

# SYLLABUS FOR FOUR YEAR INTEGRATED B.A. B.Ed. COURSE

FIRST YEAR



Session: 2023-2024

JAI NARAIN VYAS UNIVERSITY  
JODHPUR

## **Rules for Admission in Integrated B.A. B.Ed. COURSE** **(Four Years Course)**

Admission rules for the Integrated B.A. B.Ed. course shall be the same as decided by the NCTE/Government of Rajasthan from time to time. Reservation of seats for SC/ST/OBC/SBC/Specially-abled and others shall be as per existing Rajasthan Govt. /Central Govt. /University rules

### **A. Eligibility**

- (a) Candidate with at least 50% marks in the senior secondary /+2 or its equivalent are eligible for admission.
- (b) The reservation and relaxation in marks for SC/ST/OBC/PWD and other category shall be as per the rules of the Central Government/State Government whichever is applicable.

### **B. Admission Procedure for B.A.B.Ed.**

Admission shall be made on the basis of marks obtained in the qualifying Examination or through the entrance examination or any other selection process or as per policy decided by the State Government and the University time to time.

### **C. Duration and Working Days**

#### **Duration**

The Integrated B.A. B.Ed. Programme shall be of duration of Four Academic Years, which must be completed in a Maximum of Six Years from the date of the admission to the programme.

#### **Working Days**

- There shall be at least Two Hundred Fifty Working Days each year exclusive of the period of examination and admission.
- Institution shall work for a minimum of thirty six hours a week, during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- The minimum attendance of student-teachers shall be 80% for all course work and practicum, and 90% for school internship.
- Candidates falling short in above stated attendance criteria will not be allowed to appear in the final examinations conducted by the university.
- There will be six days week system.
- Candidates remaining absent from college for 15 or more days without any justifiable reason or without any valid information, their names will be struck off from the college roll list. Such candidates will have to seek re-admission from a fresh end.

#### **Criteria for Awarding Division**

Successful candidates will be placed in three divisions both in theory and practice of teaching examination separately.

- **I Division:** Candidates obtaining 60% or more of aggregate marks
- **II Division:** Candidates obtaining 48% or more but less than 60% of the aggregate marks.
- **III Division:** Candidate obtaining 40% or more but less than 48% of the aggregate marks.

## Rules: Examinations & Results

1. This integrated degree will include papers of B.A. as well as B.Ed in all four years. The university will conduct the examinations every year for all papers (Except EPC) of three hours duration while the pedagogy paper will be of 2 hours duration in Fourth year.
2. In Fourth year there will be two pedagogy papers with an internal weightage of 15 marks. The External Assessment of both the papers will be done externally at the university level for 35 marks. For a pass in pedagogy papers candidate will have to obtain 6 marks in internal & 14 marks in external.
3. Internship activities will be compulsory for students. Failing to attend /perform anyone of the mentioned activities shall result into a failure in that year.
4. It is mandatory for any student to attain 90% attendance in internship programme, failing which; they will be declared fail in that year.
5. Candidates will have to obtain 40% marks in theory, Internal & practical separately. In the papers carrying 70 marks, candidates will have to obtain minimum 28 marks for a pass.
6. There shall be two Summative tests of 10 marks each in each paper of this course for B.Ed. while for B.A. Papers there shall be three Summative tests of 10 marks each in each paper
7. In the papers of B.Ed. besides summative assessment candidates will conduct/prepare a report of 2 activities in each paper carrying 5 marks for activities & 5 marks for documentation.
8. Out of 30 internal marks a candidate will have to get a minimum of 12 marks for a pass. Candidates failing to obtain 12 marks out of 30 in the above-said activities shall be eligible to become an Ex-student.
9. In EPC Papers candidates will conduct/prepare a report of 5 activities carrying 15 marks for activities & 15 marks for documentation. Out of 50 internal marks a candidate will have to get a minimum of 20 marks for a pass. Candidates failing to obtain 12 marks out of 30 in the above-said activities shall be eligible to become an Ex-student. If any candidate doesn't obtain minimum 20 marks in internal paper of 50 marks in that case, they will be promoted in next year but in due course they will have to reappear in test/activities to pass that paper. The marks of the other papers and activities will be carrying forwarded.
10. Candidates failing in more than two external papers will be declared fail & they will have to reappear in next year in all the theory papers. However, their internal marks can be carry-forwarded.
11. Candidates failing in two or less than two papers in internal will be allowed a promotion in next year, provided that they reappear in them at later stages. However, any candidate can get this benefit of promotion in a maximum of two papers internals & externals combined together. However, their internal marks can be carry-forwarded.
12. A candidate will have to obtain 40% marks separately in the final lesson of B.Ed. Candidates failing in the final lesson will be declared fail. To pass the final lesson he/she has to appear in final lesson Examination next year and has to pass. Maximum of two chances will be given to pass final lesson exam. However, as an Ex-student, they can carry-forward their all other internal and external marks including Internship Marks.
13. Internship activities in third year will be of 06 weeks and will include teaching of the pedagogy subjects, one week observation, criticism lessons & Action Research/Survey/Case Study (Any one). All the above said activities will be compulsory for students. Failing to attend /perform anyone of the above-said activities shall result into a failure in that year. These activities are-
  - (i) Candidates have to practice five skills (assigned by college) in microteaching as a part of pre – internship activity. Each Skill will be performed twice as teach and reteach. They have to maintain the record of the micro lessons delivered.
  - (ii) Co-curricular & Extra-curricular activities must be spread all through the year which should also include special days' celebration.

- (iii) To understand the local resources, people & community, an open air session of two days' will be conducted. It includes survey of that area as well as community work. Record of the work down is to be maintained.
  - (iv) Individual appraisal of the student-teachers will be done by the supervisor through a portfolio on some set criteria about their year-long activities, individual attributes & personal qualities like discipline, honesty, dedication, commitment etc.
  - (v) Internship of 6 weeks includes initial six days for general observation of the ongoing school activities & classroom teaching of the host teachers.
  - (vi) The students will deliver at least 15 lessons of each pedagogy paper. It is expected that the students play the participative role in all school activities and take necessary responsibilities as and when required. If required they can take all vacant and required classes.
  - (vii) There will be two criticism lessons (one in each pedagogy subject) for the progressive assessment of the student-teacher.
  - (viii) The student-teacher will have to do an Action Research or Survey or a Case Study (Any one) as assigned by the concerned supervisor and will submit the report.
14. In fourth year, the total internship program will be spread in duration of 14 weeks. This rigorous internship in surrounding schools will enable the student-teacher to perform better as a teacher. Only 10 students will be allowed to deliver lessons in a school. During internship program the student-teacher will ensure that they get a teaching exposure of secondary and senior secondary level preferably. Activities to be performed are as under-
- (i) Co-curricular & Extra-curricular activities (in college) must be spread all through the year which should also include special days' celebration.
  - (ii) Individual appraisal of the student-teachers will be done on some set criteria about their year-long activities, individual attributes & personal qualities like discipline, honesty, dedication, commitment etc.
  - (iii) School internship will include the participation of the Student- teacher in all the activities of the school including teaching.
  - (iv) The student teacher will prepare a project report on the various aspects of the school on some set criteria where internship will be performed.
  - (v) The student teacher will deliver at least 5 ICT based lessons while doing the internship.
  - (vi) Co-curricular & Extra-curricular activities (in School) must be spread all through the internship program which should also include special days' celebration
15. Each candidate should be prepared to teach two lessons (One in each Pedagogy subject) at the final Practical Examination. However, the candidates will deliver one lesson (in the subject of their choice) for final practical out of prepared two lessons. The external examiner may pick up at least 10% of the candidate to deliver two lessons (if required), Lessons to be assessed by the Board of Examination consisting of:
- (a) one external examiner of Languages or Social sciences Pedagogy.
  - (b) Two internal examiners of whom one would be the Principal of the College and other would be a member of the faculty of the College of any Pedagogy of languages or social sciences and marks will be awarded out of 100.
16. **Candidate will be awarded degree of this course only when he/she has passed all the papers, as well as EPC Papers of all four years. This includes Theory, Internals, Internship and Practicals**

### **Scheme of Examination**

The examination for the degree of B.A. - B.Ed. shall be held in Theory and Internal Both.

## **Paper-wise scheme of examination: Theory**

### **B.A.**

1. External paper Scheme of General Papers and Elective papers of languages is as mentioned with each paper for all the years in the syllabus. However for Elective papers of languages there will be internal assessment of 30 marks based on three summative tests, 10 marks each.
2. In elective papers of Social Sciences group each group/ subject consists of two papers. The paper scheme of each paper will be as under-

A. There shall be three summative tests of 10 marks each . In this way there will be 30 marks for internal.

B. For External 70 marks paper the paper scheme shall be as under-

#### **Section A**

This section will consist of 10 compulsory questions. There will be two questions from each Unit and answer to each question shall be limited up to 30 words.Each Question carries 1 mark.

**(10x1=10 Marks)**

#### **Section B**

This section will consist of 10 questions. Two questions from each unit. The students will answer five questions. There will be internal choice in each Unit. Answer to each question shall be limited up to 250 words. Each question carries 6marks.

**(5X6=30Marks)**

#### **Section C**

This Section will consist of five questions one from each Unit.

The students are required to attempt any three questions in 500 words. **(3x10=30 Marks)**

### **B.Ed.**

#### **Papers with External weight-age of 70 Marks (3 hours duration)**

1. One essay type question will be set from each unit carrying 14 marks. There will be an internal choice of attempting two questions of short answer type (with a word limit of 200 words) from the same unit.Each short answer type question will carry 7 marks.
2. **Internal weight-age of 30 will be divided as under:**  
Assessment in the papers with internal weight-age of 30 marks will be divided in following parts.
  - (i) Summative test I (10 Marks) On completion of 50 percent course
  - (ii) Summative test II (10 Marks) On completion of 90 percent course
  - (iii) There will be a provision of Sessional work in each paper with 10 marks weightage. Out of the suggested Practicum/field work, it will be compulsory to attempt atleast two activities ensuring that a minimum of two units have been covered in the same. Students have to maintain a record/portfolio etc. as per the nature of related activity. 10 Marks will be bifurcated - 50 percent for conducted activities and 50 percent for documentation of conducted activities.
3. **Pedagogy Papers (in fourth year ) with External weight-age of 35 Marks will be divided in two parts A & B (2 hours duration)**

#### **Part-A**

In part -A Three short answer type questions (Answer limit 150 words) will be set; one question from each unit. Candidate will attempt 2 questions out of three. Each question will carry 4 marks.

## **Part-B**

There will be three essay type questions, one from each unit with an alternative/Internal choice. Each question will carry 9 marks.

- Assessment in the papers with internal weight-age of 15 marks (Pedagogy Courses in fourth year) will be divided in 2 parts. Only one summative test will be conducted for 10 marks & the rest 5 marks will be awarded for participating & documentation of the practicum activities suggested with syllabus.
- **For EPC Papers:**
- Internal weight-age of 50 will be divided as under:
  - (i) Summative test I (10 Marks) On completion of 50 percent course
  - (ii) Summative test II (10 Marks) On completion of 90 percent course
  - (iii) There will be a provision of Sessional work in each paper with 30 marks weightage. Out of the suggested Practicum/field work, it will be compulsory to attempt atleast five activities ensuring that a minimum of one activity from each unit have been covered in the same. Students have to maintain a record/portfolio etc. as per the nature of related activity. 30 Marks will be bifurcated - 50 percent for conducted activities (5X3=15) and 50 percent for documentation of conducted activities (5X3=15).

## **General Rules**

1. Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University for B.A.-B.Ed. degree. Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.
2. B.A. Optional Subjects Can be chosen as per University rules
3. Pedagogy Subjects in the third and fourth year of B.Ed. will be Chosen as per NCTE norms.

**B.A. B.Ed. I Year : 2021-22**  
**PAPER-I**  
**FOUNDATION COURSE: GENERAL ENGLISH**

**Duration: 2 Hrs.**  
**Max Marks: 100**  
**No. of Questions: 100 Multiple types**

**Unit I:** Texts Prescribed (20 questions)

1. R.K. Narayan: A Vendor of Sweets  
(Ten questions from this text)
2. Remedial Course in English Book II  
(Ten questions from this text)

**Unit II:** Phrasal Verbs, Antonyms, Synonyms, Prefixes and Suffixes (20questions)

**Unit III:** Compound and Complex Sentences, Transformation of simple, Compound and Complex sentences  
(20 questions)

**Unit IV:** Modal auxiliaries, Common Errors involving the use of articles, prepositions and tenses.  
(20 questions)

**Unit V:** Active and Passive Voice, Direct and Indirect Speech, Formal and Informal Letters, Sequential Sentences. (20 questions)

**NOTE:**

Division of Questions andMarks:

Each Unit will be of 20 marks **(20x5=100 Marks)**

From Each Unit 20 multiple choice questions of one mark each will be given.

**(20x5 = 100 questions)**

**Recommended Readings:**

- Close, R.A.A *Reference Grammar of English*.
- Corder, S. Pit.*An Intermediate English Practical Book*.Orient Longman.
- Seely, John.*Writing with a purpose*.Oxford University Press.
- Thomson & Martinet.*A practical English Grammar*. Oxford University Press.

बी.ए. बीएड प्रथम वर्ष : 2021-22

प्रथम प्रश्न पत्र

आधार पाठ्यक्रम : सामान्य हिन्दी

नोट : यह प्रश्न-पत्र दो घण्टे की अवधि और 100 अंकों का होगा।

इकाई 1- पाठ्य पुस्तक-प्रकीर्णिका: सम्पादक-बालकृष्ण राव एवं श्रीराम शर्मा, राजकमल प्रकाशन, नई दिल्ली

इकाई 2- (क) वर्णों का वर्गीकरण - भेद प्रभेद, (ख) सन्धि (ग) समास (घ) उपसर्ग - प्रत्यय  
(ङ) तत्सम- तद्भव (च) शब्द शुद्धि, वाक्य शुद्धि

इकाई 3- (क) संज्ञा और संज्ञा के विकारी तत्त्व-लिंग, वचन, कारक (ख) सर्वनाम (ग) विशेषण  
(घ) क्रिया और सहायक क्रिया-क्रिया, काल वृत्ति, पक्ष, वाच्य (ङ) अविकारी तत्त्व-क्रिया  
विशेषण, संबंध बोधक, समुच्चय बोधक, विस्मयादि बोधक, निपात (च) विराम-चिह्न

इकाई 4- (क) अनेकार्थी शब्द (ख) युग्म शब्द (ग) वाक्यांश के लिए एक शब्द (घ) पर्यायवाची शब्द  
(ङ) विलोम शब्द (च) मुहावरे लोकोक्तियाँ

इकाई 5- (क) देवनागरी लिपि की विशेषताएँ (ख) मानक हिन्दी वर्णमाला तथा अंक, (ग) हिन्दी  
वर्तनी का मानक रूप (घ) कार्यालयी पत्र लेखन (ङ) कार्यालयी टिप्पणी (च) पारिभाषिक  
शब्दावली (कार्यालयी)

प्रश्न एवं अंक विभाजन

प्रत्येक इकाई 20 अंक की होगी -20 X 5 = 100 अंक

प्रत्येक इकाई से एक-एक अंक के बीस बहुविकल्पात्मक प्रश्न पूछे जाएँगे-20 X 5 = 100 प्रश्न

सहायक पुस्तकें-

- हिन्दी शब्दानुशासन : किशोरीदास वाजपेयी
- हिन्दी व्याकरण : कामताप्रसाद गुरु
- हिन्दी का सामान्य ज्ञान : हरदेव बाहरी
- आलेख -प्रारूप : शिवनारायण चतुर्वेदी
- टिप्पणी- प्रारूप : शिवनारायण चतुर्वेदी
- मानक हिन्दी वर्तनी तथा नागरी लिपि : वैज्ञानिक तथा तकनीकी शब्दावली आयोग, नई दिल्ली।



बी.ए. बीएड प्रथम वर्ष : 2021-22

संस्कृत

प्रथम प्रश्न पत्र

काव्य, कथा-साहित्य एवं छन्द

अधिकतम अंक 70

समय 3 घंटा

कुल प्रश्न पत्र का निर्माण संस्कृत भाषा में होगा, किन्तु विशेष निर्देश के अभाव में प्रश्न-पत्र का उत्तर हिन्दी, संस्कृत अथवा अंग्रेजी में दिया जा सकता है।

पाठ्यक्रम

इकाई 1 – कुमारसंभवम् (पंचम सर्ग) 1-60 श्लोक पर्यन्त कालिदास

इकाई 2 – रघुवंशम् (प्रथम सर्ग) 1-60 श्लोक पर्यन्त कालिदास

इकाई 3 – कुमारसम्भव (पंचम सर्ग) 61-86 तथा रघुवंशम् (प्रथम सर्ग) 61-95 श्लोकपर्यन्त

इकाई 4 – पंचतन्त्रम् (अपरीक्षितकारकम्) विष्णु शर्मा

इकाई 5 – निम्नलिखित निर्धारित छन्दों के लक्षण एवं उदाहरणविषयक प्रश्न- आर्या, अनुष्टुप्, इन्द्रवज्रा, उपेन्द्रवज्रा, उपजाति, वंशस्थ, द्रुतविलम्बित, भुजंगप्रयातम्, वसन्ततिलका, मालिनी, हरिणी, शिखरिणी, मन्दाक्रान्ता, शार्दूलविक्रीडितम्, स्रग्धरा।

प्रश्न-पत्र का निर्माण निम्नानुसार होगा –

खण्ड 'अ' – 10 अंक

1. इस खण्ड के सभी प्रश्न अनिवार्य हैं।
2. सभी प्रश्नों का उत्तर संस्कृत में देना होगा।
3. प्रत्येक इकाई से दो प्रश्न पूछे जाएँगे।
4. प्रश्नों के उत्तर की अधिकतम सीमा 30 शब्द होगी।

खण्ड 'ब' – 30 अंक

1. प्रत्येक इकाई से दो प्रश्न पूछे जाएँगे।
2. प्रत्येक इकाई से एक प्रश्न का उत्तर देना अनिवार्य है, इस प्रकार कुल पाँच प्रश्नों के उत्तर देने हैं।
3. प्रश्नों के उत्तर की अधिकतम सीमा 250 शब्द होगी।

1. प्रत्येक इकाई से एक प्रश्न पूछा जाएगा।
2. कुल पाँच प्रश्न पूछे जाएँगे जिनमें से परीक्षार्थी को तीन प्रश्नों का उत्तर देना है।
3. प्रश्न के उत्तर की अधिकतम सीमा 500 शब्द होगी।

### सहायक पुस्तकें

- पंचतन्त्रम् : व्याख्याकार – श्रीश्यामाचरण पाण्डेय, मोतीलाल बनारसीदास, वाराणसी
- कुमारसम्भवम् : कालिदास, व्याख्याकार–सूर्यकान्त, साहित्य अकादमी, दिल्ली
- रघुवंशम् : कालिदास (संजीवनी टीका सहित) सम्पादक, जी.आर. नन्दार्गीकर मोतीलाल बनारसीदास, दिल्ली
- छन्द : प्रकाश : पं. शिवदत्त मिश्र
- छन्द : प्रवेशिका (प्रभा हिन्दी टीकोपेता), चौखम्बा पब्लिकेशन्स, नई दिल्ली
- छन्द : कौमुदी : नारायण शास्त्री खिस्ते, चौखम्बा पब्लिकेशन्स, नई दिल्ली
- कालिदास परिशीलन : डॉ. राधावल्लभ त्रिपाठी, संस्कृत परिषद्, सागर, 1987
- संस्कृत सुकवि समीक्षा : उपाध्याय बलदेव
- Functional Sanskrit; Its Communicative Aspect, Dr. Narendra, Sanskrit Karyalaya, Sri Aurobindo Ashram, Pondichery

बी.ए. बीएड प्रथम वर्ष : 2021-22  
द्वितीय प्रश्न-पत्र  
नाटक, नाट्यशास्त्र एवं व्याकरण

अधिकतम अंक 70  
समय 3 घंटा

नोट:- इस परीक्षा में दो प्रश्न-पत्र होंगे। प्रत्येक प्रश्न-पत्र तीन घण्टे की अवधि तथा 70 अंकों का होगा। प्रश्न-पत्र का निर्माण संस्कृत भाषा में होगा, किन्तु विशेष निर्देश के अभाव में प्रश्न-पत्र का उत्तर हिन्दी, संस्कृत अथवा अंग्रेजी में दिया जा सकता है।

पाठ्यक्रम

इकाई 1 – स्वप्नवासवदत्तम्

इकाई 2 – नाट्यशास्त्र (प्रथम अध्याय)

इकाई 3 –(क) शब्दरूप – राम, हरि, गुरु, पितृ, रमा, नदी, मति, वधू, अस्मद्, युष्मद्, तद्, इदम्, एक, द्वि, त्रि

उक्त निर्धारित शब्दों की विभक्ति में रूप सम्बन्धी प्रश्न

(ख) धातुरूप – भू, वद्, अस्, मुच्, कृ, कथ्, नम्, गम्, युध्, नश्

उक्त निर्धारित धातुओं के लट्, लृट्, लोट्, लङ् तथा विधिलिङ् में रूप सम्बन्धी प्रश्न

उक्त निर्धारित शब्दों एवं धातुओं से सम्बन्धित संस्कृत अनुवाद

इकाई 4 – लघुसिद्धान्त कौमुदी के संज्ञा प्रकरण एवं निम्नलिखित कृत्-प्रत्ययों से सम्बन्धित प्रश्न

तव्यत्, अनीयर्- तव्यत्तव्यानीयर्:

यत् – अचो यत्, ईद्यति, पोरदुपधात्

क्यप् – एतिस्तुशास्वृदृजुषः क्यप्, स्वस्य पिति कृति तुँक्, शास इदङ्हलोः

प्यत् – ऋहलोर्ण्यत्

शतृ, शानच् – लटः शतृशानचावप्रथमासमानाधिकरणे, आने मुँक्

क्त, क्तवतु – क्तक्तवतूँ निष्ठा, रदाभ्यां निष्ठातो नः पूर्वस्य च दः

क्त्वा – समानकर्तृकयोः पूर्वकाले

ल्यप् – समासेऽन १ पूर्वे क्तवो ल्यप्

तुमुन् – तुमुण्वुलौ क्रियायाँ क्रियार्थायाम्

इकाई 5 – (क) निर्धारित कारक प्रकरण से सूत्र की व्याख्या एवं उदाहरणविषयक प्रश्न –

कारक प्रकरण के सूत्र –

प्रातिपदिकार्थलिङ्गपरिमाणवचनमात्रे प्रथमा, सम्बोधने च, कर्तुरीप्सिततमं कर्म, कर्मणि द्वितीया, अकथित १च, अधिशीङ्स्थासां कर्म, अभिनिविशश्च, उपान्वध्याङ्वसः, अन्तरान्तरेण

युक्ते, कालाध्वनोरत्यन्तसंयोगे, उभसर्वतसोः कार्या धिगुपर्यादिषु त्रिषु। द्वितीयाम्रेडितान्तेषु ततोऽन्यत्रापि दृश्यते।। अभितः परितः समयानिकषाहाप्रतियोगेऽपि, स्वतन्त्रः कर्ता, साधकतमं करणम्, कर्तृकरणयोस्तृतीया, अपवर्गं तृतीया, सहयुक्तेऽप्रधाने, येनाङ्गविकारः, इत्थम्भूतलक्षणे, हेतौ, कर्मणा यमभिप्रैति स सम्प्रदानम्, चतुर्थी सम्प्रदाने, रुच्यर्थानां प्रीयमाणः, धारेरुत्तमर्णः, स्पृहेरीप्सितः, क्रुधदुहेर्ष्यासूयार्थानां यं प्रति कोपः, नमः स्वस्तिस्वाहास्वधालं वषड्योगाच्च, ध्रुवमपायेऽपादानम्, अपादाने पंचमी, भीत्रार्थानां भयहेतुः, जुगुप्साविरामप्रमादार्थानामुपसंख्यानम्, जनिकर्तुःप्रकृतिः, भुवः प्रभवः, ल्यब्लोपे कर्मण्यधिकरणे च, षष्ठी शेषे, पृथग्विनानानाभिस्तृतीयान्यतरस्याम्, षष्ठी हेतुप्रयोगे, अधीगर्थदयेशां कर्मणि, कृत्यानां कर्तरि वा, तुल्यार्थैरतुलोपमाभ्यां तृतीयान्यतरस्याम्, आधारोऽधिकरणम्, सप्तम्यधिकरणे च, यस्य च भावेन भावलक्षणम्, षष्ठी चानादरे, यतश्च निर्धारणम्, पंचमी विभक्ते

प्रश्न-पत्र का निर्माण निम्नानुसार होगा -

खण्ड 'अ' -10 अंक

1. इस खण्ड के सभी प्रश्न अनिवार्य हैं।
2. सभी प्रश्नों का उत्तर संस्कृत में देना होगा।
3. प्रत्येक इकाई से दो प्रश्न पूछे जाएँगे।
4. प्रश्नों के उत्तर की अधिकतम सीमा 30 शब्द होगी।

खण्ड 'ब' - 30 अंक

1. प्रत्येक इकाई से दो प्रश्न पूछे जाएँगे।
2. प्रत्येक इकाई से एक प्रश्न का उत्तर देना अनिवार्य है, इस प्रकार कुल पाँच प्रश्नों के उत्तर देने हैं।
3. प्रश्नों के उत्तर की अधिकतम सीमा 250 शब्द होगी।

खण्ड 'स' - 30 अंक

1. प्रत्येक इकाई से एक प्रश्न पूछा जाएगा।
2. कुल पाँच प्रश्न पूछे जाएँगे जिनमें से परीक्षार्थी को तीन प्रश्नों का उत्तर देना है।
3. प्रश्न के उत्तर की अधिकतम सीमा 500 शब्द होगी।

**सहायक पुस्तकें**

- स्वप्नवासवदत्तम् : जयपाल विद्यालंकार, मोतीलाल बनारसीदास, दिल्ली 1972
- नाट्यशास्त्र : (प्रदीप हिन्दी टीकोपेत), चौखम्बा पब्लिकेशन्स, अंसारी रोड, दरियागंज, नई दिल्ली

- लघु सिद्धान्त कौमुदी: शारदारंजन रे, 1954
- नवनीत संस्कृत शब्द धातु-रूपावली : राजाराम शास्त्री नाटेकर, नवनीत प्रकाशन मुम्बई, 1990
- रूप चन्द्रिका : रामचन्द्र झा, चौखम्बा संस्कृत सीरीज
- वृहद् अनुवाद चन्द्रिका : चक्रधर हंस नौटियाल
- संस्कृत व्याकरण : श्री निवास शास्त्री

बी.ए. बीएड प्रथम वर्ष : 2021-22

हिन्दी साहित्य

प्रथम प्रश्न-पत्र

प्राचीन हिन्दी काव्य

अधिकतम अंक 70

समय 3 घंटा

निर्धारित पाठ्य पुस्तक – मध्यकालीन कविता का पाठ – 1 (सं.) त्रिभुवन नाथ शुक्ल,  
जयभारती प्रकाशन, इलाहाबाद

इकाई 1 : कबीर-निर्धारित काव्यांश-साखियाँ –सम्पूर्ण जायसी – निर्धारित काव्यांश – सम्पूर्ण

इकाई 2 :सूरदास-निर्धारित काव्यांश-पद संख्या 23 से 52 तक तुलसीदास- निर्धारित काव्यांश –  
सम्पूर्ण

इकाई 3 : बिहारी – निर्धारित काव्यांश – सम्पूर्ण घनानन्द – निर्धारित काव्यांश – सम्पूर्ण

इकाई 4 : द्रुतपाठ हेतु निर्धारित कवि : 1-चन्दबरदाई 2- अमीर खुसरो 3- मीराँबाई

इकाई 5 : द्रुतपाठ हेतु निर्धारित कवि : 1-रहीम 2-देव 3-भूषण

प्रश्न एवं अंक-विभाजन

खण्ड (क) प्रत्येक इकाई से दो-दो (कुल दस) लघूत्तरी प्रश्न (शब्द सीमा 30 शब्द)

10 X 1 X 10 अंक

खण्ड (ख) इकाई एक, दो, तीन में निर्धारित काव्यांशों से विकल्प सहित एक-एक (कुल तीन) व्याख्या

इकाई चार, पाँच में निर्धारित कवियों से विकल्प सहित एक-एक (कुल दो)

टिप्पणीपरक प्रश्न

(शब्द सीमा 250 शब्द) 5 X 6 X 30 अंक

खण्ड (ग) इकाई एक, दो, तीन में निर्धारित कवियों से पाँच आलोचनात्मक प्रश्न पूछे

जाएँगे, जिनमें से किन्हीं तीन के उत्तर देने होंगे।

(शब्द सीमा 500 शब्द) 3 X 10 X 30 अंक

## सहायक पुस्तकें—

- कबीर : विजयेन्द्र स्नातक
- जायसी : एक नई दृष्टि : रघुवंश
- महाकवि सूरदास : नन्ददुलारे वाजपेयी
- बिहारी काव्य का अभिनव मूल्यांकन : किशोरीलाल
- भूषण : विश्वनाथ प्रसाद मिश्र
- तुलसीदास (परिवेश और प्रदेय) : सं. मदनगोपाल गुप्त
- अमीर खुसरो और उनका हिन्दी साहित्य : भोलानाथ तिवारी
- भक्तिकाव्य की परम्परा में मीराँ : रमा भार्गव

बी.ए. बीएड प्रथम वर्ष : 2021-22

हिन्दी साहित्य  
द्वितीय प्रश्न-पत्र  
हिन्दी कथा साहित्य

अधिकतम अंक 70

समय 3 घंटा

निर्धारित पाठ्य पुस्तकें-

1. गबन - प्रेमचन्द
2. कहानी एकादशी - (सं.) डॉ. विजयलक्ष्मी, प्रगति संस्थान, दिल्ली

इकाई 1 : गबन - प्रेमचन्द

इकाई 2 : कहानी एकादशी - निर्धारित कहानियाँ- 'गुण्डा'-जयशंकर प्रसाद, 'पूस की रात'-  
प्रेमचन्द, 'पाजेब'-जैनेन्द्र कुमार, 'परदा'-यशपाल, 'रोज'-अज्ञेय (कुल पाँच)

इकाई 3 : कहानी एकादशी - निर्धारित कहानियाँ- 'लाल पान की बेगम'-फणीश्वरनाथ 'रेणु',  
'पहाड़'-निर्मल वर्मा, 'अमृतसर आ गया है'-भीष्म साहनी, 'दिल्ली में एक मौत'-कमलेश्वर,  
'वापसी'-उषा प्रियंवदा (कुल पाँच)

इकाई 4 : द्रुतपाठ हेतु निर्धारित कथाकार- 1. चन्द्रधर शर्मा 'गुलेरी' 2. सुदर्शन 3. रांगेय राघव

इकाई 5 : द्रुतपाठ हेतु निर्धारित कथाकार- 1. मोहन राकेश 2. मार्कण्डेय 3. राजेन्द्र यादव

प्रश्न एवं अंक- विभाजन

खण्ड (क) प्रत्येक इकाई से दो-दो (कुल दस) लघूत्तरी प्रश्न (शब्द सीमा 30 शब्द)  $10 \times 1 = 10$   
अंक

खण्ड (ख) इकाई एक, दो, तीन में निर्धारित पाठ्य कृतियों से विकल्प सहित एक-एक (कुल तीन)  
व्याख्या

इकाई चार, पाँच में निर्धारित कथाकारों से विकल्प सहित एक-एक (कुल दो)

टिप्पणीपरक प्रश्न (शब्द सीमा 250 शब्द)  $5 \times 6 = 30$  अंक

खण्ड (ग) इकाई एक, दो, तीन में निर्धारित पाठ्य कृतियों/कृतिकारों से पाँच

आलोचनात्मक प्रश्न पूछे जाएँगे, जिनमें से किन्हीं तीन के उत्तर देने होंगे।

(शब्द सीमा 500 शब्द)  $3 \times 10 = 30$  अंक



### सहायक पुस्तकें-

- प्रेमचन्द और उनका युग : रामविलास शर्मा
- हिन्दी कहानी; उद्भव और विकास : सुरेश सिन्हा
- हिन्दी कहानी की शिल्प विधि का विकास : लक्ष्मी नारायण लाल
- कहानी : प्रकृति और पाठ : सुरेन्द्र उपाध्याय
- कहानी : स्वरूप और संवेदना : राजेन्द्र यादव
- हिन्दी कहानी रचना प्रक्रिया : परमानन्द श्रीवास्तव

**B.A. B.Ed. I Year : 2021-22**  
**ELECTIVE ENGLISH**

Teaching hours: 8 periods per week.

**PAPER I**  
**PROSE AND FICTION**

Duration: 3 Hrs.  
Max Marks: 70

**PRESCRIBED TEXTS:**

*Essays of Yesterday*, ed. E.V. Paul (OUP); (Note: the essay "Matches", "Seeing People Off" and "The New Cat" omitted)

*Short Stories of Yesterday and Today*, ed. Shiv K. Kumar (OUP); (the story "Adventures of the German Student", "The Night the Ghost Got in" and "A Client" omitted)

*Pride and Prejudice* by Jane Austen.

**Section A**

(10x1=10 Marks)

This section will consist of 10 compulsory questions. There will be two questions from each Unit and answer to each question shall be limited up to 30 words. Each Question carries 1 marks.

Unit 1: Two lines or quotes for explanation from the non-fiction texts prescribed (Essays & Short-Stories).

Unit 2: Two questions from Essays.

Unit 3: Two questions from Short-Stories.

Unit 4: Two questions from Fiction.

Unit 5: Two questions from background, formal elements of Short-Stories, Essays and Novel

**Section B:**

(5x6=30 Marks)

This section will consist of 10 questions. Two questions from each unit. The students will answer five questions. There will be internal choice in each Unit. Answer to each question shall be limited up to 250 words. Each question carries 6 marks.

Unit 1: Two references from the prescribed Non-Fiction texts (Essays & Short Stories for explanation).

Unit 2: Two questions from Essays.

Unit 3: Two questions from Short-Stories.

Unit 4: Two questions from Novel.

Unit 5: Two questions from general background, Elements of Short-Stories, Essays and Novel.

### **Section C**

**(3x10=30 Marks)**

This Section will consist of five questions from Unit 2, 3, 4.

The students are required to attempt any three questions in 500 words.

### **RECOMENDED READINGS:**

- Boulton, Marjorie. *Anatomy of Prose*. London and Boston: Routledge & Kegan Paul Ltd., 1972.
- Hudson. *An Introduction to the Study of Literature*. Atlantic Publishers & Distributors (P) Ltd., 2007.
- Scholes, Robert. *Elements of Fiction*. London: Oxford University Press, Third Canadian Edition, 1994.

**B.A. B.Ed. I Year : 2021-22**  
**ELECTIVE ENGLISH**  
**PAPER II**  
**POETRY**

Duration: 3 Hrs.  
Max Marks: 70

**PRESCRIBED TEXT:**

*A Garden of Poetry*, ed. C. Ravindranath (S. Chand & Co. Ltd.)

The following poems are prescribed:

Spenser: A Wedding Song.

Shakespeare: To His Love

Donne: The Good Morrow.

Herbert: The Gifts of God.

Milton: *Paradise Lost*. (Lines 1 – 126, Book I)

Gray: Elegy Written in a Country Churchyard.

Collins: Ode to Evening.

Goldsmith: The Deserted Village. (Lines 1-14, 51-75, 76-96, 113-136)

Sarojini Naidu: Bangle Sellers, Village Song

Henry Deozio: Harp of India

Manmohan Gosh: Can It Be

Sri Aurobindo: The Tiger and the Dear

**Section A:**

(10x1=10 Marks)

This section will consist of 10 compulsory questions. There will be two questions from each unit and answer to each question shall be limited up to 30 words. Each question carries 1 marks.

Unit 1: Two lines or quotes from the prescribed poems.

Unit 2: Two questions on Poems: Spenser to Milton.

Unit 3: Two questions on Poems: Gray to Goldsmith

Unit 4: Two questions on Poems: Sarojini Naidu to Sri Aurobindo

Unit 5: Two questions on background, forms and elements of the prescribed poems.

**Section B:**

(5x6=30 Marks)

This section will consist of 10 questions. Two questions from each unit. The students will answer five questions. There will be an internal choice in each unit. Answer to each question shall be limited up to 250 words.

Unit 1: Two questions (Reference to Contexts) from the prescribed poems.

Unit 2: Two questions on Poems: Spenser to Milton.

Unit 3: Two questions on Poems: Gray to Goldsmith

Unit 4: Two questions on Poems: Sarojini Naidu to Sri Aurobindo.

Unit 5: Two questions on background, forms and elements of the prescribed poems.

**Section C:**

(3x10=30 Marks)

This section will consist of 5 questions from the prescribed poems. (Unit 2, 3, 4) The students are required to attempt any three in 500 words.

**RECOMMENDED READINGS:**

- Abrams, M.H. *A Glossary of Literary Terms*. Wadsworth, 2009.
- Alexander. *Poetry and Prose Appreciation for Overseas Students*. London: Longman Group Ltd., 1971.
- Boulton, Marjorie. *Anatomy of Poetry*. London: Routledge & Kegan Paul PLC, 1982.
- Hooper, A.G. *An Introduction to English Language and Literature*. London: Longman, 1961.
- Lemon Lee, T. *A Glossary for the Study of English*. London: Oxford University Press, 1971.

नोट:- इस परीक्षा में प्रत्येक विषय के दो प्रश्न-पत्र होंगे। प्रत्येक प्रश्न-पत्र तीन घण्टे की अवधि का होगा तथा 70 अंकों का सैद्धान्तिक प्रश्न पत्र होगा तथा 30 अंक की (तीन सम्मेटिव परीक्षा होगी प्रत्येक 10 अंक की होगी ) प्रश्न पत्र तीन खण्डों में विभक्त होगा। खण्ड अ में 10 प्रश्न होंगे प्रत्येक प्रश्न 1 नम्बर का होगा तथा सभी प्रश्न करने अनिवार्य है। प्रश्नों की उत्तर की अधिकतम सीमा 30 शब्द होगी। खण्ड ब में कुल 5 प्रश्न करने है प्रत्येक प्रश्न 6 नम्बर का होगा। प्रत्येक इकाई में 2 प्रश्न होंगे जिनमें से एक करना अनिवार्य होगा। प्रश्नों के उत्तर की अधिकतम सीमा 250 शब्द होगी। खण्ड स में कुल पाँच प्रश्न होंगे। प्रत्येक इकाई में से 1 प्रश्न पूछा जायेगा जिनमें से कुल तीन प्रश्नों का उत्तर देना अनिवार्य होगा। प्रत्येक प्रश्न 10 अंक का होगा। प्रश्न के उत्तर की सीमा अधिकतम 500 शब्द होगी

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**History**  
**Paper I**  
**History of India upto 650 A.D.**

Duration: 3 Hrs.  
Max Marks: 70

- Unit : 1 Sources of History – Literary and Archeological, Paleolithic Culture, Mesolithic Culture, Chalcolithic Culture.
- Unit : 2 Features of Harappan Civilization with special reference to urban planning, its decline, Vedic Polity and Economy, Iron age culture in India, Megaliths in the South and North.
- Unit : 3 Chandragupta Maurya – His conquest and administration, Ashoka's religion and its propagation, Maurya Art and Architecture.
- Unit : 4 Estimate of Pushyamitra Sunga, Rudradama and Gautmiputra Satkarni, Early Gupta Rulers- Samudragupta, Chandragupta II and Skandgupta, Causes of the decline of the Gupta Empire.
- Unit : 5 Gupta Administration. Gupta Art and Architecture, Literature, Philosophy, Religion, Science & Technology, Harshvardhana and his conquest.

**Suggested Readings:**

- Thapar, Romila: A History of India Vol. I.  
Thapar, B.K.: Recent Archaeological discoveries in India (UNESCO, 1985)  
Sharma, R.S.: Aspects of Political Ideas and Institutions in Ancient India, Delhi.  
Nilkantha Shastri K.A.: A History of South India.  
Jha D.N. and  
Shrimali K.M.: Prachin Bharat Ka Itihas, Delhi, 1990.  
Pandey, Rajbali: Prachin Bharat.  
Om Prakash: Prachin Bharat Ka Itihas.  
Nahar, Ratibhanu Singh : Prachin Bharat Ka Rajanitik Avam Sanskritik Itihas.  
Adhya G.L.: Early Indian Economics.  
Basham A.L.: The Wonder that was India.  
Brown Percy: Indian Architecture Vol. I.  
Majumdar R.C.(Ed.): History and Culture of the Indian People Vol. II, III, IV, V.

Gopal, L. Economic Life of Northern India.  
Srivastava, A.L.: Delhi Sultanate.  
Majumdar R.C. and Altekar: The Vakataka Gupta Age – Banaras, 1959.  
Chattopadhyaya, S.: Social Life in Ancient India.  
Chattopadhyaya, S.: Early History of North India.

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इतिहास  
प्रथम प्रश्न-पत्र  
भारत का इतिहास 650 ई० तक

अधिकतम अंक 70  
समय 3 घंटा

**इकाई 1** – इतिहास जानने के स्रोत— साहित्यिक एवं पुरातात्विक, पूर्व पाषाणकालीन संस्कृति, मध्यपाषाणकालीन संस्कृति, नवपाषाणकालीन संस्कृति और ताम्रशम संस्कृति ।

**इकाई 2** –नगर नियोजन के विशेष संदर्भ में हडप्पा सभ्यता की विशेषताएं, इसका पतन, वैदिक राजनय, अर्थव्यवस्था, भारत में लौह युगीन संस्कृति, उत्तर व दक्षिण में महापाषाण युग ।

**इकाई 3** –चन्द्रगुप्त मौर्य— उसकी विजय एवं प्रशासन, अशोक का धर्म एवं प्रचार, मौर्य कला एवं स्थापत्य कला ।

**इकाई 4** –पुष्यमित्र शुंग, रुद्रदामन, कनिष्क एवं गौतमी पुत्र शातकर्णी का मूल्यांकन, प्रारम्भिक गुप्त शासक, समुद्रगुप्त, चन्द्रगुप्त द्वितीय एवं स्कन्दगुप्त, गुप्त साम्राज्य के पतन के कारण ।

**इकाई 5** –गुप्त प्रशासन , गुप्त कला , स्थापत्य कला, साहित्य, दर्शन, धर्म, विज्ञान और तकनीक, हर्षवर्धन एवं उसकी विजयें ।

**Suggested Readings:**

- Thapar, Romila: A History of India Vol. I.  
Thapar, B.K.: Recent Archaeological discoveries in India (UNESCO, 1985)  
Sharma, R.S.: Aspects of Political Ideas and Institutions in Ancient India, Delhi.  
Nilkantha Shastri K.A.: A History of South India.  
Jha D.N. and  
Shrimali K.M.: Prachin Bharat Ka Itihas, Delhi, 1990.  
Pandey, Rajbali: Prachin Bharat.  
Om Prakash: Prachin Bharat Ka Itihas.  
Nahar, Ratibhanu Singh : Prachin Bharat Ka Rajanitik Avam Sanskritik Itihas.  
Adhya G.L.: Early Indian Economics.  
Basham A.L.: The Wonder that was India.  
Brown Percy: Indian Architecture Vol. I.  
Majumdar R.C.(Ed.): History and Culture of the Indian People Vol. II, III, IV, V.  
Gopal, L. Economic Life of Northern India.  
Srivastava, A.L.: Delhi Sultanate.



Majumdar R.C. and  
Altekar: The Vakataka Gupta Age – Banaras, 1959.  
Chattopadhyaya, S.: Social Life in Ancient India.  
Chattopadhyaya, S.: Early History of North India.

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**History**  
**Paper II**  
**History of India from 650 to 1526 AD**

Duration: 3 Hrs.  
Max Marks: 70

- Unit : 1 Sources of Premedieval age, contribution of Cholas Chalukya & Pallava to Indian Culture. Tripartite struggle for supremacy.
- Unit : 2 Achievement's of Mihirbhoj Pratihar, Invasion of Mahamud Ghazni and Mohammad Gauri.
- Unit : 3 Achievements of Qutubuddin Aibak, illtutmish & Balban, Allauddin Khilji – Conquest, Administration & Economic Reforms.
- Unit : 4 Mohammad Bin Tughlaq administrative works, Firoz Tughlaq – administration & religious policy, Sufism.
- Unit : 5 Rise of Provincial Kingdoms – Vijay Nagar & Bahamani, Achievement of Ibrahim Lodi, Social & Economic condition of Delhi Sultanate, Development of Art & Architecture.

**Suggested Readings:**

- Srivastava, A.L. : Delhi Sultanate.
- Gopal & Yadav : Bharatiya Sanskriti.
- Bhatnagar, K.S. : Bharat Ka Sanskritik Itihas.
- Sharma, R.G. : Bharatiya Sahitaya Aur Sanskriti Ka Itihas.
- Lunia, B.N. : Bhartiya Sanskriti.
- Srivastava, A.L. : Madhyakalin Bharatiya Sanskriti.
- Basham, A.L. : The Wonder that was India (Adbhut Bharat Hindi ed.).
- Raychoudhary, H.C. : Political History of Ancient India.
- Raghuvansi, V.P.S. : Indian National Movements and Thought (Hindi and Eng. ed.).
- Agrawal, R.C. : Bhartiya Samvidhan Ka Vikas Tatha Rashtriya Andolan.
- Singh, V.P. : Bharat Ka Rashtriya Andolan Aur Samvidhanik Vikas.
- H C Verma : भारत का इतिहास – भाग 1
- Satish Chandra : मध्यकालीन भारत का इतिहास

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इतिहास  
द्वितीय प्रश्न-पत्र  
भारत का इतिहास 650-1526 ई० तक

अधिकतम अंक 70  
समय 3 घंटा

- इकाई 1 पूर्व मध्यकालीन इतिहास जानने के स्रोत, भारतीय संस्कृति में चोलों, चालुक्यों और पल्लवों का योगदान, सर्वोच्चता के लिए त्रिकोणीय संघर्ष।
- इकाई 2 मिहिर भोज प्रतिहार की उपलब्धियां, महमूद गजनवी एवं मौहम्मद गौरी के आक्रमण।
- इकाई 3 कुतुबुद्दीन ऐबक, इल्तुतमिश एवं बलबन की उपलब्धियां, अलाउद्दीन खिलजी-विजय, प्रशासन, आर्थिक एवं सैनिक।
- इकाई 4 मुहम्मदबिन तुगलक- प्रशासनिक कार्य, फिरोज तुगलक-प्रशासन और धार्मिक नीति, सूफीवाद।
- इकाई 5 प्रान्तीय राज्यों का उदय- विजयनगर एवं बहमनी, इब्राहीम लोदी की उपलब्धियां, दिल्ली सल्तनत की सामाजिक एवं आर्थिक अवस्था।

**Suggested Readings:**

- Srivastava, A.L. : Delhi Sultanate.  
Gopal & Yadav : Bharatiya Sanskriti.  
Bhatnagar, K.S. : Bharat Ka Sanskritik Itihas.  
Sharma, R.G. : Bharatiya Sahitaya Aur Sanskriti Ka Itihas.  
Lunia, B.N.: Bhartiya Sanskriti.  
Srivastava, A.L. : Madhyakalin Bharatiya Sanskriti.  
Basham, A.L. : The Wonder that was India (Adbhut Bharat Hindi ed.).  
Raychoudhary, H.C. : Political History of Ancient India.  
Raghuvansi, V.P.S. : Indian National Movements and Thought (Hindi and Eng. ed.).  
Agrawal, R.C. : Bhartiya Samvidhan Ka Vikas Tatha Rashtriya Andolan.  
Singh, V.P.: Bharat Ka Rashtriya Andolan Aur Samvidhanik Vikas.  
H C Verma : भारत का इतिहास - भाग 1  
Satish Chandra : मध्यकालीन भारत का इतिहास

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**Political Science**

Paper I	70 Marks
Paper II	70 Marks
Duration of Each Paper	3 Hours

**Paper I**  
**Political Theory**

**Unit 1** Meaning, nature and Scope of Political Theory; Methods of Study – The Traditional and Modern approaches with special reference to Behaviouralism and Post Behaviouralism.

**Unit 2** State – Its nature, The organic theory of the state, Functions of the State, The concept of Welfare State; Classification of State, Aristotle's classification and modern classification.

**Unit 3** The concept of Sovereignty, its essential elements and types; Austine's theory of Sovereignty, The concepts of Liberty, Equality and Justice; Rights – Meaning and various theories

**Unit 4** Basic Concepts – Power, Authority, Political Culture, Political Development, Political Socialisation;

**Unit 5** The Concept of Democracy – Its meaning, merits and demerits; Montesquieu's theory of Separation of Powers, Bicameral legislature; the concept of Minority Representation; its various methods; proportional representation – merits and demerits

**Recommended Readings**

- C.B. Macpherson, Democratic Theory: Essays in Retrieval, Oxford, The Clarendon Press, 1977.
- D. Germino, Beyond Ideology: The Revival of Political Theory, New York, Harper and Row, 1967.
- D. Held, Models of Democracy, Cambridge, Polity Press, 1987.
- D. Held, Political theory and the Modern State, Cambridge, Polity Press, 1989.
- D. Held, Political Theory Today, Cambridge, Polity Press, 1991.
- D. Miller, Social Justice, Oxford, The Clarendon Press, 1976.
- Sir, E. Barker, Principles of Social and Political Theory, Calcutta, Oxford University Press, 1976.
- G. Catlin, A Study of the Principles of Politics, London and New York, Oxford University Press, 1930.
- M. Carnoy, the State and Political Theory, Princeton NJ, Princeton University Press, 1984.
- N.P. Barry, Introduction to Modern Political Theory, London, Macmillan, 1995.
- R. Dhal, Modern Political Analysis, Englewood Cliffs NJ, Prentice Hall, 1963.

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राजनीति विज्ञान  
प्रथम प्रश्न पत्र  
राजनीतिक सिद्धान्त

अधिकतम अंक 70  
समय 3 घंटा

इकाई 1 राजनीतिक सिद्धान्त का अर्थ, प्रकृति और क्षेत्र ; अध्ययन पद्धतियाँ—व्यवहारवाद एवं उत्तर—व्यवहारवाद के विशेष सन्दर्भ में पारम्परिक एवं आधुनिक दृष्टिकोण ।

इकाई 2 राज्य : उसकी प्रकृति, राज्य का आंगिक सिद्धान्त; राज्य के कार्य; लोक कल्याणकारी राज्य की अवधारणा; राज्यों का वर्गीकरण— अरस्तु का वर्गीकरण एवं आधुनिक वर्गीकरण ।

इकाई 3 सम्प्रभुता की अवधारणा : इसके आवश्यक तत्व व प्रकार; ऑस्टिन का संप्रभुता सिद्धान्त; स्वतंत्रता, समानता और न्याय की अवधारणाएँ, अधिकार – अर्थ एवं विभिन्न सिद्धान्त ।

इकाई 4 आधारभूत अवधारणाएँ : शक्ति, सत्ता, राजनीतिक संस्कृति, राजनीतिक विकास, राजनीतिक समाजीकरण ।

इकाई 5 लोकतंत्र की अवधारणा : अर्थ, गुण एवं दोष ; मॉण्टेस्क्यू का शक्ति पृथक्करण सिद्धान्त; द्विसदनीय विधान मण्डल; अल्प संख्यक प्रतिनिधित्व की अवधारणा एवं इसके विभिन्न तरीके; आनुपातिक प्रतिनिधित्व—गुण एवं दोष

**B.A. B.Ed. I Year : 2021-22**  
**Political Science**  
**Paper II**  
**Indian Government and Politics**

Duration: 3 Hrs.  
Max Marks: 70

**Unit 1** Constituent Assembly and Framing of Indian Constitution; Main Issues and Approaches; The Preamble, Salient Features of the Indian Constitution, Fundamental Rights and Duties; Directive Principles of State Policy.

**Unit 2** Union Executive : The President, Prime Minister and Council of Ministers – Powers, Functions and Relationship.

**Unit 3** Parliament : Lok Sabha and Rajya Sabha – Composition and Powers; Supreme Court : Composition, Powers, Judicial Review and Judicial Activism, The Election Commission and electoral reforms.

**Unit 4** Federalism – Place of States in the Indian Union; Centre-State Relations, New Trends and Development; Demand for Autonomy : Governor – Powers and Its Role in Federal Polity.

**Unit 5** Indian Parliamentary System ; Multi-Party System ; Regional Parties and Coalition Governments; Criminilisation of Politics, Caste in Politics, Poverty Alleviation.

**Recommended Readings**

- 1. A.Kohli, Democracy and Discontent : India's Growing Crisis of Governability, Cambridge, Cambridge University Press, 1991.
- A.Kohli(ed.), The Success of India's Democracy, Cambridge, Cambridge University Press, 2001.
- D.D.Basu, An Introduction to the Constitution of India, New Delhi, Prentice Hall, 1994
- G.Austin, The Indian Constitution: Corner Stone of a Nation, Oxford University Press, 1966.
- G.Austin, Working a Democratic Constitution : The Indian Experience, Delhi, Oxford University Press, 2000.
- Kashyap, Our Parliament, New Delhi, National Book Trust, 1992.
- M.Chadda, Ethnicity, Security and Separatism in India, Delhi, Oxford University Press, 1997.
- P.Brass, Politics of India Since Independence, Hyderabad, Orient Longman, 1990
- R.L.Hardgrave, India : Government and Politics in a Developing Nation, New York, Harcourt, Brace and World, 1965.
- U.Baxi, The Indian Supreme Court and Politics, Delhi, Eastern Book Company, 1980
- U.Baxi, and B.Parekh (ed.), Crisis and Change in Contemporary India, New Delhi, Sage 1994.

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राजनीति विज्ञान  
द्वितीय प्रश्न पत्र  
भारतीय राजनीति एवं प्रशासन

अधिकतम अंक 70  
समय 3 घंटा

इकाई 1 संविधान निर्मात्री सभा और भारतीय संविधान का निर्माण – प्रमुख मुद्दे एवं दृष्टिकोण ;  
उद्देशिका, भारतीय संविधान की प्रमुख विशेषताएं, मौलिक अधिकार एवं कर्तव्य, राज्य के नीति निदेशक  
तत्त्व

इकाई 2 संघीय कार्यपालिका –राष्ट्रपति, प्रधानमंत्री और मंत्रीपरिषद्-शक्तियां, कार्य एवं परस्पर संबंध

इकाई 3 संसद : लोक सभा एवं राज्य सभा – गठन एवं शक्तियां, उच्चतम न्यायालय-गठन,शक्तियां,  
न्यायिक पुनरावलोकन एवं न्यायिक सक्रियता, निर्वाचन आयोग तथा चुनाव सुधार ।

इकाई 4 संघवाद – भारतीय संघ में राज्यों की स्थिति; केन्द्र राज्य संबंध-नई प्रवृत्तिया और विकास,  
स्वायतता की मांग; राज्यपाल-शक्तियां व संघीय व्यवस्था में उसकी भूमिका

इकाई 5 भारतीय संसदीय व्यवस्था –बहुदलीय व्यवस्था; क्षेत्रीय दल एवं गठबंधन सरकारें;राजनीति का  
अपराधीकरण, राजनीति में जातिवाद, निर्धनता उन्नमूलन

**B.A. B.Ed. I Year : 2021-22**

**Sociology**

Paper I

70 Marks

Paper II

70 Marks

Duration of each paper

3 Hours

**Paper I**

**GENERAL SOCIOLOGY**

**Unit 1:** Sociology: Nature and Scope, Relationship with other Social Sciences: Social Anthropology, Economics, Political Science.

**Unit 2:** Society, Community, Association, Institution

**Unit 3:** Social Group: Primary and Secondary Social Processes: Meaning and Types: Co-operation, Competition and Conflict.

**Unit 4:** Socialization: Stage; Agencies Social Control: Formal and Informal;

Social Stratification: Status and Role

**Unit 5:** Social Change: Meaning and Factors; Evolution, Progress.

**BOOKS RECOMMENDED**

- Bottomore, T.B.: Sociology (Hindi Tr.available)
- Bierstedt, Robert: Social Order
- Davis, Kingsley: Human Society (Hindi Tr.available)
- Department of Sociology, Ryers Polytechnique, Toronto : Readings in Sociology (ed
- Giddens : Sociology
- Ginsberg, M. : Sociology (Hindi Tr.available)
- Johnson : Sociology (Hindi Tr.available)
- Maciver and Page : Society (Hindi Tr.available)



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समाजशास्त्र

प्रथम प्रश्न पत्र

सामान्य समाजशास्त्र

प्रथम प्रश्न पत्र

70 अंक

द्वितीय प्रश्न पत्र

70 अंक

अवधि

3 घण्टे

इकाई 1 : समाज शास्त्र : प्रकृति एवं विषय क्षेत्र, अन्य समाज विज्ञानों से

सम्बन्ध : सामाजिक मानव शास्त्र, अर्थशास्त्र, राजनीतिशास्त्र

इकाई 2 : समाज, समुदाय, समिति, संस्था

इकाई 3 : सामाजिक समूह : प्राथमिक एवं द्वितीयक सामाजिक प्रक्रियाएं : अर्थ एवं प्रकार : सहयोग, प्रतिस्पर्द्धा एवं संघर्ष

इकाई 4 : समाजीकरण : चरण, अभिकरण सामाजिक नियंत्रण : औपचारिक एवं अनौपचारिक साधन, सामाजिक स्तरीकरण : प्रस्थिति, भूमिका

इकाई 5 : सामाजिक परिवर्तन : अर्थ व कारक, उद्विकास, प्रगति

अभिस्तावित पुस्तकें :

- बोटोमोर, टी.वी. : समाजशास्त्र
- जान्सन : समाजशास्त्र
- डेविड किंग्सले : मानव समाज
- समाजशास्त्र विभाग, रायर्स पॉलीटेक्निक टोरन्टो (सम्पादित): रीडिंग्स इनसोशियोलोजी
- जिन्सबर्ग, एम : समाजशास्त्र
- मेकाइवर तथा पेज : समाज
- गिडेन्स : सोशियोलोजी
- राबर्ट बीरस्टीड : सोशयल आर्डर

**B.A. B.Ed. I Year : 2021-22**  
**Sociology**  
**PAPER II**  
**INDIAN SOCIETY AND CULTURE**

Duration: 3 Hrs.  
Max Marks: 70

Unit 1: Major features of Indian Society and culture, unity and diversity, national Integration, rural and urban life in India

Unit 2: Basic concepts in Hindu social thought: Karma, Purushartha, Ashrama, Sanskara.

Unit 3: Social Stratification: Varna, Jati (caste): Nature, origin, function and changes and class.

Unit 4: Family and Marriage : Nature, function and changing trends, changing Status of women, social legislations.

Unit 5: Processes of changes: Sanskritisation, Westernisation, secularisation, urbanisation.

**BOOKS RECOMMENDED**

- Atal Yogesh : Changing Indian Society
- Atal Yogesh : Indian Society
- Government of India: Social Legislation
- Prabhu, P.N. : Hindu Social Organisation (Hindi Tr.available)
- Hutton : Caste in India (Hindi Tr.available)
- Indra Deva : Bharatiya Samaj
- Kapadia : Marriage and Family in India (Hindi Tr.available)
- Karve, I.: Hindu Society-An Introduction
- Mandelbaum, D.G. : Society in India
- Pannikar, K.M. : Hindu Society at Cross Roads
- Prasad, Narmadeshwar : Jati Vyavastha
- Saxena, Ramnarayan : Bharatiya Samaj aur Samajik Sansthayen
- Srinivas, M.N. : Social Change in Modern India
- Vedalankar, Haridutt : Hindu Pariwar Mimansa

बी.ए. बीएड प्रथम वर्ष : 2021-22

समाजशास्त्र

द्वितीय प्रश्न-पत्र

भारतीय समाज और संस्कृति

अधिकतम अंक 70

समय 3 घंटा

इकाई 1 : भारतीय समाज और संस्कृति की मुख्य विशेषताएं, एकता और विविधता,, राष्ट्रीय एकता, भारत में ग्रामीण व नगरीय जीवन

इकाई 2 : हिन्दू सामाजिक विचार के मूल संबोध : कर्म, पुरुषार्थ, आश्रम, संस्कार

इकाई 3 : सामाजिक स्तरीकरण : वर्ण, जाति : प्रकृति, उत्पत्ति, प्रकार्य व परिवर्तन और वर्ग

इकाई 4 : परिवार और विवाह : प्रकृति, प्रकार्य व परिवर्तन की प्रवृत्तियाँ,

महिलाओं की परिवर्तित प्रस्थिति, सामाजिक अधिनियम

इकाई 5 : परिवर्तन की प्रक्रियाएँ : संस्कृतिकरण, पश्चिमीकरण, लौकिकीकरण, नगरीकरण

## Evaluation Plan for B.A.B.Ed I year's B.Ed. Papers

S.N	Paper	Name of the Paper	External	Internal	Total
1	First	Childhood and Growing up	70	30	100
2	Second	Basics in Education & Communication	70	30	100
3	Third	Language Across the Curriculum	70	30	100
4	Fourth	Conservation & Environmental Regeneration (EPC)	00	50	50
	<b>Grand Total</b>				<b>350</b>

### TEACHING SCHEME & CONTACT HOURS

Paper	Contact Hours Per Week	Marks Theory	Sessionals	Duration of Exam
Paper I	4.5hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper II	4.5hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper III	4.5hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper IV	2.15 hrs (45 minutes 3 periods)		50	

The internal assessment criteria in B.A.B.Ed I year's B.Ed. Papers will be as follows-

S.N	Name of the paper	Summative Assessment I(10Marks)	Summative Assessment II(10Marks)	Continuous/ formative Assessment (Activity / Practicum/ Field work)
1	Childhood and Growing up	10	10	Participation(5Marks) Documentation (5Marks)
2	Basics in Education & Communication	10	10	Participation(5Marks) Documentation (5Marks)
3	Language Across the Curriculum	10	10	Participation(5Marks) Documentation (5Marks)
4	Conservation & Environmental Regeneration(EPC)	10	10	Participation(15Marks) Documentation (15Marks)

#### NOTE-

Internal weight-age of 30 Marks will be divided as under:

- Summative Tests: 20 Marks  
(There shall be two tests its marks shall be consider for internal assessment record)
- Candidates will conduct/prepare a report of 2 activities in each paper carrying 5 marks for activities & 5 marks for their documentation.

Participation: (5 Marks) 2.5+2.5

Documentation: (5 Marks) 2.5+2.5

3. For IV Paper i.e. Conservation & Environmental Regeneration(EPC) 50 marks of Internal Assessment will be divided as under-

20 Marks Two Summative Tests

15 Marks 3X5=15 (Five Activities, Practicum/Field work)

15 Marks 3X5=15 (Documentation of each Activity, Practicum/Field work)

Total = 20+ 30= 50 Marks

**B.A. B.Ed. I Year 2021-22**  
**Paper I**  
**Childhood and Growing up**

Duration: 3 Hrs.  
Max Marks: 70

**Objectives:**

The student teacher will be able to:

- Understand children of different ages by interacting and observing them in diverse social, economic and cultural context rather than through an exclusive focus on psychological theories of child development.
- The study of childhood, child development and adolescence.
- Understand learning as divergent process.
- Make aware about the importance of healthy living and preventing disease.
- Introduce psychological trials of learners.
- Develop health awareness among prospective teachers.
- Understand the role of the family and the school in the child's development.

**COURSE CONTENT**

**UNIT – I: Childhood and child Development**

1. Childhood: Meaning, concept and characteristics.
2. Development of the child with reference to diverse social, economic and cultural background.
3. Physical, social, emotional & intellectual development of child.
4. Development of concept formation, logical reasoning, problem-solving, creative thinking & language development. (Piaget's Contribution)
5. Effects of family, schools, neighbourhood and community on development of a child.

**UNIT – II: Adolescent Development**

1. Adolescent: Meaning, Concept & Characteristics
2. Cognitive, Physical, Social, Emotional and moral Development patterns and characteristics of adolescent learner.
3. Adolescent Personality: Problems & Remedies: Fantasising, Hero-worship, Idealism Daydreaming, Adventurism, Drug addiction & smoking, inquisitiveness towards opposite sex, showing off, Social-media addiction.
4. Impact of urbanization, economic change, Social Taboos on adolescent.

**UNIT – III: Intelligence & Creativity**

1. Intelligence: Concept & Measurement
2. Creativity : Concept & Measurement

**UNIT – IV Physical & Mental Hygiene:**

1. Mental health & Hygiene: Meaning, Concept and Factors affecting mental Health & Hygiene.
2. Development of Good mental Health, characteristics of mentally healthy teacher, to improve mental health of teachers.
3. Personal and environmental hygiene, Family and school health/prevention of accident, Health information, disease prevention and health information.

## UNIT – V Personality

Concept (Indian and Western), Measurement, factors affecting personality Development.

### **PRACTICUM/FIELD WORK (Any two from the following) :**

1. Assign a task to a student to speak 10 sentences about himself/herself and analyse them linguistically & psychologically
2. Organise a debate on the issue 'Social Media as a time-thief of the youth. Note down the main point spoken for and against.
3. Administration and Interpretation of any one psychological test -  
(a) Intelligence (b) Creativity (c) Personality
4. Examine the physical hygiene of a school or any social place in order to make critical appreciation.
5. Prepare a report on some existing social taboos and interpret it logically and scientifically.

### **References**

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- Mathur, Dr.S.S. 2007-08, Development of learner and Teaching learning process, Agrawal publication, Agra.
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- Sharma, R.K, Sharma, H.S, Tiwari, Aryana, 2006, Psychological Foundation of Child development, Rodha Prakashan Mandir, Agra.
- Shrivashra D.N, Verma Preeti 2007, Child Psychology: Child Development Vinod Pustak Mandir, Agra.
- Shrivasha. D.N. Verma, Verma, Dr.Preeti 2010, Modern Experimental Psychology and Teshing, Shri Vinod Pustak Mandir, Agra.
- Singh. Dr. D.P, talang. Amritanshy, prakashved. 2002 psycho- social basis of learning and development, research publication, Jaipur.

**B.A. B.Ed. I Year 2021-22**  
**Paper-II**  
**Basics in Education & Communication**

Duration: 3 Hrs.  
Max Marks: 70

**Objectives:**

The student teacher will be able:

- To understand the meaning, nature and process of education.
- To clarify how educational determinants determine the individual's personality in a typical shape
- To understand how ways of educating people changed with the process of time.
- To equip a teacher with different skills needed for providing guidance and counselling
- To understand the concept & importance of guidance & counselling services.
- To understand the different values & ways to inculcate them
- To develop oral, written and non verbal communication skills

**COURSE CONTENT**

**Unit 1: Education, Nature & Purpose**

1. Education: Meaning, Nature and purpose of Education according to Vivekanand, Tagore, Gandhi, Aurobindo, Rousseau & John Dewey.
2. Important National documents: Kothari Commission, National Education Policy 1986, Revised National Policy 1992 and NCF 2005.
3. Education as a Social Process.

**Unit 2: Evolution and Management of Education**

1. Ancient Indian Education System: Vedic Era, Buddhist Era, Muslim Era & British Era - An Overview with specific reference to Teacher, Student, Methods and Contents.
2. Educational Management: Meaning, Concept, Principles.
3. Managerial Role of the Head of Institution: - Meaning, Importance and qualities, Managerial activities – Planning, Decision-making, Co-ordination, Supervision and Financing in the schools.

**Unit 3: Educational Guidance & Counselling.**

1. Meaning, Concept, Need and Importance of Guidance & counselling in Educational Institutions.
2. Group and individual techniques of Guidance.
3. Need of Guidance & counselling for children with special needs.
4. Minimum essential Guidance programme for an Indian Secondary Schools.

**Unit 4: Values Education and Peace Education**

1. Values: Meaning, Types: Aesthetic, Spiritual, Universal, Moral and ethical etc. Role of Education in Transformation of Values in Society.
2. Value Education: Recommendations of Committees, Commissions and Policy Directives.
3. Major issues related to value Education, Methods of Value Orientation and Evaluation of value learning.
4. Peace Education – Meaning, Concept and need.
  - (a) Issues of National and International conflicts, social injustice, Communal conflict.
  - (b) Individual alienation: A Critical understanding.



(c) Role of School, Social organisations (UNESCO) and Individuals in promoting peace.

### **Unit 5: Communication Skills for the Teachers.**

1. Communication: Meaning, Concept, Elements and Process, 7 C's of Communication, Audio-Visual-Communication. Importance of Non verbal Communication in Teaching.
2. Listening & Speaking Skills, Barriers to Listening & speaking, Effective Presentation.
3. Written Communication for Teachers: Circulars, Notices, Orders, Report, and Minutes.

#### **Practicum/Field Work (Any two from the following)**

1. Interview a less educated or uneducated person about a social issue & conclude the findings in present context.
2. "Are Modern Educational ways Effective in comparison to traditional ways of teaching" Organise a debate for or against and report the outcomes.
3. How students choose their career. Discuss with the Headmaster/Principal, Parents/Students & prepare a report on it.
4. Write a small reflective note on how you found yourself under a value conflict situation in recent past  
Or  
Analyse the contribution of any National or International personality in establishing peace.
5. Speak some fifty words & tell students to recall them back and note down who counts maximum.  
Or  
Draft two notices for the conduction of some activity in school.

#### **References**

- Agrawal, J C: Educational & Vocational Guidance Doaba, Delhi.
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- Elizabeth B. Hurlock, Personality Development, Tata McGraw Hill Edition 1976, New Delhi
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- Giri A. P (1991), School Broadcast programs: Problems & Prospects, Deep & Deep Publications New Delhi.
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- Verma R S and Upadhyaya: Shaikshik avam Vyavsayik Nirdeshan, Vinod Pustak Mandir, Agra.

**B.A. B.Ed. I Year 2021-22**  
**Paper-III**  
**Language Across The Curriculum**

Duration: 3 Hrs.  
Max Marks: 70

### **Objectives**

The student teacher will be able to:

- Understand the language background of students as the first or second language users.
- Create sensitivity to the language diversity that exists in the classroom.
- Understand the nature of classroom discourse and develop strategies for using oral language in the classroom.
- Understand the nature of reading comprehension in the content area & writing in specific content areas.
- Understand interplay of language and society.
- Understand function of language and how to use it as a tool.
- Understand language and speech disorder and make remedial measures, too.

## **COURSE CONTENT**

### **Unit-I Language and Society:-**

1. Rule governed system: Meaning, Concept and use in language.
2. Relationship of language and society: Identification, power and discrimination.
3. Nature of multilingualism: Managing multilingualism in classroom
4. Constitutional status of languages: Hindi, English, Regional languages

### **Unit- II Language development:-**

1. Theories of language development (Vyogotsky, chomsky, Panini, Kamta Prasad) and its implementation in teaching.
2. Construction of Proverbs and Idioms, Diversity of language and religion.
3. Speech defects: - lisp, slurring and stammering, role of teacher in its resolution.
4. Physical, Environmental, Social and Psychological barriers to language learning.

### **Unit-III Language acquisition:-**

1. Understanding Hindi alphabets & its logical & simple classification
2. Language acquisition and cognitive development, Learning languages with fun
3. Culture acquisition through language.

### **Unit-IV Classroom and Language:-**

1. Vocabulary building strategies in classroom.
2. Tools for learning: Dictionary, Discussion and Word puzzles .
3. Courteous expression: In written and spoken form, Professional implications for a teacher.
4. Function of language: In the classroom and outside the classroom.
5. Role of literature in language learning and understanding.

## **Unit-V LSWR (Listening, Speaking, Reading, Writing) as basic skills for languages.**

1. The development of reading & writing skills of secondary students through activities.
2. Nature of expository texts Vs narrative texts, transactional Vs reflective texts.
3. Effective ways of speaking for Effective Listening: Pronunciation, Enunciation, pause, intonation, articulation, Pitch Raising & Dropping.
4. Importance of 3 V's (Vocal, Visual & Verbal) in language communication

### **Practicum/Field Work (Any two from the following)**

1. Draft a report on the efforts put in by Rajasthani people to give Rajasthani Language a status of constitutionally scheduled/recognised language.
2. Diagnose speech defects of primary level student and make a remedial strategy.
3. Prepare a list of atleast 10 proverbs of Rajasthani Language and interpret their cultural significance.
4. Narrate your First experience of First Day for internship programme.
5. Collect a literary style poem of any language and critically analyse it .

### **Reference**

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**B.A. B.Ed. I Year 2021-22**  
**Paper-IV**  
**Conservation Environmental Regeneration**  
**(EPC)**

Max Marks: 50

**Objectives:**

The student teacher will be able:

- To understand philosophical and epistemological basis of EVS as a composite area of study that draws upon the science, social science and environmental education.
- To develop the ability to plan comprehensively and analyse & prepare projects on environmental issues.
- To Understand the issues of conservation and environmental regeneration
- To analyze and understand environmental concerns through the process of inquiry.
- To develop in the pupil teachers a sense of awareness about the environment hazards and its causes and remedies.

**COURSE CONTENT**

**Unit – I: Introduction to Environmental Studies**

1. Natural Environment: Meaning and Concept.
2. Environment and It's Components : Biotic and Abiotic and inter-dependency.
3. Man & Environment: A symbiotic dependences.
4. Environmental Education : Meaning, Historical background, Aims, Nature, and Scope.

**UNIT -II : Environmental Pollution**

1. Environmental Pollution :
  - a. Meaning and Main Types – Air, Water, Noise, Soil and Solid Waste Pollution.
  - b. Radio Active Pollution.
  - c. Green House Effect.
  - d. Ozone Layer Depletion.
  - e. Acid Rain.

**UNIT – III: Environmental Conservation & Regeneration :-**

1. Biodiversity :- Meaning, concept and types.
2. Need and importance of biodiversity at global/national/local level.
3. Environmental Conservation And Regeneration: Meaning, concept, scope and need.
4. Biodiversity conservation: need and methods.
5. Role of individual and society in conservation of natural resources: water, energy and food.

**Unit-IV: Environmental Management and Sustainable Development:-**

1. Environmental Management: Meaning, concept, need and importance.
2. Nuclear, Biomedical and Solid Waste Management.
3. Sustainable Development: Meaning, concept, need and importance.
4. Measures for Sustainable Development : Afforestation, Changing Patterns of energy and water

consumption, Organic farming.

### **Unit-V: Environmental Awareness Through Education & Media:-**

1. Role Of Teacher in creating environmental awareness among students.
2. Curriculum of Environmental Education at Primary, Secondary and Higher Education stage.
3. Methods and approaches : Seminar, Workshop, Problem-Solving, Field Surveys, Project and Exhibition.
4. Role of media and innovative practices in creating environmental awareness.

### **Practicum/Activity work (All activities are Compulsory):-**

1. Conduct a campaigning programme for plantation of Tulsi, Neem etc.
2. Celebrate important relevant days related to environmental conservation (such as earth day, world environmental days etc) in school or out of school with the help of students and make a systematic report on entire activities or work.

Or

Draft a report after analysing the scientific base of Environment related days of traditional Indian culture and present this report in class. (Basant Panchmi, Hariyali Amavasya etc.)

3. Conduct an activity in school and ask students to get opinion of their grandparents about changing life style and their merits and demerits and collect their ideas on domestic products which can be helpful in healthy life style. The pupil teacher will compile their experiences and draft a report to present it in class.
4. Organize a planned Visit to a hospital to study biomedical waste produced and its disposal , after visiting it. Present your report in class.
5. Analyse the direct or indirect message of Traditional Culture/folk songs of your area for social or natural environment enhancement.

### **Reference**

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