

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

FOURTH YEAR



Session: 2024-2025

JAI NARAIN VYAS UNIVERSITY
JODHPUR

बी.ए. बीएड चतुर्थ वर्ष : 2024-25

संस्कृत

प्रथम प्रश्न पत्र

नाटक तथा व्याकरण

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 : अभिज्ञानशाकुन्तलम् (1 से 4 अंक)

इकाई 2 : अभिज्ञानशाकुन्तलम् (5 से 7 अंक)

इकाई 3 : निर्धारित शब्द रूपसिद्धि तथा धातुरूप

(क) लघुसिद्धान्त कौमुदी के अजन्त पुल्लिङ्ग प्रकरण के 'राम' शब्द की सूत्र सहित रूपसिद्धि

(ख) धातुरूप- निम्नांकित धातुओं में से लट्, लोट्, लृट्, लङ्, एवं विधिलिङ्, लकारों में दो धातु रूपों (विकल्प सहित) का निर्दिष्ट लकार एवं पुरुष सम्बन्धी प्रश्न धातु रूप - हस्, पठ्, दृश्, स्था, वृत्, भ्रम्, तुद्, इण्, सिच्, चर्, गण्, चिन्त्, अस्, हन्, दा, कृ, ज्ञा, तन्, ब्रू, हा, जन्

इकाई 4 : निर्धारित तद्धित प्रत्यय

ठक्-रेवत्यादिभ्यश्च, ठस्येकः, किति च

मतुप्-तदस्यास्त्यस्मिन्निति मतुप्, वसोः सम्प्रसारणम्

इमनिच्-पृथ्वादिभ्य इमनिच्वा, र ऋतो हलादेर्लघोः

अण्- अश्वपत्यादिभ्यश्च, तस्यापत्यम्, ओर्गुणः, शिवादिभ्योऽण्

छ-वृद्धिर्यस्याचामादिस्तद्वृद्धम्, त्यदादीनि च, वृद्धाच्छः, गहादिभ्यश्च, जिह्मामूलाङ्गुलेश्छः

तरप्, ईयसुन्-द्विवचनविभज्योपपदे तरबीयसुनौ

इष्णन्, तमप्-अतिशायने तमबिष्णनौ

च्चि-अभूततद्भाव इति वक्तव्यम्, कृभ्वस्तियोगे सम्पद्यकर्तारि च्चिः, अस्य च्चौ

वति-तेन तुल्यं क्रिया चेद्वतिः

मयट्-नित्यं वृद्धशरादिभ्यः, तत्प्रकृतवचने मयट्

कल्पप्, देश्य, देशीयर्-ईषदसमाप्तौ कल्पदेश्यदेशीयर्ः

ढक्-स्त्रीभ्योढक्, नद्यादिभ्यो ढक्

साति-विभाषा साति कात्स्न्ये

उतरच्-किञ्चत्तदोः निर्धारणे द्वयोरेकस्य उतरच्

उतमच्-वा बहूनां जातिपरिप्रश्ने उतमच्

इकाई 5 : निर्धारित समास

तत्पुरुष-द्वितीयाश्रितातीतपतितगतात्यस्तप्राप्तापन्नैः, कर्तृकरणे कृता बहुलम्, चतुर्थी तदर्थार्थबलिहितसुखरक्षितैः, प चमी भयेन,

स्तोकात्किञ्चदूरार्थकृच्छ्राणि क्तेन, प चम्याः स्तोकादिभ्यः, षष्ठी, सप्तमी शौण्डैः

द्विगु-संख्यापूर्वो द्विगुः, तद्धिताथोत्तरपदसमाहारे च, द्विगुरेकवचनम्, स नपुंसकम्

कर्मधारय-विशेषणं विशेष्येण बहुलम्, उपमानानि सामान्यवचनैः

नञ्-नञ्, नलोपो नञः, तस्मान्नुडचि

उपपद-उपपदमतिङ्

बहुव्रीहि-अनेकमन्यपदार्थे, सप्तमीविशेषणे बहुव्रीहौ, हलदन्तात्सप्तम्याः स ज्ञायाम्, नजोऽस्त्यर्थानां वाच्यो वा चोत्तरपदलोपः

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 पुस्तके –

- अभिज्ञानशाकुन्तलम् : व्याख्याकार-राधावल्लभ त्रिपाठी, म.प्र. हिन्दी ग्रन्थ अकादमी, भोपाल
- अभिज्ञानशाकुन्तलम् : डॉ. रमाशंकर त्रिपाठी, विश्वविद्यालय प्रकाशन, वाराणसी, 1981
- **Abhijnana Sakuntalam: C.R. Devandhara, MLBD Delhi, 1991**
- **Abhijnana Sakantalam: ed.A.B. Gajendra Gadkar Bombay, 1934**
- अभिज्ञानशाकुन्तलम् : वासुदेव कृष्ण चतुर्वेदी, महालक्ष्मी प्रकाशन, आगरा (उ.प्र.)
- संस्कृत व्याकरण : श्री निवास शास्त्री
- संस्कृत व्याकरण प्रवेशिका : बाबूराम सक्सेना, रामनारायणलाल बेनी माधव, इलाहाबाद
- संस्कृत व्याकरण कौमुदी (तृतीय भाग): पं. ईश्वरचन्द्र विद्यासागर, चौखम्बा विद्याभवन, वाराणसी
- भूमिमत दौतपज ळततुतत (हिन्दी संस्करण) रू डण्टु जंसम
- प्रौढरचनानुवाद कौमुदी : कपिल देव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी

बी.ए. बीएड चतुर्थ वर्ष : 2024-25
द्वितीय प्रश्न-पत्र
वेद, उपनिषद्, भारतीय दर्शन, व्याकरण एवं निबन्ध

अधिकतम अंक 70
समय 3 घंटा

पाठ्यक्रम

इकाई 1 : वेद

(क) वाक् सूक्त 10.125, संज्ञान सूक्त 10.191, इन्द्र 2.12

इकाई 2 : कठोपनिषद् (प्रथम अध्याय- द्वितीय एवं तृतीय वल्ली)

इकाई 3 : व्याकरण

(क) लघुसिद्धान्तकौमुदी के निर्धारित (लृट्, लङ्, एवं विधिलिङ्) लकारों में भू धातु के छः में से तीन रूपों की सिद्धि

(ख) एध् धातु के चार में से दो रूपों की सिद्धि। निर्धारित लकार - लृट्, लङ्,

विधिलिङ्

इकाई 4 : भारतीय दर्शन के सिद्धान्त

अ. कार्यकारणभावसिद्धान्त

ब. ईश्वर

स. कर्मसिद्धान्त तथा पुनर्जन्म

द. निष्काम कर्म

य. प्रतीत्यसमुत्पाद

र. अनेकान्तवाद

इकाई 5 : निबन्ध

पच्चीस पङ्क्तियों में संस्कृत में एक निबन्ध

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

- New Vedic Selection Part I & II : Telanga & Chaube, Bhartiya Vidya Prakashan, Delhi
- वेदचयनम्: व्याख्याकार, विश्वम्भर नाथ त्रिपाठी, विश्वविद्यालय प्रकाशन, वाराणसी
- कठोपनिषद्: गीता प्रेस, गोरखपुर
- कठोपनिषद् : व्याख्याकार, सुरेन्द्र देव शास्त्री, चौखम्बा विद्याभवन, वाराणसी
- लघुसिद्धान्त कौमुदी : अर्कनाथ चौधरी, जगदीश संस्कृत पुस्तकालय, झालानियों का रास्ता, किशनपोल बाजार, जयपुर।
- भारतीय दर्शन का इतिहास : बलदेव उपाध्याय
- भारतीय दर्शन : चन्द्रधर शर्मा
- भारतीय दर्शन : नन्दकिशोर देवराज, हिन्दी समिति लखनऊ
- भारतीय दर्शन का परिचय : चटर्जी एवं दत्त
- संस्कृत निबन्ध कलिका : रामजी उपाध्याय, भारतीय विद्या प्रकाशन, दिल्ली

बी.ए. बीएड चतुर्थ वर्ष : 2024-25
हिन्दी साहित्य
प्रथम प्रश्न-पत्र
एक साहित्यकार का विशेष अध्ययन : मीराबाई

अधिकतम अंक 70
समय 3 घंटा

पाठ्यपुस्तक : मीरा पदमाला , (सं.) स्वामी (डॉ.) ओम् आनन्द सरस्वती ,
प्रो.सत्यनारायण समदानी, प्रकाशक- मीरा स्मृति संस्थान , चित्तौड़गढ़

इकाई एवं अंक-विभाजन :

खण्ड (क) सम्पूर्ण पाठ्यक्रम से कुल दस लघूत्तरी प्रश्न (शब्द सीमा 30 शब्द)

10 x 1 = 10 अंक

खण्ड (ख) पाठ्य पुस्तक से विकल्प सहित कुल पाँच व्याख्याएँ
(शब्द सीमा 250 शब्द) 5 x 6 = 30 अंक

खण्ड (ग) मीराबाई के जीवन एवं काव्य से संबंधित पाँच आलोचनात्मक प्रश्न पूछे जायेंगे, जिनमें से किन्हीं तीन के उत्तर देने होंगे
(शब्द सीमा 500 शब्द) 3 X 10 = 30 अंक

सहायक पुस्तकें-

- मीराबाई : राजेन्द्रमोहन भटनागर
- मीरा : जीवन और काव्य : सी.एल.प्रभात
- मीराबाई : ऐतिहासिक सामाजिक विवेचन : हुकमसिंह भाटी
- मीरा : व्यक्तित्व और कृतित्व : पद्मावती झुनझुनवाला
- मीरा का जीवनवृत्त एवं काव्य : कल्याणसिंह शेखावत

बी.ए. बीएड चतुर्थ वर्ष : 2024-25

हिन्दी साहित्य
द्वितीय प्रश्न-पत्र
प्रयोजन मूलक हिन्दी

अधिकतम अंक 70
समय 3 घंटा

- इकाई 1 प्रयोजनमूलक हिन्दी – अर्थ, परिभाषा एवं स्वरूप। प्रयोजनमूलक हिन्दी की आवश्यकता व महत्व। प्रयोजनमूलक हिन्दी की विशेषताएँ। प्रयोजनमूलक हिन्दी के विविध रूप।
- इकाई 2 हिन्दी की प्रयोजनमूलक शैलियाँ– बोलचाल की शैली, संवाद शैली, विचारात्मक शैली, पत्रलेखन शैली, प्रशासनिक शैली। हिन्दी का प्रयोजनमूलक प्रयोग– वाणिज्यिक, कार्यालयी, विधि, वैज्ञानिक एवं तकनीकी भाषा।
- इकाई 3 अनुवाद– अर्थ, परिभाषा व प्रकार, अनुवाद की प्रक्रिया, अनुवादक के गुण। अनुवाद : अंग्रेजी से हिन्दी। पारिभाषिक शब्दावली।
- इकाई 4 संक्षेपण– महत्व, प्रक्रिया, विशेषताएँ एवं संक्षेपक के गुण। पल्लवन– महत्व, प्रक्रिया एवं भाषा। प्रशासनिक पत्राचार– शासकीय पत्र, अर्धशासकीय पत्र, कार्यालय आदेश, परिपत्र, अधिसूचना, प्रेस विज्ञप्ति, निविदा। कार्यालयी टिप्पणी।
- इकाई 5 हिन्दी पत्रकारिता का संक्षिप्त परिचय। हिन्दी पत्रकारिता का वर्तमान स्वरूप। समाचार लेखन– समाचार के प्रकार, समाचार के स्रोत। विज्ञापन लेखन।

इकाई एवं अंक-विभाजन :

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

10 X 1 = 10 अंक

खण्ड (ख) प्रत्येक इकाई से विकल्प सहित एक-एक (कुल पाँच) टिप्पणीपरक प्रश्न

(शब्द सीमा 250 शब्द) 5 X 6 = 30 अंक

खण्ड (ग) प्रत्येक इकाई से एक-एक आलोचनात्मक प्रश्न पूछा जायेगा, जिनमें से किन्हीं तीन के उत्तर देने होंगे (शब्द सीमा 500 शब्द) 3 X 10 = 30 अंक

सहायक पुस्तकें :

- प्रयोजनमूलक हिन्दी : सिद्धान्त और प्रयोग : दंगल झाल्टे
- प्रयोजनमूलक हिन्दी : विनोद गोदरे
- हिन्दी का अनुप्रयुक्त स्वरूप : रामप्रकाश, दिनेश गुप्त
- अनुवाद सिद्धान्त की रूपरेखा : सुरेश कुमार
- हिन्दी पत्रकारिता : स्वरूप एवं सन्दर्भ : विनोद गोदरे

B.A. B.Ed IV Year : 2024-25
ELECTIVE ENGLISH

Teaching hours: 8 periods per week.

PAPER I
PROSE AND FICTION

Duration: 3 Hrs.
Max Marks: 70

TEXTS PRESCRIBED:

For Detailed Study:

Essays, Short Stories and One-act Plays. ed. R.K. Kaushik and S.C. Bhatia

The following Essays are prescribed:

M.Chalapathi Rau: Nehru the Democrat

E.V. Luca: Bores

George Bernard Shaw: Freedom

J.B.S. Haldane: What I Require from Life

Nirad C. Choudhuri: My Birthplace

J.B. Priestley: Student Mobs

Richard Livingstone: The Essentials of Education

Aldous Huxley: Non-Violence

For Non-detailed Study:

Khuswant Singh: *Train to Pakistan.*

Kiran Desai: The Inheritance of Loss

Passages for explanation will be set only from the text prescribed for detailed study.

Section A: (10x1=10 Marks)

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

Unit 1: Two references (lines/quotes) from the prescribed Essays.

Unit 2: Two questions from prescribed Essays

Unit 3: Two questions from *Train to Pakistan*

Unit 4: Two questions from *The Inheritance of Loss*.

Unit 5: Two questions from Socio-Literary background of the prescribed texts and the formal components of Essay and Fiction.

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. Each question carries 6 marks.

Unit 1: Two reference to context from the prescribed Essays.

Unit 2: Two questions from prescribed Essays

Unit 3: Two questions from *Train to Pakistan*

Unit 4: Two questions from *The Inheritance of Loss*.

Unit 5: Two questions from Socio-Literary background of the prescribed texts and the formal components of Essay and Fiction.

Section C:

(3x10=30 Marks)

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

RECOMMENDED BOOKS:

- Kaushik R.K. and Bhatia S.C. (eds.). *Essays, Short Stories and One-act Plays*. OUP, 21st Impression, 2002.
- Scholes, Robert. *Elements of Fiction*. London: Oxford University Press; Third Canadian Edition, 1994.

B.A. B.Ed IV Year : 2024-25
ELECTIVE ENGLISH

**PAPER II
DRAMA**

Duration: 3 Hrs.
Max Marks: 70

**TEXTS PRESCRIBED:
FOR DETAILED STUDY:**

Eugene O'Neill: *The Hairy Ape*

Girish Karnad: *Yayati*. Oxford University Press, 2008

FOR GENERAL STUDY:

Andha Yug (Oriya), by Dharamvir Bharati, Tr. Saudamini Nanda . Sahitya Akademi, 2001. [ISBN 81-260-1233-1](https://www.isbn-international.org/product/9788126012331)

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 1marks.

Unit 1: Two references (Lines/quotes) to contexts from Plays prescribed for Detailed Study.

Unit 2: Two questions on *The Hairy Ape*.

Unit 3: Two questions on *Yayati*.

Unit 4: Two questions on *Andha Yug*

Unit 5: Two Questions on the background and genre of the prescribed Drama.

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. Each question carries 6 marks.

Unit 1: Two references (Lines/quotes) to contexts from Plays prescribed for Detailed Study.

Unit 2: Two questions on *The Hairy Ape*.

Unit 3: Two questions on *Yayati*.

Unit 4: Two questions on *Andha Yug*.

Unit 5: Two Questions on the background and genre of the Prescribed Drama.

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.

RECOMMENDED READINGS:

- Brooks and Heliman. *Understanding Drama*. Holt, Rinehart & Winston of Canada Ltd; 1948.
- Wells, Stanley. *Literature and Drama*.(Concept of Literature Series)
- B.H. Clark: *Eugene O'Neill: The Man and His Plays*

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 हैं 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

B.A. B.Ed IV Year : 2024-25

History

PAPER – I

WORLD HISTORY FROM 15TH CENTURY TO 1945 A.D.

Duration: 3Hrs.

Max Marks: 70

- Unit 1 Rise and decline of Feudalism.
Renaissance – Meaning, Causes.
Reformation – Causes, Role of Martin Luther.
Mercantilism – Meaning, Features and Impact
- Unit 2 Agricultural Revolution.
Industrial Revolution, Glorious Revolution (1688) Causes and results.
American War of Independence – Causes and its Significance.
French Revolution – Causes and results.
- Unit 3 Parliamentary reforms in England in the 19th and 20th Centuries.
Napoleon Bonaparte.
Concert of Europe.
Unification of Italy and Germany.
Rise of New Imperialism.
- Unit 4 First World War – causes and results.
Bolshevick Revolution – causes and results.
Peace Settlement of Paris (1919).
- Unit 5 Rise of Fascism and Nazism.
League of Nation: Birth, aims, organisation, achievements and causes of failure. Second World War – causes and results, UNO Birth, organisation.

Suggested Readings:

- Burns : Western Civilization.
- Chouhan, D.S. : Europe Ka Itihas (1813-1919).
- Gupta, Parthasarthi : Adhunik Pashchim Ka Udaya.
- Hayes, A. : Political and Cultural History of Modern Europe, Vol. I & II.
- Hazen, C.D. : History of Modern Europe (Hindi & Eng. eds.)
- Ketlbey, C.D.M. : History of Modern Times (Hindi and Eng. eds.)
- Luniya, B.N. : Adhunik Paschatya Itihas Ki Pramukh Dharaen : Part I & II.
- Pandey, V.C. : History of Europe.
- Verma, Dinanath : Manav Sabhyata Ka Itihas.

बी.ए. बीएड चतुर्थ वर्ष : 2024-25
इतिहास
प्रथम प्रश्न-पत्र
विश्व का इतिहास – 15 वीं शताब्दी से 1945 ई. तक

समय 3 घंटा
अधिकतम अंक 70

- इकाई 1 : सामन्तवाद का उत्थान एवं पतन
पुनर्जागरण – अर्थ, कारण
धर्मसुधार आन्दोलन – कारण, मार्टिन लूथर की भूमिका
वाणिज्यवाद : अर्थ, विशेषताएं, प्रभाव।
- इकाई 2 : कृषि क्रान्ति
औद्योगिक क्रान्ति, गौरवपूर्ण क्रान्ति (1688 ई.) – कारण, परिणाम
अमेरिका का स्वतंत्रता संग्राम – कारण एवं महत्व
फ्रान्सीसी क्रान्ति : कारण एवं परिणाम।
- इकाई 3 : 19 वीं और 20 वीं शताब्दी में इंग्लैण्ड में संसदीय सुधार
नेपोलियन बोनापार्ट
यूरोप की संयुक्त व्यवस्था
इटली एवं जर्मनी का एकीकरण
नवीन साम्राज्यवाद का उदय।
- इकाई 4 : प्रथम विश्व युद्ध – कारण-परिणाम
बोल्शेविक क्रान्ति – कारण-परिणाम
पेरिस शान्ति समझौता 1919 ई.।
- इकाई 5 : नाजीवाद एवं फासीवाद का उदय
राष्ट्रसंघ – जन्म, उद्देश्य, संगठन, उपलब्धियां, असफलता के कारण, द्वितीय विश्व युद्ध – कारण व परिणाम
संयुक्त राष्ट्रसंघ – जन्म एवं संगठन।

सहायक पुस्तकें :

- Burns : Western Civilization.
- Chouhan, D.S : Europe Ka Itihas (1813-1919).
- Gupta, Parthasarthi : Adhunik Pashchim Ka Udaya.
- Hayes, A. : Political and Cultural History of Modern Europe, Vol. I & II.
- Hazen, C.D. : History of Modern Europe (Hindi & Eng. eds.)
- Kettbey, C.D.M. : History of Modern Times (Hindi and Eng. eds.)
- Luniya, B.N. : Adhunik Paschatya Itihas Ki Pramukh Dharaen : Part I & II.
- Pandey, V.C. : History of Europe.
- Verma, Dinanath : Manav Sabhyata Ka Itihas.

B.A. B.Ed IV Year : 2024-25
History
Paper II
History and Culture of Rajasthan

Duration: 3Hrs.
Max Marks: 70

- Unit 1 Rajasthan – Geography, Pre Historic Rajasthan – With special reference to Kalibanga and Ahar, Rise of Rajputs, Pratihars of Mandore.
- Unit 2 Guhils of Mewar, Chauhans of Sakambhari – Arnoraj, Vighraaj, Prathviraj, Extension of Muslim Power in Rajasthan – With Special reference to Alauddin Khilji.
- Unit 3 Expansion of Mewar under Kumbha and Sanga, Expansion of Marwar under Jodha and Maldeo, Temple architecture – Delwara and Ranakpur.
- Unit 4 Fort architecture - Chittorgarh, Mehrangarh, Amer – Man Singh Bikaner – Raisingh, Marwar – Chandrasen, Mewar – Pratap's relation with Mughals,
- Unit 5 Main Features of Rajput Paintings, Fairs, Festivals, Music and Dances of Rajasthan.

Suggested Readings:

- Jain, M.S. : Rajasthan Ka Itihas.
- Khadgawat, N.R : Rajasthan's Role in 1857.
- Pema Ram : Agrarian Movements in Rajasthan.
- Raghubeer Singh : Purva Adhunik Rajasthan.
- Saxena, K.S : Political Movements and Awakening in Rajasthan.
- Sharma, Dasharath : Rajasthan through the Ages.
- Sharma, G.N : Mewar and the Mugal Emperors.
- Sharma, G.N : Social Life in Medieval Rajasthan.
- Sharma, G.N. : Rajasthan Ka Itihas
- Vyas, R.P. : Rajasthan Ka Brihat Itihas (Two parts).

बी.ए. बीएड चतुर्थ वर्ष : 2024–25

इतिहास

द्वितीय प्रश्न-पत्र

राजस्थान का इतिहास एवं संस्कृति

समय 3 घंटा

अधिकतम अंक 70

- इकाई 1 राजस्थान- भूगोल, पूर्व ऐतिहासिक राजस्थान- कालीबंगा एवं आहड के विशेष संदर्भ में, राजपूतो की उत्पत्ति, मंडोर के प्रतिहार।
- इकाई 2 मेवाड के गुहिल, शाकम्बरी के चौहान-अर्णोराज विग्रहराज, पृथ्वीराज, राजस्थान में मुस्लिम सत्ता का प्रसार- अलाउद्दीन खिलजी के विशेष संदर्भ में।
- इकाई3 कुम्भा एवं सांगा के अधीन मेवाड का विस्तार, जोधा और मालदेव के अधीन मारवाड का विस्तार , मंदिर स्थापत्य- देलवाडा और रणकपुर।
- इकाई 4 दुर्ग स्थापत्य- चित्तौडगढ , मेहरानगढ ,आमेर- मानसिंह, बीकानेर – रायसिंह, मारवाड- चन्द्रसेन, मेवाड- प्रताप के मुगलों के साथ संबंध।
- इकाई 5 राजपूत चित्रकला की मुख्य विशेषताएं, राजस्थान के मेले, त्यौहार, संगीत एवं नृत्य ।

Suggested Readings:

- Jain, M.S. : Rajasthan Ka Itihas.
- Khadgawat, N.R. : Rajasthan's Role in 1857.
- Pema Ram : Agrarian Movements in Rajasthan.
- Raghubeer Singh : Purva Adhunik Rajasthan.
- Saxena, K.S. : Political Movements and Awakening in Rajasthan.
- Sharma, Dasharath : Rajasthan through the Ages.
- Sharma, G.N. : Mewar and the Mugal Emperors.
- Sharma, G.N. : Social Life in Medieval Rajasthan.
- Sharma, G.N. : Rajasthan Ka Itihas
- Vyas, R.P. : Rajasthan Ka Brihat Itihas (Two parts).
- व्यास, आर.पी. : राजस्थान का वृहत् इतिहास, भाग-I एवं II, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
- नीरज, जयशंकर एवं शर्मा, भगवती लाल : राजस्थान की सांस्कृतिक परम्परा, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
- शर्मा, गोपीनाथ : राजस्थान का सांस्कृतिक इतिहास, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
- शर्मा, कालूराम : उन्नीसवीं सदी में राजस्थान का सामाजिक तथा आर्थिक जीवन।
- गोस्वामी, प्रेमचन्द्र : राजस्थान संस्कृति, कला एवं साहित्य; राजस्थान
- मनोहर, राघवेन्द्र सिंह : राजस्थान के प्रमुख दुर्ग, राजस्थान हिन्दी हिन्दी ग्रंथ अकादमी, जयपुर।
- जैन, हुकमचन्द्र, माली : राजस्थान का इतिहास, कला, संस्कृति, परम्परा एवं विरासत; राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
- नारायणलाल (सम्पादित) ग्रंथ अकादमी, जयपुर।

B.A. B.Ed IV Year : 2024-25
Political Science
Paper I
Indian Political Thought

Duration: 3 Hrs.
Max Marks: 70

Unit 1 Manu; Kautilya; Shukra.

Unit 2 Raja Ram Mohan Roy; Swami Dayanand; Swami Vivekananda.

Unit 3 Gopal Krishna Gokhle; Bal Gangadhar Tilak; Aurobindo Ghosh.

Unit 4 Mahatma Gandhi ; Jawahar Lal Nehru; M.N.Roy.

Unit 5 V.D.Savarkar; B.R.Ambedkar; Ram Manohar Lohiya.

बी.ए. बीएड चतुर्थ वर्ष : 2024-25
राजनीति विज्ञान
प्रथम प्रश्न पत्र
भारतीय राजनीतिक चिन्तन

अधिकतम अंक 70
समय 3 घंटा

इकाई 1 मनु, कौटिल्य, शुक्र

इकाई 2 राजा राम मोहन राय, स्वामी दयानन्द, स्वामी विवेकानन्द

इकाई 3 गोपाल कृष्ण गोखले, बाल गंगाधर तिलक, अरविन्द घोष

इकाई 4 महात्मा गांधी, जवाहरलाल नेहरू, एम.एन. रॉय

इकाई 5 जी.डी. सावरकर, बी.आर.अम्बेडकर, राम मनोहर लोहिया

Recommended Readings

- Ghosal : History of Indian Political ideas
- Jayaswal, Hindu Polity (E.H)
- J.Bandhopadhyaya, Social and Political Thought of Gandhi, Bombay, Allied, 1969.
- K.Damodaran, Indian Thought : A Critical Survey, London, Asia Publishing House, 1967.
- Sharma, R.S.: Political ideas and institutions in Ancient India
- U.N.Goshal, A History of Indian Political ideas, London, Oxford University Press, 1959.
- Verma V.P. : Modern Indian Political Thought
- V.R.Mehta, Foundations of Indian Political Thought, New Delhi, Manohar, 1992.
- T.Pantham, and K.Deustch (eds.) Political Thought in Modern India, New Delhi, Sage, 1986.
- डॉ. विश्वनाथ प्रसाद वर्मा – आधुनिक भारतीय राजनीतिक चिन्तन
- डॉ. पुरषोत्तम नागर – आधुनिक भारतीय सामाजिक और राजनीतिक चिन्तन
- डॉ. परमात्मा शरण – प्राचीन भारतीय राजनीतिक चिन्तन
- डॉ. मधुकर श्याम चतुर्वेदी – प्रमुख भारतीय राजनीतिक विचारक
- डॉ. पुखराज जैन – भारतीय राजनीतिक चिन्तन

B.A. B.Ed IV Year : 2024-25
Political Science
Paper II
Political Ideologies

Duration: 3 Hrs.
Max Marks: 70

Unit 1 Ideology – Meaning, Characteristics and Types, Ideology and Political Power, End of Ideology

Unit 2 Liberalism, Neo Liberalism, Idealism.

Unit 3 Utilitarianism, Libertarianism, Democratization

Unit 4 Marxism, Nationalism, Institutionalism

Unit 5 Multiculturalism, Pluralism, Feminism.

Recommended Readings

- Ashirvadam, Political Theory
- C.Funderbunk and R.G. Thobaben, Political Ideologies: Left, Center and Right, New York, Harper Collins College Publishers, 1994.
- D.Bell, The End of Ideology, New York, The Free Press, 1960.
- Joad, Modern Political Theory
- L.P.Baradat, Political Ideologies : Their Origins and Impact, Englewood Cliffs, NJ, Prentice Hall, 1989
- R.N.Berki, Socialism, London, John Dent and Sons, 1975.
- R.H.Cox, Ideology, Politics and Political Theory, Belmont California, Wadsworth, 1969.
- गणेश प्रसाद, राजनीतिक विचारधाराएँ
- पुखराज जैन, आधुनिक राजनीतिक विचारधाराएँ
- आर.सी.अग्रवाल, राजनीतिक विचारधाराएँ
- एस.एन.दुबे, प्रमुख राजनीतिक विचारधारांनीतिक विचारधाराएँ
- एस.एन.दुबे, प्रमुख राजनीतिक विचारधाराएं

बी.ए. बीएड चतुर्थ वर्ष : 2024-25

राजनीति विज्ञान

पेपर द्वितीय

राजनीतिक विचारधाराएं

समय 3 घंटा
अधिकतम अंक 70

इकाई 1 विचारधारा-अभिप्राय, विशेषताएं एवं प्रकार, विचारधारा एवं राजनीतिक शक्ति, विचारधारा का अंत

इकाई 2 उदारवाद, नवउदारवाद, आदर्शवाद

इकाई 3 उपयोगितावाद, स्वेच्छातंत्रवाद, लोकतांत्रिकरण

इकाई 4 मार्क्सवाद, राष्ट्रवाद, संस्थावाद

इकाई 5 बहुसंस्कृतिवाद, बहुलवाद, नारीवाद

सम्बन्धित मूलकृतियों का संक्षेप

- Ashirvadam, Political Theory
- C.Funderbunk and R.G. Thobaben, Political Ideologies: Left, Center and Right, New York, Harper Collins College Publishers, 1994.
- D.Bell, The End of Ideology, New York, The Free Press, 1960.
- Joad, Modern Political Theory
- L.P.Baradat, Political Ideologies : Their Origins and Impact, Englewood Cliffs, NJ, Prentice Hall, 1989
- R.N.Berki, Socialism, London, John Dent and Sons, 1975.
- R.H.Cox, Ideology, Politics and Political Theory, Belmont California, Wadsworth, 1969.
- गणेश प्रसाद, राजनीतिक विचारधाराएँ
- पुखराज जैन, आधुनिक राजनीतिक विचारधाराएँ
- आर.सी.अग्रवाल, राजनीतिक विचारधाराएँ
- एस.एन.दुबे, प्रमुख राजनीतिक विचारधाराएँ
- एस.एन.दुबे, प्रमुख राजनीतिक विचारधाराएं

B.A. B.Ed IV Year : 2024-25

Sociology

Paper I

Sociology of Education

Duration: 3 Hrs.

Max Marks: 70

- Unit 1 : Development and Scope of Sociology of Education, Education and socialization, Media and education
- Unit 2 : Teachers : Social background, professionalization and political participation
- Unit 3 : Education : Economy and Political system, Education : Social change and modernization
- Unit 4 : Theories of Education : Laissez-Faire and state Control, Education as a social system : Organization and Educational Policy in India
- Unit 5 : Students : Social background, values and aspirations, Students movements in India

बी.ए. बीएड चतुर्थ वर्ष : 2024-25

समाजशास्त्र

प्रथम प्रश्न पत्र

शिक्षा का समाजशास्त्र

समय 3 घंटा

अधिकतम अंक 70

- इकाई 1 : शिक्षा का समाज शास्त्र का विकास और क्षेत्र, शिक्षा तथा समाजीकरण, संप्रेषण (मीडिया) तथा शिक्षा
- इकाई 2 : शिक्षक : सामाजिक पृष्ठभूमि, व्यवसायीकरण तथा राजनैतिक सहभागिता
- इकाई 3 : शिक्षा : अर्थ व्यवस्था तथा राजनैतिक व्यवस्था
शिक्षा : सामाजिक परिवर्तन और आधुनिकीकरण
- इकाई 4 : शिक्षा के सिद्धान्त : अहस्तक्षेप नीति तथा राज्य नियन्त्रण
सामाजिक व्यवस्था के रूप में शिक्षा : संगठन और भारत में शिक्षा नीति
- इकाई 5 : विद्यार्थी : सामाजिक पृष्ठभूमि, मूल्य तथा आकांक्षाएँ, भारत में छात्र आंदोलन।

B.A. B.Ed IV Year : 2024-25
Sociology
Paper II
SOCIOLOGY OF MASS COMMUNICATION

Duration: 3 Hrs.
Max Marks: 70

- Unit 1 : Basic Concepts: Human Communication, Inter-Personal and Group Communication. Mass Communication and Mass Culture.
- Unit 2 : Theories of Media : Early Theories (Innis and Mcluhan), The Public Sphere (Habermas), Hyper Reality (Baudrillard). Function and Dysfunctions of mass Communication.
- Unit 3 : role of Media in Society : Socialization, Education, Information, Recreation, Advertisement, Propaganda and Public Opinion.
- Unit 4 : Mass Media and Rural Society : Views of S.C. Dubey and P. C. Joshi. Traditional Forms of Media. Internet Society. Media and Development.
- Unit 5 : Media in Democracy : Press, Cinema, Radio and Television and Internet – In Indian Context

बी.ए. बीएड चतुर्थ वर्ष : 2024–25

समाजशास्त्र

द्वितीय प्रश्न-पत्र

जनसंचार का समाज शास्त्र

अधिकतम अंक 70

समय 3 घंटा

- Unit 1 : मूल अवधारणाएँ मानव संचार, अंतर व्यक्तिगत और समूह संचार, जन संचार और जन संस्कृति ।
- Unit 2 : संचार के सिद्धान्त : प्रारंभिक सिद्धान्त (इन्निंस और मैक्लुहान), सार्वजनिक क्षेत्र (हैबरमास), उच्च वास्तविकता (बॉडीलार्ड), जनसंचार के प्रकार्य और अकार्य ।
- Unit 3 : समाज में संचार की भूमिका, समाजीकरण, शिक्षा, सूचना, मनोरंजन, विज्ञापन, प्रचार और लोक (जन) राय।
- Unit 4 : जन-संचार और ग्रामीण समाज : एस.सी. दुबे और पी. सी. जो पी के विचार, संचार के परंपरागत स्वरूप । इंटरनेट सोसाइटी, संचार और विकास
- Unit 5 : लोकतंत्र में संचार (मीडिया) भारतीय संदर्भ में दृ प्रेस, सिनेमा, रेडियो, टेलीविजन और इंटरनेट ।

अभिस्वावित पुस्तकें :-

- De fleur M.L. : Theories of Mass Communicatin, New York.
- Fans Robert F.L. : A Handbook of Moderns Sociology, Chicago, 1964.
- Katz Lazrasfeld : Personal Influence, Iliois Press, 1960.
- Nagori, Monika, 2004 : Mass Media and Society, Agro – Tech Publications, Udaipur.
- Wright Chales, R. : Mass Communication “A Sociological Perspective, las Angles, University of California.

Evaluation Plan for B.A.B.Ed IV year's B.Ed. Papers

S.N	Paper	Name of the Paper	External	Internal	Total
1	First	Knowledge & Curriculum	70	30	100
2	Second	Understanding Inclusive Education	70	30	100
3	Third	Pedagogy Course I (Part II)	35	15	50
4	Fourth	Pedagogy Course II (Part II)	35	15	50
5	Fifth	Health & Physical Education (EPC)	00	50	50
	Total		210	140	350
		Marks for Activities 1.Co-curricular Activities(in College) 10 Marks 2.Individual Appraisal 10 Marks 1. School internship (14 weeks) 60 Marks 2. A Project Report on the various aspects of school where internship was performed. 40 Marks 3.ICT Based lessons (At least 5) 20 Marks 4. Co-curricular Activities(in School) 10 Marks			150
		Final Lesson			100
	Grand Total				600

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	2.15 hrs (45 minutes 3 periods)	35	15	2 hrs.
Paper IV	2.15 hrs (45 minutes 3 periods)	35	15	2 hrs.
Paper V	2.15 hrs (45 minutes 3 periods)	00	50	

1. 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.
2. During internship program the student-teacher will ensure that they get a teaching exposure of secondary and senior secondary level preferably.
3. Co-curricular & Extra-curricular activities (in college) must be spread all through the year which should also include special days' celebration.
4. 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.
5. School internship will include the participation of the Student- teacher in all the activities of the school including teaching.
6. The student teacher will prepare a project report on the various aspects of the school on some set criteria where internship will be performed.
7. The student teacher will deliver at least 5 ICT based lessons while doing the internship.
8. Co-curricular & Extra-curricular activities (in School) must be spread all through the internship program which should also include special days' celebration
9. Each candidate should be prepared to teach two lessons (One in each 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 from any discipline.
 - (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 any discipline and marks will be awarded out of 100.

The internal assessment criteria in B.A.B.Ed IV 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	Knowledge & Curriculum	10	10	Participation(5Marks) Documentation (5Marks)
2	Understanding Inclusive Education	10	10	Participation(5Marks) Documentation (5Marks)
3	Pedagogy Course I (Part II)	10	-	Participation(2.5Marks) Documentation (2.5Marks)
4	Pedagogy Course II (Part II)	10	-	Participation(2.5Marks) Documentation (2.5Marks)
5.	Health & Physical Education (EPC)	10	10	Participation(15Marks) Documentation (15Marks)

NOTE-

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

1. Summative Tests: 20 Marks

(There shall be two tests its marks shall be consider for internal assessment record)

2. 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. 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.

4. For V Paper i.e. Health & Physical Education (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 IV Year : 2024-25
Paper I
Knowledge and Curriculum

Duration: 3 Hrs.
Max Marks: 70

Objectives:

The student teacher will be able to:

- To understand the way in which the curriculum is driven by assessment.
- To critically analyse various samples of textbook
- To identify various dimensions of the curriculum and their relationship with the aims of Education.
- To examine the epistemological basis of education.
- To discuss the basics of modern child centered education.
- To identify relationship between the curriculum framework and syllabus.
- To understand the relationship between power, ideology and the curriculum.
- To help prospective teachers to take decisions about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual under pinnings that inform it,
- To discuss the basis of modern child-centered education
- To understand education in relation to modern values like equity and equality, individual opportunity and social justice and dignity.

COURSE CONTENT

Unit –I Knowledge Generation:-

1. **Epistemology-Meaning, philosophical basis of knowledge according to Indian & Western philosophy.**
2. **Distinction between (a) knowledge and skill (b) Teaching and Training (c) Knowledge and wisdom (d) Reason and belief.**
3. **Chronological review on Knowledge generation, myth based faith and logical based knowledge.**

Unit –II Child- Centered education:-

1. **Modern Child-Centered Education, : Meaning, Concept and its basis.**
2. **Educational Thoughts on child centered Education – Shri Aurbindo, Giju Bhai, Maria Montessori, Frobel.**

Unit – III Process of knowing and forms of knowledge:-

1. **Process of construction of knowledge, factors involved in construction of knowledge, role of knower & known in construction and transmission of knowledge, the role of culture in knowing**
2. **Categorisation of knowledge; basis of categorisation, the essential forms of knowledge, basis of selection of categories of knowledge in school education.**

Unit –IV Curriculum & Its Determinants:-

1. Meaning & need of curriculum, differentiations between curriculum framework, curriculum, syllabus and text books; facets of core curriculum in Indian context.
2. Determinants of curriculum: (a) Social-political-cultural-economic diversity (b) socio-political aspirations including ideologies (c) Economic necessities & technological possibilities. (d) National priorities and international Context

Unit V Curriculum Development & Textbooks:-

1. Different approaches of curriculum development: Subject centered: learner centred and constructivist
2. Role of external agencies in providing curriculum and pedagogic supports to teachers within schools; teachers' role in transacting, developing and researching curriculum.
3. Operationalization of curriculum into learning situations: Selection & development of learning resources i.e. textbooks, teaching learning materials and resources outside the school-local environment, community & media.

Practicum/Field Work(Any two from the following)

1. Analysis of social myths in the light of scientific values and culture.
2. Plan a child centered activity for enhancement of children's education and values based on Gandhian or Tagore's thoughts.
3. Conduct a survey on feedback of curriculum from learners and teachers. Prepare a report.
4. Critical review of a text book in reference to gender issues social sensitivity and the local contexts/references included in the book.
5. Critical review or analysis of the text book at upper primary and senior secondary level.

Reference

- Hirst, Paul, H. Knowledge and the curriculum. Routledge publication.
- Kelly, AV. (2009). The curriculum: theory and practice sage publication Singapore.
- Letha rammohan (2009). Curriculum instrchon and evaluation. Agerwal publication, Agra.
- Pathak, A (2013) Social implications of schooling: knowledge pedagogy and consciousness. Aakar books
- Schilvest, W.H. (2012), Curriculum: prospective paradigm and possiilty. M.C.MLLAN publication
- Scolt, dand (2003). Curriculum studies: curriculum knowledge. Routledgefalmes, m.y
- Shulman L. S. (1986) those who understand: knowledge growth in teaching. Educational researcher, 4-14
- Sinha, S. (2000) Acquiring literacy in schools, seminar, 38-42
- Sternberg, R.J. (2013). intelligence, competence, and expertise, in A.J. Elliot & C.S. Dweck (Eds), handbook of competence and motivation (pp
- Tagore, R. (2003) Civilization and progress. in crisis in civilization and other essays. New delhi: rupa&co.
- श्रीवास्तव, एच.एस. एवं चतुर्वेदी, एम. जी (2010). पाठ्यचर्या और शिक्षण विधियाँ, शिक्षा प्रकाशन, जयपुर
- यादव, सियाराम, पाठ्यक्रम विकास अग्रवाल प्रकाशन. 2011

B.A. B.Ed IV Year- 2024-25
Paper II
Understanding Inclusive Education

Duration: 3 Hrs.
Max Marks: 70

Objectives:

The student teacher will be able to:

- Understand concept, meaning and significance of inclusive education
- Bring about an understanding of the culture, policies and practices that need to be addressed in order to create an inclusive school.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education, understand the nature of difficulties encountered by children.
- Prepare teachers for inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Identify and utilize existing resources for promoting inclusive practice.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners.
- Prepare a conducive teaching learning environment in varied school settings.
- Develop the ability to conduct and supervise action research activities.

COURSE CONTENT

Unit I: Introduction, Issues & perspectives of Inclusive Education

1. Definitions, concept and importance of inclusion and disability.
2. Difference between special education, integrated education and inclusive education.
3. Advantages of inclusive education for education for all children in the context of right to education.

Unit II: Policy Perspective

1. Recommendations of the Indian Education Commission (1964-66), NPE (1986-92), NCF (2005).
2. Rights of persons with Disabilities Act, 2016.
3. UNESCO Conventions, declaration and recommendations related to Rights of persons with Disabilities.

UNIT III: Diversity in The Classroom

1. Diversity- Meaning and definition.
2. Disability-Concept, Meaning, cause, Models of Disability.
3. Concept, Nature, and Characteristics of Multiple Disabilities.

UNIT IV: Curriculum, Pedagogy and Assessment in Inclusive School

- 1. Inclusive curriculum- Meaning and characteristics.**
- 2. Teaching and learning environment with special reference to inclusive school**
- 3. Utilization of records/ case profiles for identification, assessment and intervention for inclusive classrooms.**
- 4. Techniques and methods used for adaptation of infrastructure, laboratory skills and play material in inclusive classroom.**

Unit V: Teacher Preparation and Inclusive Education

- 1. Role and responsibilities of Resources Teacher in inclusive setting.**
- 2. N.C.F 2005 and curriculum for teacher preparation and transaction modes in inclusive setting.**
- 3. Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.**

Practicum/Field Work(Any two from the following)

1. Observe inclusive teaching strategies in an inclusive classroom and report your observations.
2. With the help of teacher educators, conduct an extension/expert lecture on emerging issues on inclusive education and prepare a report on it.
3. To study the educational resources for persons with disability (PWD) in local schools and report your observations.
4. Prepare an instructional design for your pedagogy subject basing it on inclusive learners.
5. Find out the facts about inclusive education in existing scenario with reference to our Nation through internet search compile a summarized report.

References

- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A Siegruhn, & P. Pluddemann (Eds.) Multilingual education for South Africa 9pp. 3-&). Heinemann Educational Books.
- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
- Carini, P.F. (2001). Valuing the immeasurable. In starting strong: A different look at children, schools, and standards (pp. 165-181). New York: Teachers College Press.
- Delpit, L.D. (2012) Multiplication is for white people: raising expectations for other people's children, the new press.
- GOI. (1966). Report of the education commission: Education and national development. New Delhi: ministry of education.
- GOI (1986). National policy of education. GOI.
- GOI.(1992 , 1998), National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
- Govinda R. (2011). Who goes to school? Exploring exclusion in Indian education. Oxford University Press.
- Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Maitra,Krishna(2008):INCLUSION ISSUES AND PERSPECTIVES (For Teachers,Teachers' Educators and Parents): Kanishka Publishers, Distributors New Delhi-110002

- Parekh, B.C. (2000). Rethinking multiculturalism: Cultural diversity and political theory (pp 213-230) Palgrave.
- Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore
- Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
- T., Ainswcow, M., Black-Hawkins, K., Vaughan, M., & Shaw, L. (2000). Index for inclusion: Developing learning and participation in schools. Centre for Studies on Inclusive Education.
- UNESCO. (1989) UN convention on the rishts of the child. UNESCO.
- UNESCO. (2006). United Nations convention on the rights of persons with disabilities.
- UNESCO. (2009) Policy guidelines on inclusion in education UNESCO

B.A. B.Ed IV Year : 2024-25
Paper-III & IV
Pedagogy of Hindi
(Part II)

Duration: 2 Hrs.
Max Marks: 35

पाठ्यक्रम के विशेष उद्देश्य

- भाषा की अलग-अलग भूमिकाओं को जानना
भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
भाषा के स्वरूप और व्यवस्था को समझना
पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना
भाषा और साहित्य के संबंध को जानना
हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
भाषायी बारीकियों के प्रति संवेदनशील होना
अनुवाद के महत्त्व और भूमिका को जानना
विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना

विषयवस्तु

इकाई – 1: सैकण्डरी व सीनीयर सैकण्डरी स्तर पर हिंदी भाषा का पाठ्यक्रम

1. सैकण्डरी व सीनीयर सैकण्डरी स्तर पर हिंदी भाषा के पाठ्यक्रम की पाठ्यवस्तु का परिचय
2. एनसीएफ 2005 एवं एनसीएफटीई 2009 के प्रावधानों में हिंदी भाषा को दिया गया महत्त्व
3. हिंदी भाषा पाठ्यक्रम की पाठ्यवस्तु की प्रकृति, विशेषताओं व विभिन्नताओं का अध्ययन
4. पाठ्यक्रम में सम्मिलित विभिन्न विधाओं का महत्त्व
5. हिंदी भाषा के पाठ्यक्रम में बदलती हुई प्रवृत्तियाँ

इकाई – 2: हिंदी भाषा के शिक्षक में व्यावसायिक व सौन्दर्यात्मक मूल्यों का विकास

सृजनात्मक भाषा के विविध रूप –

1. साहित्य के विविध रूप
2. स्कूली पाठ्यक्रम में साहित्य के स्तर व तदनुसार पढ़ने-पढ़ाने की चुनौतियाँ
3. अनुवाद कला और सौंदर्य में भाषा के चमत्कार के प्रसंगों को समझाना
4. स्कूली पाठ्यचर्या में मीडिया की भूमिका व प्रासंगिकता

साहित्यिक अभिव्यक्ति के विविध रूप –

1. कविता को पढ़ने-पढ़ाने की कला व चुनौतियाँ
2. गद्य की विविध विधाओं को पढ़ने-पढ़ाने के विभिन्न चरण
3. नाटक को पढ़ने-पढ़ाने के नवीन तरीके
4. हिंदी के विविध विधाओं के आधार पर गतिविधियों का निर्माण
- 5.

इकाई – 3: हिंदी भाषा के अधिगम स्रोत व पाठ्य-सामग्री का निर्माण

1. दृश्य – श्रव्य सामग्री, रेडियो, टेलीविज़न फिल्में, भाषा प्रयोगशाला, सहसंज्ञानात्मक गतिविधियों की रूपरेखा (चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि)
2. भाषाकोश उपयोग की महत्ता

गतिविधि/पोर्टफोलियो/परियोजना कार्य (कोई एक)

- 1 हिंदी साहित्य में उल्लिखित किसी भी लेख या कविता के उन 10 अंशों/कविता पंक्ति का उल्लेख करो जो आपको अत्यन्त मार्मिक लगी। यह भी उल्लेख करें कि वह आपके अन्तःकरण को क्यों छू गई।
- 2 किसी प्राकृतिक तत्व/उपादान यथा (चन्द्रमा, रात्री, उशा, वर्षा, पेड़) पर आधारित करते हुए काव्यात्मक/भावमय लेख या कविता लिखें तथा उस पर अपने महाविद्यालय शिक्षकों/साथियों से समीक्षात्मक टिप्पणी लें।
- 3 हिंदी भाषा में लिखित अत्यन्त छोटी कविताओं (लगभग 2 से 6 पंक्ति) का संग्रह कर उनका रिकार्ड संधारण करें तथा उन्हें कंठस्थ करें।

संदर्भ पुस्तकें :

- हिन्दी शिक्षण रमन बिहारीलाल
- हिन्दी भाषा शिक्षण भाई योगेन्द्रजीत
- माध्यमिक विद्यालयों में हिन्दी शिक्षण निरंजनकुमार सिंह
- हिन्दी भाषा शिक्षण भोलानाथ तिवारी तथा कैलाशचंद भाटिया
- भाषा शिक्षण रविन्द्रनाथ श्रीवास्तव
- मानक हिन्दी व्याकरण आचार्य रामचन्द्र वर्मा
- भाषा ब्लूम फील्ड
- शुद्ध हिन्दी डॉ० भागीरथ मिश्र
- हिन्दी उच्चारण एवं वर्तनी भगवती प्रसाद शुक्ल
- हिन्दी की ध्वनियों और उनका शिक्षण के.के.सुखिया
- अभिव्यक्ति विज्ञान – भोलानाथ तिवारी तथा कृष्ण दत्त शर्मा
- व्यावहारिक हिन्दी व्याकरण – हरदेव बाहरी
- नागरी लिपि और हिन्दी वर्तनी – अनन्त चौधरी
- शब्दार्थ दर्शन – रामचन्द्र वर्मा
- भाषा सम्प्राप्ति मूल्यांकन – के.जी.रस्तोगी
- हिन्दी शब्दानुशासन – किशोरीदास वाजपेयी

B.A. B.Ed IV Year : 2024-25
Paper-III & IV
Pedagogy of English
(Part II)

Duration: 2 Hrs.
Max Marks: 35

Objectives

The Student-teachers will be able to-

- To understand the role and importance of English and its cultural background.
- To be able to develop creativity among learners.
- To be able to know the place of English in curriculum.
- To understand the use of language in context, such as grammar and vocabulary in context.
- To be able to practice the language teaching skills.
- To understand and prepare various kinds of lesson plans.
- To understand the relationship between curriculum, syllabus and textbooks in English
- To appreciate the use of audio, audio-visual aids and ICT (Internet and Computer Technology)
- Understand and develop the professional competencies & skills

COURSE CONTENT

UNIT 1: LANGUAGE, LITERATURE AND AESTHETIC DEVELOPMENT OF A TEACHER

- 1. Literature in the school curriculum: Needs, objectives and relevance**
- 2. Translation: Importance and need**
- 3. Teaching of Different Forms of English Literature: Poetry, Prose, Drama: The relative importance of Indian, classical, popular, and children's literature in English;**
- 4. Professional Development of English Teacher.**

UNIT 2: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

- 1. Understanding the relationship between curriculum, syllabus and textbook**
- 2. Selection of materials; Development of activities and tasks**
- 3. Connecting learning to the world outside**
- 4. Moving away from rote-learning to constructivism**
- 5. Teacher as a researcher.**

UNIT 3: TEACHING-LEARNING MATERIALS AND AIDS

- 1. Print media-Magazines, News papers**
- 2. Class libraries, audio-visual aids including CALL programmes; Radio, T.V., Films**
- 3. Planning co-curricular activities (discussion, debates, workshops, seminar etc.);**
- 4. Importance of Language labs**

Suggested Activities/Practicum/Field) work (Any one of the following)

1. List 10 idioms & 25 proverbs and discuss in classroom to test how many of them students already know. Draft the experience.
2. After a good internship experience list some of the common errors students commit & suggest a Remedial plan
3. Do an analytical English book review of Secondary level.

References:

- Bansal, R.K. and Harrison, J.B. (1972): Spoken English for India. Madras : Orient Longman Ltd.
- Baruah, T.C. (1985): The English Teachers' Handbook, New Delhi: Sterling Publishing Pvt. Ltd.
- Bright and McGregor: Teaching English as Second Language, Longman.
- Brumfit, C.J. (1984): Communicative Methodology in Language Teaching. Cambridge: C.U.P.
- Collins Cobuild English Grammar (2000) Harper Collins Publisher, India.
- Doff, A. (1988): Teach English: Cambridge: CUP.
- Freeman, Diane-Larsen (2000): Techniques and Principles in Language Teaching. Oxford : OUP
- Gimson A.C. (1980): An Introduction to the Pronunciation of English. London: Edward Arnold.
- Hornby, A..S. (1968): A Guide to Patterns and Usage in English. Oxford: OUP.
- Leech, Geoffrey and Svartvik, (2000) Communicative Grammar of English Cambridge C.U.P.
- Paliwal, A.K. (1998): English Language Teaching, Jaipur: Surbhi Publication.
- Palmer, H.L. (1964-65): The Principles of Language Study, London: O.U.P.
- Roach, Peter, (1991): English Phonetics and Phonology. Cambridge, C.U.P.
- Thomson, A.J. and Martinet (1998) A Practical English Grammar, ELBS, O.U.P.
- Quirk, Randolph and Greenbaum, (1973): A University Grammar of English, London.

B.A. B.Ed IV Year : 2024-25
Paper-III & IV
Pedagogy of Sanskrit
(Part II)

Duration: 2 Hrs.
Max Marks: 35

Objectives:

The Student-teachers will be able to-

- To understand the role and importance of Sanskrit and its cultural background.
- To be able to develop creativity among learners.
- To be able to know the place of Sanskrit in curriculum.
- To understand the use of language in context, such as grammar and vocabulary in context.
- To be able to practice the language teaching skills.
- To understand and prepare various kinds of lesson plans.
- To understand the relationship between curriculum, syllabus and textbooks in Sanskrit.
- To appreciate the use of audio, audio-visual aids and ICT (Internet and Computer Technology).

COURSE CONTENT

UNIT-I: Sanskrit Curriculum

1. Understanding the relationship between curriculum, syllabus and textbook .
2. Selection of materials; Development of activities and tasks.
3. Connecting learning to the world outside.
4. Moving away from rote-learning to constructivism.
5. An overview of the textbook contents of Secondary & Senior Secondary Level.

UNIT -II: Learning Resources in Sanskrit

1. Print media, Internet, Books from Most famous Books Centres of India
2. Other reading materials, such as learner-chosen texts, magazines, newspapers, class libraries, etc.
3. ICT, audio, video and audiovisual aids, films, language labs etc;

UNIT -III Professional Development of Sanskrit Teacher

1. Qualities of a good Sanskrit Teacher.
2. Teaching values through organisational setup & teachers' behaviour.
- Developing competencies to prepare a LESSON PLAN BASED ON THE FOLLOWING CONCEPTS
 - a. Teaching with Creativity.
 - b. Teaching with ICT support.
 - c. Teaching with Spiritual Practices.
 - d. Teaching through Dialogue and Brainstorming.

Suggested Activities/Practicum/Field Work (Any one of the following)

1. Select any text book of Sanskrit subject and analyse it from the point that how it is developing cultural, social, ethical & aesthetic values.
2. Search on internet some major Classical/Mythological book selling centres of India and list them with some small descriptions on them
3. Collect 20 Neeti Slokas of Sanskrit and distribute/recite them among the students & keep a filed record of the same with you.

REFERENCES

- Apte, D.G. and Dongre, P.K. Teaching of Sanskrit in Secondary School.
- ब्लूम फील्ड, अनुवादक-प्रसाद, डॉ० विश्वनाथ, [1968] 'भाषा' दिल्ली-7 बंगलो रोड जवाहरनगर ।
- Bokil, V.P. and Parason, M.R.: A New Approach to Sanskrit, Lokasangrpa Press, Poona.
- चौबे, बी.एन. संस्कृत शिक्षण
- चतुर्वेदी एस.आर. संस्कृत शिक्षण
- K.Verma Raja: Teaching of Sanskrit.
- Kale, M.R.: The Higher Sanskrit Grammar.
- Lado, Robert (1961). "Language Teaching". London: Longman.
- मित्तल, डॉ. सन्तोष (1999-2000), संस्कृत शिक्षण, मेरठ, आर लाल डिपो।
- नारंग, वैशना (1996), सम्प्रेषणात्मक भाषा शिक्षण, नई दिल्ली प्रकाशन संस्थान दयानंद मार्ग।
- सफाया आर.एन. (1990), संस्कृत शिक्षण, चण्डीगढ़, हरियाणा साहित्य अकादमी।
- Sharma, Bela Rani, (2002) "Modern Methods of Teaching Sanskrit". New Delhi 110088.

B.A. B.Ed IV Year : 2024-25
Paper-III & IV
Pedagogy of Social Sciences
(Part II)

Duration: 2 Hrs.
Max Marks: 35

Objectives

The Student-teachers will be able to-

- Develop an understanding of the Curriculum of Social sciences at secondary level
- Develop ability to do the content analysis
- Develop various teaching learning resources for efficient teaching & learning
- Develop professional skills to become a proficient teacher
- Develop an aptitude professional commitment & conviction

COURSE CONTENT

Unit 1: Social Science Curriculum

1. Principles approaches of curriculum construction.
2. New trends in social science curriculum.
3. A critical appraisal of existing social science curriculum at secondary stage.

Unit 2: Learning Resources in Social Science

1. Learning resources: club, exhibition, projects, quiz, social survey, social science laboratory, text books and other reference materials, Museum.
2. Use of ICT.

Unit 3: Professional Development of Teacher

1. Professional competencies of subject teacher.
2. Professional development programmes for teachers.
3. Reflective & Innovative practices in professional development of teachers.

Practicum/Field Work (Any one)

1. Prepare and present a lesson through power point presentation on any topic of your choice.
2. Mark any one student with less than 60% marks in social science, diagnose their difficulties and give appropriate remedial measure.
3. Read a book related to professional development of teacher and prepare an abstract.

References

- व्यागी, गुरुसरनदास, (2007-08), "सामाजिक अध्ययन शिक्षक," प्रेमलता प्रिण्टर्स, आगरा।
- भार्मा, हनुमान सहाय, (2005), "सामाजिक पर्यावरण अध्ययन शिक्षक," राधा प्रकाशन मन्दिर परशुरपुरी, आगरा 282002।
- मिश्रा, महेन्द्र कुमार, (2008), "सामाजिक अध्ययन शिक्षक," क्लासिक कलेक्शन, जयपुर।
- भौदा बी.डी, भौदा ए.के, "सामाजिक अध्ययन शिक्षक," आर्य बुक डिपो, करोल बाग नई दिल्ली-11005।

- पाण्डेय,सोहनलाल,(2006),“सामाजिक विज्ञान शिक्षक,” याम प्रकाशन, जयपुर।
- तायल बी.बी, (2002),“न्यूकोर्स सामाजिक विज्ञान,” आर्य पब्लिकेशन, करोल बाग नई दिल्ली-110005।
- गर्ग, भवरलाल (1995),“सामाजिक विज्ञान शिक्षक,” विनोद पुस्तक मन्दिर, आगरा।
- Bedi Yesh Pal, (1980),“social and preventive medicine”, Atma ram sons, karmese gate, Delhi
- Gilby Thomas, (1953),” Between community and society” Longmans, Green and co. London, New York
- Chitambar J.B, (1987), “Introductory Rural Sociology” Wiley Eastern Limited. New Bangalore
- Ganguli B.N, (1977), Social Development” AB/9 Safdarjang Enclave, New Delhi
- Reddy L. Venkateswara, (2005), “methods of Teaching Rural Sociology” Discovery Publishing House, 4831/24, Anrari Road, Prahlad street Darya Ganj, New Delhi

B.A. B.Ed IV Year : 2024-25
Paper-III& IV
Pedagogy of Civics
(Part II)

Duration: 2 Hrs.
Max Marks: 35

Objectives

The contents will enable the student teacher to

- Develop an understanding of the contents of secondary and senior secondary level
- Develop ability to do the content analysis
- Develop various teaching learning resources for efficient teaching & learning
- Develop professional skills to become a proficient teacher
- Develop an aptitude professional commitment & conviction

COURSE CONTENT

Unit 1: Civics Curriculum

1. Principles and approaches of curriculum construction.
2. New trends in Civics curriculum.
3. A critical appraisal of New trends in Civics curriculum at Secondary & Senior Secondary Stage.

Unit 2: Learning Resources in Civics

1. Learning resources - Exhibition, Projects, Quiz, Civics Room, Text Books and other reference materials.
2. Use of ICT.

Unit 3: Professional Development of Teacher

1. Professional competencies of Civics teacher.
2. Professional development programmes.
3. Reflective & Innovative practices in professional development of teacher.

Practicum/Field Work (Any one of the following)

1. Visit any Institution under Panchayati Raj and collect its institutional profile through structured/unstructured interview.
2. Do the content analysis of any book of Civics from the state board & find out the obsolete/irrelevant/repeated contents
3. Collect the details of various pressure groups operating in local politics & mention how they affect the political on-goings

References

- Bining and Bining: Teaching of Social Studies in Secondary Schools, New York.
- Bourne H.E.: Teaching of History and Civics, Bombay, Longmans 1972.
- Harlikar: Teaching of Civics in India, Bombay, Padma Publications Ltd.
- Kochhar, S.K.: Teaching of Social Science. Sterling Publishers Pvt.Ltd., New Delhi.

- Raic B.C.: Methods of Teaching Civics, Lucknow, 1985-86.
- बघेला, हेतसिंह : नागरिक शास्त्र शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर 1993
- त्यागी, गुरसरनदास : नागरिक शास्त्र का शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
- मित्तल, एम0एल0 : नागरिक शास्त्र का शिक्षण, लायल बुक डिपो, मेरठ
- कुदेसिया, उमेश चन्द्र : नागरिक शास्त्र शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
- सिंह, रामपाल : नागरिक शास्त्र शिक्षण,आर0लाल0 बुक डिपो, मेरठ।
- क्षत्रिय, के0 : नागरिक शास्त्र शिक्षण, लायल बुक डिपो, मेरठ
- श्रीमती संध्या मुखर्जी : नागरिक शास्त्र शिक्षण, प्रकाशन केन्द्र, लखनऊ, 1985-86।

B.A. B.Ed IV Year : 2024-25
Paper-III & IV
Pedagogy of History
(Part II)

Duration: 2 Hrs.
Max Marks: 35

Objectives

The Student-teachers will be able to-

- Develop an understanding of the Curriculum of History at Senior secondary level
- Develop ability to do the content analysis
- Develop various teaching learning resources for efficient teaching & learning
- Develop professional skills to become a proficient teacher
- Develop an aptitude professional commitment & conviction

COURSE CONTENT

Unit 1: History Curriculum

1. Principles and approaches of curriculum construction.
2. New trends in history curriculum.
3. A critical appraisal of existing history curriculum at senior secondary stage.

Unit 2: Learning Resources in History

1. Learning resources: Exhibition, projects, quiz, history room, text books and other reference materials, Museum.
2. Use of ICT.

Unit 3: Professional Development of Teacher

1. Professional competencies of subject teacher.
2. Professional development programmes.
3. Reflective & Innovative practices in professional development of teacher.

Practicum/Field Work (Any one of the following)

1. Pick any event from the history of colonial India & State how that event is still having its impact on the present day's happenings.
2. Prepare a power point presentation on any historical fort.
3. Write a note on any eminent historical writer of medieval era.

References

- Aggrawal, J.C. Teaching of History (A practical Approach), Vikas Publishing House Pvt. Ltd., New Delhi.
- Choudhary. K.P. ; Effective teaching of History in India, NCERT.
- Ghate, V.D. ; Suggestions for the teaching of History in India.
- Ghose, K.D.; Creative teaching of History OUP
- Hill, C.P. : Suggestions on the teaching of History.
- Kochhar, S.K.: Teaching of History, Sterling Publishers Private Limited, New Delhi.
- Verjeshwary, R. : Hand Book for History teacher in India.

In Hindi Edition:

- Dixit, Upender Nath and Baghela, Het Singh: History teaching, Raj.Hindi Granth, Akadami, Jaipur
- Ghatе, B.D.; History teaching, Hariyana
- Tyagi, Gurusharan: History teaching, Vinod Publication, Agra.

Paper-VI & VII

Pedagogy of Geography

(Part II)

Objectives

The contents will enable the student teacher to

Develop an understanding of the contents of secondary and senior secondary level

Develop ability to do the content analysis

Develop various teaching learning resources for efficient teaching & learning

Develop professional skills to become a proficient teacher

Develop an aptitude professional commitment & conviction

COURSE CONTENT

Unit 1: Geography Curriculum

- 1. Principles and approaches of curriculum construction.
- 2. New trends in Geography curriculum.
- 3. A critical appraisal of New trends in Geography curriculum at Secondary & Senior Secondary Stage.

Unit 2: Learning Resources in Geography

1. Learning resources: Exhibition, Projects, Quiz, Text Books and other reference materials.
2. Geography Lab, Use of ICT.

Unit 3: Professional Development of Teacher

1. Professional competencies of Geography teacher.
2. Professional development programmes.
3. Reflective & Innovative practices in professional development of teachers.

Practicum/Field Work (Any one)

1. Prepare a Teaching Model as a teaching aid for teaching Geography at secondary level .
2. Make a detailed pictorial Project on the ‘Great Barrier Reef’ Prepare it in such a way that students can refer it for extensive learning
3. Ask the people of community about the Moon Eclipse & Sun Eclipse & their superstitious & mythical thoughts associated with the concept. Compile the interesting facts and present them in class.

References

1. वर्मा, जे.पी. : भूगोल शिक्षण, विनोद पुस्तक मंदिर, आगरा 1987 ।
2. शर्मा, सी.आर : भूगोल शिक्षण, मॉडर्न पब्लिशर्स, मेरठ ।
3. सिंह, एच.एन.: भूगोल शिक्षण, विनोद पुस्तक मंदिर, आगरा 1987 ।
4. अरोड़ा,के.एल.: भूगोल शिक्षण, प्रकाश ब्रदर्स, लुधियाना 1983
5. मिश्रा, ए.एन. : भूगोल शिक्षण पद्धति, शिक्षण निकेतन, कानपुर 1959 ।

- 6. Singh, L.P.: Practical Geography, Allied publication, Allahabad.**
- 7. Barnard, H.C.: Principles and Practice of Geography Teaching, London University, Tutorial press, 1953.**
- 8. Kaul, A.K.: Why and How of Geography Teaching, Ambanu Publications, Srinagar, 1983.**
- 9. Verma, O.P. and Vedanayagam E.G.: Geography Teaching, Sterling Publishers, New Delhi, 1987.**
- 10. Gopsil, G.H.: The Teaching of Geography, Macmillan K Co.Ltd, London, 1958.**
- 11. Macnee: Teaching of Geography, Oxford University Press, and Bombay.**
- 12. Source Book for Teaching of Geography, UNESCO Publishing.**

B.A. B.Ed IV Year : 2024-25
Paper V
Health and Physical Education (EPC)

Max Marks: 50

Objectives:

The student teacher will be able to:

- understand the concept of holistic health, its various dimensions and determinants and the importance of sports and yoga for development of holistic health.
- Develop positive attitude towards health as individual and be collectively responsible to achieve it.
- Equip them to know their health status, identify health problems and be informed for taking remedial measures.
- awarethemselves about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries.
- learn and to form right habits about exercise, games and sports, sleep, rest and relaxation.
- Sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development.
- Create interest for the practice of yogasanas and meditations through which they learn the skills/art of self-control, concentration, peace and relaxation to avoid ill effects of stress, strain and fatigue of routine life.
- Understand various policies and programmes related to health, physical education and yoga.
- Help them to understand the process of assessment of health and physical fitness.
- To enable the students to understand & manage stress and strain.

COURSE CONTENT

Unit-I Health and Body Functioning

1. Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
2. Understanding of the body system—skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones, common health problems and diseases—its causes, prevention and cure, immunisation and first aid

Unit-II Food, Nutrition and Diseases

1. Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, preservation of food value during cooking, indigenous and modern ways to persevere food, shift in food practices and its Globalisation, practices related to food hygiene, Dietary requirements of human body with special emphasis on the nutritional needs according to age, sex, occupation, pregnancy and also withreference to sports-personship; Need for diet planning; malnutrition and deficiency diseases with prevention measures.
2. Communicable and Non-communicable diseases; Reproductive and sexual health, hygiene, RTI, STI, HIV/AIDS, responsible sexual behaviour, measures to prevent diseases transmission; Harmful effects of self-medication and patient's rights.
3. Occupational health hazards and its prevention; Commonly-abused substance and drugs and ways of prevention and inhabitation

Unit-III Physical fitness safety & Security

1. Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defence activities.
2. Safety and security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment.

Unit-IV Sports & Health And Yoga

1. Fundamentals skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships, sports-personship
2. Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major Indian, Western and traditional games) rhythmic activities, gymnastics and their impact on health.
3. Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports
4. *Yogic* practices — importance of *yoga*, *yogasanas*, *kriyas* and *pranayams*
5. Management of stress and strain and life skills.

Unit-V: Role of Institutions

1. Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes and role of media in promoting sports and health activities.
2. Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.

Practicum/Field Work (Any five of the following ensuring that one activity from each unit has been covered With Special Emphasis on Yoga)

- (1) Conduct a BMI (Body Mass Index) Test of the class & maintain the record.
- (2) Prepare a chart of the various stages of immunisation for the child & demonstrate it in class.
- (3) Prepare a chart of the common diseases, their causes & cure. Explain it to students.
- (4) Conduct a survey of any institute/organisation and find out the unhygienic places and corners there and also find out the remedial suggestions to make the place tidy.
- (5) Organise a 100 meter sprint session and record it. Afterwards do an analysis in the class of the mistakes committed or promptness shown by the participants.
- (6) Organise a suggestive session among the peers about animal attack experiences (Such as dog, bull, snake, ape etc) and note down how they reacted in the situation and also suggest the best option to depend. Prepare a report of the same.
- (7) Organise a session of *Yogasanas* & *Kriyas* and after the completion of the session, mention how it felt to you.
- (8) Paste some sports related newspaper/magazine cuttings in your file and share the contents in a session organised in the class.
- (9) Write an essay on any favourite game of yours and state how it helped you in keeping mentally & physically fit and what you liked most about the game.
- (11) Generally there are many trends of self-medication by home-prepared prescriptions. List such prescriptions & experiences associated with it prepare a report.
- (12) Prepare a dietary plan for a child of pre-adolescent age with the help of doctor/expert & display it in school & prepare it as a document.
- (13) Visit any industry to find out the health hazards for the workers there.
- (14) Organise a recreational sport in group & share how it was recreational.
- (15) Demonstrate some fitness exercises to students/peers & mention how it helps in developing physique & mental health.

References

- Cowell Charles C., and Schwehn Hind M.: Modern Principles and Methods in High school Physical Education Allyn and Bacon Honstio,1962
- Ministry of Education India: sharirk Shikshan aur ki Rashtriya Yojna New Delhi., 1960
- Mondson Joseph Ed : Techniques Physical Education Gerge G Harrap London 1950
- Randall M.W.: Objectives in Physical Education G.Bell, London,1967
- Shepard, N.M. ;Foundation and Principles of Physical Education Rounald Press New York
- Wakhankar D.G.: Manual of Physical education G Bell London 1967