of California Press).
- Singh, Yogendra, 1973: Modernization of Indian Tradition (Delhi: Thomson Press).
- Uberoi, Patricia, 1993: Family, Kinship and Marriage in India (New Delhi: Oxford University Press).

**Pedagogy:**

- The use of audio-visual media should be necessary and important component of instruction.
- The participation and involvement of students should be ensured through formal and informal discussions in the class room and field visits. They should be encouraged to write short essays on the local situation and local issues under the guidance of the teacher.
- Wherever possible, illustrations should be drawn from the local situation.

B.A.B.Ed. (SOCIOLOGY)  
THIRD SEMESTER DETAILED SYALLBUS  
**Indian Society: Issues and Problems**

**Unit 1:**

STRUCTURAL: Inequality of caste and gender, Problems of minorities, backward classes and Dalits. Human Rights violation.

Unit 2:

FAMILIAL: Dowry, domestic violence, divorce, inter-Generational conflict, problems of elderly.

Unit 3:

DEVELOPMENTAL: Development induced displacement, naxalism and regionalism, consumerism.

Unit 4:

DISORGANIZATIONAL: Crime and Delinquency, White Collar crime and criminals, drug addiction, terrorism, cyber crime. Corruption in public sphere.

Essential readings:

- Beteille, Andre, 1974, Social Inequality, New Delhi, OUP
- Beteille, Andre, 1992, Backward classes in Contemporary India, New Delhi OUP.
- Berreman, G.D. 1979, Caste and other inequalities: Essays in inequality : Meerut: Folkore Institute.
- Dube, Leela. 1997. Woman and Kinship . Comparative perspective on Gender in South and Southeast Asia. New Delhi: Sage Publications.
- Gadgil, Madhav and Guha, Ramchandra. 1996. Ecology and Equity: The Use and abuse of nature in Contemporary India. New Delhi. OUP
- Inden, Ronald, 1990 . Imaging India, Oxford: Brasil Blackward.
- Lewis Oscar, 1966. "Culture of Poverty" Scientific American, Vol. II and V No. 4pp. 1925.
- Madan, T.N. 1991, Religion in India, New Delhi. OUP
- Ministry of Home Affairs. 1998. Crime in India. New Delhi. Govt. of India.
- Satya Murty. T.V. 1996 Region, Religion, Caste, Gender and Culture in Contemporary India. New Delhi. OUP.
- Sharma, S.L. 1997. "Towards Sustainable Development in India" In S.R. Mehta (Ed), Population, Poverty, and Sustainable development, Jaipur. Rawat Publications.
- Sharma, Ursula. 1983. Woman, Work and Property in North West India. London : Tavistock.

References:

- Allen, Douglas (Ed).1991. Religion and Political Conflict in South Asia, West Port Conn. : Connecticut University Press.
- Bardhman .P.1984, Land: Labour and Rural Poverty. New Delhi. OUP.
- Brekenbridge, C.1996, Consuming Modernity: Public Culture in Contemporary India, New Delhi. OUP.
- Singh, Anoop Kumar 2011. Ramification of Human Rights in India, New Delhi, Serials Publication.
- Guha, Ramchandra .1994. Sociology and the Dilemma of Development, New Delhi: OUP
- Juergensmeier, Mark 1993, Religious Nationalism Confronts the Secular State. New Delhi: OUP

B.A.B.Ed. (SOCIOLOGY)  
FORTH SEMESTER DETAILED SYALLBUS  
**Social Change and Social Control**

**Objectives:**

Social change and Social Control have always been a central concern of Sociological study. So far as Social Change is concern, it has gained in salience Partly because of its unprecedented rapidity and partly because of its planned character. The course is designed to achieve all aspect of social change as well as of Social Control.

**Unit 1:**

Social Change: Meaning. Nature and factors of Social Change : Biological Factors. Demographic Factors, Technological Factors, Economic Factors, Cultural Factors, Info-tech factors.

**Unit 2:**

Theories of Social Change: Demographic and Biological Theories: Evolutionary, Diffusionist and Marxist theory, Technological Deterministic Theory, Linear and Cyclical theories of Social change.

**Unit 3:**

OTHER CONCEPTS RELATING TO SOCIAL CHANGE: Social process: Industrialization, Urbanization, Mordernization and Sanskritization, Social Evolution, Social Change in India.

**Unit 4:**

Social Control: Definition, Need and Importance of Social Control, Types of Social Control, Theories of Social control.

**Unit 5:**

Agencies of Social Control: Family, Propaganda, Public Opinion, Education and State, Religion.

**Essential Reading :**

- Bottommore. T.B. 1972, SOCIOLOGY: A guide to problems and literature. Bombay : George Allen and Union (India).
- Gillin and Gillin, Cultural Sociology: The Mac millan and co.New York. 1950. Kingsley Davis-Human Society, The Mac millan and co.New York. 1959.
- W.E. Moore, Social Change, Prentice-Hall of India. New Delhi 1965.
- Herbert Spencer; First principles, New York 1906.
- W.F. Ogburn and M.F. Nimkoff: A handbook of Socioloty, Routledge and Kegan Paul Ltd. London 1960.
- Maclver and Page, Society, London 1953.

B.A.B.Ed. (SOCIOLOGY)  
FIFTH SEMESTER DETAILED SYALLBUS  
**Foundations of Sociological Thought**

Course Outlines :

**Unit I:**

The Emergence of sociology: History of Social Thought: Enlightenment – The social, economic and political forces: The French and Industrial Revolutions.

**Unit II:**

The Pioneers: August Comte: Positivism.

Herbert Spencer: Social Darwinism, Super-organic evolution. Emile. Durkheim: Social solidarity, and Suicide.

**Unit III:**

The Pioneers: Karl Marx: Materialistic Conception of History, Class and Class Conflict.

Max Weber: Power, Authority and Socialaction. Pareto: Circulation of Elites.

**Unit IV:**

Schools of Sociological Theory: Functionalism, Conflict School, Social action Perspective.

**UNIT V:**

Development of Sociological Thought in India.

Essential readings:

- Aron, Ramond. 1967 (1982 reprint). Main currents in sociological thoughts (2 columns). Harmondsworth, Middlesex: Penguin Books.
- Barnes, H.E. 1959. Introduction to the history to the sociology . Chicago The University of Chicago press.
- Coser, Lewis A. 1979. Masters of Sociological Thought. New York : Harcourt Brance Jovanovich
- Fletcher, Ronald. 1994.The Making of Sociology (2 volumes) Jaipur-Rawat.
- Morrison, Ken.1995 Marx, Durkheim, Weber: Formation of Modern Social Thought. London; sage.
- Ritzer, George. 1996. Sociological Theory . New Delhi. Tata-McGraw Hill.
- Singh, Yogendra. 1986 Indian Sociology: social conditioning and emerging Trends. New Delhi: Vistaar.
- Zeitlin, Irving.1998 (Indian Edition). Re-thinking sociology: A critique of Contemporary Theory. Jiapur: Rawat.

**Pedagogy:**

The focus of this paper is on the substantive, theoretical and methodological I issues which shaped the thinking of pioneering and classical sociologists and which continue to concern the practitioners of sociology today. Unless Otherwise necessary to understand their contributions, the biographical Details of the sociologist should be kept to the minimum.

Evaluation of the relevance and significance of the contributions of the pioneers and classical theorist should be briefed by the historical context of the discipline and its theorists.

B.A.B.Ed. (SOCIOLOGY)  
SIX SEMESTER DETAILED SYALLBUS

**Social Research Methods**

**Objectives:**

This course aims to provide an understanding of the nature of social Phenomena, the issues involved in social research and the ways and means of understanding and studying social reality. Thus the emphasis is there on the study of research method as a means of understanding social reality. There are different perspectives and methods (both quantitative and qualitative research) are to be covered.

**Course outline:**

**Unit I:**

Meaning, significance and steps of social research. Conceptualization and formulation of hypothesis.

**Unit II:**

Scientific Study of social Phenomena. The scientific method, logic in social Science. Objectively and subjectivity in social science.

**Unit III:**

Types of Research: Basic and Applied, Historical and Empirical, Descriptive, Exploratory and experimental.

**Unit IV:**

Types, techniques and tools of data collection: Sampling, Observation, Questionnaire, Schedule and interview, primary and secondary data.

**Unit V:**

Measures of Central tendency: Mean, Median, Mode, and Bar Diagram.

**Essential Readings:**

- Bajaj and Gupta. 1972, Elements of Statistics. New Delhi: R.Chand and Co.
- Beteille, A. and T.N. Madan.1975, Encounter and experience: Personal Accounts of Fieldwork. New Delhi: Vikas Publishing House.
- Bryman, Alan. 1988 Quality and Quantity in Social Research, London: Unwin Hyman.
- Garrett, Henry. 1981 Statistics in Psychology and Education. David Mckay.
- Indian Publication-Mrs. A.F.Sheikh For Vakils, Bombay, Tenth Reprint.
- Jayram, N.1989. Sociology: Methods and Theory. Madras: MacMillan.
- Kothari, C.R.1989. Research Methodology: Methods and Techniques, Bangalore, Wiley Eastern.
- Punch, Keith. 1996. Introduction to Social Research, London: Sage.
- Shipmen, Martin. 1988. The Limitations of Social Research, London Sage.
- Srinivas, M.N. and A.M.Shah 1979: Fieldworker : The Field, Delhi Oxford.
- Young, P.V. 1988 Scientific Social Survey and Research. New Delhi: Prentice Hall.

**Pedagogy:**

The uses of techniques and methods have to be understood alongwith the Perspective that governs research. An effort should be made to distinguish between techniques and methods. Moreover, the teachers may convey the Message to the students that the social context of research and its methods is fundamental to their understanding and application.

The purpose of the course is to train students as good research and investigators. For this reason, understanding of social reality, especially the local context, is imperative. Therefore, examples and illustrations may be drawn from local / regional contexts for effective teaching and meaningful learning.

The main efforts may be devoted to making students do exercises in the class and, if possible, in the field. This will also make the course interesting and give students the necessary practice to apply the techniques and methods in the field situations as well as for data analysis.

Students may also be familiarized with published source material especially the census reports. Use of OHP for the reading and interpretation of tables, graphs etc. will be helpful.



**SUBJECT**  
**HOME SCIENCE**

B.A.B.Ed. (HOME SCIENCE)  
FIRST SEMESTER  
**Food and Nutrition**

Objectives: This course will enable the student to -

1. Understand the functions of food and the role of various nutrients, their requirements and effects of deficiency and excess (in Brief)
2. Learn about the structure, composition, nutritional contribution and selection of different food stuffs.
3. Be familiar with the different methods of cooking, their advantages and disadvantages.
4. Develop an ability to improve the nutritional
5. quality of food.
6. To get acquainted to the terms like food poisoning and food adulteration.

**Unit I : Concept of Nutrition :**

- (a) Nutrition and health – definition and inter-relationship
- (b) Food - Definition, physical and chemical composition of food, functions of food
- (c) Classification of food according to source and function

Unit II : Classification and Functions of Food.

Unit III : Nutrients

Macro & Micro Nutrients Classification, Sources, Functions Recommended Dietary Allowances

Deficiency and Excess (in brief)

Digestion & Absorption of Protein, Carbohydrates & Fats.

- a) Carbohydrates
- b) Fats
- c) Proteins
- d) Minerals

Major

Calcium

Phosphorous

Sodium

Potassium

Chlorine

Sulphur

Magnesium

e) Vitamins

Water Soluble Vitamins

Pyridoxine, Pantothenic Acid B 12

f) Dietary fiber

g) Water

**Unit IV :**

1. Nutritional aspect of:

- a. Protein
- b. Carbohydrate and dietary fiber
- c. Lipids
- d. Vitamins
- e. Minerals

2. Energy metabolism and basal metabolism rate (BMR)

- a. Energy value of food
- b. Factors affecting energy requirement
- c. Minimum nutritional requirement and RDA, formulation of RDA and Dietary
- d. guidelines – reference man and reference women

Trace

Iron

Iodine

Fluorine

Manganese

Zinc

Cobalt

Copper

Fat Soluble Vitamins Vitamin C, Folic Acid, A, D, E, K Thiamine, Riboflavin, Niacin,

**Unit V : a) Basic Food Groups**

Food Composition, Nutritional Contribution & Selection Factors for the following :

Cereals & Millets

Pulses

Fruits

Vegetables

Milk & Milk Products

Nuts & Oilseeds Meat, Fish & Poultry Eggs

Sugars

Condiments & Spices

b) Role of Beverages and appetizers in diet :

(i) Stimulating

(ii) Refreshing

(iii) Nutritious

**Unit VI : Methods of Cooking, Their Advantages & Disadvantages and Effect on Nutritive value.**

a) Retention of Nutritive value of foods during preparation.

b) Food Adulteration – meaning & common adulterants in Food.

c) Food poisoning

**Unit VII : a) Improving Nutritional Quality of Foods.**

(i) Germination

(ii) Fermentation

(iii) Supplementation

(iv) Substitution

(v) Fortification & Enrichment

b) Role of Convenience food :

(i) Ready to use foods

(ii) Protein Supplements

**Practical**

Unit I : Food Preparation.

a) Beverages – Tea, Coffee, Fruit, Punch & Milk shake

b) Cereal & flour mixtures

a) Boiled rice or pulao

b) Chapati or puri or paratha

c) Sandwiches – any one

d) Biscuits or pancakes or cookies

c) Pulse and legumes – Two recipe

Unit II: Vegetables

a) Simple salad

b) Dry vegetable – any one

c) Curries – any two

Unit III : Fruits – Fruit preparation using fresh and dried – stewed fruit, or fruit salad (any one)

Unit IV : Milk – Milk based simple dessert and puddings – (any two) Unit V : Poultry – Cakes – (any one)

Unit VI : Snacks – Pakoras, Cheese Toast, Upma, Pohe. Unit VII : Peanut Chikki, Till Ladoo.

Unit VIII : A survey of yours near by slum area – on Health Problems. Unit IX : Chart or Poster – on any topic related to your subject.

Unit X : Prepare a list of on going welfare programme for children and women.

**Sessional Work :**

1. Recipe file pre pollution of dishes.

2. Basic Concept of dietary calculation of important Nutrients.

**References Books :**

1- Essentials of Food & Nutrition Vol I & II

: Swami Nathan

2- Introductory Foods

: Hughes

3- Normal & Therapeutic Nutrition

: Robinson

4- Applied Nutrition

: Raj Lakshmi

5- Human Nutrition– An Application in India

: Mudambi

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B.A.B.Ed. (HOME SCIENCE)

SECOND SEMESTER

**Extension and Communication**

**Unit I :** Extension education process

- (a) Environment for learning, role of the educator, role of the people in the Learning and development
- (b) Communication; concept, nature, significance of development communication, communication process.

Extension techniques and methods – personal contacts, demonstration, literature, group discussion

**Audio Visual Aids in Extension**

- (a) Classification and importance
- (b) Selection, preparation and effective use of A.V. Aids in extension work

**Unit II :** Occupational Health

- a) Physical hazards, chemical hazards, biological hazards, mechanical hazards and Psycho social hazards.
- b) Occupational Diseases – Only classification.
- c) Measures for health protection of workers.

**Unit III :** Pollution

Different types & remedies of pollutions.

**Unit IV :** Population Education :

- a) Definition objectives and scope.
- b) Difference between population education and family planning education.

**Unit V :** Population & its rate of growth

- a) Population growth in India.
- b) Causes for rapid growth of population in India & its effect on health.
- c) Family planning.

**Unit VI :** Extension Education

- a) Meaning, scope and objectives of extension education.
- b) Principles of extension education.
- c) Qualities of extension workers.
- d) Difference between formal and Non-formal education.

**Unit VII :** (a) Community Development Programme –

- (i) Meaning, Definition, Elements and Principles of community development.
- (ii) Origin of community Development Programme.
- (iii) Recent programmes for - ICDS, DWCRA, IMY, MNREGA

(b) Problems and Remedy

- (i) Dowry
- (ii) Child labor
- (iii) Violence against women
- (iv) Awareness and education of social problems (women empowerment) Awareness and Education of social problems (women Empowerment)

**Unit VIII :** Audio Visual Aids

- a) Definition
- b) Classification use and idea of audio visual aids. Poster Puppet  
Chart Film slide  
Flash Card Overhead projector Computer and Internet  
Chalk Board Radio  
Bulletin Board Television  
Model Photography  
Public Address System

Practical

- 1- Paper Presentation.
- 2- Chart, Poster, Models, Flash Cards, Folder, Puppets. (Any teaching aids related to the topics)
- 3- Survey.

Sessional Work :

1. Preparation and presentation of Audi- visual Aids.
2. Paper presentation any topic

Reference Books :

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

B.A.B.Ed. (HOME SCIENCE)

THIRD SEMESTER

**Family Resource Management**

Objectives:

1. To create an awareness among the students about management in the family as well as the other system.
2. To recognize the importance of wise use of resources in order to achieve goals.
3. To understand the family has needs and factors affecting selection and purchases of site for house building.
4. To understand various elements and principles of art used in the interior decoration.

**Unit I : Introduction to Management**

- a) Basic Concepts of Management
- b) Importance of Management
- c) Obstacles of Management

**Unit II : Factors Motivating Management**

- a) Values – importance, classification, characteristics & changing values.
- b) Goals – definition & types
- c) Standards – Definition and Classification
  - (i) Individual & Group
  - (ii) Conventional & Modern

**Unit III : Family Resources and Decision Making Process :**

- a) Type of Resources
- b) Factor affecting the use of resources.
- c) Steps and role of decision making in management.

**Unit IV : a) Stage of Family life cycle**

b) Finance Management

- (i) Income – sources of income & expenditure
- (ii) Budget – preparation of family budgets in view of family income.
- (iii) Saving – purpose of saving and different investment schemes (L.I.C. & Bank).
- (iv) Guidelines of money management.



**Unit V : Time and Energy Management**

- a) Definition
- b) Time and Energy demand during various stages of family life cycle.
- c) Tools of time management and fatigue.
- d) Guidelines of time and energy management.
- e) Elementary Idea of work simplification.

**Unit VI : Houeing & Interior Decoration**

- (a) Family housing needs- Protective, economic and social.
- (b) Bactors effecting selection and purchase of site for house building- legal aspects,location, physical features, soil conditions, cost, service.
- (c) Meaning, Elements and principles of art.
- (d) Design- Decoration and structural.
- (e) Color- properties, classification and color schemes.
- (f) Furniture- types, styles and arrangement.
- (g) Lighting - types, styles and arrangement.
- (h) Flower arrangement- types, styles and arrangement
- (i) Accessories - types, styles and arrangement.

**Unit VII : Kitchen & Types of kitchen**

**Unit VIII : Introduction to Foundation of Art**

- a) Design – definition characteristics & types: structural & decorative
- b) Elements of Design
 

Line	Pattern
Form	Light
Colour	Space
Texture	
- c) Principle of design
 

Balance	Rhythm
Harmony	Emphasis Proportion
- d) Study of Colours
  - (i) Classification & Dimensions
  - (ii) Colour Schemes
  - (iii) Psychological effects of colours

**Practical**

1. Greeting cards – 2, Envelops, Book Marks
2. Pot making / dust bins/ any decoration article.
3. Any teaching aid or article of the child below 5 years. 4- A visit to maternity ward – survey Report.
4. Folder.
5. Alpana / Rangoli

**Sessional Work :**

1. Preparation of decorative pot
2. Wall hanging and flower basket or any other.

**Reference Books :**

- |                                   |   |                  |
|-----------------------------------|---|------------------|
| 1- Management for Indian Families | : | Gross & Crandall |
| 2- Management in family living    | : | Nickell & Dorsey |
| 3- Home Furnishing                | : | A.H. Rutt        |
| 4- Home with characters           | : | Graig & Rush     |
| 5- Home Management families       | : | M.K. Manu        |
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B.A.B.Ed. (HOME SCIENCE)

FOURTH SEMESTER

**Human Development**

**Unit I :** Human Development Definition, Need & Scope.

**Unit II :** Orientation to Growth & Development.

- a) Understanding growth & Development
- b) General Principles of Development
- c) Stages of Development & Developmental tasks of each stage Prenatal period, Infancy (0-2 yrs.), Early Childhood (2-6 yrs.), Middle Childhood (6-12 yrs.), Adolescence (13-18 yrs.), Young Adulthood (19-40 yrs.), Middle Adulthood (41-60 yrs.), Late Adulthood & Ageing (61 yrs. Till death).
- d) Factors affecting development.

**Unit III :** Prenatal Period

- a) Menarche, menstruation cycle, puberty, conception fertilization, implantation, ova, sperm ovulation & menopause (Define)
- b) Female reproductive organs (internal)
- c) Conception and signs of pregnancy
- d) Complications of pregnancy.
  - (i) Hyperemesis Gravidarum
  - (ii) Abortions
  - (iii) Toxemia of Pregnancy
  - (iv) Rh. Factor
  - (v) Anemia
- e) Care of the Pregnant Mother
- f) Stages of Prenatal Development Zygotic, Embryonic & Foetal Stages.

**Unit IV :** Postnatal Period

- a) Types of Delivery
- b) Care of the New Born Baby
- c) Immunization

**Unit V :** Physical and Motor Development –

1. Physical development -
  - (a) The New Born physical appearance and sensory capacities
  - (b) Changes in size, shape, muscles, bones and brain as it continues through Infancy, Preschool, Middle Childhood, Adolescent growth spurt include primary and secondary sexual characteristics and psychological impact of adolescent.
2. Inter-relatedness and coordination between the physical and motor development
3. Motor Development: Reflexes in infancy; major milestones through end of infancy, preschool years, middle and late childhood, adolescence.

**Unit VI :** Play

- a) Definitions and characteristics
- b) Types of play, importance of play

**Unit VII :**

1. Socio-emotional development
  - (a) Socialization
  - (b) Factors effecting social development.
2. Emotional development
  - (a) Basic emotional reactions – joy, fear, jealousy, anger, sadness and aggression
  - (b) Emotional problems- factors effecting emotional development in childhood

**Unit VIII :** Common behavioral problems among children and their remedies.

Practical

- 1- Preparation of teaching aids.
- 2- Preparation of toy for infants.
- 3- Assessment of problems of any two stages.

Sessional Work :

1. Drawing and labeling diagrams of Human physiology.

Reference Books :

- |    |                                 |   |  |
|----|---------------------------------|---|--|
| 1. | Human Development               | : | Gordon                                     |
| 2. | Child Development               | : | Harris                                     |
| 3. | Human Development               | : | Lerner & Hultsch (A life span perspective) |
| 4. | Child Development & Personality | : | Mussen                                     |
| 5. | Child Development               | : | Hurlock                                    |



Reference Books :

1. Textiles : Hollen & Saddler
2. Textiles & Lundry work : Durga Deolkar
3. Fundaments of Textiles & Their Uses : Susheela Dantyagi
4. Introduction to Textiles : Joseph Marjory
5. Grooming Selection and care of cloth : S. Pandit & Elizabeth Tarplag

B.A.B.Ed. (HOME SCIENCE)

SIXTH SEMESTER

**Dietetics and Therapeutic Nutrition**

**Unit I :**

a) Therapeutic Nutrition – Importance, different types of diets, modification of normal diets to therapeutic nutrition, method of feeding patients, Pre and Post operation diets.

b) Diet in deficiency diseases- Protein Energy Malnutrition, classification of PEM according to Gomez welcome group of IAP (Indian Academy of Pediatrics), Severe Acute Malnutrition (SAM)

**Unit II :** Energy requirements- Factors affecting energy requirements BMR, Activity, Age, Climate, Diet, Physiological Conditions.

**Unit III :** Concept of Nutritionally adequate diet & meal planning.

a) Importance of Meal Planning.

b) Factors affecting meal planning – Nutritional, Socio cultural, Religious, Geographic, Economic, Availability of time & material resources.

c) Meal Planning for special occasions, like Festival and Birthday party.

**Unit IV :** Nutrition through the life cycle at different activity & socio-economic levels, requirements, nutritional problems, food selection.

a) Adulthood

e) Infancy

b) Pregnancy

f) Preschool

c) Lactation

g) School Age

d) Old Age

h) Adolescence

**Unit V :** Principles of diet therapy.

a) Importance of diet therapy

b) Modification of normal diets for therapeutic purposes.

c) Different type of diets

a) Full diet

b) Soft diet

c) Fluid diet

d) Bland diet

d) Different feeding patterns

a) Oral feeding

b) Tube feeding

c) Intravenous feeding

**Unit VI :** Nutritional Management in common ailments.

Requirements and diet planning.

a) Diarrhoea

b) Constipation

c) Fevers

d) Weight Management

a) Over weight

b) Under weight

**Unit VII :** Therapeutic Diets

a) Diabetes

b) Hypertension

**Practical**

1- Planning of Therapeutic & modified diets.

a) Soft Diet

b) Fluid Diet

c) Bland Diet

d) High Protein Diet

- e) High fibre Diet
  - f) Low fibre Diet
  - g) Calorie – restricted.
- 2- Diet in fevers, over weight under weight, constipation, diabetes, hypertension.

Sessional Work :

1. Planning preparation and calculation of meal for different age group..

Reference Books :

- |    |                                      |   |                     |
|----|--------------------------------------|---|---------------------|
| 1. | Human Nutrition & Dietetics          | : | Passmore & Davidson |
| 2. | Normal & Therapeutic Nutrition       | : | Robinson            |
| 3. | Nutrition & Diet Therapy             | : | Williams            |
| 4. | Modern Nutrition in Health & Disease | : | Shils & Olson       |
| 5. | Food, Nutrition & Diet Therapy       | : | Dranse & Mohan      |

**SUBJECT**  
**PSYCHOLOGY**



B.A.- B.Ed. (PSYCHOLOGY)  
COURSE STRUCTURE

	Marks
<b>FIRST SEMESTER</b>	
PAPER – 101: Basic Psychological Processes	35
Practical	15
<b>SECOND SEMESTER</b>	
PAPER – 102: Experimental Methodology and Statistics	35
Practical	15
<b>THIRD SEMESTER</b>	
PAPER – 201: Psychopathology	35
Practical	15
<b>FORTH SEMESTER</b>	
PAPER – 202: Social Psychology	35
Practical	15
<b>FIFTH SEMESTER</b>	
PAPER – 301: Measurement & Statistics	35
Practical	15
<b>SIXTH SEMESTER</b>	
PAPER – 302: Counseling and Guidance	35
Practical	15

B.A. B.Ed. (PSYCHOLOGY)  
FIRST SEMESTER DETAILED  
SYALLBUS  
**Basic Psychological Processes**

**Unit I**

- **Introduction:** Definition, nature, scope and applications of psychology. Methods: Introspection, observation, experimental, interview, questionnaire and case study.
- **Biological Bases of Behaviour:** The response mechanism: Receptors, effectors and adjustors. The Nervous System: The basic structure and functions

**Unit II**

- **Sensory Processes:** Visual and auditory: Structure and functions.
- **Attentional Processes:** Nature, types and determinants of attention.
- **Perceptual Processes:** Nature and determinants, perceptual organization, Nature and Types of illusion and causes, space, shape, colour and Movement perception, constancies

**Unit III**

- **Learning:** Nature of learning process. Classical and Operant conditioning: Basic principles and types. Thorndike's trial and error theory and Gestalt theory of insight. Transfer of training, types of transfer, factors influencing learning, skinner theory (Instrumental Conditioning, method, material of learning
- **Memory and Forgetting:** Memory: The Stages of memory Encoding, storage and retrieval processes. Types of Memory: Sensory, short term and long term memory. **Methods of measuring memory. Techniques of improving memory. Forgetting: Nature, causes and theories of forgetting: Decay, interference, basic model**
- **Motivation and Emotion:** Characteristics of motivation, the motivational cycle. Classification of motives: Biogenic, sociogenic and personal motives. Emotion: Nature and theories of Emotion: James-Lang'e, Cannon-Bard, cognitive theory of emotion

**Unit IV**

- **Thinking:** Nature and tools of thinking: imagery, prototypes, script, schema, language and thought.
- **Intelligence:** Definition, concept of I.Q. Genetic and environmental influences on intelligence. Factor theories: Spearman, Thurstone and Guilford.
- **Personality:** The concept of personality. Trait and type approaches of personality. The Biological, social and cultural determinants of personality, types of personality, amassment of personality, Psycho-dynamic theory

**BOOKS RECOMMENDED:**

- Atkinson and Hilgard (2002). Introduction to Psychology. New York: Thomson Wadsworth.
- Baron, R. A. (1995). Psychology: The Essential Science. New York: Allyn and Bacon.
- Feldman, R. S. (2006). Understanding Psychology. India: Tata McGraw Hill.
- Lefton, L. A. (1985). Psychology. Boston: Allyn and Bacon.
- Morgan, C. T., King, R.A. Weiz, J. R., Schopler, J. (2001). Introduction to Psychology. Tata McGraw Hill.
- Singh, A. K. (2000). Uchchar Samanya Manovigyan. New Delhi: Motilal.

**B.A.-B.Ed. (PSYCHOLOGY)**  
**FIRST SEMESTER**

**PRACTICAL**

Any three experiments of the following should be performed.

1. Bilateral transfer of training.
2. Maze learning.
3. Influence of set on perception.
4. Psychophysics (any one method).
5. Effect of knowledge of results on performance.
6. Memory span for digits and words.

B.A. B.Ed. (PSYCHOLOGY)  
SECOND SEMESTER DETAILED  
SYALLBUS  
**EXPERIMENTAL METHODOLOGY AND STATISTICS**

**Unit I**

- **Introduction:** Nature of Science and Scientific method. Steps involved in experimentation.
- **Problem and Hypothesis:** Nature, types and sources.
- **Variables:** Nature and types Control of Variables.
- **Design:** Nature and types

**Unit II**

**Psychophysics :** Nature, Problems and Methods, Weber Fechner Law.  
**Method-** Paired comparison method, ranking scale

**Unit III**

- Meaning and Purpose of Statistics in Psychology: Discrete and Continuous Scores.
- Frequency Distribution and their Graphical Presentation: Frequency polygons, Histograms, Ogive NPC.

**Unit IV**

- **Measures of Central Tendency:** Mean, Median, Mode and its meaning, application and computation.
- **Measures of Variability:** Range, quartile deviation, standard deviation

**BOOKS RECOMMENDED:**

- Garrett, H. E. (1969). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.
- Garrett, H. E. (1993). Siksha evam Manovigyan Mein Sankhyiki. New Delhi: Kalyani Publishers.
- Guilford, J.P. & Fruchter (1973). Fundamentals of Statistics in Psychology and Education. Tokyo: Kogapusha.
- Kapil, H.K. (1980). Sankhyiki ke Mool Tatva. Agra: Vinod Pustak Mandir.
- McGuigan, F.J. (1990). Experimental Psychology (5<sup>th</sup> Edition). New Delhi: Prentice Hall. India.
- Singh, A.K. (2000). Test, Measurement and Research Methods. New Delhi: Motilal Banarsi Das.
- Suleman, M. (1997). Sankhyiki ke Mool Tatva. Patna: Shukla Book Depot.
- Verma, P. & Srivastava, D.N. (1996). Manovigyan aur Shiksha mein Sankhyiki. Agra: Vinod Pustak Mandir.

**B.A. B.Ed. (PSYCHOLOGY)**  
**SECOND SEMESTER**

**PRACTICAL**

**Any three experiments of the following should be performed.**

1. Bilateral transfer of training.
2. Maze learning.
3. Influence of set on perception.
4. Psychophysics (any one method).
5. Effect of knowledge of results on performance.
6. Intelligence Test (Verbal).

B.A. B.Ed. (PSYCHOLOGY)  
THIRD SEMESTER DETAILED  
SYALLBUS  
PSYCHOPATHOLOGY

**Unit I**

- **Introduction to Psychopathology:** History of abnormal psychology, the concept of normality and abnormality; Classification of mental disorders, recent classification of DSM.
- **Mental Illness:** Symptoms and syndromes. Causes of abnormal behaviour: Biological, psychological, social and cultural factors.
- **Psychological Models of Psychopathology:** Biological, psychodynamic, behavioral.

**Unit II**

- **Stress:** Nature sources and types; Acute stress disorder. Coping with stress.
- **Psychosomatic Disorders:** Symptoms, causes and treatment.

**Unit III**

- **Anxiety Disorders:** Phobia, Obsessive compulsive disorder, Generalized Anxiety disorder; their symptoms, types, etiology and treatment, Panic Disorder
- **Somatoform Disorders:** Conversim HYsteria.

**Unit IV**

- **Psychotic Disorders:** Symptoms, types, etiology and treatments.

(a) Schizophrenia (b) Delusional disorders.

- **Mood (Affective) Disorders:** Manic episode, Depressive episode, Unipolar, Bipolar Affective disorders, organic Disorder
- **Personality Disorders:** (a) Dissociative (b) Anti Social  
(c) Borderline

**BOOKS RECOMMENDED:**

- Buss, A.H. (1999). Psychopathology. New York: John Wiley.
- Carson, R.C.; Butcher, J. N. & Mineka, S. (2010). Abnormal Psychology and Modern life. Pearson Education, Inc. and Dorling Kindersley publications Inc.
- Srason, G. I. and Sarason, R. V. (2007). Abnormal Psychology: The Problem of Maladaptive Behaviours (11<sup>th</sup> Edition). Pearson Education Inc. and Dorling Kindersley Publishing Inc.
- Singh, A. K. Adhunik Asamanya Manovigyan. Patna: Moti Lal Banarsi Das.

**B.A. B.Ed. (PSYCHOLOGY)**  
**THIRD SEMESTER**  
**DETAILED SYALLBUS**

**PRACTICAL**

**Any three tests of the following should be performed.**

1. Attitude Scale.
2. Test of Aggression.
3. Sociometry.
4. Social Facilitation/Conformity

B.A. B.Ed. (PSYCHOLOGY)  
FORTH SEMESTER  
**SOCIAL PSYCHOLOGY**

**Unit I**

- **Introduction:** Nature and scope; Methods of studying social behaviour: Observation, field study, survey, sociometry.
- **Socialization:** Nature and Agents and mechanisms, socialization and deviation.
- **Social Interaction:** Competition, cooperation and social facilitation.

**Unit II**

- **Perceiving Groups:** Prejudice, Stereotypes and Conflicts: Sources, dynamics and remedial techniques.
- **Social perception:** □ Self perception, person perception model of information, integration attribution: theory and biases
- **Interpersonal attraction:** Nature, measurement and antecedent conditions of interpersonal attraction.
- **Attitudes:** Nature, Formation and change of attitudes. Measurement of attitudes. Thurston and Bogardus theory of attitude change.

**Unit III**

- **Group Dynamics and Influence:** Structure, function and types of the groups. Group cohesiveness, norms and decision making. Conformity, obedience and social modeling.
- **Leadership:** Definitions and functions; Trait, situational, interactional, behavioural and contingency approaches to leadership effectiveness, types of leadership.

**Unit IV**

- **Communication:** Verbal and non-verbal strategies. Language and social interaction. Barriers to communication.
- **Aggression:** Determinants: Personal and social; Theoretical perspectives: Biological, trait, situational and Bandura's social learning
- **Helping Behaviour:** determinants: Personal, situational and socio-cultural determinants □

**BOOKS RECOMMENDED:**

- Alcock, J. E. Carment, D.W. Sadava, S.W. Collins, J. E., Green, J. M. (1997). A Text Book of Social Psychology. Scarborough, Ontario: Prentice Hall/Allyn & bacon.
- Baron, R. A. Byrne, D. (2002). Social psychology. New Delhi: Prentice Hall.
- Feldman, R. S. (1985). Social Psychology: Theories, Research and Application. New York: McGraw Hill.
- Myers, David, G (1994). Exploring Social Psychology. New York: McGraw Hill.
- Singh, A. K. (1996). Adhunik Samajik Manovigyan ki Rooprekha (3<sup>rd</sup> edition). Varanasi: Motilal Banarsi Das.
- Tripathi, L. B. (1992). Adhunik Samajik Manovigyan Agra: National Psychological Corporation.
- Worchel, S. & Cooper, J. (1983). Understanding Social Psychology. Illinois: Dorsey Press.



B.A. B.Ed.(PSYCHOLOGY)  
FORTH SEMESTER

**PRACTICAL**

**Any three tests of the following should be performed.**

1. Anxiety
2. T.A.T.
3. EPI (Eysenck Personality Inventory)
4. Stress/Coping Test.

B.A. B.Ed. (PSYCHOLOGY)  
FIFTH SEMESTER DETAILED SYALLBUS  
MEASUREMENT AND STATISTICS

**Unit I**

- Scaling techniques and Measurement:** Scaling techniques: Paired comparison, rating and ranking.
- Levels of Measurement:** Nominal, interval, ordinal and ratio scales.
- Tests:** Meaning and characteristics of a good test, Types of tests.

**Unit II**

- Standardization of test; Norms-types. Concept and measurement of reliability and validity: Nature and Types
- Errors in Measurement:** Examiner's variables, Testee's variables, Situational variables in psychological measurement.

**Unit III**

- Research Design:** Meaning, characteristics and purpose of research design.
- Normal Distribution:** Concept of probability. Laws of probability. Characteristics of NPC. Deviation from NPC; Skewness and kurtosis. Applications of NPC.
- Correlation:** Concept of Correlation: Linear and non-linear correlation, Pearson's Moment correlation, spearson's rank order correlation.
- Psychological test, and types**

**Unit IV**

- Hypothesis Testing and Making Inferences:** Population and sample: Random sampling; nature and assumptions of t-distribution; computation of t values for independent (small and large); interpretation of t values-level of significance; type-I and type-II errors in inference making.
- Non-Parametric Statistics:** Nature and assumptions, Chi-square, Median and sign test.
- Preparation of data for computer analysis:** Familiarization with software packages of statistics and their application.

**BOOKS RECOMMENDED:**

- Anastasi, A.S. Urbina. S (1999). Psychological Testing, (7<sup>th</sup> International Ed.). MacMillan Co.
- Broota, K.D. (1992). Experimental Design in Behavioural Research. New Delhi: Wiley Eastern.
- Garrett, H. (Eds) (1969). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.
- Kapil, H.K. (1980). Sankhyaki ke Mool Tatva Agra: Vinod Pustak Mandir.
- Kaplan, R. N. & Saccuzzo, D. P. (2001). Psychological Testing, Principles, Applications and Issues (5<sup>th</sup> Ed.) USA: Wadsworth Thomson learning.
- Minium, E.W. King. B.M. & Bear. G. (1993). Statistical Reasoning in Psychological and Education. New York: John Wiley.
- Siegel, S. (1994). Non Parametric Statistics. McGraw Hill.
- Singh, A.K. (2000) Test, Measurement and Research Methods. Patna: Bharti Bhawan.
- Srivastava Ram Jee, Manovaigyanic Evam Shaikshik Mapan, New Delhi: Motilal Banarsidas.

**B.A. B.Ed. (PSYCHOLOGY)  
FIFTH SEMESTER DETAILED SYALLBUS**

**PRACTICAL**

Any Three Tests / Experiments of the following should be performed:-

1. Ranking or Paired Comparism.
2. Intelligence Test (Non Verbal)
3. Achievement Test.
4. Job Satisfaction.

B.A. B.Ed. (PSYCHOLOGY)  
SIXTH SEMESTER  
**COUNSELLING AND GUIDANCE**

**Unit I**

- Introduction:** Nature and goals of Counseling. Distinction between Guidance and Counseling.
- Perspectives of counseling:** Psychoanalytic, behavioural and cognitive

**Types of Counseling:**

(a) Directive, Non-directive and eclectic.

(b) Individual and group counseling.

**Unit II**

- Counseling Process:** Principles of Counseling.
- Counseling skills:** Rapport, Empathy and Communication.
- Phases of Counseling:** Initial, Middle, Terminal and Follow up.
- Special Areas of Counseling:** Marital counseling, personal counseling and counseling of alcoholics and drug addicts.

**Unit III**

- Introduction to Guidance:** Need for guidance, Nature, goals and functions of guidance
- Areas of Guidance:** Educational, vocational, personal and family counseling.
- Report writing:**  counseling and stepwise report writing of two

**Unit IV**

- Testing Techniques in Guidance:**
  - Intelligence
  - Personality
  - Interests
  - Achievement tests
  - Current Approaches to counseling: CBT

**BOOKS RECOMMENDED:**

- Gelso, C. J. and Pretz, B.R. (1995). Counselling Psychology. Bangalore: Prism Books Pvt. Ltd.
- Gibson, R. L. & Mitchell, M.H. (2005). Introduction to Counseling and Guidance (6<sup>th</sup> Ed.). Pearson Education.
- Patri, V. R. (2008). Counselling Psychology. New Delhi: Authors Press.
- Rao, S. N. (1991). Counselling and Guidance (28<sup>th</sup> Reprint 2008). New Delhi: TataMcGraw Hill.
- Rai, A and Asthana, M. (2003). Guidance and Counseling (Concepts, Areas and Approaches). New Delhi: Moti Lal Banarsi Das.
- Woolfe, R., Dryden, W. & Strawbridge, S. (2003). Handbook of counselling Psychology (2<sup>nd</sup> Ed.). London: Sage Publication Ltd.

B.A. B.Ed. (PSYCHOLOGY)  
SIXTH SEMESTER

**PRACTICAL**

**Any Three Tests / Experiments of the following should be performed:-**

1. Mental Health.
2. Environmental Awareness Scale.
3. Interest Test (E.I.R. or V.I.R.)
4. Speed and Accuracy Test.

**SUBJECT**  
**POLITICAL SCIENCE**

**B.A. B.Ed.**  
**(POLITICAL SCIENCE)**

**FIRST SEMESTER**

POLITICAL THEORY 100

**SECOND SEMESTER**

NATIONAL MOVEMENT and CONSTITUTION OF INDIA 100

**THIRD SEMESTER**

AN OUTLINE HISTORY OF WESTERN POLITICAL  
THOUGHT 100

**FOURTH SEMESTER**

COMPARATIVE GOVERNMENT 100

**FIFTH SEMESTER**

PRINCIPLES OF PUBLIC ADMINISTRATION 100

**SIXTH SEMESTER**

INDIAN POLITICAL THOUGHT 100

**B.A.B.Ed. (POLITICAL SCIENCE)  
FIRST SEMESTER DETAILED  
POLITICAL THEORY**

**Course Objective :**

1. To introduce students to political knowledge as a good citizen.
2. To introduce the concept of public welfare state.
3. Introduce concepts of sovereignty, law and democracy.
4. Tell the importance of public opinion & Political parties.

**Unit I**

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

**Unit II**

The State – Its nature, origin. Functions of States; Concept of Welfare State; Concepts of Justice, Liberty and Equality.

**Unit III**

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

**Unit IV**

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

**Assignment :**

- Describe the relationship of political science with social science?
- Your description according to the concept of state of folk art?
- Explain the outline of parliamentary governance system?
- Secularism, Public opinion, Political Parties. Write short notes on three of the following. Secularism, Public opinion, Political Parties.

**Books Recommended:**

1. Gilchrist : Principles of Political Science
2. Ashirvatham: Political Theory
- 3- izks0 vEoknRr iar % jktuhfr'kkL= ds vk/kkj
- 4- izks0 Jh izdk'kef.k f=ikBh % jktuhfr foKku ds vk/kkj Hkwr fl)kUr0



**B.A.B.Ed. (POLITICAL SCIENCE)  
SECOND SEMESTER DETAILED  
NATIONAL MOVEMENT and CONSTITUTION OF INDIA**

**Course Objective :**

1. To know the student's the birth and growth of Nationalism in India.
2. Role of student as a citizen known about our Fundamental Right & Duties.
3. To know the role of the supreme court in Democracy.
4. Panchayati Raj System in Indian.

**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 Disobedience 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.

**Assignment:**

1. Describe the Role of the Indian National Congress in India.
2. Describe the process of making Indian constitution.
3. Explain the working of Indian Parliament?
4. Describe the role of the executive?

**Books Recommended:**

1. Indian Government & Constitution – Dr. Pukhraj Jain

B.A.B.Ed. (POLITICAL SCIENCE)  
THIRD SEMESTER DETAILED  
**AN OUTLINE HISTORY OF WESTERN POLITICAL THOUGHT**

Course Objective :

- Plato's contribution: evaluation
- Contribution of Aristotle's ideas in the study of political science
- Machiavelli: Representative of the Renaissance
- Critically appraise Mill's views on representative governance.
- Introduce students to Karl Marx's theory of class struggles.

**Unit I**

Plato; Aristotle.

**Unit II**

Main characteristics of Medieval Political Thought St. Thomas Aquinas; Machiavelli; Jean Bodin.

**Unit III**

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

**Unit IV**

Karl Marx; T. H. Green, Hegel.

Assignment:

1. Compare Plato's communism with modern Communism.
2. Present your opinion on Machiavelli's ideas of religion & ethics.
3. Critically explain the utility theory of Bentham.
4. Explain Marx's class struggle theory in modern Perspective?

Books Recommended:

1. Western political thought – Sushma Garg
2. Agrawal Publications Agra

B.A.B.Ed. (POLITICAL SCIENCE)  
FOURTH SEMESTER DETAILED  
**COMPARATIVE GOVERNMENT**

Course Objective :

1. To Introduce students to the concept of Rule of Law?
2. Introduce student's to the concept of Judicial Review.
3. Explain Switzerland's Multiple executive?
4. Introduce student's to the Multi- Party system of French.

**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.

Assignment:

1. Compare the composition' Powers and position of British Lord sabha and the us senate?
2. Explain what are the key features of the US federal system?
3. Compare the Swiss federal supreme court to the US Supreme Court?
4. Write short notes on administrative law?

**B.A.-B.Ed. (POLITICAL SCIENCE)  
FIFTH SEMESTER DETAILED  
PRINCIPLES OF PUBLIC ADMINISTRATION**

Course Objective :

1. The Role of Public Administration in the Modern State.
2. Control over administration : Legislative, Executive and Judicial.
3. Know about the Role of Bureaucracy in Modern State.
4. Know about the importance of budget in Public welfare state.

**Unit I**

Meaning, nature and scope of Public Administration; Public and Private Administration; The role of Public Administration in the Modern State; Responsive Administration.

**Unit II**

Bases of Organization; Principles of Organization; Hierarchy; Span of Control; Delegation of Authority; Centralization 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; Bureaucracy.

**Unit IV**

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

Assignment:

1. Explain the role of Public administration in a Public welfare state.
2. Analyze the various ways parliament can control public administration?
3. Explain the characteristics of Indian bureaucracy?
4. Discuss the budget related process in the context of india?

**Books Recommended:**

1. Public Administration – Dr. B.L. Fadia, Sahitya Bhawan Publication Agra

**B.A.B.Ed. (POLITICAL SCIENCE)  
SIXTH SEMESTER DETAILED  
INDIAN POLITICAL THOUGHT**

Course Objective :

1. To Make students aware of kautilya's Political Views.
2. Know about Raja Ram Mohan Roy: Contribution and Estimative?
3. To make student's aware of the political views of Bal Gargadhar Tilak?
4. To make student's aware of the objectives of jai Prakash Narayan's Journey from Socialism to Sarvodaya?

**Unit I**

Manu, Kautilya.

**Unit II**

The Indian Renaissance; Raja Ram Mohan Roy; Swami Dayanand & Swami Vivekanand.

**Unit III**

Bal Gangadhar Tilak; Gopal Krishna Gokhale, M.N. Roy.

**Unit IV**

M. K. Gandhi; Jawaharlal Nehru; Jai Prakash Narain and Sir Saiyad Ahmad Khan.

Assignment:

1. Write comment on kautilya saptang theory?
2. Ramakrishna Mission believes in establishing Universal Love. explain this statement.
3. Write an article on the fundamental humility of Manvendra Nath Rai.
4. Explain the relevance of Gandhi ji Ideas in the present time.

Books Recommended:

1. Indian Political Thinker – Dr. Birendra Sharma

**SUBJECT**  
**GEOGRAPHY**

**B.A. B.Ed. (GEOGRAPHY)**  
**COURSE STRUCTURE**

**FIRST SEMESTER**

PAPER –: Physical Geography	50 MARKS
PAPER – : Practical	30 MARKS
SESSIONAL	20 MARKS
<b>TOTAL</b>	<b>100 MARKS</b>

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**SECOND SEMESTER**

PAPER –: Human Geography	50 MARKS
PAPER – : Practical	30 MARKS
SESSIONAL	20 MARKS
<b>TOTAL</b>	<b>100 MARKS</b>

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**THIRD SEMESTER**

PAPER –: Economic Geography	50 MARKS
PAPER – : Practical	30 MARKS
SESSIONAL	20 MARKS
<b>TOTAL</b>	<b>100 MARKS</b>

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**FOURTH SEMESTER**

PAPER –: Geography of India	50 MARKS
PAPER – : Practical	30 MARKS
SESSIONAL	20 MARKS
<b>TOTAL</b>	<b>100 MARKS</b>

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**FIVE SEMESTER**

PAPER –: Geographical thought	50 MARKS
PAPER – : Practical	30 MARKS
SESSIONAL	20 MARKS
<b>TOTAL</b>	<b>100 MARKS</b>

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**SIXTH SEMESTER**

PAPER –: Environmental Studies	50 MARKS
PAPER – : Practical	30 MARKS
SESSIONAL	20 MARKS
<b>TOTAL</b>	<b>100 MARKS</b>

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B.A. B.Ed. (GEOGRAPHY)  
FIRST SEMESTER DETAILED  
SYALLBUS  
**Physical Geography**

**Course Contents :**

**Part-I** Lithosphere Nature and Scope of Physical Geography : Geological Time Scale, Origin of the Earth, Interior of the Earth Origin of Continents and Oceans, Isostasy, Earthquakes and Volcanoes, Geosynclines, Mountain Building with special reference to folded mountains, Concept of Plate Tectonics.

**Part-II** Rocks-their origin, classification and characteristics, Earth movements- Folding, Faulting and Wrapping, Weathering and Erosion, Cycle of Erosion by Davis and Penk, Drainage Pattern, Evolution of Land forms by River, Wind, Glacier and Underground water.

**Part-III Atmosphere ;** Composition and Structure of atmosphere : Insolation, Horizontal and Vertical distribution of temperature, Atmospheric pressure and winds, Airmasses and Fronts, cyclones and anti-cyclones, Humidity, precipitation and rainfall types, Major climate types- Equatorial, Monsoon, Mediterranean, West European and Hot Desert.

**Part-IV Hydrosphere :** Ocean Bottoms, composition of marine water- temperature and salinity, Circulation of Ocean water-Waves, Currents and Tides, Ocean deposits, Corals and atolls, oceans as storehouse of resources for the future.

**Part-V** Biosphere Components of Biosphere, Plants and animals evolution, dispersal and distribution : Biotic succession, Biome types and Zoo- geographical regions of the world , Biosphere as a global Eco-System.

**Books Recommended :**

1. Strahler, A N and Strahler, A.H. : Modern Physical Geography.
2. Barry, R.G. and Chorley, R.J. Atmosphere, Weather and Climate.
3. Trewartha, G.T. Elements of Physical Geography
4. Pears, N.: Basis Biography.
5. Sharma, R.C. and Hukku, M : Oceanography for Geographers.
6. Singh, Savindra : Physical Geography (Eng./Hindi)
7. Lal, D.S. : Climatology (Eng./Hindi)
8. Singh, J. and Singh, K.N. Bhautik Bhoogol (Hindi)
9. Agarwal, K.M.L.: Bhautik Bhoogol (Hindi)
10. Tiwari, A.K. Jalvau Vigyan Ke Mool Tatva - Rajasthan Hindi Grantha Academy Jaipur 2000.
11. Garg, H.S., Jal, Vau Vigyan Ke Adhar, Discovery Publication, New Delhi, 2011



B.A. B.Ed. (GEOGRAPHY)  
FIRST SEMESTER  
PRACTICAL  
**Physical Geography**

**(A) Lab Work**

**Unit-I** The nature and scope of cartography, Scales- Construction of Comparative, Diagonal and Vernier Scales, Enlargement and Reduction of maps. Calculation of area of maps of different shapes by graphical and arithmetical methods.

**Unit-II** Map Projections : General Principles : Classification, properties and choice of map projections - merits and demerits. Construction of Cylindrical Equal area, Mercator's, Conical with two Standard Parallels, Bonne's, Polyconic, Gnomonic Polar Zenithal and Stereographic Polar Zenithal projections.

**Books Recommended**

1. Monkhouse, F.J. : Maps & Diagrams.
2. Robinson, A.H : Elements of Practical Geography.
3. Singh, R.L. Elements of Practical Geography.
4. Mishra, R.P. and Ramesh, A : Fundamentals of Cartography.

B.A. B.Ed. (GEOGRAPHY)  
SECOND SEMESTER DETAILED SYALLBUS

**Human Geography**

**Unit-I** Concept and Nature ; Meaning, Scope and Development of Human Geography, Man and Environment relationship-Determinism, Possibilism, Neo-determinism, Probabilism, Basic principles-Principle of Activity or Change, Principle of Terrestrial Unity or whole.

**Unit-II Habitation (Population and Settlement)**

**Distribution of population and world pattern, global migration - causes and consequences, concept of over population and under population.**

**Human Settlements** - Origin, types (Rural-Urban) characteristics, size and distribution. House types and their distribution with special reference to India.

**Unit-III** Economy Evolution of Human Economy ; Sequence of human occupation, Primitive Economics-Food gathering, Hunting, Pastoral herding, Fishing, Lumbering and Primitive agriculture. Later major innovations and their impact.

**Unit-IV** Society and Culture Evolution of man (Australopithecus, Homo Erectus, Hominids). Man's spread over the earth during the Pleistocene) cultural Diffusion, Cultural realms. World Human Races- Classification, Characteristics and Distribution.

**Unit-V** Population Tribes : Some typical modes of life of world Tribes- Eskimos, Kirghiz, Bushman, Masai, Semang and Pygmies. Habitat, Economy and Society of Indian Tribes-Bhotias, Gaddis, Tharus, Bhil, Gond, Santhal, Nagas (with reference to their present-day transformation)

**Books Recommended**

1. Spencer, J.E. and Thomas, W.L. Introducing Cultural Geography.
2. Thomas, W.L. (ed.) Man's Role in Changing the Face of the Earth.
3. Peripillou, Human Geography
4. Smith, D.M. Human Geography-A Welfare Approach
5. Forde, C.D., Habitat, Economy and Society
6. Dicken, S.N. and Pitts. F.R., Introduction to Human Geography.
7. Kaushik, S.D., Manav Bhoogol (Hindi)
8. De Blij, H.J., Human Geography, Culture, Society and Space, John Wiley, New York, 1996
9. Prasad, Gayatri, Sanskritik Bhoogol (Hindi)
10. Singh, J, Manav Bhoogol (Hindi)
11. Bansal, S.C. Manav Bhoogol (Hindi)
12. Jain and Borha, Sankritic Bhoogol.
13. Srivastava, V.K. and Rao, B.P. Manav Bhoogol
14. Thakur, B.S., Manav Bhoogol.
15. Jordon, T.G. and Lawntre, The Human Mosaic
16. Hira Lal, Jansankhya Bhoogol
17. Fellman, J.L. Human Geography-Landscapes of Human Activities, Brown and Bench man, Pub. U.S.A. 1997.
18. Michael, Can, New Patterns : Process and change in Human Geography. Nelson, U.K. and Canada, 1996..
19. Garg, H.S., Manav Bhugol, Pragati Prakashan, Meerut, 2008.

B.A. B.Ed. (GEOGRAPHY)  
SECOND SEMESTER  
PRACTICAL  
**Human Geography**

**Unit-I** Methods of showing relief: Hachure's, shading, contours & layertints; representation of different landforms by contours. Drawing of profiles - cross & long profiles, super imposed, composite & projected profiles. Slopes & gradients.

**Unit-II Topographical Maps**

Introduction: Expansion and Indexing: Coverage, Scale and Topo Symbols.

Study and Interpretation of One Inch/1:50,000 Survey of India Toposheets - representing Plain, Plateau and Mountain areas under the following heads- Relief, Drainage Characteristics, Land-use, Settlement types and patterns, and means of Transport and communication with special reference to recognition of Land forms based on contours and profiles drawn on them.

<b>DIVISION OF MARKS :</b>	
Lab Work-One question from each unit with internal. Choice (Duration - Three Hours)	40
Viva-Voce & sessional records	10

**Books Recommended**

1. Singh, L.R. & Singh, R.N. Map work and Practical Geography (Eng./Hindi)
2. Sharma, J.P. Practical Geography (Hindi)
3. Lal Hira : Prayogtmak Bhoogol Ke Adhar (Hindi)
4. Tiwari, R.C.; Tripathi, Sudhakar : Abhinav Prayogic Bhoogol.

B.A. B.Ed. (GEOGRAPHY)  
THIRD SEMESTER DETAILED  
SYALLBUS

**Economic Geography**

**Unit-I** Nature, Scope and development of Economic Geography. Major concepts -Economic landscape, Stages of economic development, typology of economic activities (Primary, secondary, tertiary quaternary) Resource-concept and classification.

**Unit-II** Soil and major soil types, Forest types and their products ; Agricultural Land use and Locational theory by Von Thunen; Distribution, production and international trade of principal crops-rice, wheat, sugarcane, cotton tea, coffee and rubber, Agricultural regions of the world by Whittlesey.

**Unit-III** Marine resources and Aquaculture-Major Fishing Areas, their production and trade. Nature of Occurrence, distribution, production and trade of minerals- Iron ore, Manganese, Bauxite, Copper, Mica and Gold (in major producing countries) Power Resources Production and utilization of coal, Petroleum, Hydroelectricity and atomic energy.

**Unit-IV** Locational factors of Industries and their relative significance, Weber's theory of Industrial location. Types of industries, Location patterns and development trends of Manufacturing industries-Iron and steel, Textiles, Ship Building, Sugar, Paper and Chemicals, Major Industrial regions of U.S.A. U.K. and Japan.

**Unit-V** Means and modes of transport-major trans continental railways, International Air and Sea routes; inland water ways (Panama and Suez Canals); Changing pattern of international Trades, Major Trade organizations and trade blocks-COMECON, EFTA, ASEAN, NAFTA, OPEC-their objectives and trade relations.

**Books Recommended**

1. Alexander, J.W., Economic Geography
2. Robinson, A.H. Jones, C.F. and Darkenwarld G.G. Principles of Economic Geography.
3. Boesh, Hans, A Geography of World Economy.
4. Bengston and Reyen, Fundamentals of Economic Geography.
5. Zimmerman, E.W. Introduction to World Resources.
6. Chisholm, M., Modern World Development-A Geographical Perspective.
7. Singh, K.N. & Singh, J., Arthik Bhoogol ke Mool tatva (Hindi)
8. Jain, P, Arthik Bhoogol ki Samiksha (Hindi)
9. Srivastava, V.K. & Rao, B.P. Arthik Bhoogol.
10. Wheeler, J.O. et al ; Economic Geography, John Wiley, New York 1995.
11. Robertson, D (ed.) Globalization and Environment, E.Elgas Co. U.K.,2001.
12. Garg, H.S. & Anjali Garg, Aarthik Bhugol, Radha Publications, New Delhi, 2012

B.A. B.Ed. (GEOGRAPHY)  
THIRD SEMESTER  
PRACTICAL  
**Economic Geography**

**(A) Lab Work**

**Unit-I** Statistical Analysis (i) Measures of Central Tendency- Mean, Median, Mode. Measures of Dispersion-Quartile range, Standard Deviation, Variance and Co-efficient of variation. Correlation and Co-efficient of correlation.

(ii) Graphical Representation of Statistical Data-Histogram, Polygon, Frequency Curve, Scatter Diagram.

**Unit-II Cartographic Representation of Statistical Data**

(i) Graphs :Band graph, Hythergraph, Climograph.

(ii) Diagrams : Compound Bar, Wheel, Rectangle, Circle.

(iii) Distribution Maps : Using Dots, Isopleth and Choropleth method.

**Division of Marks**

**(A) Lab Work :**

**One question from each unit with internal choice, Duration three hours-40**

**(B) Viva-Voce & Sessional Records - 10**

**Books Recommended**

1. Monkhouse, F.J. Maps & Diagrams.
2. Robinson, A.H., Elements of Cartography.
3. Gregory, S., Statistical Method and the Geographer.
4. Smith, H.T.V. Aerial Photographs and their Applications.
5. Singh, R.L., Elements of Practical Geography.
6. Sing, L.R. & Singh, R.N. Map work and practical Geography (Eng./Hindi)

B.A. B.Ed. (GEOGRAPHY)  
FOURTH SEMESTER DETAILED  
SYALLBUS  
**Geography of India**

**Unit-I** India in the context of Asia and the world : Structure, Relief and Drainage System ; Major Physiographic regions of India; The Indian Monsoon-origin and characteristics, effect of El Nino and La Nina, climatic divisions, Soil types and conservation.

**Unit-II** Forest resources-their utilization and conservation; Power resources (water, Coal, Mineral oil and Atomic) and Mineral resources (Iron ore, Bauxite, Mica, Manganese) their reserve, distribution, production, trade and conservation. River Valley Projects; Tehri dam & Narmada Valley Project.

**Unit-III** Indian Economy: Agriculture - main characteristic and problems of Indian agriculture; Irrigation, mechanization and Green Revolution; post revolution scenario-recent trends; Major Agricultural regions. Industries - Locational factors; development and spatial pattern of major industries (Iron and Steel, Textiles, Cement, Sugar, Paper, Oil Refinery and Fertilizers) Major Industrial regions/complexes.

**Unit-IV** Population-growth, distribution and density, demographic and occupational structure, Literacy, Urbanization with special reference to post-Independence period, Population problems. Transport and Trade- Development of Transport Net-work, railway zones, road development and air routes; Foreign trade-salient features, recent trends and trade direction, Major ports.

**Unit-V** Regional development & disparities after independence ; Major issues and planning of some problem areas-Flood prone areas, Drought prone areas and Tribal areas.  
Detailed geographical study of Uttar Pradesh.

**Book Recommended**

1. Spate, O.H.K. & Learmonth A.T.A. India and Pakistan
2. Singh R.L. (ed), India-A Regional Geography.
3. Sen Gupta, P., Economic Regions and Regionalization of India.
4. Mitra Ashok, Levels of Economic Development of India.
5. Singh, J., India-A Comprehensive Systematic Geography.
6. Sharma, T.C. & Countino, O., Economic Geography of India.
7. Verma, R.V. Geography of India (Hindi)
8. Bansal, S.C., Geography of India (Hindi)
9. Gopal Singh, Geography of India
10. Ramamurti, Geography of India Systematic.
11. Tiwari, R.C., Geography of India
12. Garg, H.S., Bharat Ka Bhugol, Omega Publications, New Delhi, 2011

**B.A. B.Ed. (GEOGRAPHY)  
FOURTH SEMESTER DETAILED  
PRACTICALS  
Geography of India**

**Unit-I** Weather Maps Use of weather instruments and weather symbols (Indian) Study and Interpretation of Indian daily Weather maps/ reports especially of January, March, July and October, Weather forecasting.

**Unit-II** Geological Maps Identification of rock-outcrops, bedding planes, Drawing of cross-section and determination of dip and bed thickness- simple and folded.

**Division of Marks**

**(A) Lab Work :**

One question from each unit with internal choice, Duration three hours - 40

**(B) Viva-Voce & Sessional Records - 10**

**Book Recommended**

1. Sharma, J.P. Prayogatmak Bhoogol Ki Rooprekha (Hindi)
2. Hira Lal, Prayogatmak Bhoogol Ke Adhar (Hindi)
3. Singh, J. et. al Bhaumikiya manchitro ki Rooprekha (Hindi)
4. Lal, Hira, Matratmak Bhoogol (Hindi)
5. Tiwari, R.C. and Tiwari, Sudha, Abhinav Prayogic Bhoogol.

B.A. B.Ed. (GEOGRAPHY)  
FIFTH SEMESTER DETAILED SYALLBUS  
**GEOGRAPHICAL THOUGHT**

**Unit-I** The field of geography; its place in the classification of sciences; geography as a science, selected concepts of geography-distribution; relationships, interactions, area differentiation and spatial organization.

**Unit-II** Dualisms in geography; systematic & Regional geography; physical & human geography. Systematic geography & its relation with systematic sciences and with regional geography. The myth and reality about dualisms.

**Unit-III** Geography in ancient period - Contribution of Indian, Greek & Roman geographers Geography in Middle Age - Arab geographers, Renaissance period in Europe, Renowned travelers and their geographical discoveries.

**Unit-IV** German school of thought - Kant, Humboldt, Ritter, Richthofen, Ratzel, Hettner. French school of thought - Contribution of Blache & Brunhes.

**Unit-V** Soviet geographers, American school - Contributions of Davis, Sample, Hunthhington & Carl Sauer. British school - Contributions of Mackinder, Herbertson & L.D. Stamp.

**Books Recommended**

1. Abler, Ronald ; Adams, John S. Gould Peter : Spatial Organization : The Geographers View of the World, Prentice Hall, N.J. 1971.
2. Ali S.M. : The Geography of Puranas, Peoples Publishing House, Delhi, 1966.
3. Amedeo, Douglas : An introduction to Scientific Reasoning in Geography, John Wiley, U.S.A. 1971.
4. Dikshit, R.D. (ed.) The Art & Science of Geography Integrated Readings, Prentice Hall of India, New Delhi-1994.
5. Hartshorne, R : Perspective on Nature of Geography, Rand McNally & Co. 1959.
6. Husain, M. : Evolution of Geographic Thought, Rawat Pub.: Jaipur. 1984.
7. Johnston, R.J. : Philosophy and Human Geography, Edward Arnold London, 1983.
8. Johnston, R.J. : The Future of Geography, Mehtuen, London, 1988.
9. Minshull R. : The Changing Nature of Geography, Hutchinson University Library, London, 1970.
10. Garg, H.S., Bhaugolik Chinten, S.B.P.D. Publications, Agra, 2013



B.A. B.Ed. (GEOGRAPHY)  
FIFTH SEMESTER DETAILED PRACTICAL  
**GEOGRAPHICAL THOUGHT**

**(A) Field Work**

**Unit-I** Plane table Surveying ; Radiation, Inter section & Resection method, two point problem and three Point problem.

**Unit-II** Surveying by Prismatic Compass, open traverse. Close traverse, Elimination of error. Bowdich Method.

**(B) Field Study Report :**

Select a village or a town or a ward of a city and prepare a socio-economic report based on primary and secondary data with the help of maps and diagrams

**(C) Viva-Voce & Sessional Records**

**Division of Marks:**

**(A)** Field work (One exercise from each unit. Duration four hours) 10+10+5 (25)

**(B)** Field Study report

15

**(C)** Viva-Voce & Sessional Records

10

**Books Recommended**

1. Singh, R.L., Elements of Practical Geography, Kalyani Pub. New Delhi.
2. Khan, Z.A., Text book of practical Geography, Concept, New Delhi-1998.

**B.A. B.Ed. (GEOGRAPHY)  
SIXTH SEMESTER DETAILED SYALLBUS  
ENVIRONMENTAL STUDIES**

**Unit-I** Geography as a study of Environment, concepts & components of environment, Development of environmental studies, Approaches to environmental studies, concept of ecology and ecosystem. Man- Environment relationship, Agricultural and Industrial practices, science, technology and environment.

**Unit-II** The problems and causes of environmental degradation, Deforestation, soil erosion, soil exhaustion, Desertification, Air pollution, water pollution Disposal of solid waste, Population pressure.

**Unit-III** Environmental management : Environmental education, Bio-diversity at local, regional and National level, Major environmental policies and programmes.

**Unit-IV** Sample studies - Ganga Action Plan, Tiger project, Tehri dam & Narmada Valley project.

**Unit-V** Emerging environmental issues ; population explosion, food security, global warming, bio-diversity and its conservation, sustainable development.

**Books Recommended**

1. Jagadish Singh, Vatavaran Niyojan Aur Samvikas.
2. P.S. Negi. Eco-Development and Environmental Geography (Hindi)
3. G.P. Yadav & Ram Suresh, Paryavaran Adhyayan.
4. V.K. Srivastava, Environmental and Ecology (Hindi)
5. Griffith Taylor, Environmental race and migration.

B.A. B.Ed. (GEOGRAPHY)  
SIXTH SEMESTER DETAILED PRACTICAL  
ENVIRONMENTAL STUDIES

**(A) Field Work**

**Unit-I** Use of Sextant ; measurement of height-accessible and inaccessible method.

**Unit-II** Indian clinometer ; Measurement of height-accessible and inaccessible method.

**Division of Marks:**

(A)	Field work (One exercise from each unit. Duration four hours) 10+10+5 (25)	
(B)	Field Study report	15
(C)	Viva-Voce & Sessional Records	10

**Books Recommended**

1. Sharma J.P.-Prayogik Bhugol.
2. Singh, R.L., Elements of Practical Geography, Kalyani Pub. New Delhi.

**SUBJECT**  
**SANSKRIT**

**B.A. B.Ed. (SANSKRIT)**

**FIRST SEMESTER**

PAPER –: **संस्कृतकाव्यं काव्यशास्त्रञ्च** 100 MARKS

**SECOND SEMESTER**

PAPER –: **व्याकरणम् . अनवादः सस्कृतसाहित्यातद्वासश्च** 100 MARKS

**THIRD SEMESTER**

PAPER –: **नाटकं गद्यकाव्यं काव्यशास्त्रञ्च** 100 MARKS

**FORTH SEMESTER**

PAPER –: **व्याकरणम्, निबन्धः गद्यनाट्यसाहित्येतिहासः** 100 MARKS

**FIFTH SEMESTER**

PAPER –: **वेदमन्त्राः अपठितांशाः, भारतीयसंस्कृतिश्च** 100 MARKS

**SIXTH SEMESTER**

PAPER –: **नाटकम्, व्याकरणम्, छन्दश्च** 100 MARKS

**B.A.B.Ed. (SANSKRIT)**  
**FIRST SEMESTER**  
**DETAILED SYALLBUS**

## संस्कृतकाव्यं काव्यशास्त्रञ्च

### प्रथमो वर्गः ( I Unit )

महाकविकालिदासकृतं कुमारसम्भवम्-पञ्चमसर्गः  
(हिन्दीभाषया व्याख्यात्मकमध्ययनम्)

### द्वितीयो वर्गः ( II Unit )

भारविकृतं किरातार्जुनीयम्-द्वितीयःसर्गः  
(संस्कृतभाषया व्याख्यात्मकमध्ययनम्)

### तृतीयो वर्गः ( III Unit )

माघकृतं शिशुपालबधम् -प्रथमसर्गः  
(हिन्दीभाषया व्याख्यात्मकमध्ययनम्)

### चतुर्थो वर्गः ( IV Unit )

साहित्यदर्पणः-आचार्यः विश्वनाथः  
(व्याख्यात्मकसमीक्षात्मकप्रश्नाः)  
(काव्यलक्षणम्, काव्यप्रयोजनम्, अभिधा, लक्षणा, व्यञ्जना,  
नाटकलक्षणम्, अर्थोपक्षेपकाः कथा, आख्यायिका च)

### संस्तुत-ग्रन्थाः

1. कुमारसम्भवम्-(पञ्चमसर्गः), कालिदासः, हिन्दीसंस्कृतटीकासहितम् - डॉ. राजेश्वर शास्त्री मुसलगाँवकरः
2. कुमारसम्भवम्- कालिदासः, हिन्दीसंस्कृतटीकासहितम्- आचार्य शेषराज शर्मा रेग्मी
3. किरातार्जुनीयम्- (1-2 सर्गौ), भारविः, हिन्दीसंस्कृतटीकासहितम्- आचार्य कनकलाल शर्मा
4. शिशुपालबधम्- (प्रथमद्वितीयसर्गौ), माघः, हिन्दीसंस्कृतटीकायुतम् - डॉ. केशवराम मुसलगाँवकरः
5. काव्यशोभा- (साहित्यदर्पणात्सङ्ग्रहः) सम्पादकः- प्रो. बृजेशकुमारशुक्लः
6. कुमारसम्भवम् - (पञ्चमसर्गः)- कालिदासः- डॉ. शिवबालक द्विवेदी
7. शिशुपालबधम् - (प्रथमसर्गः)- माघः- डॉ. शिवबालक द्विवेदी
8. साहित्यदर्पणः - विश्वनाथः- चौखम्बा, वाराणसी
9. कालिदास- अपनी बात- प्रो. रेवा प्रसाद द्विवेदी
10. किरातार्जुनीयम्- (द्वितीयसर्गः)- प्रो. शिवबालक द्विवेदी

**B.A.B.Ed. (SANSKRIT)**  
**SECOND SEMESTER**  
**DETAILED SYALLBUS**

**व्याकरणम्. अनवादः सस्कृतसाहित्यातहासश्च**

**प्रथमो वर्गः ( I Unit )**

लघुसिद्धान्तकौमुदी-सञ्ज्ञाऽच्सन्धिप्रकरणे  
(सूत्रव्याख्या, सन्धिविच्छेदः, सन्धियोजना च)

**द्वितीयो वर्गः ( II Unit )**

लघुसिद्धान्तकौमुदी-हल्-विसर्ग-सन्धिप्रकरणे  
(सूत्रव्याख्या, सन्धिविच्छेदः, सन्धियोजना च)

**तृतीयो वर्गः ( III Unit )**

हिन्दीगद्यस्य संस्कृतभाषयाऽनुवादः

**चतुर्थो वर्गः ( IV Unit )**

संस्कृतकाव्यसाहित्येतिहासः

(बाल्मीकिः, व्यासः, अश्वघोषः, कालिदासः, भारविः, माघः, श्रीहर्षः, भट्टिः,  
कुमारदासः विल्हणः, रत्नाकरः जयदेवश्च-व्यक्तित्वं कर्तृत्वञ्च)

**संस्तुत-ग्रन्थाः**

1. लघुसिद्धान्तकौमुदी- (सञ्ज्ञासन्धिप्रकरणे)- वरदराजः, हिन्दीटीकाकर्त्री- डॉ. प्रेमा अवस्थी
2. लघुसिद्धान्तकौमुदी- वरदराजः, हिन्दीसंस्कृतटीकासहिता- डॉ. दीनानाथतिवारी
3. लघुसिद्धान्तकौमुदी- वरदराजः, हिन्दीटीकाकारः- डॉ. सुरेन्द्रदेवस्नातकः
4. लघुसिद्धान्तकौमुदी- वरदराजः, भैमीटीकासहिता- डॉ. भीमसेनशास्त्री
5. वृहद् अनुवादचन्द्रिका- चक्रधर हंस नौटियालः
6. अनुवादकला- चारुदेव शास्त्री
7. अनुवादचन्द्रिका- डॉ. यदुनन्दनमिश्रः
8. संस्कृतसाहित्य का इतिहास- ए.बी. कीथ, अनुवादकः- डॉ मङ्गलदेवशास्त्री
9. संस्कृतसाहित्य का समालोचनात्मक इतिहास- रामविलास चौधरी
10. प्राचीन भारतीय साहित्य- (भाग-1 प्रथमखण्ड), विन्टरनिट्ज, अनुवादकः- रामचन्द्रपाण्डेयः
11. लघुसिद्धान्तकौमुदी- (सञ्ज्ञासन्धिप्रकरणम्)- डॉ. शिवबालक द्विवेदी
12. संस्कृतरचनानुवाद-कौमुदी- डॉ. शिवबालक द्विवेदी
13. संस्कृतरचनाऽनुवाद- प्रभा- डॉ. श्रीनिवास शास्त्री

**B.A.B.Ed. (SANSKRIT)**  
**THIRD SEMESTER**  
**DETAILED SYALLBUS**  
**नाटकं गद्यकाव्यं काव्यशास्त्रञ्च**

**प्रथमो वर्गः ( I Unit )**

अभिज्ञानशाकुन्तलम्- मूलपाठस्य व्याख्यात्मकमध्ययनम्

**द्वितीयो वर्गः ( II Unit )**

कादम्बरी-महाश्वेतावृत्तान्तः- व्याख्यात्मकमध्ययनम्  
अथवा- शुकनासोपदेशः- व्याख्यात्मकमध्ययनम्

**तृतीयो वर्गः ( III Unit )**

उभयोर्ग्रन्थयोः समीक्षात्मकप्रश्नाः सूक्तिव्याख्या च

**चतुर्थो वर्गः ( IV Unit )**

साहित्यदर्पणः- आचार्यः विश्वनाथः  
गुणाः- माधुर्यम्, ओजः, प्रसादश्च  
रीतयः-वैदर्भी, गौडी, पाञ्चाली, लाटी च।  
अलङ्काराः- अनुप्रासः, यमकः, श्लेषः, उपमा, रूपकम्,  
उत्प्रेक्षा, सन्देहः, भ्रान्तिमान्, विभावना, विशेषोक्तिश्च

**संस्तुत-ग्रन्थाः**

1. अभिज्ञानशाकुन्तलम्- कालिदासः, हिन्दीसंस्कृतव्याख्याकारः- डॉ. सुधाकरमालवीयः
2. अभिज्ञानशाकुन्तलम्- कालिदासः, हिन्दीसंस्कृतटीकाकारः- डॉ. गङ्गासागररायः
3. अभिज्ञानशाकुन्तलम्- कालिदासः- डॉ. शिवबालक द्विवेदी
4. महाकवि कालिदास- डॉ. रमाशङ्करतिवारी
5. महाकवि बाणभट्ट और उनका साहित्यिक अवदान- प्रो. अमरनाथ पाण्डेय
6. महाश्वेतावृत्तान्तः- मोहनदेवपन्तः
7. Kalidasa-Prof. K. Krishnamurti
8. Abhijnanashakuntalam- Kalidasa- Dr. M.R. Kale
9. कादम्बरी-महाश्वेतावृत्तान्तः- बाणभट्टः, हिन्दीसंस्कृतटीकाकारः- डॉ. जमुनापाठकः
10. संस्कृतनाटक (उद्भव और विकास)- डॉ. ए.वी. कीथ, अनुवादकः- उदयभानुसिंहः
11. संस्कृत के प्रमुख नाटककार और उनकी कृतियाँ- डॉ. गङ्गासागररायः
12. काव्यशोभा- (साहित्यदर्पणात्सङ्ग्रहः)-सम्पादकः- प्रो. बृजेशकुमारशुक्लः
13. साहित्यदर्पणः- आचार्यः विश्वनाथः- चौखम्भा, वाराणसी



**B.A.B.Ed. (SANSKRIT)**  
**FORTH SEMESTER**  
**DETAILED SYALLBUS**

**व्याकरणम्, निबन्धः गद्यनाट्यसाहित्येतिहासः**

**प्रथमो वर्गः ( I Unit )**

मध्यसिद्धान्तकौमुदी-अजन्तप्रकरणम्  
(सूत्रव्याख्या)

**द्वितीयो वर्गः ( II Unit )**

मध्यसिद्धान्तकौमुदी-अजन्तप्रकरणम्  
(रूपसिद्धिः सञ्ज्ञापरिचयश्च)  
मध्यसिद्धान्तकौमुदी- हलन्तप्रकरणम् - (युष्मद्, अस्मद्, तद्)

**तृतीयो वर्गः ( III Unit )**

संस्कृतभाषया निबन्धलेखनम्

**चतुर्थो वर्गः ( IV Unit )**

नाट्यसाहित्येतिहासः

(सुबन्धुः, बाणभट्टः, दण्डी, घनपालः, अम्बिकादत्त व्यासः, चम्पूकाव्यम्, भासस्य नाटकानि,  
अभिज्ञानशाकुन्तलम्, मालविकाग्निमित्रम्, विक्रमोर्वशीयम्, मुद्राराक्षसम्, मृच्छकटिकम्,  
मालतीमाधवम्, महावीरचरितञ्च- प्रसन्नराघवम्, परिचयः कर्तृत्वम्)

**संस्तुत-ग्रन्थाः**

1. मध्यसिद्धान्तकौमुदी- वरदराजः (अजन्तप्रकरणम्)- डॉ. बृजेशकुमारशुक्लः
2. मध्यसिद्धान्तकौमुदी- वरदराजः- पं. कालीकान्त झा
3. संस्कृतनिबन्धमकरन्द (1-2 भागौ)- डॉ. विजयशङ्करपाण्डेयः, डॉ. कृष्णदत्तमिश्रः, सम्पादकः- डॉ. जमुनापाठकः
4. संस्कृत सुकवि-समीक्षा- डॉ. बलदेव उपाध्यायः
5. संस्कृत कवि दर्शन- डॉ. भोलाशङ्करव्यासः
6. संस्कृतनाटक-उदभव और विकास- डॉ. ए.बी. कीथ, अनुवादकः- उदयभानुसिंहः
7. संस्कृतनिबन्धमञ्जरी- शिवप्रसादशर्मा
8. संस्कृतवाङ्मय का वृहद् इतिहास-पञ्चमखण्ड-गद्य- प्रो. जयमन्तमिश्रः
9. निबन्धकुसुमाञ्जलिः- जयमन्तमिश्रः
10. संस्कृतनिबन्धचन्द्रिका- ग्रन्थम्, कानपुर
11. आदर्शसंस्कृतनिबन्धरत्नमाला- विश्वनाथशास्त्री
12. लघुसिद्धान्तकौमुदी- वरदराजः- व्याख्याकारः- डॉ. शिवबालक द्विवेदी
13. निबन्धादर्शः- म.म. गिरिधर शर्मा चतुर्वेदी

**B.A.B.Ed. (SANSKRIT)**  
**FIFTH SEMESTER**  
**DETAILED SYALLBUS**

**वेदमन्त्राः अपठितांशाः, भारतीयसंस्कृतिश्च**

**प्रथमो वर्गः ( I Unit )**

वेदसूक्तानि

(पुरुषसूक्तम्, अग्निसूक्तम्- ऋ.1/1, शिवशङ्कल्पसूक्तम् पृथिवीसूक्तञ्च-1-25 मन्त्राः)-  
(मन्त्रव्याख्यात्मकमध्ययनम्)

**द्वितीयो वर्गः ( II Unit )**

ईशावास्योपनिषद्-

(व्याख्यात्मकमध्ययनम्)

**तृतीयो वर्गः ( III Unit )**

अपठितांशानां हिन्दीभाषयाऽनुवादः-

(मूलरामायणम्, श्रीमद्भगवद्गीता-द्वितीयोऽध्यायः, श्रीमद्भागवत-भ्रमरगीतम्)

**चतुर्थो वर्गः ( IV Unit )**

भारतीयसंस्कृतिः

(पुरुषार्थचतुष्टयम्, वर्णाश्रमधर्माः, संस्काराश्च)

**संस्तुत-ग्रन्थाः**

1. श्रुतिप्रभा-(वेदसूक्तानां सङ्कलनम्)-सम्पादकः- प्रो. बृजेशकुमारशुक्लः
2. वेदामृतम्- ग्रन्थम्, कानपुर
3. ईशावास्योपनिषद्- (शाङ्करभाष्ययुता)- हिन्दीटीकाकारः- डॉ. श्रीकृष्णमणित्रिपाठी
4. ईशावास्योपनिषद्- हिन्दीटीकाकर्त्री- डॉ. गायत्री शुक्ला
5. ईशावास्योपनिषद्- (शाङ्करभाष्यसहिता)- व्याख्याकारः- डॉ. विजयशङ्करपाण्डेयः
6. ईशावास्योपनिषद्- (शाङ्करभाष्यसहिता)- व्याख्याकारः- डॉ. शिवबालक द्विवेदी
7. वाल्मीकिरामायणम्- वाल्मीकिः- गीता प्रेस गोरखपुर
8. श्रीमद्भगवद्गीता- हिन्दीटीकाकारः- डॉ. श्रीकृष्णमणित्रिपाठी
9. श्रीमद्भगवद्गीता- (मधुसूदनी संस्कृतटीकायुता)- श्री सनातनदेवः
10. श्रीमद्भागवतपुराणम् (द्वितीयो भागः)- गीता प्रेस गोरखपुर
11. भारतीय संस्कृति- शिवदत्तज्ञानी
12. भारत की संस्कृति साधना- डॉ. रामजी उपाध्याय
13. हिन्दू संस्कार- डॉ. राजबली पाण्डेय
14. धर्मशास्त्र का इतिहास- पी.वी. काणे, (प्रथम भाग)- हिन्दी अनुवादकः- श्री अर्जुन चौबे
15. भारतीयसंस्कृतिः- डॉ. शिवबालक द्विवेदी

**B.A.B.Ed. (SANSKRIT)**  
**SIXTH SEMESTER**  
**DETAILED SYALLBUS**

**नाटकम्, व्याकरणम्, छन्दश्च**

**प्रथमो वर्गः ( I Unit )**

भवभूतिकृतम् उत्तररामचरितम्-  
(मूलपाठस्य हिन्दीसंस्कृतव्याख्या)

**द्वितीयो वर्गः ( II Unit )**

उत्तररामचरितस्य समीक्षात्मकमध्ययनम्

**तृतीयो वर्गः ( III Unit )**

लघुसिद्धान्तकौमुदी-कृदन्तप्रकरणम्  
(सूत्रव्याख्या, शब्दसिद्धिश्च)  
(तव्यत् तव्य, अनीयर्, केलिमर्, अच्, क्यप्, यत्, ण्यत्, ल्वुल्,  
तृच्, कः, अण्, क्त्वा, ल्यप्, णमुल्, शतृ, शानच्)

**चतुर्थो वर्गः ( IV Unit )**

छन्दसां लक्षणम्

(आर्या, अनुष्टप्, इन्द्रवज्रा, उपेन्द्रवज्रा, उपजातिः, वंशस्थः, द्रुतविलम्बितम्,  
वसन्ततिलका, मन्दाक्रान्ता, शिखरिणी, शार्दूलविक्रीडितम्, स्रग्धरा च)

**संस्तुत-ग्रन्थाः**

1. उत्तररामचरितम्- भवभूतिः, हिन्दीसंस्कृतटीकाकारः- डॉ. रमाशङ्करत्रिपाठी
2. उत्तररामचरितम्- भवभूतिः, हिन्दीसंस्कृतटीकाकारः- डॉ. कपिलदेवगिरिः
3. उत्तररामचरितम्- भवभूतिः, हिन्दीसंस्कृतटीकाकारः- डॉ. प्रत्युषवत्सला द्विवेदी
4. महाकवि भवभूति- वी.वी. मिराशी
5. करुणरस सिद्धान्त तथा प्रयोग- डॉ. प्रीति सिन्हा
6. भवभूति के नाटक- डॉ. ब्रजवल्लभ शर्मा
7. कृदन्तसूत्रावलिः (लघुसिद्धान्तकौमुद्याः कृदन्तांशसङ्कलनम्)- डॉ. बृजेश कुमार शुक्लः
8. वृत्तसङ्ग्रहः- (छन्दसां सङ्कलनम्)- डॉ. बृजेश कुमार शुक्लः
9. कृदन्तप्रकरणम्- डॉ. शिवबालक द्विवेदी
10. श्रुतबोधः- डॉ. बृजेशकुमारशुक्लः

**B.A. (SANSKRIT)**  
**THIRD YEAR DETAILED SYALLBUS OPTIONAL PAPER – 303**  
**PAPER – 303 (A)**

**अद्यतनसंस्कृतसाहित्यम्**

**प्रथमो वर्गः ( I Unit )**

अद्यतन संस्कृतकविताः  
(व्याख्यात्मकमध्ययनम्)

प्रो. राजेन्द्र मिश्रः, प्रो. श्रीनिवासरथः, प्रो. राधावल्लभ त्रिपाठी

**द्वितीयो वर्गः ( II Unit )**

अद्यतन संस्कृतकविताः  
(व्याख्यात्मकमध्ययनम्)

प्रो. जगन्नाथपाठकः, प्रो. बृजेशकुमारशुक्लः

**तृतीयो वर्गः ( III Unit )**

शिवराजविजयः-अम्बिकादत्त व्यासः-प्रथमो निःश्वासः  
(व्याख्यात्मकमध्ययनम्)

**चतुर्थो वर्गः ( IV Unit )**

आधुनिकसंस्कृतसाहित्येतिहासः-

पद्यसाहित्यम्, गद्यसाहित्यम्, कथोपन्याससाहित्यम्, ukV~;lkfgR;e

**संस्तुत-ग्रन्थाः**

1. कविलोचनिका (अद्यतनकवीनां कवितासङ्ग्रहः)-सम्पादकः- प्रो. बृजेशकुमारशुक्लः
2. शिवराजविजयः- अम्बिकादत्त व्यासः- डॉ. ओमप्रकाशपाण्डेयः
3. संस्कृतसाहित्य (बीसवीं शताब्दी)- डॉ. राधावल्लभ त्रिपाठी
4. बीसवीं शती के महाकाव्य- प्रो. रहस बिहारी द्विवेदी
5. आधुनिक संस्कृतनाटक (दो भाग)- डॉ. रामजी उपाध्याय
6. संस्कृतवाङ्मय का बृहद् इतिहास (सप्तमखण्ड)- डॉ. जगन्नाथपाठकः
7. संस्कृतसाहित्य का इतिहास- ग्रन्थम्, कानपुर

**B.A. (SANSKRIT)**  
**THIRD YEAR DETAILED SYALLBUS OPTIONAL PAPER – 303**  
**PAPER – 303 (B)**

**वैकल्पिकम्**

**तृतीयप्रश्नपत्रम्**

**( Third Paper )**

**( संस्कृत संरचना मौखिकी च )**

**( क ) संस्कृतसंरचना ( परियोजनाकार्यम् )**

**( Project work )**

संस्कृतभाषया 25 पृष्ठात्मकं कस्मिंश्चिद् विषये मौलिकं लेखनम्

**( क ) मौखिक परीक्षा ( Viva-Voce Exam. )**

**SUBJECT**  
**Drawing & Painting**

**B.A.B.Ed**  
**(DRAWING & PAINTING)**

**COURSE STRUCTURE**

	<b>Marks</b>
<b>FIRST SEMESTER</b>	
PAPER – : Fundamentals of Visual Art & Indian folk Art (Definition and meaning of Art or Elements of Painting) (THEORY)	30
PAPER – : PRACTICAL : -	20
(1) Creative Designing / Rendering	20
<b>SECOND SEMESTER</b>	
PAPER – : Fundamentals of Visual Art & Indian folk Art (Medium and Techniques or Indian Folk Art) (THEORY)	30
PAPER – : PRACTICAL : -	20
(1) Still Life Painting	20
<b>THIRD SEMESTER</b>	
PAPER – : History of Indian Painting (Primitive Art and Ist Century to 17th Century A.D.) (Pre Historic Indian Painting or Buddhist Art)	30
PAPER – : PRACTICAL : -	20
(1) Copy from Old Masters (Miniature)	20
<b>FOURTH SEMESTER</b>	
PAPER – : History of Indian Painting (Primitive Art and Ist Century to 17th Century A.D.) (Medieval Art or Rajsthan Mugal & Pahari School)	30
PAPER – : PRACTICAL : -	20
(1) Cast Study Bust/Antique/Life Study	20
<b>FIFTH SEMESTER</b>	
PAPER – : Philosophy of Art and Modern Indian Painting (18th Century AD upto Present Age) (Modern Indian Art & Art School or Style of Modern Indian Painting)	30
PAPER – : PRACTICAL : -	20
Pictorial Composition	20
<b>SIX SEMESTER</b>	
PAPER – : Philosophy of Art and Modern Indian Painting (18th Century AD upto Present Age) (Modern Indian Artist)	30
PAPER – : PRACTICAL : -	20
Landscape	20

B.A.-B.Ed (DRAWING & PAINTING)  
FIRST SEMESTER DETAILED  
**FUNDAMENTALS OF VISUAL ART & INDIAN FOLK ART**  
Definition and meaning of Art or Elements of Painting) (THEORY)

<b>Unit-I</b>	<b>Simple study</b> : Definition and Meaning of Art	
<b>2. Shadanga</b> : Six Limbs of Indian Painting : Roopbheda, Pramana, Bhava, Lavanya Yojanam, Sadrishya, Varnikabhangam.		
<b>Unit – II 1. Elements of Painting</b>		
	1.	Line
	2.	Form
	3.	Colour
	4.	Tone
	5.	Texture
	6.	Space
<b>2. Principles of Composition</b>		
	1.	Proportion
	2.	Rhythm
	3.	Dominance
	4. 5. 6.	Harmony Unity Balance
		<b>Painting method</b> : Two dimensional method, three dimensional method & Perspective



**Suggested Readings:**

Roopankan: G.K. Agarwal

Chitrakala Ke Anga: C.L. Jha

Chitran Vidhan: Sharma and Kshetriya

Rooprada kala ke Mool Aadhar: Sharma & Agarwal

**PRACTICAL**

**This Practical paper should be divided in two units.**

<b>Creative Designing</b> (Ornamental/ Geometrical/ folk/computer) with minimum one human figure is compulsory. / Rendering.			
1.	Size:	9" × 9" Maximum	
2.	Duration of Time:	4 Hours	
3.	Medium :	Water colour	
4.	Submission of Sessional work:	5 Plates 25 Sketches	
<b>Division of Marks</b>			
	Examination	10	
	5 Plates and 25 Sketches for submission	= 5+5=10	Total= 20

**B.A.B.Ed**  
**(DRAWING & PAINTING)**  
**SECOND SEMESTER DETAILED**  
**FUNDAMENTALS OF VISUAL ART & INDIAN FOLK ART**  
**(Medium and Techniques or Indian Folk Art) (THEORY)**

<b>Unit-I</b>	<b>Medium and Techniques Medium</b>	
	1.	<b>Dry Medium</b>
		Powder Colour
		Pastel Colour
	2.	<b>Wet Medium</b>
		Water
		Oil Acrylic <b>Techniques</b> Pastel Colour Water Colour Tempera Colour Acrylic Colour Batik Painting Graphic Art Collag
<b>Unit-II</b>	<b>Indian Folk Art</b>	

1.	Origin
2.	Definition
3.	Types - Rangoli, Mandna, Alpna, Sanjhi, Apna, Leela Gudwana, Ahpan

**Suggested Readings:**

1. Kala Ki Parakh:	K.K. Jaiswal
2.Kala ka Darshan:	Ramchandra Shukla
3.Kala Vivechana:	Kumar Vimal

<b>PRACTICAL</b>			
<b>Still Life Painting</b>		<b>M.M.</b>	<b>20</b>
1.	Size :	Quarter Imperial	
2.	Duration of Time:	6 Hours	
3.	Medium :	Oil/Water/Acrylic/Pastel	
4.	Submission of Sessional work:	5 Plates 25 Sketches	
<b>Division of Marks</b>			
Examination		= 10	
5 Plates and 25 Sketches for submission		= 05+05 = 10	
Total Practical Marks			20

B.A.B.Ed  
(DRAWING & PAINTING)  
THIRD SEMESTER DETAILED  
History of Indian Painting  
**(Primitive Art and 1st Century to 17th Century A.D.)**  
(Pre Historic Indian Painting or Buddhist Art)

**Unit-I** Primitive art with reference to Indian Painting

1. Pre-historic Painting
2. Indus Valley
3. Jogimara

**Unit-II** Buddhist Art: (Buddha Period)

1. Ajanta
2. Bagh
3. Sittanvasal
4. Badami
5. Elephanta
6. Ellora
7. Chol Mandal
8. Hoysal

**Suggested Readings:**

Bharat Ki Chitrakala:	Raikrishna Das
Bhartiya Chtrakala ka Itihaas :	C.L. Jha
3. Bhartiya Chitrakala ka Itihasic Sandarbh: 4. Bhartiya Chitrakala ka Sankshipta Parichaya:	Gopal Madhukar Chaturvedi Vachaspati Gairola

**PRACTICAL**

**This Practical paper consists be divided in two units.**

	<b>Copy from Old Masters (Miniature Painting)</b>			
	1.	Size:	Quarter Imperial	
	2.	Duration of time:	6 Hours	
	3.	Medium :	Water colour	
	4.	Submission of Sessional work:	5 Plates 25 Sketches	
<b>Division of Marks</b>				
	Examination		= 10	
	5 Plates and 25 Sketches for submission		= 5+5 =10 Total=	20

B.A.B.Ed  
(DRAWING & PAINTING)  
FOUR SEMESTER DETAILED  
History of Indian Painting  
**(Primitive Art and 1st Century to 17th Century A.D.)**  
(Medieval Art or Rajsthan Mugal & Pahari School)

**Unit-I Medieval Art (Medieval Period)**

1. Pal School
2. Apbhransha/ Jain School
3. Dakkhini Style – Ahmad Nagar, Bizapur, Goalkunda

Unit-II	Rajasthani Style		
	1.	Mewar	
	2.	Jaipur	
	3.	Kishan Garh	
	4.	Kota- Bundi	
<b>Mughal School</b>			
	1.	Akbar	
	2.	Jahanghir	
	3.	Shahjahan	
<b>Pahari School</b>			
	1.	Basholi	
	2.	Kangra	
	3.	Garhwal	
	4.	Mandi	

<b>Suggested Readings:</b>			

ala Aur Kalam :	.K. Agarwal
hartiya Chitrakala ka Itihaas :	.A. Agrawal
hartiya Chitrakala ka Itihaas :	vinash Bahadur Verma
ndian Paintings :	ercy Brown



<b>PRACTICAL Cast Study Bust/Antique/Life Study</b>		<b>M.M.</b>	<b>20</b>
1.	Size :	Quarter Imperial	
2.	Duration of time:	6 Hours	
3.	Medium :	Pencil/Charcoal/ Crayon / Water Colour	

4.	Submission of Sessional work:	5 Plates  25 Sketches	
<b>Division of Marks</b>			
Examination		= 10	
5 Plates and 25 Sketches for submission		= 5+5 = 10 Total=	20
Total Practical Marks		=	20

B.A.B.Ed  
(DRAWING & PAINTING)  
FIVE SEMESTER DETAILED

**Philosophy of Art and Modern Indian Painting (18th Century AD upto Present Age)**

(Modern Indian Art & Art School or Style of Modern Indian Painting)

<b>Unit-I</b>	<b>Modern Indian Art &amp; Art School</b>	
	1.	Madaras Art School    2. Kolkata School
	3. 5.	Bombay Art School    4. Lucknow Art School Meo School of Art Lahaur
<b>Unit-II</b>	<b>Style of Modern Indian Painting</b>	
	<b>1.</b>	<b>Patna/Company/Bengal Style:</b> High Renainssace Period. Genre Artist – Raja Ravi Verma, Avnindranth Thakur Asit Kumar Holdar, Nand Lal Bose, Kshitindra Nath Mazomdar.
<b>Suggested Readings:</b>		
Bharat Ki Chitrakala: Bhartiya Chtrakala ka Itihaas : Bhartiya Chitrakala ka Itihasic Sandarbh:		Raikrishna Das  C.L. Jha Gopal Madhukar Chaturvedi

**PRACTICAL**

<b>Pictorial composition</b> (with minimum two human figures are compulsory)			
1.	Size:	Quarter Imperial	
2.	Duration of Time:	6 Hours	
3.	Medium :	Water colour	
4.	Submission of Sessional work:	5 Plates, 25 Sketches	
Examination		= 10	
5 Plates and 25 Sketches for submission		= 5+5 = 10 Total	20

B.A.B.Ed  
(DRAWING & PAINTING)  
SIX SEMESTER DETAILED

**Philosophy of Art and Modern Indian Painting (18th Century AD upto Present Age)**  
(Medieval Art or Rajsthan Mugal & Pahari School)

**Unit-I Modern Indian Artist.**

Jamini Roy, Ravindra Nath Taigor, Gagnendra Nath Taigor, Amrita Shergill.

<b>Unit-II</b>	<b>Contemporary Indian Painting after Independence upto present age.</b>		
	1.	Life and Style of Satish Gujral, M.F. Husain, K.S. Kulkarni, K.K. Habbar, Sailoz Mukharjee, Ram Kumar.	
<b>Suggested Readings:</b>			
Abanindranath Tagore and the Art of His Times:		Jaya Appaswamy.	
Kala Aur Kalam : Bhartiya Chitrakala ka Itihaas : Bhartiya Chitrakala ka Itihaas : Indian Paintings : Kala Vilas : 6 Sundarya Avam Adhunik Kala		G.K. Agarwal R.A. Agrawal Avinash Bahadur Verma Percy Brown R.A. Agarwal Dr. Sunita Gupta	
	<b>PRACTICAL</b>		
<b>Landscape</b>			<b>M.M. 20</b>
1.	Size :	<b>Quarter</b>	<b>Imperial Sheet</b>
2.	Medium :	Water / Oil	
3.	Submission of Work:	08 Plates	
4.	Sketches (Book)	25 Sketches	
	<b>Division of Marks</b>		
	Examination	= 10	
	10 Plates and 25 Sketches for submission	= 5+5 = 10 Total=	20

**SUBJECT**  
**HISTORY**

B.A.-B.Ed (HISTORY)  
COURSE STRUCTURE

**FIRST SEM.**

PAPER – 1 : History of India from Earliest Times to 1200 50

**SECOND SEM.**

PAPER – 2 : World History 1453 to 1789 A.D. 50

**THIRD SEM.**

PAPER – 3 : Political History of Medieval India 1200-1707 50

**FORTH SEM.**

PAPER – 4 : World History 1789 to 1870 A.D. 50

**FIFTH SEM.**

PAPER – 5 : Political History of Modern India 1707 -1964 50

**SIXTH SEM.**

PAPER – 6 : World History 1871-1964 50

**SEMESTER- FIRST**  
**PAPER – 1 : History of India from Earliest Times to 1200**

**UNIT-1 :**

- (a) Survey of the Sources, land, environment and people.
- (b) Pre-historic Age: Paleolithic, Monolithic & Neolithic Culture- Geographical distribution and cultural Developments.
- (c) Harappan Culture: Extent, Town Planning, Society, Religion & Art.
- (d) Vedic Age: Rig Vedic, Later Vedic, Polity, Society, Economy and Religion.
- (e) Sixth century B.C.- Religious Movements, Life and Teachings of Buddha and Mahavira.

**UNIT-2 :**

Greek Invasions and Mauryas and Sungas:

- (a) Alexander's invasion and its Impact.
- (b) Chandra Gupta Maurya- Career and Achievements
- (c) Ashoka: Inscriptions Dharma, its nature & propagation.
- (d) Mauryan Art.
- (e) Decline of the Mauryan Empire.

**UNIT-3 :**

Later MAurya's Age:

- (a) Society, Religion and Trade & Commerce in the later Maurya's Age.
- (b) Art & Architecture.
- (c) Literature.
- (d) Science and Technology.

**UNIT-4**

Guptas & Later Gupta Age:

- (a) Decline of Gupta.
- (b) Feudalism – Origin and Effects.
- (c) Guptas Relations with south east Asia.
- (d) Art & Architecture: -
- (i) Chola Administration (ii) Chaluka Art (iii) Pallava Art

**UNIT-5 :**

Rajputs Invasions:

- (a) Rajputs : Society, Art and Religion.
- (b) Turkis invasions and the causes of the success against the Rajputs.

**Books Recommended:**

- Arun Bhattacharji- Ancient Inida.
- S.N. Sen: Ancient India.
- R.S. Tripathi: Ancient India.
- Chopra, Puri and Das: Social, Economic and Cultural History of India, Vol.I (Hindi & English)
- R.C. Mazumdar: Ancient India.
- Romila Thaper: History of India, Vol. I.
- D.N. Jha. : Ancient India, An outline.
- A.L. Basham: Cultural History of India.
- B.N. Luniya: Evolution of Indian Cultural from the earliest times to the present day. (English & Hindi)
- D.N. Jha & K.M. Shrimali: Pachin Bharat Ka Itihas
- Om Prakash : Prachin Bharat.
- Om Prakash: Prachin Bharat Ka Samajik Aur Arthik Itihas.

- Shri. Ram Goyal : Prachin Bharat, Parts 1,2 & 3.
- Ratu Bhanu Singh Nahar: Prachin Bharat.
- V.C. Pandey: Prachin Bharat Ka Rajnitik Aur Sanskritik Itihas.
- R.K. Chaudhary : Pachin Bharat.
- A.L. Basham: The Wonder that was India(Eng. & Hindi)
- K.A. Nikante Sastri : A History of South India from pre historic times to the fall of the Vijayanagar Empire
- Percy Brown : Indian Architecture , Vol I

**SEMESTER- II**  
**PAPER – 2 : World History 1453 to 1789 A.D.**

**UNIT-1 :**

- a) Decline of Feudalism in Western Europe
- b) Renaissance - Emergence, Nature & Impact.
- c) The Reformation and Counter Reformation- Causes, nature of reformation, results.
- d) Rise of National States - Causes, main monarchies and their growth - Ferdinand, Isabella of Spain, Louis XI of France, England - Henry VII & VIII.
- e) Rise and Decline of Spain - Foreign Policy of
- f) Charles V, Philip II, Thirty Years War, Causes of downfall of Spain.

**UNIT-2 :**

- a) The Ascendancy of France - Background of religious and civil wars, Regime of Louis XIII.
- b) France at her Zenith - Domestic and foreign policy of Louis XIV.
- c) England – Queen Elizabeth I, the age of Stuarts, the Civil war, Charles II, James II and Glorious revolution Colonial Expansion of Britain 1760.
- d) The Age of Enlightened Despotism - Meaning, prominent enlightened despots-Maria Theresa, Joseph II of Austria,

**UNIT-3 :**

- a) Rise of Modern Russia - Peter the great, Catherine II their foreign policies.
- b) Austrian Empire - War of Austrian succession - Treaty of Aix-la-Chapelle, Causes of seven years war, Foreign policy of Joseph II.
- c) The Rise of Prussia - Domestic, foreign and religious policy of Frederick the great.

**UNIT-4 :**

- a) The American War of Independence - Causes, events, results.
- b) Commercial Revolution - Causes of Mercantilism, main thinkers, importance of Mercantilism and Criticism, Causes of its decline.
- c) The Age of Reason - Main intellectuals, salient features of age of reason, impact of the age of reason. France on the eve of revolution - Political, economic, religious and social condition, intellectual revolution.

**Books Recommended**

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- ;wjksi dk bfrgkl & ,e0,y0 'kekZ
- Reading in European History - Bernard and Hedges
- A Political & Cultural History of Modern Europe – Hayes
- History of Europe - C.D. Hazen
- A Short History of Europe - J.A.R. Marriot
- Contemporary Europe to 1870 – Hayes
- From Reformation to Industrial Revolution – Christopher Hill



**SEMESTER- III**  
**PAPER – 3 : Political History of Medieval India 1200-1707**

**UNIT-1 :**

- a) Significant source material of medieval India : Archaeological literary and historical
- b) Rise of Turks, causes of Success of Arab invasion and its impact.
- c) Aibak - Early career, achievements as a commander, difficulties, an assessment.
- d) Iltutmish -Early life, problems, achievements, an estimate, the successors and the rule of forty.
- e) Razia - Her state policy, causes of her downfall, an assessment.
- f) Balban - Early life and accession, his problems, theory of kingship, achievements, an estimate. Causes of downfall of slave dynasty.
- g) Khaliji Dynasty : Khaliji Revolution
- h) Jalaluddin Firoz Shah Khaliji - Early life and career, significant events of his reign, foreign policy, estimate.
- i) Alauddin Khaliji - Early career and accession, difficulties, theory of kingship, Hindu policy, Domestic policy, revolts and its remedies.
- j) Alauddin Khaliji - Administrative system, Price control and Market regulations, foreign policy, southern conquest, mongol invasion and its effects, an assessment. Causes of the downfall of the Khaliji Dynasty.

**UNIT-2 :**

**Tughlaq Dynasty :**

- a) Ghiasuddin Tughlaq - Domestic policy, foreign policy, death of Ghiasuddin.
- b) Mohammad-bin-Tughlaq- Domestic policy schemes of Mohd. Tughlaq, Revenue reforms, Administrative reforms, foreign policy, Deccan policy, revolts, significance of his reign.
- c) 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.
- d) Sayyid Dynasty: Khizr Khan - Victories, achievements, character. Mubarak Shah - His achievements. Alam Shah - Administrative achievements.
- e) 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.
- f) Nature of state, different theories of kingship.
- g) Causes of downfall of Delhi Sultanate.
- h) Central and provincial administration, army organization.
- i) Development of Education and literature, Architecture.
- j) Society, Status of women.
- k) Trade & Commerce.

**UNIT - 3 :**

**North India - Political scene.**

**Babur -**

- a) Humayun - Struggle, exile, restoration.
- b) Shershah Suri - Civil, military and revenue, administration achievements.

**UNIT – 4 :**

**Akbar -**

- a) Conquests, Rajput policy, Religious policy.
- b) Deccan policy, revolts, consolidation of empire.
- c) Revenue administration, mansabdari system, estimate of Akbar.

### **Jahangir -**

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

### **UNIT – 5 :**

- a) Shahjahan - Accession, early revolts, N.W.F. policy, Deccan policy, Central Asian policy, War of succession.
- b) Aurangzeb - Early career, military exploits, religious policy, Deccan policy, Rajput policy, Revolts and reaction, Causes of failure of Aurangzeb, character and personality.
- c) Rise of Maratha Power under Shivaji, relations with the Mughals, Sambhaji, Rajaram.

### **Books Recommended**

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- Foundation of Muslim Rule in India - A.B.M. Habibullah
- Medieval Indian History - Ishwari Prasad
- History of Qaraunah Truks in India - Ishwari Prasad
- Growth of Khalji imperialism - Ishwari Prasad
- Chronology of Mohd. Tughlaq - N.H. Rizvi
- The Administration of Sultanate of Delhi - I.H. Quraishi
- Some Aspects of Muslim Administration - R.P. Tripathi
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**SEMESTER- IV**  
**PAPER – 4 : World History 1789 to 1870 A.D.**

**UNIT - 1 :**

- a) Industrial Revolution
- b) French Revolution - Causes, events, impact on the world.
- c) Legislative Assembly and the Convention.
- d) Rule of Directory - Problems, foreign policy, and end of Directory rule.

**UNIT - 2 :**

- a) Napoleonic Era, consulate, Napoleon's war France, Continental system, Causes of Napoleon's downfall, peninsular & invasion of Russia, Achievements of Napoleon,
- b) Vienna Congress - Main principles and working, reconstruction of Europe.
- c) The Concert of Europe - Its significance, causes of its failure.

**UNIT - 3 :**

- a) Age of Metternich - Metternich and the Austrian empire, German confederation and Metternich, Downfall of Metternich and its causes, evaluation.
- b) The Revolution of 1830 - Causes, significance and effects.
- c) The Revolution of 1848 - Louis Philippe's home and foreign policy, causes of revolution, main events, impact and causes of failure.
- d) Napoleon III - Home policy, foreign policy, causes of downfall.
- e) Liberalism and democracy in England.

**UNIT - 4 :**

- a) The Unification of Italy - Different steps of the unification, significance.
- b) Unification of Germany - Steps of German unification, Bismark's policy of Blood and Iron.
- c) Eastern Question – Greek war of Independence, The Crimean war - causes and effects, Socialism in Europe.
- d) Opening of China –Opium wars.
- e) Japan- Meiji reforms.
- f) American Civil War.

**Books Recommended**

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**SEMESTER- V**  
**PAPER – 5 : Political History of Modern India 1707 -1964**

**UNIT - 1 :**

- a) Advent of Europeans in India.
- b) Policies and Programme of Expansion, Instruments of Expansion (Diplomacy & Wars). Subsidiary Alliance & Doctrine of Lopper Annesnation of Bengal, Awadh & Mysore.
- c) William Bentinck and his Policies.

**UNIT - 2 :**

- a) Ideology of Raj and Racial Attitudes.
- b) Revolt of 1857 - Causes, Nature, Ideology, Programme, Leadership, People's Participation.
- c) British Repression and Response, Failure & impact of the Revolt of 1857.
- d) British Relations with Princely States.
- e) Policies of Lord Canning, Lytton, Ripon & Curzon.
- f) The Acts - 1858, 1861, 1892

**UNIT - 3 :**

- a) Emergence of Organized Nationalism - Formation of Indian National Congress and its Programme.
- b) Trends till 1919 - Partition of Bengal, Swadeshi Movement, The Act of 1909, 1919
- c) Gandhian Movement - Nature, Programme, Social Composition.
- d) The Revolutionary Movements.
- e) Pre-Partition Politics - Simon Commission, August Offer, Cripps Mission, Cabinet Plan. Act of 1935
- f) Communal Politics and Partition of India - Mountbatten Plan, C. Rajgopalacharya Plan. Transfer of Power.
- g) Renaissance - Hindu Social and Religous Reformation Movements - Arya Samaj, Brahma, Samaj, Theosophical Society, Ramkrishna Mission, Muslim Religious reform Movement - Bahavi, Deoband, Ahmadiya and Aligarh Movements.

**UNIT - 4 :**

- a) Depressed Class Movement, Development of Press & Media.
- b) Development of Education- Macauley's Minutes, Woods Dispatch to Radhakrishan Committee Report.
- c) Tribal Movement.
- d) Peasant Movement.
- e) Social Legislation Passed by the British Govt. - Education, Emancipation of Peasants & Women, Women - Status & Rights.
- f) Jawaharlal Nehru Vision of New India - Working of relations with USA, USSR, China and Pakistan, Estimate

**Books Recommended**

- Freedom Struggle - Bipan Chandra
- Lora=rk laxzke & fofiu pUnz] veys'k f=ikBh] o:.k Ms
- Modern India - S.B. Chaudhary
- Hkkjrh; jk"V³okn dh lkekftd i" BHkwfe & ,0vkj0 nslkbZ Social Background of Indian Nationalism - A.R. Desai
- Modern India - B.L. Grover

**SEMESTER- VI**  
**PAPER – 6 : World History 1871-1964**

**UNIT - 1 :**

- a) Age of Bismark - Domestic Policy & Foreign Policy.
- b) Third Republic of France - Political Condition & Foreign Policy.
- c) Modern Italy - Early Difficulties and their Remedies, Foreign Policy.
- d) Russia-Eastern Question - Treaty of Senstepheno, Berlin Congress, Europe & Ottoman Empire Balkan Wars & Young Turk Revolt, its results.
- e) England - Policy of Splended Isolation.
- f) Germany - Home and Foreign Policy of William II,
- g) Ist World War - Causes, Events, Results.
- h) Paris Peace Settlement - 14 Points of Wilson, The Treaty of Versailles & the Re- organization of Europe

**UNIT - 2 :**

- a) Russia between two World Wars – Russian Revolution of 1917, Lenin - Thoughts, Main achievements, New Economic Policy of Lenin, Remaking of Russia, Stalin and his achievements.
- b) The Nazi Germany - Causes of Rise of Hitler and Nazi Party, Ideology of Hitler and his Programme, Home Policy of Hitler, Assessment of Hitler.
- c) The Fascist Italy - Causes of Rise of Fascism in Italy Mussolini (Fascist Dictator of Italy), Principles of Fascism, Home Policy of Mussolini.
- d) Arab Nationalism.
- e) Modern Turkey & Mustafa Kamal Pasha

**UNIT - 3 :**

- a) Foreign Policy of France between two World Wars – Search for Security, Locarno Pact, Kellogg-Bridand Pact.
- b) Disarmament- Need, Effects made for Disarmament Geneva Protocol, Causes of failure.
- c) Economic Slump – Causes & Impact

**UNIT - 4 :**

USA between the two world wars.

- a) Rise of Japan as a Modern World Power - Decline of Shogun Govt. & Restoration of Meiji Emperor, Foreign Policy of Japan (1919 - 1945).
- b) The Second World War - Causes, Results.
- c) Evolution of Communism in China.
- d) Cold War - Meaning, Causes, Progress of Cold War.
- e) Non Alignment Movement-Meaning, Characteristics, Weakness and Failure.

**Books Recommended**

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Hkou] bykgkckn

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**) तृतीय सेमेस्टर(**

**fgUnh dk O;kdjf.kd Lo#i**

**iw.kkZad % 50**

**ikB~;&fo"k;&**

01& fgUnh /ofu;ksa dk Lo#i &

d& Loj vkSj O;atu

[k& laKk] loZuke] fØ;k] fo'ks"k.k

x& okD; lajpuk

घ -उपसर्ग एवं प्रत्यय

02& fgUnh 'kCn lewg &

03& fgUnh 'kCn lajpuk& i;kZ;okph] lekukFkZd] foyksekFkZd]  
vusdkFkZd] vusd 'kCnksa ds LFkku  
ij ,d 'kCn lewgkFkZd 'kCnksa ds iz;ksx] fudVkJkZ 'kCnksa ds lw{e  
vFkZ&Hksn] lekukFkZd 'kCnksa ds HksnA

04& fyax fo/kku vkSj dkjd iz;ksx&  
d& orZuhA

[k& fojkekfn fpUgksa ds iz;ksxA

x& eqgkojs vkSj yksdksfä;ksa rFkk muds jpukRed iz;ksxA

05& ) क (रस परिभाषा एवं भेद

) ख (छन्द ,लक्षण एवं उदाहरण) दोहा ,सोरठा ,चौपाई ,वरवै ,कवित्त ,सवैया(

) ग (अलंकार लक्षण एवं उदाहरण) अनुप्रास ,यमक ,श्लेष ,वक्रोक्ति ,रूपक ,उपमा ,  
उत्प्रेक्षा,

संदेह ,भ्रांतिमान ,अतिशयोक्ति(

06- काव्यांग परिचय – काव्य स्वरूप ,काव्य हेतु ,काव्य प्रयोजन

**IUnHkZ@mi;ksxh xzUFk&**

01& jktHkk"kk fgUnh& xksfoUnnkl& fgUnh lkfgR; IEesy] iz;kxA

02& jk"V<sup>a</sup>Hkk"kk vkUnksyu& xksiky ij'kqjke& egkjk"V<sup>a</sup> IHkka

03& vyadkj ikfjtkr % ujksÜke Lokeh& y{eh ukjk;.k vxzoky izdk'ku  
vkvjk

04& uwru dkO; izdk'k& MkW0 misUnz f=ikBh& lkfgR; jRuky;] dkuiqj

05& dkO; dkSeqnh& MkW0 ckyd`".k xqlr] lkfgR; fudsru dkuiqj

06& vyadkj] jl] NUn] ifjp;& Hkkjr Hkw"k.k R;kxh] yk;y cq d fMiks]  
Xokfy;j

07& dkO; yksd xksihukFk 'kekZ] fdrkc egy] bykgkckn

08& dkO; ds :i& xqykj jk;& vkRekjk ,.M lal] fnYyh

**बी०ए०बी०एड० (चतुर्थ सेमेस्टर)**

**vk/kqfud fgUnh dkO;**

iw.kkZad % 50

**fu/kkZfjr dfo& eSfFkyh'kj.k xqlr ¼lkdsr dk v'Ve lxZ vFkok rhu dfork;½]  
t;'kadj izlkn ¼J)k lxZ vFkok rhu dfork;½] lw;ZdkUr f=ikBh fujkyk ¼ljkst**

Le`fr vFkok rhu dfork,<sub>i</sub><sup>1/2</sup>] lqfe=kuUnu iUr <sup>1/4</sup>rhu dfork,<sub>i</sub><sup>1/2</sup>] egknsok oekZ <sup>1/4</sup>rhu xhr<sup>1/2</sup>] jke/kkjh flag ^fnudj\*<sup>1/4</sup>rhu dfork,<sub>i</sub><sup>1/2</sup>]A lPpnuUn ghjkuUn okRL;k;u ^vKs;\*<sup>1/4</sup> rhu dfork,<sub>i</sub><sup>1/2</sup>] 'ke'ksj cgknqj flag <sup>1/4</sup> rhu dfork,<sub>i</sub><sup>1/2</sup>] ukxktqZu <sup>1/4</sup> rhu dfork,<sub>i</sub><sup>1/2</sup>] Hkokuh izlkn feJ <sup>1/4</sup> rhu dfork,<sub>i</sub><sup>1/2</sup>] xtkuu ek/ko ^eqfDrcks/k\* <sup>1/4</sup> rhu dfork,<sub>i</sub><sup>1/2</sup>] /keZohj Hkkjrh<sup>1/4</sup> rhu dfork,<sub>i</sub><sup>1/2</sup>] ujs'k esgrk<sup>1/4</sup> rhu dfork,<sub>i</sub><sup>1/2</sup>]A

**bdkbZ izFke&** eSfFkyh'kj.k xqlr <sup>1/4</sup>lkdsr dk v`Ve lxZ vFkok rhu dfork,<sub>i</sub><sup>1/2</sup>] t;kadj izlkn <sup>1/4</sup>J)k lxZ vFkok rhu dfork,<sub>i</sub><sup>1/2</sup>

**bdkbZ f}rh;&** lw;ZdkUr f=ikBh fujkyk <sup>1/4</sup>ljst Le`fr vFkok rhu dfork,<sub>i</sub><sup>1/2</sup>] lqfe=kuUnu iUr <sup>1/4</sup>rhu dfork,<sub>i</sub><sup>1/2</sup>] egknsok oekZ <sup>1/4</sup>rhu xhr<sup>1/2</sup>

**bdkbZ r`rh; &** jke/kkjh flag ^fnudj\*<sup>1/4</sup>rhu dfork,<sub>i</sub><sup>1/2</sup>]A lPpnuUn ghjkuUn okRL;k;u ^vKs;\*<sup>1/4</sup> rhu dfork,<sub>i</sub><sup>1/2</sup>] 'ke'ksj cgknqj flag <sup>1/4</sup> rhu dfork,<sub>i</sub><sup>1/2</sup>]

**bdkbZ prqFkZ &** ukxktqZu <sup>1/4</sup> rhu dfork,<sub>i</sub><sup>1/2</sup>] Hkokuh izlkn feJ <sup>1/4</sup> rhu dfork,<sub>i</sub><sup>1/2</sup>] xtkuu ek/ko eqfDrcks/k\* <sup>1/4</sup> rhu dfork,<sub>i</sub><sup>1/2</sup>

**bdkbZ iape &** /keZohj Hkkjrh<sup>1/4</sup> rhu dfork,<sub>i</sub><sup>1/2</sup>] ujs'k esgrk<sup>1/4</sup> rhu dfork,<sub>i</sub><sup>1/2</sup>]A

**IUnHkZ@mi;ksxh xzUFk&**

01& vk/kqfud dfo;ksa dh dkO; lk/kuk& jktsUnz flag vkSj xkSM+& Jhjke esgjk ,.M

lal]vkxjk

02& fgUnh ds vk/kqfud izfrfuf/k dfo& }kfjdk izlkn IDIsuk] fouksn iqLrd eafnj]

vkxjk

03& vk/kqfud fgUnh dkO; ds uojRu& jes'k pUnz 'kekZ] ljLorh izdk'ku] dkuiqj

04& Nk;koknh dfo;ksa dh xhr n`f"V& MkW0 misUnz] ;qxok.kh izdk'ku dkuiqj

05& izlkn dk dkO;& izse 'kadj

06& izlkn dh dyk& xqykcyj;

07& izlkn dh dfork& HkksykukFk frokjh] lkfgR; Hkou] bykgkckn  
08& izlkn& jkejru HkVukxj  
09& izlkn& uUn nqykjs cktis;h  
10& iar dk dkO;& MkW0 misUnz& fgeky; ikdsV cqDI] fnYyh  
11& iar th dk uwru dkO; n'kZu& MkW0 fo'oEHkj mik/;k;  
12& lqfe=k uanu iar& MkW0 uxsUnz& us'kuy ifCyf'kax gkml]  
fnYyh  
13& iar dk dkO;& izseyrk ckQuk  
14& lqfe=kuUnu& 'kph jkuh xqVwZ  
15& dfo;ksa esa lkSE; iar& cPpu  
16& iar dh dkO; lk/kuk& jes'k pUnz 'kekZ ,oa d0yk0 voLFkh  
lkfgR; fudsru] dkuiqj  
17& ;qx dfo fujkyk& jkeewfrZ 'kekZ] lkfgR; fudsru] dkuiqj  
18& ;qx dfo fujkyk& jtuhdkar ygjh mUuko  
19& fujkyk dh dkO; lk/kuk& oh.kk 'kekZ  
20& fujkyk dk dkO;& MkW0 uxsUnz  
21& fujkyk dk iquewZY;kadu& /kuat; oekZ  
22& fujkyk ds lkfgR;d laLdkj& f'ko dqekj nhf{kr] lkfgR; jRuky;]  
dkuiqj  
23& fujkyk& bUnzukFk enku  
24& eSfFkyh'kj.k xqlr& vkuan izdk'k nhf{kr  
25& egknsoh % dfo ,oa x|dkj& xkSre  
26& egknsoh dh dkO; lk/kuk& ^lqeu\*  
27& egknsoh& bUnzukFk enku  
28& Nk;kokn vkSj egknsoh& uan dqekj jk;  
29& egknsoh dh dkO; psruk& jktsUnz feJ  
30& iar % dfo vkSj dkO;& 'kjnkyky& r{kf'kyk izdk'ku] fnYyh  
31& ;'kks/kjk dk dkO; lanHkZ& cM+lwokyk] r{kf'kyk izdk'ku] fnYyh  
32& egknsoh dk dkO; lkSUn;Z& jktiky gqdqe pUnz  
33& vijk&fujkyk& Hkkjrh HkaMkj] bykgkckn  
34& jf'e yksd&fnudj&fgUnh cqD lsaVj] fnYyh  
35& ;qx pkj.k fnudj& lkfo=h flag] jk/kk d`".k izdk'ku] ubZ fnYyh  
36& fnudj ds dkO; eas ekuorkoknh izse psruk& e/kqckykyk] r{kf'kyk  
izdk'ku] ubZ fnYyh

37& yksdfiz; cPpu& nhukukFk'kj.k] lkfgR; fudsru] dkuiqj  
38& cPpu dk ijorhZ dkO;& 'ke lqUnj ?kks"k] jktiky fnYyh  
39& dfo cPpu % O;fDr ,oa n'kZu& ds0th0 dne] lkfgR; Hkou] bykgkckn  
40& cPpu ,d ewY;kadu& nhukukFk'kj.k] nfj;kiqj xksyk] ckWdhiqj] iVuk  
41& vKs; dk jpuk lalkj& jkeLo:i prqosZnh  
42& vKs; vkSj vk/kqfud jpuk dh leL;k& jkeLo:i prqosZnh] ubZ fnYyh  
43& Hkokuh izlkn feJ dh dkO; ;k=k& larks"k dqekj frokjh  
44& dfork ;k=k % jRukdj ls j?kqchj lgk;& jkeLo:i prqosZnh] eSdfeyu  
45& u;k dkO;] u;s ewY;& yfyr 'kqDy& eSdfeyu  
46& ubZ dfork vkSj vfLrRookn& jkefoykl 'kekZ] us'kuy ifCyf'kax gkml] ubZ fnYyh  
47& 'ke'ksj dh dfork& ujsUnz of'k"B] ubZ fnYyh  
48& ubZ dfork % Lo:i vkSj leL;k;sa& txnh'k xqlr  
49& dfork ds u;s izfreku& ukeoj flag  
50& ukxktqZu dh dkO; ;k=k& jru dqekj ik.Ms;] fo'ofok|ky; izdk'ku] okjk.klh  
51& ukxktqZu dk dkO;& pUnz gkml flag jk/kkd`.k izdk'ku] ubZ fnYyh  
52& vKs;% fopkj ,oa dfork& jktsUnz feJ] r{kf'kyk izdk'ku] fnYyh  
53& vk/kqfud fgUnh dfork esa fcEc fo/kku& dsnkjukFk flag] jk/kkd`.k izdk'ku] fnYyh  
54& ledkyhu fgUnh dfork& fo'oukFk izlkn frokjh] jk/kkd`.k izdk'ku] ubZ fnYyh  
55& ledkyhu fgUnh lkfgR; % fofok ifjn`';& jkeLo:i prqosZnh] jk/kkd`.k izdk'ku] ubZ fnYyh  
56& ledkyhu fgUnh dfork& ,0 vfokUnk{ku] jk/kkd`.k izdk'ku] ubZ fnYyh  
57& ik'pkR; lkfgR; fl)kUr ,oa fofokokn& xk;dokM+] lkfgR; jRuky;] dkuiqj

58& dkO; 'kkL= % fofo/k vk;ke& e/kq[kjkVs] fo|k izdk'ku] dkuiqj  
59& ik'pkR; dkO; 'kkL=& HkxhjFk feJ] fo'ofok|ky; izdk'ku] okjk.klh  
60& ItZuk ds {k.k&vKs;& Hkkjrh; lkfgR; izdk'ku] esjB  
61& ukxktqZu dh dfork& vt; frokjh

## ch0,0ch0,M0 1/4fgUnh1/2

) पंचम सेमेस्टर(

**iz;kstuewyd fgUnh ,oa tulapkj rFkk vuqokn**

iw.kkZad % 50

01& iz;kstuewyd fgUnh dh vo/kkj.kk ,oa fodkIA

02& fVli.kh] vkys[ku , संक्षेपण और पल्लवन A

03& fgUnh i=kpkj &

d- dk;kZy;h i=kpkj A

[k- okf.kfT;d i=kpkjA

04& ikfjHkkf"kd 'kCnkoyh dk IS}kfUrd ifjp;] O;ogkj



05& जनसंचार स्वरूप एवं विविध प्रकार

06- अनुवाद स्वरूप और क्षेत्र ,अनुवाद प्रक्रिया ,अनुवाद के प्रकार ,अनुवाद का व्यावहारिक पक्ष।

## IUnHkZ iqLrdsa&

01& iz;kstuewyd fgUnh& jkeizdk'k] jk/kkd`".k izdk'ku] fnYyh

02& iz;kstuewyd fgUnh % lajpuk ,oa vuqiz;ksx] jkeizdk'k] jk/kkd`".k izdk'ku] fnYyh

03& iz'kklfud ,oa dk;kZy;h fgUnh& jkeizdk'k] jk/kkd`".k izdk'ku] fnYyh

04& fgUnh Hkk"kk dk iz;kstuewyd Lo:i& dSyk'k pUnz HkkfV;k] r{kf'kyk izdk'ku] fnYyh

05& iz;kstuewyd dkedkth fgUnh& dSyk'k pUnz HkkfV;k] r{kf'kyk izdk'ku] fnYyh

06& iz'kklfud fgUnh fVli.k] izk:i.k ,oa i= ys[ku& gfjeksgu] r{kf'kyk izdk'ku] fnYyh

07& vk/kqfud O;kdj.k ,oa jpuk& oklqnso uUnu izlkn] iVuk

08- हिंदी भाषा संरचना और प्रयोग – रवीन्द्रनाथ श्रीवास्तव नेशनल पब्लिशिंग हाउस दिल्ली

09- समाचार पत्र – मुद्रण एवं साज सज्जा – श्याम सुन्दर शर्मा मध्यप्रदेश ग्रन्थ अकादमी भोपाल

10- आधुनिक पत्रकारिता -अर्जुन तिवारी विश्वविद्यालय प्रकाशन वाराणसी

11- कार्यालयी अनुवाद की समस्याएं – भोलानाथ तिवारी ,डॉ० शब्दकार प्रकाशन दिल्ली

12- अनुवाद विज्ञान – डॉ० भोलानाथ तिवारी ,शब्दकार प्रकाशन दिल्ली

## बी०ए०बी०एड० (षष्ठम सेमेस्टर)<sup>1/2</sup>

fgUnh fucU/k rFkk vU; x| fo/kk;sa

iw.kkZad % 80

fu/kkZfjr ikB~;Øe & d& fucU/k& f'ko"EHkq ds fpV~Bs  
¼ckyeqdqan xqlr<sup>1/2</sup>] dfo;ksa dh mfeZyk fo'k;d mnklhurk ¼vkpk;Z  
egkohj izlkn f}osnh<sup>1/2</sup>] yTtk vkSj Xykfu ¼ vkpk;Z jkepUnz 'kqDy  
½] dqVt ¼ vkpk;Z gtkjh izlkn f}osnh ½] Nk;kokn ¼uan nqykjs  
cktis;h<sup>1/2</sup>] rqe panu ge ikuh ¼ fo|k fuokl feJ ½]

[k& x] fo/kk;sa& HkfDru ¼ egknsoh oekZ ½] lqf/k;kW ml pUnu ou  
dh ¼fo".kqdkUr 'kkL=h½] viksyks dk jFk ¼JhdkUr oekZ½] T;ksfr  
iqat fgeky; ¼fo".kqizHkkdj½] viuh&viuh gSfl;r ¼gfj'kadj ijlbZ ½  
¼x½ vkykspuk dk Lo:lk vkykspuk ds izdkj] vkykspd ds xq.k  
¼?k½ vkpk;Z jkepUnz "kqDy dh vkykspuk n`fV] ukeoj flag dh  
vkykspuk n`fV uUnnqykjs oktis;h dh vkykspuk n`fV

**bdkbZ izFke&** f'ko"KEHkq ds fpV~Bs ¼ckyeqdqan xqlr½]  
dfo;ksa dh mfeZyk fo'k;d mnklhurk ¼vkpk;Z egkohj izlkn  
f}osnh½] yTtk vkSj Xykfu ¼ vkpk;Z jkepUnz 'kqDy ½

**bdkbZ f}rh;&** dqVt ¼ vkpk;Z gtkjh izlkn f}osnh ½] Nk;kokn ¼uan  
nqykjs oktis;h½] rqe panu ge ikuh ¼ fo|k fuokl feJ ½]

**bdkbZ r`rh; &** HkfDru ¼ egknsoh oekZ ½] lqf/k;kW ml pUnu  
ou dh ¼fo".kqdkUr 'kkL=h½] viksyks dk jFk ¼JhdkUr oekZ½]  
T;ksfr iqat fgeky; ¼fo".kqizHkkdj½] viuh&viuh gSfl;r ¼gfj'kadj  
ijlbZ ½

**bdkbZ prqFkZ &** vkykspuk dk Lo:lk vkykspuk ds izdkj]  
vkykspd ds xq.k

**bdkbZ iape &** vkpk;Z jkepUnz "kqDy dh vkykspuk n`fV  
ukeoj flag dh vkykspuk n`fV  
uUnnqykjs oktis;h dh vkykspuk n`fV

**Igk;d iqLrdsa&**

01& fgUnh dk x] lkfgR;& jkepanz frokjh] fo'ofokky; izdk'ku]  
okjk.klh

02& fgUnh ds izfrfuf/;k fucU/kdkj& }kfjdk izlkn IDIsuk

03& fgUnh fuca/kdkj& ufyu t;ukFk

04& fgUnh fucU/k ds vk/kkj LrEHk& MkW0 gfjeksgu] r{kf'kyk  
izdk'ku] ubZ fnYyh

05& izfrfuf/k fgUnh fucU/kdkj& r{kf'kyk izdk'ku] ubZ fnYyh  
06& lkfgR; esa x| dh ubZ fo/kk;sa& dSyk'k pUnz HkkfV;k] r{kf'kyk  
izdk'ku] ubZ fnYyh  
07& fgUnh js[kkfp=& MkW0 gjoa'k yky oekZ] fgUnh lfefr m0iz0  
y[kuÅ  
08& Lokra×;ksÙkj fgUnh O;aX; fuca/k ,oa fuca/kdkj& MkW0  
ckiwjko nslkbZ] fparu izdk'ku] ukScLrk] dkuiqj  
09& fgUnh lkfgR; esa fuca/k ,oa fuca/kdkj& MkW0 xaxk izlkn xq|r  
10& fgUnh dh gkL; O;aX; fo/kk dk Lo:i ,oa fodkl& bUnzukFk enku  
11& fgUnh ds O;fäd fuca/k& jkep.j.k egsUnz  
12& lkfgR;d fo/kk;sa % iqufoZpkj& gfjeksgu

Internal Assessment Scheme of Practical	Mark
11- Micro Teaching (10 Skill and 20 Plan )	
12- Macro teaching (40 Lesson of Both Teaching Subject )	
13- Criticism Plan (4 Plan)	
14- Observation of Lesson Plan (40 )	
15- Teaching Aids (5x4 of VII&VIII Sem)	
16- Seminar/Workshop	
17- School Internship (To Learn All School Record Maintain )	
18- Unit Plan	
19- Unit Test Administration Evaluation and Interpretation	
20- Blue Print of a paper	

