

SYLLABUS
FOR
FOUR YEAR INTEGRATED (EIGHT SEMESTER)

B A-B ED. COURSE

(AS PER NCTE REGULATION 2014)

Department of Higher Education, Govt. of M.P.
Under Graduate Semester wise Syllabus
As recommended by Central Board of Studies

Approved by
Coordination Committee of Madhya Pradesh Universities
Department of Higher Education, M.P.

JIWAJI UNIVERSITY, GWALIOR

B.A. B. Ed. I Sem

Examination December 2020 Scheme

S. No.	C/O/H	Paper	Type	External Marks		Internal Marks		Total	
				Max.	Min.	Max.	Min.	Max.	Min.
1	C	FC- Moral Value And Language- I	Th	85	34	15	6	100	40
2	C	FC- Development of Intrepreneurship-I	Th	35	14	15	6	50	20
3	H	Hindi Litrature	Th	85	34	15	6	100	40
4	H	English Litrature	Th	85	34	15	6	100	40
5	H	Sanskrit Litrature	Th	85	34	15	6	100	40
6	H	Urdu Litrature	Th	85	34	15	6	100	40
7	H	History	Th	85	34	15	6	100	40
8	H	Economics	Th	85	34	15	6	100	40
9	H	Political Science	Th	85	34	15	6	100	40
10	H	Mathematics	Th	85	34	15	6	100	40
11	H	Philosophy	Th	85	34	15	6	100	40
12	H	Sociology	Th	85	34	15	6	100	40
13	H	Psychology	Th	65	26	10	4	75	30
14	H	Psychology Practical	PR	25	13	0		25	13
15	H	Geography	Th	65	26	10	4	75	30
16	H	Geography Practical	PR	25	13	0		25	13
17	C	Education Status, Problems and Issues	Th	85	34	15	6	100	40
18	C	Childhood Growing Up	Th	85	34	15	6	100	40

Passing Marks: Th 40% And Pr 50%

C - Stand for Compulsory Paper

O - Stand For Optional Paper Select as per Subject Guidline or Your Interest

H - Stand for Subject select for Higher Education Guidline and Your Interest

Dr. Vivek Bapat

Dean, Education, Jiwaji University, Gwalior

Dr. Vinod Singh Bhadoria

Chairman, Board of Studies Education, Page 2

JIWAJI UNIVERSITY, GWALIOR

B.A. B. Ed. II Sem

Examination June 2021 Scheme

S. No.	C/O/H	Paper	Type	External Marks		Internal Marks		Total	
				Max	Min	Max	Min	Max	Min
1	C	FC- Moral Value And Language- II	Th	85	34	15	6	100	40
2	C	FC- Development of Intrepreneurship-II	Th	35	14	15	6	50	20
3	H	Hindi Litrature	Th	85	34	15	6	100	40
4	H	English Litrature	Th	85	34	15	6	100	40
5	H	Sanskrit Litrature	Th	85	34	15	6	100	40
6	H	Urdu Litrature	Th	85	34	15	6	100	40
7	H	History	Th	85	34	15	6	100	40
8	H	Economics	Th	85	34	15	6	100	40
9	H	Political Science	Th	85	34	15	6	100	40
10	H	Mathcmatics	Th	85	34	15	6	100	40
11	H	Philosophy	Th	85	34	15	6	100	40
12	H	Sociology	Th	85	34	15	6	100	40
13	H	Psychology	Th	65	26	10	4	75	30
14	H	Psychology Practical	Practical	25	13	0		25	13
15	H	Geography	Th	65	26	10	4	75	30
16	H	Geography Practical	Practical	25	13	0		25	13
17	C	Learning And Teaching	Th	85	34	15	6	100	40
18	C	Curriculum Development and School	Th	85	34	15	6	100	40

Passing Marks: Th 40% And Pr 50%

C - Stand for Compulsory Paper

O - Stand For Optional Paper Select as per Subject Guidline or Your Interest

H - Stand for Subject select for Higher Education Guidline and Your Interest

JIWAJI UNIVERSITY, GWALIOR

B.A. B. Ed. III Sem

Examination December 2021 Scheme

S. No.	C/O/H	Paper	Type	External Marks		Internal Marks		Total	
				Max	Min	Max	Min	Max	Min
1	C	FC- Moral Value And Language- III	Th	85	34	15	6	100	40
2	C	FC- Environmental Studies - I	Th	35	14	15	6	50	20
3	H	Hindi Litratione	Th	85	34	15	6	100	40
4	H	English Litratione	Th	85	34	15	6	100	40
5	H	Sanskrit Litratione	Th	85	34	15	6	100	40
6	H	Urdu Litratione	Th	85	34	15	6	100	40
7	H	History	Th	85	34	15	6	100	40
8	H	Economics	Th	85	34	15	6	100	40
9	H	Political Science	Th	85	34	15	6	100	40
10	H	Mathematics	Th	85	34	15	6	100	40
11	H	Philosophy	Th	85	34	15	6	100	40
12	H	Sociology	Th	85	34	15	6	100	40
13	H	Psychology	Th	65	26	10	4	75	30
14	H	Psychology Practical	Practical	25	13	0		25	13
15	H	Geography	Th	65	26	10	4	75	30
16	H	Geography Practical	Practical	25	13	0		25	13
17	C	Educational Policies School Leadership and Management	Th	85	34	15	6	100	40
18	C	Gender School And Society	Th	85	34	15	6	100	40
19	C	Reading And Reflecting on Text	Practical	40	20	10	5	50	25

Passing Marks: Th 40% And Pr 50%

C - Stand for Compulsory Paper

O - Stand For Optional Paper Select as per Subject Guidline or Your Interest

H - Stand for Subject select for Higher Education Guidline and Your Interest

JIWAJI UNIVERSITY, GWALIOR

B.A. B. Ed. IV Sem

Examination June 2022 Scheme

S. No.	C/O/H	Paper	Type	External Marks		Internal Marks		Total	
				Max	Min	Max	Min	Max	Min
1	C	FC- Moral Value And Language- IV	Th	85	34	15	6	100	40
2	C	FC- Environmental Studies - II	Th	35	14	15	6	50	20
3	H	Hindi Litrature	Th	85	34	15	6	100	40
4	H	English Litrature	Th	85	34	15	6	100	40
5	H	Sanskrit Litrature	Th	85	34	15	6	100	40
6	H	Urdu Litrature	Th	85	34	15	6	100	40
7	H	History	Th	85	34	15	6	100	40
8	H	Economics	Th	85	34	15	6	100	40
9	H	Political Science	Th	85	34	15	6	100	40
10	H	Mathematics	Th	85	34	15	6	100	40
11	H	Philosophy	Th	85	34	15	6	100	40
12	H	Sociology	Th	85	34	15	6	100	40
13	H	Psychology	Th	65	26	10	4	75	30
14	H	Psychology Practical	PR	25	13	0		25	13
15	H	Geography	Th	65	26	10	4	75	30
16	H	Geography Practical	PR	25	13	0		25	13
17	C	Educational Technology And ICT	Th	85	34	15	6	100	40
18	C	Creating And inclusive Education	Th	85	34	15	6	100	40
19	C	Drama and art in Education	PR	40	20	10	5	50	25

Passing Marks: Th 40% And Pr 50%

C - Stand for Compulsory Paper

O - Stand For Optional Paper Select as per Subject Guidline or Your Interest

H - Stand for Subject select for Higher Education Guidline and Your Interest

JIWAJI UNIVERSITY, GWALIOR

B.A. B. Ed. V Sem

Examination December 2022 Scheme

S. No.	C/O/H	Paper	Type	External Marks		Internal Marks		Total	
				Max	Min	Max	Min	Max	Min
1	C	FC- Moral Value And Language- V	Th	85	34	15	6	100	40
2	C	FC- Basic Computer And IT - I	Th	35	14	15	6	50	20
3	H	Hindi Litrature	Th	85	34	15	6	100	40
4	H	English Litrature	Th	85	34	15	6	100	40
5	H	Sanskrit Litrature	Th	85	34	15	6	100	40
6	H	Urdu Litrature	Th	85	34	15	6	100	40
7	H	History	Th	85	34	15	6	100	40
8	H	Economics	Th	85	34	15	6	100	40
9	H	Political Science	Th	85	34	15	6	100	40
10	H	Mathematics	Th	85	34	15	6	100	40
11	H	Philosophy	Th	85	34	15	6	100	40
12	H	Sociology	Th	85	34	15	6	100	40
13	H	Psychology	Th	65	26	10	4	75	30
14	H	Psychology Practical	Practical	25	13	0		25	13
15	H	Geography	Th	65	26	10	4	75	30
16	H	Geography Practical	Practical	25	13	0		25	13
17	O (ANY ONE)	Value Education	Th	85	34	15	6	100	40
		Health And Physical Education							
		Guidance and Counselling in school							
		Educational Administration and Management							
18	C	Action Research	Th	85	34	15	6	100	40
19	C	Educational Psychology Practical	Practical	40	20	10	5	50	25

Passing Marks: Th 40% And Pr 50%

C - Stand for Compulsory Paper

O - Stand For Optional Paper Select as per Subject Guidline or Your Interest

H - Stand for Subject select for Higher Education Guidline and Your Interest



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

JIWAJI UNIVERSITY, GWALIOR

B.A. B. Ed. VI Sem

Examination June 2023 Scheme

S. No.	C/O/H	Paper	Type	External Marks		Internal Marks		Total	
				Max	Min	Max	Min	Max	Min
1	C	FC- Moral Value And Language- VI	Th	85	34	15	6	100	40
2	C	FC- Environmental Education - II	Th	35	14	15	6	50	20
3	H	Hindi Litrature	Th	85	34	15	6	100	40
4	H	English Litrature	Th	85	34	15	6	100	40
5	H	Sanskrit Litrature	Th	85	34	15	6	100	40
6	H	Urdu Litrature	Th	85	34	15	6	100	40
7	H	History	Th	85	34	15	6	100	40
8	H	Economics	Th	85	34	15	6	100	40
9	H	Political Science	Th	85	34	15	6	100	40
10	H	Mathematics	Th	85	34	15	6	100	40
11	H	Philosophy	Th	85	34	15	6	100	40
12	H	Sociology	Th	85	34	15	6	100	40
13	H	Psychology (Counselling Psychology)	Th	65	26	10	4	75	30
14	H	Psychology Practical	Practical	25	13	0		25	13
15	H	Geography	Th	65	26	10	4	75	30
16	H	Geography Practical	Practical	25	13	0		25	13
17	O (Any One)	Pedagogy Subject - I	Th	85	34	15	6	100	40
		Hindi							
		English							
		Sanskrit							
Urdu)									
18	O (Any One)	Pedagogy Subject - II	Th	85	34	15	6	100	40
		History							
		Civics							
		Geography							
		Economics							
Social Science									
19	C	Project	Practical	100	50	0	0	100	50

Passing Marks: Th 40% And Pr 50%

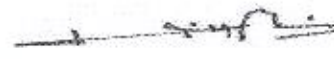
C - Stand for Compulsory Paper

O - Stand For Optional Paper Select as per Subject Guidline or Your Interest

H - Stand for Subject select for Higher Education Guidline and Your Interest



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

JIWAJI UNIVERSITY, GWALIOR

B.A.-B.Ed. / B. Sc.-B. Ed. VII Sem

Examination December 2023 Scheme

S. No.	C/O/H	Paper	Type	External Marks		Internal Marks		Total	
				Max	Min	Max	Min	Max	Min
1	C	Micro Teaching (Eight Skills)	PR	0	0	50	25	50	25
2	C	School Internship	PR	0	0	50	25	50	25
3	C	Final Lesson I	PR	100	50	0	0	100	50
4	C	Final Lesson II	PR	100	50	0	0	100	50
5	C	Unit Plan I & II	PR	0	0	10	5	10	5
6	C	Unit Text (I&II) Administration, evaluation and Interpretation	PR	0	0	10	5	10	5
7	C	Resource Unit / Instructional Kit / Work Book / Working Models	PR	0	0	20	10	20	10
8	C	Observation Record	PR	0	0	10	5	10	5

Passing Marks: Th 40% And Pr 50%

JIWAJI UNIVERSITY, GWALIOR

B.A.- B.Ed. / B. Sc.-B. Ed. VIII Sem

Examination June 2024 Scheme

S. No.	C/O/H	Paper	Type	External Marks		Internal Marks		Total	
				Max	Min	Max	Min	Max	Min
1	C	Proficiency of English	Th	85	34	15	6	100	40
2	C	Proficiency of Hindi	Th	85	34	15	6	100	40
3	C	Understading the Self	PR	40	20	10	5	50	25
4	C	Understading of ICT	PR	40	20	10	5	50	25

Passing Marks: Th 40% And Pr 50%

C - Stand for Compulsory Paper

O - Stand For Optional Paper Select as per Subject Guidline or Your Interest

H - Stand for Subject select for Higher Education Guidline and Your Interest



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

सत्र 2014-15 से लागू होने वाले आधार पाठ्यक्रम की सेमिस्टर व्यवस्था

Semester	Paper I (100 Marks)			Paper II (50 Marks)		
	Title	Internal-15	Theory-85	Title	Internal	Theory
I	नैतिक मूल्य और भाषा- I (Moral Values & Language-I)	Part-A: Moral Values + Hindi = 05+05 = 10 Marks Part-B: English = 5 Marks	Part-A: Moral Values + Hindi = 15+35 = 50 Marks Part-B: English = 35 Marks	रघमिता विकास I (Development of Entrepreneurship-I)	15 Marks	35 Marks
II	नैतिक मूल्य और भाषा- II (Moral Values & Language-II)	Part-A: Moral Values + Hindi = 05+05 = 10 Marks Part-B: English = 5 Marks	Part-A: Moral Values + Hindi = 15+35 = 50 Marks Part-B: English = 35 Marks	रघमिता विकास - II (Development of Entrepreneurship-II)	15 Marks	35 Marks
III	नैतिक मूल्य और भाषा- III (Moral Values & Language-III)	Part-A: Moral Values + Hindi = 05+05 = 10 Marks Part-B: English = 5 Marks	Part-A: Moral Values + Hindi = 15+35 = 50 Marks Part-B: English = 35 Marks	पर्यावरणीय अध्ययन- I (Environmental Studies-I)	15 Marks	35 Marks
IV	नैतिक मूल्य और भाषा- IV (Moral Values & Language-IV)	Part-A: Moral Values + Hindi = 05+05 = 10 Marks Part-B: English = 5 Marks	Part-A: Moral Values + Hindi = 15+35 = 50 Marks Part-B: English = 35 Marks	पर्यावरणीय अध्ययन- II (Environmental Studies-II)	15 Marks	35 Marks
V	नैतिक मूल्य और भाषा- V (Moral Values & Language-V)	Part-A: Moral Values + Hindi = 05+05 = 10 Marks Part-B: English = 5 Marks	Part-A: Moral Values + Hindi = 15+35 = 50 Marks Part-B: English = 35 Marks	Basic of Computer & Information Technology-I	15 Marks	35 Marks
VI	नैतिक मूल्य और भाषा- VI (Moral Values & Language-VI)	Part-A: Moral Values + Hindi = 05+05 = 10 Marks Part-B: English = 5 Marks	Part-A: Moral Values + Hindi = 15+35 = 50 Marks Part-B: English = 35 Marks	Basic of Computer & Information Technology-II	15 Marks	35 Marks

अ. प्रत्येक सेमिस्टर के प्रथम प्रश्न-पत्र में निम्न तीन पाठ्यक्रम विषय निम्नानुसार समाहित होंगे

1. नैतिक मूल्य — इकाई 1
2. हिन्दी भाषा — इकाई 2 एवं 3
3. अंग्रेजी भाषा — इकाई 4 एवं 5

ब. प्रत्येक सेमिस्टर का द्वितीय प्रश्न-पत्र पूर्वानुसार कुल 50 अंकों का रहेगा।

मूल्यांकन एवं परीक्षा व्यवस्था

आंतरिक मूल्यांकन

प्रथम प्रश्न-पत्र के आंतरिक मूल्यांकन में निम्नानुसार व्यवस्था रहेगी

1. इकाई 1 (नैतिक शिक्षा) — 05 अंक
2. इकाई 2 एवं 3 (हिन्दी भाषा) — 05 अंक
3. इकाई 4 एवं 5 (अंग्रेजी भाषा) — 05 अंक

द्वितीय प्रश्न-पत्र के आंतरिक मूल्यांकन में निम्नानुसार व्यवस्था रहेगी

- इकाई 1 से 5 तक — 15 अंक

सैद्धांतिक मूल्यांकन

(अ) प्रथम प्रश्न-पत्र का सैद्धांतिक मूल्यांकन तीन घंटों में किया जावेगा। इस प्रश्न-पत्र में दो खण्ड अ तथा ब होंगे। इस हेतु परीक्षार्थी को दो उत्तर पुस्तिकाएं पृथक-पृथक दी जावेगी। खण्ड-अ हेतु प्रथम उत्तर पुस्तिका में तीन इकाईयाँ (नैतिक शिक्षा एवं हिन्दी भाषा) को सम्मिलित करते हुए उत्तर देने बाबत स्थान निर्धारित रहेगा। इसी प्रकार खण्ड-ब हेतु द्वितीय उत्तर पुस्तिका में इकाई 4 और 5 (अंग्रेजी भाषा) को सम्मिलित करते हुए स्थान रहेगा। अंकों का विवरण निम्नानुसार है-

1. खण्ड-अ प्रथम उत्तर पुस्तिका (नैतिक शिक्षा एवं हिन्दी भाषा) — 50 अंक
वस्तुनिष्ठ प्रश्न कुल 05, अंक 05 (5×1), केवल इकाई 2 और 3 से कुल 05 बहुविकल्पीय प्रश्न पूछे जावेंगे।
लघु उत्तरी प्रश्न कुल 03, अंक 15 (3×5), इकाई 1, 2 और 3 से एक-एक प्रश्न आंतरिक विकल्प के साथ पूछे जावेंगे।

दीर्घ उत्तरी प्रश्न कुल 03, अंक 30 (3×10), इकाई 1, 2 और 3 से एक-एक प्रश्न आंतरिक विकल्प के साथ पूछे जावेंगे।

2. खण्ड-ब द्वितीय उत्तर पुस्तिका (अंग्रेजी भाषा) — 35 अंक
वस्तुनिष्ठ प्रश्न कुल 05, अंक 05 (5×1), केवल इकाई 4 और 5 से कुल 05 बहुविकल्पीय प्रश्न पूछे जावेंगे।
लघुउत्तरी प्रश्न कुल 02, अंक 10 (2×5), इकाई 4 और 5 से एक-एक प्रश्न आंतरिक विकल्प के साथ पूछे जावेंगे।

दीर्घउत्तरी प्रश्न कुल 02, अंक 20 (2×10), इकाई 4 और 5 से एक-एक प्रश्न आंतरिक विकल्प के साथ पूछे जावेंगे।

(ब) द्वितीय प्रश्न-पत्र का सैद्धांतिक मूल्यांकन पूर्वानुसार रहेगा।



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Subject: Foundation Course – I

Title of Paper: नैतिक शिक्षा और भाषा (Moral Values & Language)

Max. Marks: 85 (Moral Education- 15, Hindi- 35, English- 35)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

**Particulars
Part- A**

Unit — I	नैतिक मूल्य 1. नैतिक मूल्य परिचय एवं वर्गीकरण – डॉ. शशि राय 2. आवरण की सभ्यता – सरदार पूर्ण सिंह	15
Unit — II	हिन्दी भाषा 1. स्वतंत्रता पुकारती (कविता) – जयशंकर प्रसाद 2. जाग तुझको दूर जाना (कविता) – महादेवी वर्मा 3. उत्साह (निबंध) – रामचन्द्र शुक्ल 4. शिरीष के फूल (ललित निबंध) – हजारी प्रसाद द्विवेदी 5. वाक्य संरचना और अशुद्धियों (संकलित)	17
Unit — III	हिन्दी भाषा 1. नमक का दरोगा (कहानी) – प्रेमचंद्र 2. हार की जीत (कहानी) – सुदर्शन 3. भगवान बुद्ध (निबंध) – स्वामी विवेकानन्द 4. लोकतंत्र एक धर्म है निबंध – सर्वपल्ली राधाकृष्णन 5. पर्यायवाची – विलोम शब्द, एकार्थी-अनेकार्थी शब्द, शब्दयुग्म (संकलित)	18
Part -B		
Unit — IV	English Language 1. John Keats : Ode to a Nightingale 2. Rabindra Nath Tagore : Where the Mind is Without Fear 3. Rajgopalachari : Preface to the Mahabharata 4. Maharishi Mahesh Yogi: The Beacon Light of the Himalayas	17
Unit — V	English Language Comprehension/ Unseen Passage Composition and Paragraph writing (Based on the expansion of an idea) Basic language skills : vocabulary, synonyms, antonyms, word formation, prefixes, suffixes, confusing words, misused words, similar words with different meanings, proverbs Basic language skills : Grammer and Usage, Tenses, Prepositions, determiners, countable/ uncountable nouns, verbs, articles and adverbs.	18

** सैद्धान्तिक परीक्षा हेतु उपरोक्तानुसार 85 (15+35+35) अंक और आन्तरिक मूल्यांकन (सी.सी.ई) हेतु पृथक से 15 (5+5+5) अंक निर्धारित हैं।



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Subject: Foundation Course – II

Title of Paper: उद्यमिता विकास (Entrepreneurship)

Max. Marks - 50
External Marks - 35
Internal Marks - 15

Particulars

इकाई-1	उद्यमिता-परिभाषा, विशेषताएँ एवं महत्व, एक उद्यमी के प्रकार एवं कार्य, उद्यमिता अभिप्रेरणा घटक Entrepreneurship- Definition, Characteristics and importance, Types and functions of an entrepreneur, motivational factors of entrepreneurship.
इकाई-2	अ) लक्ष्य प्राप्ति की प्रेरणा एवं विचारों की स्थापना। लक्ष्य निर्धारित एवं चुनौती का सामना। समस्या समाधान एवं सृजनात्मकता। क्रमबद्ध योजना एवं क्षमता की दिशबद्धता। आत्मविश्वास का विकास। ब) सम्प्रेषण कला। शब्दिक व अशब्दिक सम्प्रेषण, प्रभावित करने की क्षमता। सम्प्रेषण की आधुनिक तकनीक a) Motivation to achieve targets and establishment of ideas. Setting targets and facing challenges. Resolving problems and creativity. b) Sequenced planning and guiding capacity, Development of self confidence. Communication skills, Verbal & Non Verbal Communication, Capacity to influence, Modern Techniques of Communication.
इकाई-3	अ) परियोजना प्रतिवेदन, चुनी हुई प्रक्रिया का मूल्यांकन, विस्तृत परियोजना प्रतिवेदन – आवश्यकता एवं प्रासंगिकता परियोजना प्रपत्र के प्रमुख भाग, परियोजना प्रतिवेदन तैयार करा। ब) संगठन के प्रकार का चयन – एकाकी व्यवसाय, साझेदारी एवं सहकारी समिति का अर्थ एवं विशेषताएँ संगठन के चयन को प्रभावित करने वाले घटक। स) आर्थिक प्रबंध – वित्तीय संस्थान एवं बैंकों की भूमिका, बैंकिंग, वित्तीय योजना, कार्यशील पूँजी-मूल्यांकन तथा प्रबंधन, लागत एवं मूल्य निर्धारण तथा लाभ का मूल्यांकन आर्थिक लेखा-जोखा रखना। a) Project Report- Evaluation of selected process. Detailed project report — Preparation of main part of project report pointing out necessary and viability. b) Selecting the form of Organisation — Meaning and characteristics of sole Proprietorship, Partnership and cooperative committees, elements affecting selection of a form of an organisation. c) Economic management — Role of banks and financial institutions banking, financial plans, working capital- evaluation and management, keeping of accounts.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

इकाई-4	<p>अ) उत्पादन का प्रबंध, कच्चा माल क्रय करने की प्रक्रिया चल सम्पत्ति/माल का प्रबंधन गुणवत्ता प्रबंधन कर्मचारी प्रबंधन पैकिंग</p> <p>ब) विपणन प्रबंधन बिक्री एवं बेचने की कला बाजार की समझ एवं विपणन विपणन नीति उपभोक्ता प्रबंधन समय प्रबंधन</p> <p>a) Production management Methods of purchase of Raw Materials. Management of movable assets/goods. Quality management. Employee management. Packing.</p> <p>b) Marketing Management. Sales and the art of selling. Understanding the market and market policy. Consumer management. Time management.</p>
इकाई-5	<p>1. नियामक संस्थाओं की भूमिका—जिला उद्योग केन्द्र, प्रदूषण निवारण मंडल, खाद्य एवं औषधि प्रशासन, विद्युत विभाग तथा नगर निगम का विशेष अध्ययन।</p> <p>2. विकासात्मक संस्थाओं की भूमिका, खादी एवं ग्रामीण आयोग/बोर्ड, मध्यप्रदेश वित्त निगम, अनुसूचित बैंक, मध्यप्रदेश की महिला आर्थिक विकास निगम।</p> <p>3. स्वरोजगार मूलक योजनाएँ — प्रधानमंत्री रोजगार योजना, स्वर्ण जयंती शहरी रोजगार योजना, रानी दुर्गावती योजना, दीनदयाल स्वरोजगार योजना।</p> <p>4. विभिन्न अनुदान योजनाएँ— लागत पूँजी अनुदान, ब्याज अनुदान, प्रवेश कर से छूट, परियोजना प्रतिवेदन, प्रतिपूर्ति अनुदान आदि।</p> <p>5. महिला उद्योगियों हेतु विशेष प्रेरणाएँ, संभावनाएँ एवं समस्याएँ।</p> <p>6. मध्य प्रदेश आदिवासी वित्त विकास निगम की योजनाएँ, मध्य प्रदेश अन्त्यावसायी निगम की योजना, मध्य प्रदेश पिछड़ा वर्ग एवं अल्पसंख्यक वित्त विकास निगम की योजनाएँ।</p> <p>a) Role of Regulatory institutions — District Industry Centre, Pollution Control Board, Food and Drug Administration, special study of Electricity Development and Municipal Corporation.</p> <p>b) Role of development organizations, Khadi & village Commission/ Board, MP Finance Corporation, scheduled banks, MP Women's Economics Development Corporation.</p> <p>c) Self-employment-oriented schemes, Prime Minister's Employment schemes, Golden Jubilee Urban environment scheme, Rani Durgavati Self- Employment scheme, Pt. Deendayal Self-employment scheme.</p> <p>d) Various grant schemes - Cost of Capital grant, interest grant, exemption from entry tax, project report, reimbursement grant, etc.</p> <p>e) Special incentives for Women Entrepreneurs, prospects & possibilities,</p> <p>f) Schemes of M.P. Tribal Finance Development Corporation, schemes of M.P. Antyavasai Corporation, schemes of M.P. Backward Class and Minorities Finance Development Corporation.</p>

** सैद्धान्तिक परीक्षा हेतु उपरोक्तानुसार 35 अंक और आन्तरिक मूल्यांकन (सी.सी.ई) हेतु 15 अंक निर्धारित है।



Dr. Vivck Bapat

Dean, Education, Ujjain University, Ujjain



Dr. Vinod Singh Bhadoria

Chairman, Board of Studies Education, Page 17

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-II

Subject: Foundation Course – I

Title of Paper: नैतिक शिक्षा और भाषा (Moral Values & Language)

Max. Marks: 85 (Moral Education- 15, Hindi- 35, English- 35)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particulars Part- A

Unit – I	नैतिक मूल्य 1. अंतर्ज्ञान और नैतिक जीवन – सर्वपल्ली राधाकृष्णन 2. अप्य दीपो भव – स्वामी श्रद्धानंद 3. बुद्ध की करुणा – डॉ. सद्धा तिस्स	15
Unit – II	हिन्दी भाषा 1. भारत वन्दना (कविता) – सूर्यकांत त्रिपाठी 'निराला' 2. पुष्प की अगिलाषा (कविता) – माखनलाल चतुर्वेदी 3. अकाल एवं उसके बाद (कविता) – नागार्जुन 4. निर्माल्य (ललित निबंध) – विद्यानिवास मिश्र 5. मानक हिन्दी का स्वरूप (संकलित)	17
Unit – III	हिन्दी भाषा 1. अफसर (व्यंग्य) – शरद जोशी 2. भोलाराम का जीव (व्यंग्य) – हरिशंकर परसाई 3. हिन्दुत्वा – वीर सावरकर 4. भारत देश और उसके निवासी (विश्लेषणतमक) – रामधारी सिंह दिनकर 5. पल्लवन और संक्षेपण (संकलित)	18
Part- B		
Unit – IV	English Language 1. William Wordsworth : The Solitary Reaper 2. A Song of Kabir- Translated by Tagore 3. Khushwant Singh : The Portrait of a Lady 4. Vivekananda: <i>The East and the West</i> (1909)	17
Unit – V	English Language Comprehension, Unseen Passages, Report- writing, Composition, Short Essay, Paragraph Writing (Based on the expansion of an idea) Basic language skills : vocabulary, synonyms, antonyms, word formation, prefixes, suffixes, confusing words, similar words with different meanings, proverbs, situational conversations like conversation at the post office, bank, market place, railway station, college etc. Basic language skills : Grammer and Usage, Tenses, Prepositions,	18

** सैद्धान्तिक परीक्षा हेतु उपरोक्तानुसार 85 (15+35+35) अंक और आन्तरिक मूल्यांकन (सी.सी.ई) हेतु पृथक से 15 (5+5+5) अंक निर्धारित है।

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-II

Subject: Foundation Course – II

Title of Paper: उद्यमिता विकास (Entrepreneurship)

Max. Marks - 50
External Marks - 35
Internal Marks - 15

Particulars

इकाई-1	उद्यमिता का आशय, मत, उद्यमिता के गुण, सफल उद्यमी के गुण Entrepreneurship- Meaning, Concept, Characteristics of entrepreneur, Qualities of Successful Entrepreneurs
इकाई-2	उद्यमिता के प्रकार, महत्व और विभिन्न विद्वानों के मत लक्ष्य निर्माण, लक्ष्य कैसे प्राप्त करें। लक्ष्य प्राप्ति में समस्याएँ, उनका समाधान स्वप्रेरणा, स्वप्रेरणा के तत्व एवं विकास विभिन्न विद्वानों के मत, आकलन, निष्कर्ष नेतृत्व सगता, उनका विकास और प्रतिफलन Types of entrepreneurship, importance and views of various thinkers (Scholars) <ul style="list-style-type: none">• Formation of goals, How to achieve goals.• Problems in achieving targets and solution.• Self motivation, elements of self motivation and development.• Views of various scholars, evaluation, solutions.• Leadership capacity: Its development and results
इकाई-3	परियोजनाएँ तथा विभिन्न संगठन (शासकीय-अशासकीय), शासकीय परियोजनाएँ, अशासकीय परियोजनाएँ, बैंकों का योगदान, उनकी सीमाएँ, क्षेत्र Projects and various organisations (Govt., non-Govt.), Govt. Projects, Non- Govt. projects. Contribution of Banks, their limitations, scope.
इकाई-4	अच्छे उद्यमी के कौन-कौन से कार्य, गुण, प्रबंधन इत्यादि, अच्छे उद्यमी के गुण आधुनिक और पूर्ववर्ती, उद्यमी की प्रबंधन कला, उद्यमी के प्रेरक तत्व Functions, qualities, management of a good entrepreneur, Qualities of the entrepreneur (Modern and traditional). Management skills of the entrepreneur, Motive factors of the entrepreneur.
इकाई-5	उद्यमी की समस्याएँ, क्षेत्र, पूँजी की समस्या, शक्तिकरण की समस्या, पूँजीवन की समस्या प्रशासनिक समस्याएँ, स्वामित्व की समस्याएँ इत्यादि Problems and Scope of the Entrepreneur : <ul style="list-style-type: none">• Problem of Capital• Problem of Power• Problem of Registration• Administrative problems• Problems of Ownership

** सैद्धान्तिक परीक्षा हेतु उपरोक्तानुसार 35 अंक और आन्तरिक मूल्यांकन (सी.सी.ई) हेतु 15 अंक निर्धारित है।



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-III

Subject: Foundation Course – I

Title of Paper: नैतिक शिक्षा और भाषा (Moral Values & Language)

Max. Marks: 85 (Moral Education- 15, Hindi- 35, English- 35)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particulars Part- A

Unit – I	नैतिक मूल्य 1. शिकागो व्याख्यान – स्वामी विवेकानन्द 2. धर्म एवं राष्ट्रवाद – महर्षि अरविंद 3. कालापानी – वीर सावरकर 4. गय से मुक्ति – जे. कृष्णमूर्ति 5. चित्त जहाँ भय शून्य – रवीन्द्रनाथ ठाकुर	15
Unit – II	हिन्दी भाषा 1. कछुआ धर्म (निबंध) – वन्दर शर्मा 'गुलेरी' 2. वह तोड़ती पत्थर (कविता) – गिराला 3. सपनों की उड़ान (प्रेरक निबंध) – ए.पी.जे. अब्दुल कलाम 4. चीफ दी दावत (कहानी) – भीष्म सहानी 5. वर्ण-विन्यास (व्याकरण) – विश्वनाथ प्रसाद मिश्र	17
Unit – III	हिन्दी भाषा 1. आदिवासी घरोंहर (निबंध) – डॉ. श्यामाचरण दुबे 2. नारीत्व का अभिशाप (निबंध) – महादेवी वर्मा 3. ब्रह्माण्ड की रचना (वैज्ञानिक लेख) – जयंत विष्णु नार्लीकर 4. प्रमुख वैज्ञानिक आविष्कार (संकलित) 5. संधि और रागास (संकलित)	18
Part- B		
Unit – IV	English Language 1. Tree : Tina Morris 2. Night of the scorpion : Nissirn Ezekiel 3. What is Science? : George Orwell 4. On the Rule of the Road : A.G. Gardiner	17
Unit – V	English Language Comprehension of Unseen Passages, Paragraph Writing, Report- writing, Short Essay on a given topic Correspondence skills (Formal & Informal Letters and Application)	18

** सैद्धान्तिक परीक्षा हेतु उपरोक्तानुसार 85 (15+35+35) अंक और आन्तरिक मूल्यांकन (सी.सी.ई) हेतु पृथक से 15 (5+5+5) अंक निर्धारित है।

Dr. Vivek Bapat

Dr. Vinod Singh Bhadoria

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-III

Subject: Foundation Course – II

Title of Paper: पर्यावरण अध्ययन -II (Environment Study)

Max. Marks - 50
External Marks - 35
Internal Marks - 15

Particulars

इकाई-1	Study of Environment and ecology: 1. Definition and Importance. 2. Public participation and Public awareness. पर्यावरण एवं पारिस्थितिकीय अध्ययन 1- परिभाषा एवं महत्त्व 2- जनभागीदारी एवं जन जागरण
इकाई-2	Environmental Pollution : 1. Air, water, noise, heat and nuclear pollution- Definition, Causes, effect and prevention of pollution. 2. Disaster management — Flood, Earthquake, cyclones and landslides. पर्यावरण प्रदूषण 1. वायु, जल, ध्वनि, ताप, आणविक, प्रदूषण-परिभाषा, प्रदूषण के कारण, प्रभाव एवं रोकथाम 2. आपदा प्रबंधन – बाढ़, भूकंप, चक्रवात एवं भूस्खलन
इकाई-3	Environment and social problems - 1. Sustainable development- Introduction 2. Energy problems of cities, solar energy, biogas and wind energy 3. Water conservation — rain- water harvesting. पर्यावरण एवं सामाजिक समस्याएँ 1. धारणीय विकास 2. नगरों की ऊर्जा समस्या, सौर ऊर्जा, जैविक ईंधन तथा पवन ऊर्जा 3. जल संरक्षण – वर्षा, जल-संग्रहण
इकाई-4	Role of mankind in conserving natural resources ; 1. Food resources — World food problem. 2. Energy resources — increasing demand for energy. प्राकृतिक संसाधनों के संरक्षण में मनुष्य की भूमिका 1. खाद्य-आहार संसाधन –विश्व आधार समस्या 2. ऊर्जा संसाधन – ऊर्जा की बढ़ती मांग
इकाई-5	Environment conservation laws : 1. Conservation laws for air and water pollution. 2. Wildlife conservation laws. 3. Role of information technology in protecting environment & health. पर्यावरण संरक्षण कानून 1. वायु तथा जल प्रदूषण-संरक्षण कानून 2. वन्य प्राणी संरक्षण कानून 3. पर्यावरण तथा स्वास्थ्य रक्षा में सूचना प्रौद्योगिकी की भूमिका

** सदस्य पुस्तक हिन्दी ग्रंथ अकादमी, भोपाल द्वारा प्रकाशित पुस्तक।

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-IV

Subject: Foundation Course – I

Title of Paper: नैतिक शिक्षा और भाषा (Moral Values & Language)

Max. Marks: 85 (Moral Education- 15, Hindi- 35, English- 35)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particulars Part- A

Unit — I	नैतिक मूल्य 1. भारतीय संविधान की प्रस्तावना 2. नगरिक के अधिकार और कर्तव्य 3. राज्य की नीति-निदेशक तत्व	15
Unit — II	हिन्दी भाषा 1. दिमागी गुलामी (निबंध) – राहुल सांकृत्यायन 2. फॉरा (कहानी) – गोविन्द मिश्र 3. हमारा सौर मण्डल (संकलित) 4. जीवन : उत्पत्ति और संरचना (संकलित) 5. विराम चिन्ह – उपयोग और प्रयोग (संकलित)	17
Unit — III	हिन्दी भाषा 1. इन्द्रधनुष का रहस्य (वैज्ञानिक लेख) – डॉ. कपूरमल जैन 2. चली फगुनहट बौरे आम (ललित निबंध) – विवेकी राय 3. भोजन और स्वास्थ्य (संकलित) 4. निबंध रचना (संकलित) 5. संक्षिप्तियाँ (संकलित)	18
Part- B		
Unit — IV	English Language 1- Three Questions : C. Rajgopalachari 2- Ramanujan : C.P. Snow 3- The Power of W.E. : Roger Rosenblatt 4- A Short Extract from the Naked Ape : Desmond Morris	17
Unit — V	English Language Narrative skills — narration of events and situations. Production of speech : Classification of sounds. Correction of common errors in the sentence structure, Drafting C.V. Basic language skills : Tenses, prepositions, determiners, verbs & Articles, Nouns Sr_ Pronouns.	18

** सैद्धान्तिक परीक्षा हेतु उपरोक्तानुसार 85 (15+35+35) अंक और आन्तरिक मूल्यांकन (सी.सी.ई) हेतु पृथक से 15 (5+5+5) अंक निर्धारित है।



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-IV

Subject: Foundation Course – II

Title of Paper: पर्यावरण अध्ययन -II (Environment Study)

Max. Marks - 50
External Marks - 35
Internal Marks - 15

Particulars

इकाई-1	<p>Problem of natural resources</p> <ol style="list-style-type: none">1. Problem of water resources — Utilization of surface and ground water, over utilization, flood, drought, conflicts over water, dams-benefits and problem.2. Problems of forest resources — uses and over utilization, deforestation, utilization of timber, non-wood forest products, dams and its effect on forests.3. Problems of land resources — Land as a source, erosion of land, man- induced landslides and desertification.
	<p>प्राकृति संसाधन की समस्याएँ</p> <ol style="list-style-type: none">1. जल संसाधन की समस्या — सतह एवं भूजल का उपयोग, अतिदोहन, बाढ़, सूखा, जल पर संघर्ष, बांध-लाभ एवं समस्याएँ2. वन संसाधन की समस्याएँ — उपयोग एवं अतिदोहन, वनोन्मूलन, इमारती लकड़ी, अकाष्ठ वनोत्पाद, बांध एवं उनका वन पर प्रभाव3. भूमि संसाधन की समस्याएँ— चोट के क्रय में भूमि, भूमि का अवधमण, मानव प्रेरित मृ-रखलन और मरुस्थलीकरण
इकाई-2	<p>Bio-diversity and its protection ~</p> <ol style="list-style-type: none">1. Introduction- Genetic, species and ecosystem diversity2. Value of bio-diversity — Consumable use: Productive use, Social, moral and aesthetic values.3. India as a nation of mega bio-diversity centre, bio-diversity at national and local levels.4. Threats to bio-diversity — Loss of habitat, poaching of wildlife, man- wildlife conflicts.
	<p>जैव विविधता और उसका संरक्षण</p> <ol style="list-style-type: none">1. प्रस्तावना : अनुवांशिक, जातीय तथा पारिस्थितिक विविधता।2. जैव विविधता का मूल्य — उपभोग्य उपयोग, उत्पाक उत्पादक उपयोग, सामाजिक, नैतिक तथा सौन्दर्यगत मूल्य।3. वृहत जैव विविधता केन्द्र के राष्ट्र रूप में भारत, राष्ट्रीय तथा स्थानीय स्तरों पर जैव विविधता।4. जैव विविधता के खतरे — आवासीय हानि, वन्य जीवन में अनधिकार घुसपैठ तथा मानव, वन जीवन-संघर्ष।
इकाई-3	<p>Human Population and Environment</p> <ol style="list-style-type: none">1. Population growth, disparities between countries.2. Population explosion, family welfare Programme.3. Environment and human health.
	<p>जनसंख्या तथा पर्यावरण</p> <ol style="list-style-type: none">1. जनसंख्या-वृद्धि, राष्ट्रों के बीच अन्तर2. जनसंख्या-विस्फोट, परिवार कल्याण कार्यक्रम3. पर्यावरण और मानव स्वास्थ्य



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

इकाई-4	Ecology and Ecosystem 1. Ecology-Introduction 2. Ecosystem- Concepts, components, structure & function, energy flow, food chain, food web, ecological pyramids and types.
	पारिस्थितिकी तथा पारिस्थितिकी तंत्र 1. पारिस्थितिकी –प्रस्तावना 2. पारिस्थितिक तंत्र – अवधारणा, घटक, संरचना, तथा कार्यप्रणाली, ऊर्जा का प्रवाह, खाद्य श्रृंखला जाल, पारिस्थितिक पिरामिड तथा प्रकार
इकाई-5	Environmental Wealth 1. Main rivers of India and grasslands 2. Rural, Industrial, Agricultural fields. 3. Study of common plants, insects and birds.
	पर्यावरण सम्पदा 1. भारत की प्रमुख नदियाँ तथा घास के मैदान 2. ग्रामीण, औद्योगिक एवं कृषि क्षेत्र 3. सामान्य पौधे, कीटों एवं पक्षियों का अध्ययन

** सदर पुस्तक हिन्दी ग्रंथ अकादमी, भोपाल द्वारा प्रकाशित पुस्तक।

Reference Book : Text Book for Environmental Studies University Grants Commission, New Delhi & Bharati Vidyapeeth institute of Environment Education and Research, Pune



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-V

Subject: Foundation Course – I

Title of Paper: नैतिक शिक्षा और भाषा (Moral Values & Language)

Max. Marks: 85 (Moral Education- 15, Hindi- 35, English- 35)

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Particulars

Part- A

Unit — I	नैतिक मूल्य विश्व के प्रमुख धर्म एवं महत्वपूर्ण विशेषाणें 1. हिन्दू धर्म 2. जैन धर्म 3. बौद्ध धर्म 4. सिक्ख धर्म 5. ईसाई धर्म 6. इस्लाम धर्म	15
Unit — II	हिन्दी भाषा 1. पृथ्वी के क्रोध में है (पर्यावरणीय निबंध) – प्रभाकर श्रोत्रिय 2. मेरे सहयात्री (यात्रा वृत्तांत) – अमृतलाल बेगड़ 3. कक्षा और अध्यापक (लेख) – डॉ. विजयबहादूर सिंह 4. दूरदर्शन : अतीत और वर्तमान (संकलित) 5. लोकोक्तियाँ एवं मुहावरें (संकलित)	17
Unit — III	हिन्दी भाषा 1. जनसंचार के माध्यम (प्रिंट, इलेक्ट्रानिक एवं सोशल मीडिया) (संकलित) 2. पत्रकारिता के विविध आयाम (संकलित) 3. कम्प्यूटर – हमारी जरूरत (संकलित) 4. राजभाषा हिन्दी (संकलित) 5. अनुवाद कला (संकलित)	18
Part- B		
Unit — IV	English Language 1. O Captains My Captain : Walt Whitman 2. The Last Leaf : O Henry 3. The Axe : R.K. Narayan 4. Water : Dr. C.V. Raman	17
Unit — V	English Language Guided composition, Paragraph writing & Article writing on a given topic, Meaning & importance of translation Basic language skills : One word substitution, Homonyms, Homophone, words that confuse and punctuation Marks.	18

** सैद्धान्तिक परीक्षा हेतु उपरोक्तानुसार 85 (15+35+35) अंक और आन्तरिक मूल्यांकन (सी.सी.ई) हेतु पृथक से 15 (5+5+5) अंक निर्धारित है।

Dr. Vivek Bapat

Dr. Vinod Singh Bhadoria

Chairman, Board of Studies, Education, Page 20

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-V

Subject: Foundation Course – II

Title of Paper: Basics of Computer & Information Technology - I

Max. Marks - 50

External Marks - 35

Internal Marks - 15

Particulars (For 35 Marks)

Unit-I	<p>INTRODUCTION TO COMPUTER</p> <p>Basic Organization of Computer System: Block diagram & Functions (Central Processing Unit, Input/Output Unit, Storage Unit): Characteristics; Capabilities & Limitations.</p> <p>Types of Computing Devices: Desktop, Laptop & Notebook, Handheld, Smart-Phone, Tablet PC, Server, Workstation & their Characteristics.</p> <p>Primary Memory & Their Types: RAM (DRAM, SRAM, DDR, RDRAM & EDORAM); ROM, PROM, EPROM, EEPROM: Cache Memory.</p> <p>कंप्यूटर का परिचय कंप्यूटर प्रणाली के मूल संगठन, ब्लॉक, आरेख एवं कार्य (केंद्रीय प्रोसेसिंग इकाई, निवेशी/निर्गत इकाई, भण्डारण इकाई), अभिलक्षण, क्षमताएँ एवं सीमाएँ। कंप्यूटर युक्तियों के प्रकार : डेस्कटॉप, लैपटॉप एवं नोटबुक, हैंडहेल्ड, स्मार्ट-फोन, टेबलेट, पीसी, सर्वर, वर्कस्टेशन एवं इनके अभिलक्षण प्राथमिक स्मृति एवं उसके प्रकार: RAM (DRAM, SRAM, DDR, RDRAM, एवं EDORAM), ROM, PROM, EPROM, EEPROM, कैश स्मृति।</p>
Unit-II	<p>PERIPHERAL DEVICES</p> <p>Input Devices: Keyboard, Mouse, Trackball, Joystick, Digitizer or Graphic tablet, Scanners, Digital Camera, Web Camera, MICR, OCR, OMR, Bar-Code Reader, Voice Recognition devices, Light pen & Touch Screen,</p> <p>Output Devices: Display Devices (CRT, TFT, LCD, LED, Multimedia Projectors); Video Standard: VGA, SVGA, XGA etc; Impact Printers (Daisy Wheel, Dot Matrix & Line Printer); Non-Impact Printers (Inkjet, Laser, Thermal); Plotters (Drum & Flatbed); Speakers.</p> <p>General introduction of Cards, Ports and SMPS: Expansion Cards (Display/Video/Graphic, Sound and Network Interface), Ports (USB, Serial and Parallel, Network), SMPS.</p> <p>परिधीय उपकरण निवेशी युक्तियाँ: कुंजीपटल, माउस, ट्रैकबॉल, जॉयस्टिक, डिजिटाइजर, अथवा ग्राफिक टेबलेट, स्कैनर, डिजिटल कैमरा, वेब कैमरा, MICR, OCR, OMR, बारकोड रीडर, ध्वनि अभिज्ञान युक्तियाँ, लाइट-पेन, एवं टच-स्क्रीन निर्गत युक्तियाँ: प्रदर्शन युक्तियाँ, (CRT, TFT, LCD, LED, मल्टीमीडिया) विडियो मानक, VGA, SVGA, XGA आदि आघात प्रिंटर (डेजीटल, डॉट-मैट्रिक्स, एवं लाइन प्रिंटर), गैर-आघात प्रिंटर (इंकजेट, लेजर, एवं थर्मल) प्लॉटर्स (ड्रम एवं फ्लैट-बेड), स्पीकर्स। कार्ड्स पोर्ट्स एवं एम.एम.पी.एस. का सामान्य परिचय : विस्तार कार्ड (प्रदर्शन/दृश्य/ग्राफिक, ध्वनि एवं नेटवर्क इंटरफेस), पोर्ट्स (यू.एस.बी., श्रेणीक्रम, समानान्तर, नेटवर्क), एस.एम.पी.एस।</p>

Unit-III	<p>STORAGE DEVICES Magnetic Tape, Cartridge Tape, Data Drives, Hard Disk Drives (Internal & External), FloppyDisks, CD, VCD, CD-R, CD-RW, Zip Drive, DVD, DVD-RW, USB Flash Drive, Blue Ray Disc & Memory cards. Brief description of above storage devices with elementary idea about their capacity and speed.</p> <p>चुम्बकीय टेप, कार्ट्रिज टेप, डाटा ड्राइव, हार्डडिस्क ड्राइव, (आंतरिक एवं बाह्य), फ्लॉपी डिस्क, CD, VCD, CD-R, CD-RW जिप ड्राइव, DVD, DVD-RW यूएस.बी. फ्लैश ड्राइव, ब्लू रे डिस्क, स्मृति कार्ड। उपरोक्त संग्रहण युक्तियों की क्षमता एवं गति के प्रारंभिक ज्ञान के साथ इनका संक्षिप्त विवरण।</p>
Unit-IV	<p>OPERATING SYSTEM (OS) Functions of Operating System. Types of Operating System. Introduction to Operating System for i-pad & Smartphones. Elementary idea of DOS, WINDOWS & LINUX Operating Systems. DOS Basics: FAT, File & directory structure and naming rules, Booting process, DOS system files. Internal & External DOS commands. Windows basics (Only elementary idea):</p> <ol style="list-style-type: none"> I. Windows 7 & 8: Desktop, Control Panel; Saving, Renaming, Moving, Copying & Searching files & folders, Restoring from Recycle Bin. Creating Shortcut, Establishing Network Connections. II. Features of Windows 8.1: Touch Screen Features, Tiles, Charms, Customizations and Apps. <p>LINUX basics: Features of LINUX, Starting & Shutting down Linux, Introduction to Linux files & Directory. General idea about popular mainstream Linux distribution such as Debian, Ubuntu & Fedora.</p>
	<p>परिचालन प्रणाली परिचालन प्रणाली के कार्य, परिचालन प्रणाली के प्रकार। आई-पैड एवं स्मार्ट-फोन के लिए प्रयुक्त परिचालन प्रणालियों से परिचय। डॉस, विंडोज, एवं लिनक्स परिचालन प्रणालियों का प्रारंभिक ज्ञान। डॉस के मूल तत्व: FAT फाइल एवं डायरेक्टरी संरचना एवं उसके नामकरण के नियम, बूटिंग, प्रक्रिया, डॉस प्रणाली की फाइलें। डॉस के आंतरिक एवं बाह्य निर्देश।</p> <ol style="list-style-type: none"> 1. विण्डोज 7 व 8 : डेस्कटॉप, कण्ट्रोल पैनल, फाइल एवं फोल्डर का नाम-परिवर्तन, स्थानान्तरण, प्रतिलिपिकरण और खोज, रीसायकल-बिन से फाइल की पुनः की पुनः प्राप्ति, शॉर्टकट बनाना, नेटवर्क कनेक्शन की स्थापना। 2. विण्डोज 8.1 की विशेषताएँ : टच स्क्रीन गुण, टाइल्स, चार्म्स, अनुकूलन (Customization)एवं (Apps)एप्स। <p>लिनक्स की मूल तत्व :- लिनक्स की विशेषताएँ, लिनक्स के शुरु एवं बंद करना, लिनक्स फाइल एवं डायरेक्टरी से परिचय, Debian, Ubuntu एवं Fedora जैसे मुख्यधारा के लोकप्रिय लिनक्स वितरण के बारे में सामान्य जानकारियों।</p>
Unit-V	<p>Reading & Editing Software General information about PDF readers: Adobe Acrobat, Nitro, PDF-XChange, etc. General information about application packages: Microsoft Office, Open Office & WPS office. Text editing and formatting using Word-2007 & onwards versions: Creating documents using Template; Saving word file in various file formats: Previewing documents, Printing document to file/page; Protecting document, Editing of Selected Text, Inserting, Deleting and Moving text. Formatting Documents: Page Layout, Paragraph formats, Aligning Text and Paragraph, Borders and Shading, Headers and Footers.</p> <p>पाठ्य सामग्री वाचन एवं संपादन पोर्टेबल डॉक्यूमेंट फॉर्मेट (pdf) वाचकों की सामान्य जानकारी : एडोब एक्रोबैट, नाइट्रो, पी.डी.</p>



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

<p>एफ-X चेंज. इत्यादि। एप्लीकेशन पैकेजो की सामान्य जानकारी : माइक्रोसॉफ्ट क्रोसॉफ्ट ऑफिस, ओपन-ऑफिस एवं डब्ल्यू.पी.एस. (WPS) ऑफिस का प्रारंभिक ज्ञान। वर्ड-2007 एवं आगामी संस्करणों द्वारा पाठ्य सामग्री का संपादन एवं फॉर्मेटिंग- टेम्पलेट द्वारा दस्तावेज बनाना, वर्ड फाइल फार्मेट में सुरक्षित करना, दस्तावेज का पूर्वावलोकन, दस्तावेज का फाइल अथवा पेज पर मुद्रित करना, दस्तावेज का संरक्षण, चयनित पाठ्य सामग्री का संपादन, पाठ्य सामग्री को जोड़ना, हटाना एवं स्थानांतरित करना। दस्तावेजों की फॉर्मेटिंग : पेज लेआउट, पैराग्राफ फॉर्मेट, पाठ्य सामग्री एवं पैराग्राफ का संरक्षण, बॉर्डर एवं शोडिंग, हैडर एवं फुटर।</p>

Note: No separate external practical examination will be conducted.

Max. Marks : 15

Topic to be covered under practical for CCE

Minimum laboratory timing of two hours per week per batch will be allotted.

A)	<p>Know your computer:</p> <ul style="list-style-type: none"> • Input / Output devices and their connections with CPU. • Identify different ports. • Identify types of RAM & its Capacity. • Identify different types of cards. • Identify different types of connecting cables and their connections. • Identification of Network & Wireless devices.
	<p>अ) अपने कम्प्यूटर को जानिए</p> <ul style="list-style-type: none"> • निवेशी/निर्गत युक्तियाँ एवं सी.पी.यू. के साथ इसका संयोजन • विभिन्न पोर्ट्स की पहचान करना। • विभिन्न प्रकारों की रैम एवं उनकी स्मृति क्षमता की पहचान करना। • विभिन्न कार्ड्स की पहचान करना। • विभिन्न कम्प्यूटर केबलों की पहचान करना एवं उनको जोड़ना। • नेटवर्क एवं वायरलेस युक्तियों की पहचान।
B)	<p>DOS:</p> <ul style="list-style-type: none"> • Internal & external DOS commands. • Searching files & directories using wildcard characters. • Creating & editing simple batch (BAT) file.
	<p>ब) डॉस</p> <ul style="list-style-type: none"> • आंतरिक एवं बाह्य डॉस निर्देश। • वाइल्ड कार्ड चिन्हों का प्रयोग कर फाइल एवं डायरेक्ट्रियों को खोजना। • सरल बैच फाइलों को बनाना व उनका सम्पादन करना।
C)	<p>Windows 7/8/8.1:</p> <ul style="list-style-type: none"> • Desktop setting: Customizing of Desktop, Screen saver, background settings. • Creating folder using different options. • Creating shortcut of files & folders. • Control panel utility.
	<p>स) विन्डोज 7/8/8.1</p> <ul style="list-style-type: none"> • डेस्कटॉप सेटिंग : डेस्कटॉप को अनुकूलित करना, स्क्रीन सेवर, पृष्ठभूमि सेटिंग। • विभिन्न विकल्पों का प्रयोग करते हुए फोल्डर का निर्माण करना। • फाइल एवं फोल्डर के शॉर्टकट बनाना। • कंट्रोल पैनल उपयोगिताएं।



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

D)

MS-Word:

- Features of MS Word: Office Button, Customize Ribbon, Quick Access Toolbar.
- Creating file: Save & Save as HTML, Text, Template, RTF format, etc.
- Page setup: Margin settings, paper size setting & page layout.
- Editing: Use of cut, copy, paste, paste special, undo, redo, find, replace, goto, spellcheck, etc.
- View Menu: Views (Read Mode, Outline, Print Layout, Web Layout, Draft Layout); Show (Ruler, Gridlines, Navigation Pane); Zoom; Split.
- Insert: Page break, page number, symbol, date & time, auto text, object, hyperlink, picture, equation, header, footer, footnote, etc.
- Format: Font, Paragraph, Bullets & Numbering, Border & shading, Change case, Columns, text color, Inserting text using IME fonts (Unicode), etc.

एम. एस. वर्ड :

- एम. एस. वर्ड की विशेषताएँ : ऑफिस बटन, कस्टमाइज रिबन, क्विक एक्सेस टूलबार।
- फाइल निर्माण : फाइल सुरक्षण, फाइल का एच.टी.एम.एल., टेक्स्ट, टेम्पलेट, आर.टी.एफ. आदि फॉर्मेट में सुरक्षण।
- पेज सेटअप : मार्जिन सेटिंग, पेपर साईज, सेटिंग एवं पेज लेआउट।
- संपादन : कट, कॉपी, पेरट, स्पेशल, अन-डू, री-डू, फाईड, रिप्लेस, गो-टू, स्पेल चेक आदि का प्रयोग करना।
- व्यू मेनू : व्यूज, (रीड मोड, आउटलाइन, प्रिंट लेआउट, वेब लेआउट, ड्राफ्ट लेआउट), शो (रुलर, ग्रिड लाइन्स, नेविगेशन पेन), स्प्लिट।
- इन्सर्ट : पेज ब्रेक, पेज नंबर, प्रतीक(Symbol), डेट एवं टाइम, ऑटो-टेक्स्ट, ऑब्जेक्ट, हाइपरलिंक, पिक्चर, समीकरण, हैडर, फूटर फुटनोट, आदि।
- फॉर्मेट : फॉन्ट, पैराग्राफ, बुलेट एवं नंबरिंग, बॉर्डर एवं शेडिंग, चेंजकेस, कॉलम, टेक्स्ट कलर, आई.एम.ई. फॉण्ट (यूनिकोड) का प्रयोग कर टेक्स्ट का समावेशन आदि।

Dr. Vivek Bapat

Dr. Vinod Singh Bhadoria

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject: Foundation Course – I

Title of Paper: नैतिक शिक्षा और भाषा (Moral Values & Language)

Max. Marks: 85 (Moral Education- 15, Hindi- 35, English- 35)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particulars Part- A

Unit — I	नैतिक मूल्य 1. श्री रामचरितमानस में निहित नैतिक मूल्य	15
Unit — II	हिन्दी भाषा 1. आत्म निर्मरता (वैचारिक निबंध) – पंडित बालकृष्ण भट्ट 2. गूलर का फूल (एक अरण्य कथा) – कुवेरनाथ राय 3. मध्यप्रदेश की लोक कलाएँ (संकलित) 4. मध्यप्रदेश की लोक साहित्य (संकलित) 5. हमारी समस्याएँ – वीर सावरकर 6. पत्र लेखन – प्रारूपण, टिप्पणी, आदेश, परिपत्र, ज्ञापन, अनुस्मारक (संकलित)	17
Unit — III	हिन्दी भाषा 1. पूछो न प्रात की बात आज (चिंतनपरक) – रमेशचन्द्र शाह 2. गेहूँ और गुलाब (वैचारिक निबंध) – रामवृक्ष बैनीपुरी 3. दूरभाष और मोबाइल (संकलित) 4. मध्यप्रदेश का चित्रकला, मूर्तिकला एवं स्थापत्य कला (संकलित) 5. हिन्दी की शब्द सम्पता (संकलित)	18
Part- B		
Unit — IV	English Language 1. Stopping by Woods On a Snowy Evening : Robert Frost 2. Communication Education and Information Technology : K. Aduiopillai 3. The Gift of Magi : O Henry 4. The Cherry Tree : Ruskin Bond	17
Unit — V	English Language Translation of a short passage from Hindi to English and English to Hindi Communication through social media Preparation of power point presentation Basic language skills : Correction of common errors in the sentence structure, use of tense, prepositions, verbs, adverbs, nouns, pronouns and articles. Short essay on a given topic. Expansion of idea and summary writing.	18

** सैद्धान्तिक परीक्षा हेतु उपरोक्तानुसार 85 (15+35+35) अंक और आन्तरिक मूल्यांकन (सी.सी.ई) हेतु पृथक से 15 (5+5+5) अंक निर्धारित है।



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject: Foundation Course – II

Title of Paper: Basics of Computer & Information Technology - II

Max. Marks - 50

External Marks - 35

Internal Marks - 15

Particulars (For 35 Marks)

Unit-I	<p>PowerPoint-I</p> <ul style="list-style-type: none">• Creating presentation using Slide master and Template in various Themes & Variants.• Working with slides: New slide, move, copy, delete, duplicate, slide layouts, Presentation views.• Format Menu: Font, Paragraph, Drawing & Editing.• Printing presentation: Print slides, notes, handouts and outlines.• Saving presentation in different file Jormats, <p>माइक्रोसॉफ्ट पॉवरपॉइंट – I</p> <ul style="list-style-type: none">• स्लाइड मास्टर और टेम्पलेट का उपयोग करते हुए विभिन्न थीम्स और वैरिएंट्स में प्रस्तुति बनाना।• स्लाइड के साथ कार्य करना : नई-स्लाइड बनाना, मूव करना, प्रतिलिपि बनाना, डिलीट करना, डुप्लीकेट बनाना, स्लाइड ले-आइट, प्रेजेंटेशन व्यूज,• फॉर्मेट मेनू : फॉन्ट, पैराग्राफ, ड्राइंग, और संपादन,• प्रस्तुति का मुद्रण : स्लाइड्स, नोट्स पेजेस, हैंडआउट्स, और रुपरेखा की प्रिंटिंग• विभिन्न फाइल स्वरूपों में प्रस्तुति का सुरक्षण
Unit-II	<p>PowerPoint-II</p> <ul style="list-style-type: none">• Idea of SmartArt graphics, inserting text/data using SmartArt. Converting old style presentation into new style through SmartAtt.• Inserting objects (Video, Audio, Symbol, Equation, etc.), table & excel sheets, picture, Chart, photo album, Shapes and SmartArt; Trimming of audio/videos.• Connecting slides through hyperlink and action button.• Slide sorter, slide transition and animation effects.• Presenting the slide show: Setup Slide Show, Rehearse Timing. <p>माइक्रोसॉफ्ट पॉवरपॉइंट – II</p> <ul style="list-style-type: none">• स्मार्ट-आर्ट ग्राफिक्स, स्मार्ट-आर्ट द्वारा टेक्सट/डाटा डालना, स्मार्ट-आर्ट की सहायता से पुराने प्रस्तुति को नयी प्रस्तुति में बदलना।• ऑब्जेक्ट्स (विडियो, ऑडियो, प्रतीक, समीकरण, इत्यादि), सारणी, एक्सेल शीट, चित्र, चार्ट, फोटो एल्बम, आकार एवं स्मार्ट-आर्ट को प्रस्तुति में डालना, ऑडियो/विडियो की काटना/छाटना• हाइपरलिंक और एक्शन बटन की सहायता से स्लाइड्स को जोड़ना• स्लाइड सॉर्टर, स्लाइड ट्रांजीशन एवं एनीमेशन प्रभाव• स्लाइड शो को प्रस्तुत करना : सेटअप स्लाइड शो एवं रीहर्स-टाइमिंग



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

Unit-III	<p>MS Excel</p> <ul style="list-style-type: none"> • Workbook & Worksheet Fundamentals: Concept of Row, Column & Cell: Creating a new workbook through blank & template. • Working with worksheet; Entering data into worksheet (General, Number, Currency, Date, Time, Text, Accounting, etc); Renaming, Copying, Inserting, deleting & protecting worksheet. • Working with Row & Column (Inserting, Deleting, Pasting, Resizing & Hiding), Cell & Cell formatting, Concept of Range. • Charts: Preparing & editing different types of Charts, Inserting trendline, Backward & forward forecasting. • Working with formulas: Formula bar; Types of functions: Syntax & uses of the following functions: SUM, TOTAL, COUNT, AVERAGE, MAX, MIN, ROUND & IR
	<p>माइक्रोसॉफ्ट एक्सेल – (MS Excel)</p> <ul style="list-style-type: none"> • वर्कबुक और वर्कशीट के मूल तत्व : पंक्ति, स्तम्भ और सेल की अवधारणा, नई वर्कबुक को ब्लॉक और टेम्पलेट की सहायता से बनाना। • वर्कशीट में कार्य : वर्कशीट में डाटा (सामान्य, नंबर, करन्सी, डेट, टाइम, टेक्स्ट, एकाउंटिंग, इत्यादि) प्रविष्ट करना, वर्कशीट का नाम बदलना, प्रतिलिपि बनाना, प्रविष्ट करना, हटाना तथा रक्षित करना • पंक्ति और स्तम्भ के साथ कार्य (डालना, हटाना, पेरट करना, आकार बदलना और छुपाना) सेल और सेल फॉर्मेटिंग, रेंज की अवधारणा • चार्ट : विभिन्न प्रकार के चार्ट्स बनाना और उनका संपादन करना, ट्रेंड-लाइन डालना, पीछे एवं आगे का पूर्वानुमान लगाना। • फार्मूले के साथ कार्य : फार्मूला बार, फंक्शन के प्रकार, निम्न फंक्शन्स के सिंटेक्स और उपयोग, SUM, TOTAL, COUNT, AVERAGE, MAX, MIN, ROUND, एवं IF
Unit-IV	<p>Internet & Web Services</p> <ul style="list-style-type: none"> • Internet: World Wide Web, Dial-up connectivity, leased line, VSAT, Broad band, Wi-Fi, URL, Domain name, Web Browser (Internet Explorer, Firefox, Google Chrome, Opera, UC browser, etc.); Search Engine (Google, Bing, Ask, etc.); Website: Static & Dynamic; Difference between Website & Portal. • E-mail: Account Opening, Sending & Receiving Mails, Managing Contacts & Folders. • Basics of Networking: Types of Networks (LAN, WAN, MAN); Network Topologies (Star, Ring, Bus, Hybrid). • Elementary idea of - Cloud Computing & Office Web Apps, Mobile Computing & Mobile Apps. <p>इंटरनेट : वर्ल्ड-वाइड-वेब, डायलअप, कनेक्टिविटी, लीज्ड लाइन, व्ही.रोट, ब्रॉडबैंड, वाय-फाई, यू.आर.एल., वेब-ब्राउजर, (इंटरनेट एक्सप्लोरर, फायरफॉक्स, गूगल क्रोम, ऑपेरा, यूसी ब्राउजर, इत्यादि), सर्च इंजन (गूगल, बिंग, Ask इत्यादि), वेबसाइट : स्थैतिक व गतिकीय, पोर्ट्स और वेबसाइट में अंतर</p> <p>इमेल : खाता खोलना, मेल का भेजना एवं प्राप्त करना, कॉन्टेक्ट्स एवं फोल्डर्स को मैनेज करना</p> <p>नेटवर्किंग के मूल तत्व : नेटवर्क के प्रकार (LAN, WAN, MAN), नेटवर्क टोपोलॉजी (स्टार, रिंग बस, हाइब्रिड)</p> <p>क्लाउड कम्प्यूटर व ऑफिस वेब एप्स और मोबाइल कम्प्यूटिंग व मोबाइल एप्स का प्राथमिक ज्ञान</p>
Unit-V	<p>Cyber Ethics, Security & Privacy</p> <ul style="list-style-type: none"> • Email, Internet & Social Networking Ethics • Types of viruses & antivirus • Computer security issues & its protection through Firewall & antivirus • Cyber Policies, Intellectual Property Rights (IPR), Violation of Copyright & Redressal. • Making secured online transactions.





<p>साइबर शिष्टाचार, सुरक्षा और गोपनीयता</p> <ul style="list-style-type: none"> • इमेल, इंटरनेट और सोशल नेटवर्किंग शिष्टाचार • वाइरस और एंटीवायरस के प्रकार • कम्प्यूटर सुरक्षा के मुद्दे और एंटीवायरस के माध्यम से सुरक्षा • साइबर नीतियों, बौद्धिक सम्पदा अधिकार (आई.पी.आर.), कॉपीराइट का उल्लंघन और निवारण • सुरक्षित तरीके से ऑनलाइन लेन-देन का निष्पादन करना

Note: No separate external practical examination will be conducted.

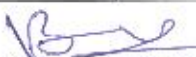
Max. Marks : 15

Topic to be covered under practical for CCE

Particulars

Minimum laboratory timing of two hours per week per batch will be allotted.

A)	<p>MS-Excel:</p> <ul style="list-style-type: none"> • Features of MS Excel: Office Button, Customize Ribbon, Quick Access Toolbar. • Creating new workbook using blank & template format; inserting new sheet in a workbook; renaming of sheet, move, copy & protect sheet. • Page layout: Margins, Orientation, Size, Print area, Print titles. • Format Cell: Number, Alignment, Font, Border, Fill & Protection. • Charts: Column, Bar, Pie, Line, Area, X-Y (scatter), Stock. Use of Trendline & Forecasting in charts. • Data: Sorting and Filter. • Functions: SUM, TOTAL, COUNT, AVERAGE, MAX, MIN, ROUND, IF, etc. <p>एम. एस. एक्सेल</p> <ul style="list-style-type: none"> • एम. एस. एक्सेल की विशेषताएँ : ऑफिस बटन, कस्टमाइज रिबन, विवक एक्सेस टूलबार। • ब्लेक एवं टेम्पलेट फॉर्मेट से नयी वर्कबुक का निर्माण, नयी शीट को वर्कबुक में जोड़ना, शीट का नाम परिवर्तित करना, प्रतिलिपि बनाना एवं संरक्षित करना। • पेज ले-आउट : मार्जिन, ओरिएंटेशन, साइज, प्रिंट एरिया, प्रिंट टाइटल्स • फॉर्मेट सेल : नंबर, एलाइनमेंट, फॉण्ट, बॉर्डर, फिल एवं प्रोटेक्शन। • चार्ट्स : कॉलम, बार, पाई, लाइन, एरिया X-Y (स्कैटर), स्टॉक, ट्रेंडलाइन एवं फाफरकास्टिंग का चार्ट में उपयोग • डाटा : सॉर्टिंग एवं फिल्टर • फंक्शन : SUM, TOTAL, COUNT, AVERAGE, MAX, MIN, ROUND, IF, etc.
B)	<p>MS-PowerPoint:</p> <ul style="list-style-type: none"> • Features of MS PowerPoint: Office Button, Customize Ribbon, Quick Access Toolbar. • Creating new slide, formatting slide layout, Slide Show & Slide Sorter, Inserting new slide, slide number, date, time, chart, formatting slide. • Use of transition & animation in presentation. • Setup slide show and use of rehearse timing <p>एम. एस. पावरपॉइंट</p> <ul style="list-style-type: none"> • एम. एस. पावरपॉइंट की विशेषताएँ, ऑफिस बटन, कस्टमाइज रिबन, विवक एक्सेस टूलबार। • स्लाइड बनाना, स्लाइड लेआउट की फॉर्मेटिंग, स्लाइड शो एवं स्लाइड सोर्टर, नयी स्लाइड डालना, स्लाइड नंबर, डेट, टाइम, चार्ट स्लाइड फॉर्मेटिंग। • ट्रांजीशन और एनीमेशन का प्रस्तुति में उपयोग। • स्लाइड शो का रोलअप करना, रीहर्स-टाइमिंग का उपयोग।



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

C)	<p>Internet & Email:</p> <ul style="list-style-type: none"> • Understanding of a dial-up/broadband connection. • Opening new e-mail account (Gmail, Yahoo, Rediffmail, etc). • Understanding of e-mail structure. • Managing contacts and folders of an e-mail account. • Send and receive e-mail (Downloading/Uploading of attachments). • Sharing of files, Images & Videos through e-mail, Skype, Skydrive & Cloud. • Managing safe email account through mobile/smartphone. • Normal and advanced searching, use of filters in searching of any content on Internet. <p>इंटरनेट एवं ईमेल :</p> <ul style="list-style-type: none"> • डायल-अप/ब्रॉड-बैंड कनेक्शन को समझना • नया ई-मेल खाता खोलना (Gmail, Yahoo, Rediffmail, etc). • ई-मेल की संरचना समझना • ई-मेल खाते के कॉन्टेक्ट्स एवं फोल्डर्स का प्रबंधन करना • ई-मेल भेजना एवं प्राप्त करना (संलग्नक को डाउनलोड/अपलोड करना) • ई-मेल, स्काईप, स्काईड्राइव एवं क्लाउड द्वारा फाइल, इमेज तथा इमेज तथा विडियो का आदान-प्रदान • मोबाइल/स्मार्टफोन द्वारा ई-मेल खाते का सुरक्षित रूप से संचालन करना • इंटरनेट पर किसी टेक्स्ट को ढूढ़ने के लिए सामान्य एवं उच्च स्तरीय खोज, सही खोज के लिए फिल्टर का उपयोग करना।
----	--



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Subject: Education Course

Title of Paper: EC 01 – Education in India – Status, Problem and Issues

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Objectives:

- To develop perception of the role and functions of a teacher as envisaged in the NPE 1986 and to familiarize the Student Teacher with the different projects and schemes at Secondary level in M.P.
- To develop an understanding of the brief historical background of Indian Education with special reference to with special reference to Secondary Education.
- To develop an understanding of the objectives and scope of Secondary Education.
- To develop an awareness of the professional ethics.

Content:

Unit I: Concept of Education –

- Indian and Western, Aims of Education; Functions of Education
- Education as an instrument of Social Control, Social Change
- Preservation of Cultural Heritage and Values
- School and the society, Culture and Education, School as a Social System, Agencies of Education – Information, Formal and Non-formal.

Unit II: Salient Features of Ancient Indian Education –

- Vedic, Buddhist, Jainism, Islamic
- Tradition in Education. (Specially Gurukul System)
- Major Landmarks of British System of Education in Colonial India particularly from the viewpoint of Aims, Structure, Curricula and Methods of Educations.
- Efforts towards evolving a national system of Education.

Unit III: Ancient Education System of India –


- Ancient education system of India: A Way of Life
- Vihars and Universities: Nalanda University, Takshashila or Taxila University, Vikramshila University, Morena Golden Triangle University and Nagarjuna Vidyapeeth.
- Role of Teacher
- Role of Community
- Continuation of Indian Education System

Unit IV: Secondary Education –

- General Aims and Objectives of Secondary Education and Structure, Education during Post Independence Period. Constitutional provisions for education, Secondary Education Commission 1952-53, Education Commission 1964-66, New Education Policy 1986 with Programme of Action 1992 and National Education Policy 2020.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

- Different streams of Secondary Education (1) C.B.S.E. (2) I.C.S.C. and (3) KSEEB with respect to curriculum (4) Examination System etc.,
- Secondary School Teacher – Qualifications, Competences, Job Profile, Professional Code of Ethical conduct.
- Role of Secondary school teacher in Emerging India.

Unit V: Teacher Education and Secondary School Curriculum –

- Status, Aims and Objectives of Teacher Education in India.
- Role and Responsibilities of NCTE, NCERT, DSERT, CTE IASE.
- Professional organization in the field of Teacher Education.
- Rastriya Madhyamika Shikshana Abiyana (RMSA), NCF-2005.
- Programmes for enhancing efficiency and productivity of school teachers – In-service training – orientation and content enrichment programmes.

Assignments: (Any two of the following)

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

References:

- Anand C.L. et al., (1993) Teacher and Education in the emerging Indian society NCERT New Delhi.
- Government of India (1952) Report of the Secondary Education Commission, New Delhi: - Ministry of Education.
- Government of India MHRD (1986) (Revised 1992) National Policy of Education, New Delhi.
- Government of India (1992) Report of Core Group on Value Orientation of Education Planning Commission.
- Mani R.S. (1964) Educational Ideas and Ideas of Gandhi and Tagore, New Book Society, New Delhi.
- Mathur S.S. (1988) A Sociological Approach to Indian Education, Agra. Vinod Prakashan.
- NCTE (1988) Gandhi on Education, New Delhi.




B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Subject: Education Course

Title of Paper: EC 02 – Childhood Growing Up

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Objectives:

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

CONTENT:

Unit I: Perspectives in Development:

- Concept, Meaning, Scope and Function of Educational Psychology.
- Introduction to development: Concept and introduction to perspectives in development, humanistic psychology and developmental theory.
- Enduring themes in the study of development: Development as multidimensional and plural; Development as continuous / discontinuous? Socio-cultural contexts influencing development.
- Gathering data about children from different contexts: Naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget.
- Method: Longitudinal, Cross Sectional, Sequential, Cohort Methods, Biographical, Case Study and Observational Method.

Unit II: Stages of Human Development:

- Child as a developing individual; a psycho-social entity; stage of development.
- Developmental characteristics of a child and an adolescent: physical, cognitive, social, emotional, moral and language; their interrelationships.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

- Developmental tasks of childhood and adolescence and their implications.
- Factors influencing development such as heredity & environment, media nutrition, child-rearing practices, siblings and peers.
- Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian context-Living in an urban Slum, Growing up in dalit household.

Unit III: Social and Emotional Development:

- Basic understanding of emotions, how differential gender socialization occurs. Personality development: Freud; psycho-social development-Erikson; influence of early childhood experiences on later personality.
- Social theories and gender development: Meaning of gender roles; influences on gender roles, stereotypes, gender in the playground.
- Development of emotions: functions of emotions, attachment-Bowlby.

Unit IV: Contexts of Socialization:

- Concept of socialization: Family and child relationships; parenting, child rearing practices.
- Schooling: Peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner.
- Relationships with peer: Friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.
- Social, economic and cultural differences in socialization: Implications for inclusion.

Essential Readings:

- Cole, M., Cole, S. R. and Lightfoot, C. (2004). The Development of Children. New York: Worth Publishers. Chapter 1: The study of Human Development.
- Newman, B. M. and Newman, P. H. (2007). Theories of Human Development London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.
- Papalia, D. E. and Olds, S. W. (2003). Human Development. New York: McGraw Hill Higher Education. Chapter 1: The study of Human Development. Chapter 2: Theory and Research, Chapter 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood.
- Saraswathi, T. S. (Ed.) (1999). Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage publication. Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites.
- Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. Contemporary Education Dialogue, Vol. (2), 5-29, 6. Mukunda, K. V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins. Chapter 4: Child Development, 79-96.
- Readings for Discussion 1. Aries, P. (1965), Centuries of Childhood-A social history of the family life, Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion – The two concepts of childhood. 2. Harris, M. and Butterworth, G. (2002). Developmental Psychology: A student's handbook. New York: Taylor & Francis. Chapter 1: Brief History of Developmental Psychology.

Advanced Readings:

- Kakkar, S. (1978). Indian Childhood: Cultural Ideas, And Social Reality. New Delhi: Oxford.




- Nambissan, G. (2010), Exclusion and Discrimination in Schools: Experiences of Dalit Children; Working paper series Volume 01, Number 01, Indian Institute of Dalit Studies and UNICEF.
- Kakkar S. (1991). The Inner World: A Psycho-analytic study of childhood and society in India. Delhi: Oxford University Press.
- Sandra, L. Bem (1987). Gender Schema Theory and its Implications for Child Development: Raising gender a schematic children in a gender schematic society, in M. R. Walsh (ed.). The Psychology of Women. Harvard University Press Cambridge, 206-226.
- Weiner, M. (1991). The State and the Child in India: Child Labour and Education Policy in Comparative Perspective. Princeton: Princeton University Press.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-II

Subject: Education Course

Title of Paper: EC 03 – Learning and Teaching

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Aims of the Course:

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

Unit I: Theoretical Perspectives on Learning

- Implicit knowledge and beliefs about learning (demystifying misconceptions).
- Perspectives on human learning; Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
- Concepts and principles of each perspective and their applicability in different learning situations.

Unit II: Role of Learner in Learning

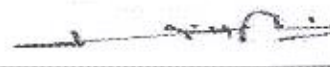
- Role of learner in various learning situations, as seen in different theoretical perspectives
- Role of teacher in teaching-learning situations: (a) Transmitter of knowledge, (b) Model, (c) Facilitator, (d) Negotiator, (e) Co-learner. (The focus is on building understanding of different psychological perspectives of learning and helping student teachers to learn to apply them in different learning situations).
- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.

Unit III: Learning in 'Constructivist' Perspective

- Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.
- Understanding processes that facilitate 'construction of knowledge': (i) Experiential learning and reflection (ii) Social mediation (iii) Cognitive negotiability (iv) Situated learning and cognitive apprenticeship (v) Meta-cognition.
- Creating facilitative learning environments, teachers' attitudes, expectations – Enhancing, Motivation, Positive emotions, Self-efficacy, Collaborative and self regulated learning. (The focus is on learning as a constructive rather than a reproductive process The learner-centered orientation has implications for understanding learning as contextual and self-regulated process and following suitable classroom practices).



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

Unit IV: Individual Differences Among Learners

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

Unit V: Guidance and Counselling

- Meaning, Aim, Objectives and Need of Guidance & Counselling
- Types of Guidance
- Principles of Guidance

References:

- Agrawal J.C. Essential of Educational Psychology, Vikas Publishers, Delhi, 1998.
- Bhargava, Mahesh, Introduction of Exceptional Children, Sterling Publishers, New Delhi, 1994.
- Chauhan, S.S. Advanced Educational Psychology, Vikas Publishing New Delhi, 1996.
- Eshwar, H.S. and Nataraj P., Shaikshanika Manovijnana, Parichaya Bhaga I and II, Institute of Kannada Studies, Union of Mysore, 1995.
- Mangal, S.K. Advanced Educational Psychology, Prentice Hall of India. Pvt. Ltd., 1999.
- Mathur, S.S., Educational Psychology, 9th Ed., Vinod Pustak Mandir, Agra, 1981.
- Sharma, R.N. Educational Psychology and Guidance, Vikas Publishers, Delhi, 1998.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-II

Subject: Education Course

Title of Paper: EC 04 – Curriculum Development and School

Max. Marks - 100
External Marks - 85
Internal Marks – 15

Objectives:

- To acquaint students with the nature and types of curriculum.
- To acquaint students with the context of curriculum development and some Innovative Curriculum Models.
- To familiarize students with Designing of Curriculum.
- To give practical experience in Evaluating, Designing and Reviewing Curriculum.

Content:

Unit I: Curriculum: Meaning, Definition and scope

Curriculum – Meaning and Nature, types of Curriculum, Syllabus and Text books – Their interrelationship. Issues and problems of existing curriculum.

Unit II: Curriculum: Construction and Design

Curriculum Construction, Curriculum Development and Curriculum Designing: Concepts and differences. Determinants and motives of Curriculum Development. Different Curriculum Models-open university, Open school, etc.

Unit III: Implementation of Curriculum

Steps of Designing different Curriculum. Selection, Gradation and Organization of Curriculum. Development and Implementation of Curriculum. Enrichment of Curriculum.

Unit IV: Principles of Curriculum construction

Concept and Principles of Curriculum, Strategies of Curriculum Development, Stages in the Process of Curriculum development, Foundations of Curriculum Planning - Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner's needs and interests)

Unit V: Meaning and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum change, Role of students, teachers and educational administrators in curriculum change and improvement, Scope of curriculum research and Types of Research in Curriculum Studies

Practicals

- Evaluation of B.Ed. Curriculum
- Designing a Curriculum in a given condition
- Reviewing of Syllabus/Books

References:

- Ashcroft, Kate and Palacio, David: The Primary Teacher's Guide to the New National Curriculum. London: Flamer Press, 1995.
- Doll, Ronald C.: Curriculum Improvement – Decision Making and Process. London; Allyn and Bacon, 1996.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

- Prasad, Janardan & Kaushik, V.K. Advanced Curriculum Construction. New Delhi: Kanishka Publishers, 1997.
- Richmond, K.W.: The School Curriculum. Methuen and Co. Ltd., London 1973.
- Saylor, J.G. and Alexander, W.H.: Curriculum, Planning for Modern Schools, London: Holt, Rinehart and Winston, Inc., 1966.
- Wiles, Jon & Bondi, Josph C.: Curriculum Development – A Guide to Practice, London: E. Merrill Publishing Co., 1984.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-III

Subject: Education Course

Title of Paper: EC 05 – Education Policies School Leadership and Management

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Objectives:

- To develop perception of the role and function of a teacher as envisaged in the NPE 1986 and to familiarize the student teacher with the different projects and schemes at secondary level in Madhya Pradesh.
- To develop an understand of the brief historical background of Indian Education with special reference to secondary education.
- To acquire elementary knowledge of education administration and management.

Unit I: Education Policies

- General aims and objectives of education policies in reference of secondary education.
- Different education policies during pre and post – Independence period wood dispatch, maqualey minutes, wardh summit, Indian Act – 1935, Basic Shiksha (cqfu;knh f'k{k) and mudaliar Commission Taleem. Radha Krishnan commission, Kothari Commission, NPE-1986, NPE amended 1992, Sarva Shiksha Abhiyan and RTE-2010.

Unit II: School Curriculum

- Main features of secondary school curriculum and the process of curriculum development.
- General principles of school curriculums
- Critical analysis of secondary school curriculum in context of Madhya Pradesh.

Unit III: Leadership

- Leadership in school: Concept need and importance of leadership, Dimension and style of leadership at secondary levels. Role of leadership in school effectiveness.
- Implementation of leadership at secondary level issues and challenges.
- Types, styles problems of leadership role of school Head Master / Principal in institutional planning.

Unit IV: Education Management

- Concept, need, characteristics, principles of educational management.
- Basic of Management – Planning, Organization, Control decision making and financing.
- Prevailing education management pattern in Madhya Pradesh.

Unit V: Function of Management

- Time Management – Principles and importance of time management in school curricular and co-curricular activities.
- Resource management – Different types of resources at school level maximum optimization of resources.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

References:

- Agrawal, J.C., 2005: Nai Shiksha Nati, Prabhat Prakashan, New Delhi.
- Bhatnagar, R.P., Vidhya Shaikishik Prashan, Engle Book Depot, Meerut.
- NCERT (1998): School mapping, New Delhi.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-III

Subject: Education Course

Title of Paper: EC 06 – Gender School and Society

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Objectives: To enable the Student Teacher to:

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

Content:

Unit I: Gender Issues: Key Concepts

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

Unit II: Gender Challenges and Education

- Challenging gender inequalities or reinforcing gender parity: The role of schools, peers, teachers, curriculum and textbooks, etc.
- Representation of gendered roles, relationships and ideas in textbooks and curricula.
- Schools nurture or challenge creation of young people as masculine and feminine selves.

Unit III: Gender Issues and Role of Teacher

- Counseling and Guidance: Teachers' need help to develop abilities to handle notions of gender and sexuality, (often addressing the issues under diverse cultural constraints, their own and their students', instead of shying away from the same).
- Sex Education: Perceptions of safety at school, home and beyond (The formulation of positive notions of sexuality among young people impact larger issues).
- Identification of sexual abuse / violence and its verbalization, (combating the dominant societal outlook of objectification of the female body and so on).

Unit IV: Role of the Media and Life Skills Education

- Role of the media in propagation of popular beliefs, reinforcing gender roles in the popular culture and by implication, at school.
- Life Skills course in school: Provisions to deal with some issues of gender identity roles and

performativity for the development of positive notions of body and self.

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

Assignment:


- **Group Discussion:** B.Ed. student will observe and study the distribution of roles and responsibilities in schools and classrooms, rituals and school routines, processes of disciplining distinctly as for girls and boys, and in classroom interaction. Studying the everyday activities where the majority of girls constitute the assembly choir group and the boys form the inter-school cricket team; girls partnered to be seated with other girl students and boys with boys; sciences associated with boys and humanities with girls; art and craft considered to be the domain of the girls and physical education that of the boys; etc. Teachers need to question such stereotypes and help students rethink their beliefs. Why these issues are delineated only for supplementary extra-curricular periods in school and not integrated into subjects of study need to be discussed.
- **Group Work & Activities, Brainstorming, Audio-Visual Presentations:** Prospective teachers to attend and themselves undertake sessions of open verbalization with school students, voluntary cum friendly involvement in discussions, together with the co-participation of school (teachers, counselors and other resources), home (parents and siblings) and society (NGOs, other expert groups, etc.).
- **Assignments and Projects:** Student-teachers will be exposed and trained to prepare pedagogic material and practice a pedagogy which can develop abilities and confidence in their students to critically evaluate and challenge gender inequalities, while being sensitive to social groups.

References:

- Acker, S. (1994), Feminist theory and the study of gender and education; In S.
- Acker, Gendered Education; Sociological Reflections on women, Teaching and
- Feminism, Buckingham: Open University Press
- Barks, O. (1971) Sociology of Education Ed. 2 Landon: Batsford.
- Kumar, K. (1991) Political Agenda of Education, New Delhi: Sage.
- Lips, Hilary M. (1989) Sex and Gender an Introduction, California
- Child in South Asia', Indian, Journal of Social Sciences. Vol 3 No. 1.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-III

Subject: Education Course (Practicum)

Title of Paper: EPC 07 – Reading and Reflecting on Texts

Max. Marks - 50
External Marks - 40
Internal Marks – 10

Objectives:

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

Unit I: Reading Skills

- Creating environment for reading – Reading clubs, Class libraries
- Reading aloud and silent reading
- Scaffolding: Concept and activities
- Reading different texts types stories, poems, riddles, jokes and instructions for games.

Unit II: Reading with Comprehension

- Reading for global and local comprehension
- Inferences, analysis and extrapolation
- Reading strategies including word-attack strategies
- Discourse analysis
- Using reading as a tool for reference skills i.e. use of dictionary, encyclopedia and internet
- Using ideas of critical literacy to analyze chapters from textbooks
- Acquisition of Reading Skills

Unit III: Types of Text

- Narrative text
- Expository
- Autobiographical Narratives
- Field Notes
- Ethnographies and strategies
- Addressing different types of skills

Mode of Transaction

- Participating in tasks and activities to improve proficiency in the receptive and productive of English.
- Text analysis of school textbooks to improve skills in critical literacy.
- “Reflecting on one” shown learning to make connections with pedagogy.

Essential Readings:

1. Lightbown, P.M. & Spada, N. (1999). How Languages are Learned Oxford: Oxford University Press.



2. Morgan, J. & Rinvohucru, M. (1983). Once upon a time: Using stories in the language classroom: Cambridge:, Cambridge University Press.

Advanced Readings:

1. Parrot M. (1993). Tasks for language teachers Cambridge: Cambridge University Press.
2. Slatterly, M. Willis, J. (2001). English for primary teachers: A handbook of activities & classroom language. Oxford: Oxford University Press.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-IV

Subject: Education Course

Title of Paper: EC 08 – Educational Technology and ICT

Max. Marks - 100
External Marks - 85
Internal Marks – 15

Objectives: Upon the completion of the course the student-teachers will able to:

- Explain meaning, components, functions of computer and its historical backgrounds.
- Understand the computer peripherals and its organization in computer system.
- Develop skill in handling computer and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel Spread Sheets.
- Understand the Educational implications of Power Point Presentation and its use in classroom context.
- Under the applications of Information Technology in the field of teacher education programme and training.

Content:

Unit I: Fundamental of Computer

- History and Generations of Computer
- Meaning, Definition and Characteristics of Computer
- Basic Functions of Computer – Input-Process-Output Concepts
- Anatomy of Computer
- Classification of Computer:
 1. Based on size and capacity (Micro, Mini, Mainframe and Super Computers)
 2. Based on working principle (Analog, Digital and Hybrid Computers)

Unit II: Computer Organization: Hardware and Software

- **Input Devices:** Keyboard, Mouse, Scanner, Digital Camera, Mike, Digital Board
- **Central Processing Unit:** Arithmetic and Logic Unit, Control Unit and Memory Units.
- **Memory Devices (Storage Devices):**
 1. Primary Memory Devices: RAM, ROM, PROM, EPROM & EEPROM.
 2. Secondary Memory Devices: Hard Disk, CD-ROM, DVD, Optical Disk, Pen Drive
- **Output Devices:** Monitor, Printer, Plotter, Speaker
- **Operating System:**
 1. Needs and Functions of Operating System
 2. Types of Operating System – Single user and Multi user
- **Programming Languages:** Types of Languages – LLL and HLL



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

- **Computer Software:** System Software, Application Software and Operating System
- Computer Virus and its prevention.

Unit III: Microsoft Windows (System Software)

- **Introduction to MS-Windows:** Elements of MS-Windows, Start Menu, Desktop, Window Accessories, Control Panel, Windows Explorer.
- **Application Programme:** MS-Office (Application Software), MS-Word, MS-Excel & MS-Power Point.
- **Microsoft Word:**
 1. Parts of MS-Word Windows, MS-Word Standard, Formatting, Drawing Toolbars.
 2. Starting MS-Word, Opening a New Document, Opening Old Document, Naming the New Document, Saving the Document using save and save as commands.
 3. **Formatting the Documents:**

Fonts: Font Style, Size, Bold, Italics, Underline, Normal, Spacing.

Paragraph: Line spacing, Paragraph spacing, Paragraph borders, Bullets, Numbered list, Shadings.

Page Setup: Paper orientation, Margins and Paper.

Size: Alignment: Centre, Left, Right, Justified.
 4. **Editing the Document:**

Cut, Copy, Paste, Special, Undo, Redo, Select All, Find, Replace, Go to, Page Number, Clear
 5. **Inserting:** Frame, Objects, Pictures, Headers, Footers, Page Number, Date and Time.
 6. **Tab, Tables, Columns:** Insert Table, Delete Cells, Merge Cells, Split Cells, Select Row, Select Column, Select Table, Table Auto Format, Cell Height and Width Headings, Soft Text and Formula.
 7. **Working with the Drawing Tools:** Line, Rectangle, Ellipse, Arc, Style, Freeform, Text Box, Callout, Format Callout, Fill Colour, Line Colour, Line Bring to Front, Send to Back, Bring to Front to Text Send Behind Text, Flip Vertical, Flip Horizontal, Rotate Right, Reshape.
 8. Page setting and printing the document and Mail merge.
 9. **Educational Based Applications:** Preparation of lesson plans using MS-Word
- **Microsoft Excel:**
 1. Parts of Excel Windows, Excel Standard, Formatting, Drawing, Toolbars.
 2. Creating a New Worksheet, Opening as Existing Worksheet, Saving the Worksheet.
 3. Working with Worksheet, Inserting and Deleting Rows & Columns Merge Cells, Formulae, Sorting, Inserting Charts.
 4. Preparation of School Time Table, Marks List, Salary Bills etc.
- **Microsoft Power Point:**
 1. Parts of Power Point Windows, Power Point Standard, Formatting, Drawing Toolbars.
 2. Working with Text: Changing Fonts, Changing Font Size and Bold, Alignments, Moving Text etc.
 3. Working with Graphics: Moving the Frames and Inserting Clip Arts, Inserting Pictures, Inserting New Slide, Organization of Charts, Tables, Designing Templates, Master Slide, Colour Box etc.




Unit IV: Applications Information and Communication Technology in Education

- **Introduction to ICT:** Meaning, Need and importance of ICT
- **Introduction to Multi Media:**
 1. Meaning of Multi Media
 2. Scope of Multi Media
 3. Components of Multi Media
 4. Pre-requisites of Multi Media PC
 5. Graphic Effects and Techniques
 6. Sound and Music
 7. Uses of Multi Media for Teaching
 8. Developing a Lesson Plan Using a Multi Media Package
- **Introduction to Internet:**
 1. Meaning of Internet
 2. Characteristics of Internet
 3. Uses of Internet
 4. Educational based applications of Internet
- **Computer Application in Education:**
 1. Computer Assisted Instruction: Concept, Characteristics, Modes, Merits and Demerits.
 2. Computer Assisted Testing: Concept, Characteristics, Modes, Merits and Demerits.
 3. Computer Managed Instruction: Concept, Characteristics, Modes, Merits and Demerits.
- **Introduction to / website:** Meaning and Importance.
- Social Websites (Blog / Twitter / Face book)

Requirements:

- **Infrastructure Requirements:** In order to implement ICT literacy in in-service teacher education and ICT laboratory / Multimedia centre may have to be setup No. of PCs / Systems will be required.
- It is recommended that for each student teacher get hands on experience at least one hour per week. College is free to design the practical time table.
- It is recommended that out of 4 hours a week (2 hours theory and 2 hours practical's).
- Institution should have to appoint ICT Teacher with minimum qualification of PGDCA / BCA / MCA

Assignments: (Any One Uniform Pattern)

- Write the History and Generations of Computer.
- Write the Input, Output and Storage devices of Computer System.
- Preparation of a Lesson Plan, Student List, Letters, Invitation: Hard Copy and Soft Copy.
- MS-Excel: Preparation of a School Time Table, Marks List – Analysis of Data and Graphical Representation – Hard copy and Soft copy.
- MS-Power Point: Preparation of Animated Slides (Insert Picture, Clip Arts, Word Art, Sound, Effects, Animation, etc.) for teaching any concept on your subjects.


- Internet: Surfing Educative Websites, Downloading, Taking a Printout, Creating E-mail Id.

References:

- Balaguruswamy E. (2001), Programming in Basic, New Delhi; Tata McGraw Hill Publishing Company Limited.
- Gupta Vikas (1997), Micro Soft Windows, New Delhi; Pustak Mahal.
- Gupta Vikas (1997), Rapidex Computer Course, New Delhi; Pustak Mahal.
- Jain, V.K. (1997), Computer for Beginners, , New Delhi; Pustak Mahal.
- Leon, Alexis and Mathews (1998), E mail in a Nutshell, Chennai; Leon Tech World.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-IV

Subject: Education Course

Title of Paper: EC 09 – Creating an Inclusive School

Max. Marks - 100
External Marks - 85
Internal Marks – 15

Objectives: On completion of the Course the Student Teacher will be able to:

- Identify the children of special needs.
- Understand the nature of special needs their psycho-educational characteristics and functional limitation.
- Familiarize with assessment and placement procedure for children with special needs.
- Develop understanding about accommodating special needs in regular classroom.
- Appreciate the education of children with special needs.

Content:

Unit I: Special Needs and Education

- Concept and types of special needs.
- Education of children with special needs and its implication for universalization of elementary education.
- Understanding and respecting diversity.
- Trends of education for children with special need in India.
- Policies schemes and legislations about the education of children with special educational needs.

Unit II: Nature, Types and Characteristics of Children with Special Needs

- Psycho-social and educational characteristics functional limitations with reference to:
- Locomotor impairment
- Hearing impairment
- Visual impairment
- Learning disability
- Gifted and disadvantaged children
- Mental retardation and slow learners

Unit III: Inclusive Education

- Concept and philosophy of inclusive education
- Teaching competencies required for inclusive education
- Roll of class teachers and resource teachers in inclusive education
- School and classroom management for implementing inclusive education
- Guidance and counseling in inclusive education

- Specific roll of family and community participation
- Support services needed for inclusive schools

Unit IV: Identification and Assessment of Children with Special Educational Needs

- Concept and techniques of assessment
- Identification and functional assessment of children with special needs
- Implication of assessment for instructional planning and curriculum.
- Curriculum, adaptation, teaching strategies and evaluation in inclusive school.
- Principles and methods of curriculum adaptations and adjustment to address diversity.
- Teaching learning strategies for children with special educational needs.
- Comparative learning, peer tutoring, behaviour modification, multisensory approach, perceptual strategy and system approach.
- Individual educational program (IEP) and use of emerging technology.
- Adaptation in evaluation procedures.

Practicum: Any one of the following: Suggested practicum but more activities can be taken up by the teacher based on any topic from above unit.

- Preparation of a report on importance of education for children with special needs.
- Case study of children with special needs school in school situation.
- Observation of classroom situation and identification of special needs.
- Identification of gifted / creative / slow learner / children with learning disability using standardized test.
- Preparation of teaching plan for accommodation special need (any one type) in regular classroom.
- List out the resources for effective implementation of integration programme with reference to any one category of special needs.

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

References:

- Montgomery, D. (1990), Special need in ordinary schools; children with learning difficulties, Cassel Educational limited, London.
- Ainscow, M. (1990) Special needs in the classroom; A teacher education resource pack UNESCO.
- Hallahan and Kuffman J.M. (1984) Excetional children, Prentice hall
- Haring N.G. (1986) Exceptional Children and youth Ohio; Columbus Charles E Meml Publishing Co. A Bell and Howell Co.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-IV

Subject: Education Course (Practicum)

Title of Paper: EPC 10 – Drama and Art in Education

Max. Marks - 50
External Marks - 40
Internal Marks – 10

Introduction:

- The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness and encourage young students and creative minds to do the arts. An understanding of the arts will give our youth the ability to appreciate the richness and variety of artistic traditions as well as make them liberal, creative thinkers and good citizens of the Nation. Keeping in view some of these ideas, the National Curriculum Framework-2005, introduced arts education as a mainstream curricular area, which must be taught in every school as a compulsory subject (up to X) and facilities for the same may be provided in every school. Keeping this in view, it is all the more important that arts education is integrated in the school curriculum to provide an aesthetically viable atmosphere in schools encouraging creativity. For this, not only Art teachers but every teacher in the school system should be sensitized to understand and experience the use of Arts of holistic development of the learner, as a teacher as well as an individual.

Objectives:

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

Course Content:

Unit I: Visual Arts And Crafts (Practical)

- Experimentation with different materials of Visual Art, Such as pastel, poster, pen and ink, rangoli materials, clay, etc.
- Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modeling, paper cutting and folding, etc.
- Paper framing and display of Art works.

Unit II: Performing Arts: Dance, Music, Theatre & Puppetry (Practical)

- Listening / viewing and exploring Regional Art forms of music, dance, theatre and puppetry.
- Viewing / listening to live and recorded performances of Classical and Regional Art forms.
- Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach.
- Planning a stage-setting for a performance / presentation by the student-teacher.

Unit III: Appreciation of Arts

- Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

- What is the difference between Education in Arts and Arts in Education.
- Identification of different performing Art forms and artists; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose)
- Knowledge of Indian Craft Traditions and relevance in education (based on a set of slides, selected for purpose)
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based on a set of slides, selected for the purpose)
- Indian festivals and its artistic significance.

Project Work (Unit I & II)

- Theme-based projects from any of the circular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms; Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc. – how the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns. Student-teacher should prepare at least ten lesson plans in their respective streams of subject (Science/Maths/Social Sciences/Languages etc.) while integrating different art forms.

Workshop:


- Two workshops of half a day each, of one week duration for working with artists/artisans to learn basis of Art and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing and painting, rangoli, clay modeling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centered. The focus of the workshops should be on how art forms can be used as tool/method of teaching-learning of Languages, Social Sciences, Mathematics and Science.

Practical Part:

- **Body Movement:** Different theatre games, Exercises, Material Arts, Folk Dances.
- **Meditation:** Focus, Concentration.
- **Script Writing:** Characterization, dialogue, time and space, beginning, middle, end.
- **Poetry Recitation:** Rigved Mantras, Vaachik Abhinay.
- Selection of Play for Children.
- Casting.
- Building of a Character.
- **Parts of Speech:** Volume, Pitch, Speed, Clarity, Audibility, Diction, Intonation, Feel and Toner Quality, Projection.
- Design of a Production.
- **Production:** Poster Making, Audience, Execution of Different Aspects of Production, Analysis of Increase in Understanding of Children through Drama.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

- **Suggested Approach for Teaching-learning Process:**
- Every student-teacher must participate and practice different Art forms. They need to be encouraged to visit places of art/see performances/exhibitions/art and craft fairs/local craft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the community. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area. Student-teachers can also be motivated to interpret art works/commercials/events etc. to enhance their aesthetics sensibility.
- A Resource Centre for Arts and Crafts should be a part of all the RIEs, where materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals must be displayed for the purpose of reference and continuous motivation.
- Applications of Arts and Aesthetics in day-to-day life, in the institute and in the community are some of the practical participate in the celebrations of festivals, functions, special days, etc.

Mode of Assessment:

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



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-V

Subject: Education Course (Optional)

Title of Paper: EC 11(1) – Value Education

Max. Marks - 100
External Marks - 85
Internal Marks – 15

Objectives: Upon completion of the course the student-teachers will be able to:

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

Content:

Unit I: Introduction to Values

- Values: Concept, Nature, Types and Significance
- Classification of Values: Intrinsic Values, Instrumental Values, Moral Values, Aesthetic Values, Economic Values, Social Values.
- Contemporary Values in Indian Context:
 1. Panchakosha Theory of Values
 2. Basic Human Values: Truth, Beauty, Goodness, Love, Peace, Non-Violence
 3. Contemporary Values: Scientific Temper, Intellectual Honesty, Social Service and Protection of Environment.

Unit II: Strategies of Inculcation of Values

- Sources of Value Education – Autobiography and Biography of Great People, Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings, Episodes from Real Life, Documents etc.
- Techniques of inculcating Values in Life: Ashtangayoga (Yama, Niyama, Asana, Pranayama, Prathyahara, Dhyana, Dharana and Samadhi)
- Role of Teachers in Value Education

Unit III: Role of Social Agencies in Value Education

- Family
- Religion
- Educational Institutions
- Community
- Mass Media (Print & Electronic)
- Information & Communication Technology (Computer & Internet)

Unit IV: Value Education in Secondary Schools

- Integrated Approach
- Direct Approach
- Incidental Approach
- Co-curricular & Extra-curricular Activities



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

1. Resolving Value Conflicts (value crisis)
2. Discussion of Burning Social & Moral Problems
3. Project Work & Community Centered Activities

Assignments (any one):

- Visit to religious institutions which are involved in Educational endeavor
- Documentation of the contributions of the great personalities and institutions for the promotion and protection of values
- Selection of incidences / episodes from the biographies depicting particular / selected value
- Preparation of Value Judgment Scale

References:

- Broudy S. Hary (1961) Building a Philosophy of Education, USA, Prentice-hall Inc.
- Dewey, J. (1916) Democracy and Education. New York: Macmillan.
- Doyle, T.F. (1973) Educational Judgments. London: Roufledge and Kegam Paul.
- Feather T., Norman (1975) Values in Education and Society, New York : A Division of Macmillan Publishing Co.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-V

Subject: Education Course (Optional)

Title of Paper: EC 11(2) – Health and Physical Education

Max. Marks - 100
External Marks - 85
Internal Marks – 15

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

- Understand the significance of Health Education for the all-round development.
- Maintain and promote good health.
- Develop the understanding of physical education and its related fields.
- Acquire the knowledge about the teaching methods of physical education and its activities.
- Know about the effective organization of physical education activities.

Content:

Unit I: Health and Physical Education

- Health: Meaning, Aims and Objectives, Importance and Scope
- Physical Education: Meaning, Aims and Objectives, Importance and Scope
- Related fields: Recreation, Health Education and Education
- National and Emotional Integration through Sport and Physical Education
- Yoga – Meaning – Astanga Yoga – Significance in Modern Society

Unit II: Health Service and Supervision

- Medical Inspection: Meaning, Procedure and Importance
- Personal Care: Skin, Eyes, Ears and Teeth
- Safety Education: Meaning and Significance, Safety in Classroom, Play field, Gymnasium, Roads and Homes.
- First Aid: Meaning, Significance, Principles of giving first aid
- Fatigue: Meaning, Causes and Remedies.
- Balanced DIET: Meaning and Benefits.

Unit III: Leadership, Discipline, Incentives and Awards

- Leadership
 1. Qualities of good leader in physical education
 2. Teacher leadership
 3. Student leadership
- Discipline
 1. Meaning
 2. Common form of indiscipline in schools
 3. Causes for indiscipline



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

4. Steps to check indiscipline
 5. Rewards and discipline
 6. Punishment and discipline
- Incentives and Awards
 1. Letter – Crest
 2. Cup
 3. Trophy
 4. Medal
 5. Honour Board
 6. Scholarship
 7. Certificate
 8. Cash Prize – Based on the Player's Performance

Unit IV: Organization of Physical Education Activities

- Intramural and Extramural Competitions: Meaning, Organization, Benefits
- Tournaments: Meaning, Types-Knock-Out and league, Benefits
- Sports Meet: Meaning, Organization, Benefits
- Campus and Hikes: Meaning, Organization, Benefits

Practicum:

- Participation in any one major game and one sports item
- Ground marking for selected games and sports
- Commands, line formation and marching, ceremonial parade
- Participation in two National festival programmes for flag hoisting

References:

- Kamalesh and Sangral, (2000), Principles and History of Physical Education, Ludhiana: Tandon Publication.
- Nadgir, K.G. (1998), Sharir Shikshanad Vidhanagalu, Dharwad: Mallesajjan Vyayama Shale.
- Prakash Brothers (2000) Organization, Administration and Recreation in Physical Education, Ludhiana: Prakash Brother Publicaiton.
- Rao, V.K. (2003), Physical Education, New Delhi: A.P.H. Publishing Corporation.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-V

Subject: Education Course (Optional)

Title of Paper: EC 11(3) – Guidance and Counselling in School

Max. Marks - 100
External Marks - 85
Internal Marks - 15

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

- Understand the principles, scope and need of guidance and counselling in schools
- Acquaint himself with nature of different problems faced by children in context of learning and development.
- Understand the acquisition and process of learning in children with special needs.
- Acquaint himself with learning disabilities of children and its remedies.
- Take up minimum guidance programme at school level.

Content:

Unit I: Guidance and Counselling

- Introduction of Guidance and Counselling
- Nature, Purpose and Scope of Guidance and Counselling
- Difference between Guidance and Counselling
- Counselling
 1. Principles
 2. Approaches
- Areas of Guidance
 1. Educational Guidance
 2. Vocational Guidance
 3. Personal Guidance

Unit II: Problems of Developments in Children

- Problems related to Physical Development
 1. Common problems faced by children
 2. Nutrition
- Problems related with Emotional Development
 1. Adjustment to Home
 2. Adjustment to School
 3. Adjustment to Peer Group
 4. Problems related to academic achievement
 5. Problems related to Gender bias and Gender related issues
- Applications of the whole child concept for parents, teachers and counselors
- Acquisition and Process of Learning
 1. Concept of learning
 2. Factors affecting learning



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

- | | |
|----------------------------|--------------------------|
| 3. Physiological factors | 4. Psychological factors |
| 5. Socio-emotional factors | 6. Educational factors |

Unit III: Learning Disabilities of Children

- Factors Contributing to Learning Problems
 1. External factors: Psychological and Educational
 2. Internal factors: Low general ability, attention, specific reading, writing etc.
- Assessment of the child
 1. Case history
 2. Assessment of general abilities
- Remediation
 1. Principles of Guidance Services
 2. Designing remedial strategies

Unit IV: Guidance for Children with Special Needs

- Meaning, definitions and types of exceptional children
- Gifted and creative children
- Slow learners and backward children
- Strategies for helping exceptional children to overcome their problems

Assignments (Any One):

- Case study of a child with special problem.
- Publication of a career bulletin based on authentic sources of Jobs, Employment
- Organization of career conference, campus interviews, etc.
- Organization of Counselling session for (Individual / Groups) students who are genuinely in need of Counseling.
- Organization of Guidance sessions about services and facilities available in a school or college.

References:

- Adams, J.F. (1965) Counselling and Guidance: A Summary, New York: The Mc Millan Company Ltd.
- Aggarwal, J.C. Educational & Vocational Guidance & Counselling. Delhi: Doaba House.
- Asha Bhatnagar (1999) Guidance and Counselling: Theoretical Perceptive. Vol-1. New Delhi: Vikas Publishing House.
- Berki B.G. & Mukhopadhyaya B. Guidance & Counselling: A Manual: Sterling Publishers.
- Weomberg, C (1966) Social Foundations of Guidance. New York: Free Press.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-V

Subject: Education Course (Optional)

Title of Paper: EC 11(4) – Educational Administration and Management

Max. Marks - 100

External Marks - 85

Internal Marks – 15

Course Objectives:

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

Course Content:

Unit I:

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

Unit II:

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

Unit III:

- Communication in Educational Administration Role of communication in effective management and administration.
- Methods of communication.
- Barriers of communication in educational administration.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

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

Unit IV:

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

Unit V:

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

Practicum:

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

References:

- Bhatnagar, R.P. & Verma, I.B.; Educational Administration, Lyall Book Depot Meerut.
- Bhatnagar, R.R. & Agrawal, Vidya : Educational Administration, Supervision Planning and Financing. R. Lall book Depot, Meerut.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-V

Subject: Education Course

Title of Paper: EC 12 – Action Research

Max. Marks - 100
External Marks - 85
Internal Marks – 15

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

Content:

Unit I: Research and Educational Research

- Research: Meaning, Definition & Importance.
- Educational Research: Meaning, Definition & Importance.
- Steps in Educational Research.
- Type of Research: Fundamental / Basic, Applied and Action Research: Meaning, Definition & Importance.
- Methods of Research: Historical, Experimental and Survey.
- Differences between applied and action research with reference to: (i) Purpose (ii) Definition (iii) Hypothesis (iv) Sample (v) Data collection instruments (vi) Data analyses (vii) Generalization (viii) Limitations

Unit II: Action Research

- Meaning, Definition and Scope of research.
- Importance of action research to classroom teachers, administrators and guidance personnel.
- Limitations of action research.
- Action problems in different areas in schools – Examples.

Unit III: Research Steps and Tools

- Steps in Action Research
 1. Identifying the problem area (examples – experimental design and qualitative design).
 2. Pinpointing the problem.
 3. Problem analysis in terms of causes
 4. Identifying the objectives
 5. Formulating action hypotheses
 6. Designing action plan
 7. Execution of the plan
 8. Analyzing the data
 9. Findings
 10. Reporting
- Tools of Data Collection
 1. Achievement Test, Questionnaire, Interview Schedule, Checklist, Rating Scale –



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

Meaning, Need, Advantages and Limitation.

2. Tests / Inventories of Aptitude, Attitude, Interest, Personality, Values, Intelligence and Creativity (Knowledge of at least 2 tests in each category).
3. Measure in classroom: Sociometric technique and classroom social distance scale (uses of these tools in action research)

- Quantitative and Qualitative Data: Meaning and Examples

1. Analysis of the data: Frequency distribution, measures of central tendency, variability.
2. Co-efficient of correlation (Person's rank difference method)
3. Interpretation of data with an example: Descriptive and graphical.
(Note: To be discussed without computation)

Unit IV: Action Research Report

- Format of report in terms of steps of action research
- Summary, bibliography and appendix.

Assignments (Any One):

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

- Identifying causes of poor reading ability and suggesting remedial measures.
- Identifying the causes and types of spelling errors and suggesting remedial measures.
- Identifying the causes of poor map-reading skills and suggesting remedial measures.
- Identifying the causes for poor drawing of diagrams and suggesting remedial measures.
- Identifying the causes of truancy and suggesting remedial measures.
- Identifying the causes of problem behaviour of students in the classroom and suggesting remedial measures. (Any other problems similar to above mentioned)

References:

- Aggarwal, J.C. (1975), Educational Research: An introduction, New Delhi: Arya Book Depot.
- Best, J.W. and Kahn, J.V. (2002), Research in Education, (7th Ed.) New Delhi: Prentice Hall Pvt. Ltd.
- Sidhu, K.S. (1984), Methodology of Research in Education, New Delhi: Sterling Publishers Pvt. Ltd.
- Van Dalen, D. (1973) Understanding Educational Research: An Introduction. New Delhi: McGraw Hill Book Co.



B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-V

Subject: Education Course (Practicum)

Title of Paper: EPC 13 – Educational Psychology Practical and Test

Max. Marks - 50

External Marks - 40

Internal Marks – 10

(Group A- any three test and Group B – any three Experiments)

SUGGESTED PSYCHOLOGY PRACTICUM AREAS

Group A –Tests	Group B-Experiments
Interest	Intelligence
Intelligence	Aspiration
Adjustment	Creativity
Anxiety	Transfer of Learning
Achievement Motivation	Trial and Error
Personality	Personality



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject: Education Course

Title of Paper: EC 14(1) – Pedagogy of School Subject – I
Hindi

Max. Marks - 100
External Marks - 85
Internal Marks – 15

Objectives: Upon completion of the course, the student-teachers will be able to:

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

Unit I: Perspectives of Hindi Language, Aims and Objectives of Teaching Hindi

- Meaning and concept of language
- Nature and importance of language
- Three language formula and Hindi
- Place of Hindi in the Secondary School Curriculum of M.P.
- Present position of Hindi in India: (a) In the constitution (b) In the life of India people.
- Aims of teaching Hindi as a second / third language
- Functional aims of Hindi Teaching
- Cultural aims of Hindi Teaching. National and International Aims of Hindi Teaching.
- Instructional objectives with practical – Theoretical back ground Writing of instructional of Objectives of Hindi Teaching.
- Modification of Objectives in terms of behavioural changes.

Unit II: Planning Lessons, Resource Units, Unit Plan, Drill Lessons

- Planning of Prose, Poetry and Grammar lessons.
- Processing of lesson notes and micro lesson plans.
- Meaning and importance of a Unit plan and administration.
- Resource Units – Use and implications.
- Plan and process of lessons in Practice teaching.

Unit III:

- Development of language skills – Listening objectives and importance – Activities for its development.
- Speaking – Objectives – Activities for its development – Role of learning by heart, role-play, extempore and prepared speeches, debates, languages games, substitution table need for correct pronunciation – Remedial Measures.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

- Reading – Objectives – Types of reading silent and loud, intensive – methods of teaching reading.
- Writing – Objectives – Characteristics of handwriting – Dictation
- Composition – Objectives – Types – Oral, written and picture composition – Free and guided composition, Translation – Objectives – Importance's – Characteristics of good translation.

Unit IV: Curriculum Design

- Principles of Curriculum construction of Hindi
- Curriculum construction of Hindi – Subject centered – Learner Centered – Problem centered
- Transaction of Curriculum / Co-curricular, Extra-curricular activities pertaining to teaching and learning.
- Curriculum of prose – Poetry and Composition. Prose – Ancient / Medieval / Modern Prose version. Poetry – Bhakti period – Ritti period – Modern period.
Composition Exercises, Assignments and remedial teaching activities and Grammar – Translations.
- Curriculum development and evaluation.

Seminar Topics (any one):

- (a) Preparing scheme of assessment
- (b) A study of an author / poet
- (c) Developing Linguistics Skills
- (d) System our examinations
- (e) Importance of teaching materials for effective teaching

Practicum:

- (a) Review of Books – 8, 9 standard school text books.
- (b) Resource unit uses.
- (c) Unit plan processing.
- (d) A study of an Author / Poet.
- (e) Development Linguistics Skills.

Assignments (any one):

- (1) Solving grammar exercise of 8th and 9th Standard Text books of Second Language Hindi / Third Language. Hindi
- (2) Preparing crossword puzzles on technical terms, difficult terms of prescribed Hindi Text Books.
- (3) Construction of substitution – Table on the concerned texts.
- (4) Report on constitutional provisions – Provided to Hindi and the implication.
(Note: Records should be maintained).

References:

- Bhai. Y (1978) Hindi Bhasashikhan, Vinod Pustak Mandir Agra.
- Keshav Prasad (1984) Hindi Shikshan, Delhi; Dhanapatrai and Sons.
- Kothari Commission Report (1968) Govt. of India, New Delhi
- Sugandhi, Deepak (2004) Hindi Shikha Pranali, Ilkal : Neha Prakshan. Karnataka
- Syandhya Mukarji (1989) Hindi Bhasha Shikshan, Lucknow; Prakshan Kendra. Uttar Pradesh.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject: Education Course

**Title of Paper: EC 14(2) – Pedagogy of School Subject – I
Sanskrit**

Max. Marks - 100
External Marks - 85
Internal Marks – 15

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

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

Unit I: Sanskrit Language – Nature and Importance

- Importance of Sanskrit language.
- Contributions of Sanskrit to other Indian Languages to Indian Culture, Traditional and to Emotional Integration.

Unit II: Place of Sanskrit in the Secondary School Curriculum

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

Unit III: Lesson Plan in Sanskrit Language

- Planning lesson plans in Prose, Poetry, Grammar and Composition.
- Unit Plan: Importance, Characteristics, Format
- Resource unit: Importance, Characteristics, Format
- Micro lesson plan: Importance, Format, Practice



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

Unit IV: Development of Language Skills, Curriculum Design

- Listening: Importance, Activities for its Development.
- Speaking: Importance, Characteristics of good Speaking, Activities for its Development.
- Reading: Mechanics of reading, objectives, different kinds of reading – Silent reading and Loud reading.
- Writing: Importance of good Handwriting – Specialties of the Devanagari script, causes of spelling mistakes, remedial measures.
- Principles of curriculum construction of Sanskrit.
- Curriculum design in Sanskrit: Subject centered, learner centered, problem centered.
- Transaction of curricular/co-curricular activities.
- Curriculum development and evaluation.

References:

- Aptc. D.G. (2000) Teaching of Sanskrit, Bombay : Publications.
- Shanbhag D.N. (2002) Subhoda Sanskrit Vyakarana. Dharwad: Bharat Book Depot & Publications.
- Ramashakal Pandeya. (1997) Language Curriculum. Mysore: CIIL Publications.
- Ramashakal Pandeya. (2000) Sanskrit Shikshan, Agra: Pustaka Mandir.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject: Education Course

Title of Paper: EC 14(3) – Pedagogy of School Subject – I
English

Max. Marks - 100
External Marks - 85
Internal Marks – 15

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

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

Unit I: Nature of English Language

- Language its nature and structure – Meaning of language, Functions of Language – Informative, Expressive and Directive Linguistic Principles.
- Structure of English Language – Phonological, Morphological, Syntactic, Semantic and graphic (a brief explanation of the cconcepts)

Unit II: Aims and Objectives of Teaching English

- Aims and objectives of teaching English at the Secondary School level as first and second language.
- English as a library language, link language and international language.
- Position of English in India before and after Independence – The three language formula its meaning and scope.

Unit III: Instructional Design of Teaching English Language

- Teaching of Prose – Detailed and non-detailed Objectives – Methods and Approaches steps in lesson planning.
- Teaching of Poetry – Objectives – Methods and Approaches – Steps in lesson planning.
- Teaching of Grammar – Objectives – Formal and Functional – Methods of teaching grammar.
- Use of mother tongue in teaching of English, different occasions for its effective use.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

- Preparations of Unit plan, Resource Unit.

Unit IV: Methods, Approaches to Develop English Language Skills

- Psychological principles of learning English as a foreign language. Methods and approaches of Teaching English:
 - (a) Grammar Translation Method
 - (b) Direct Method
 - (c) Bilingual Method
 - (d) Structural Approach – Dr. WEST Method
 - (e) Communicative Approach
- Development of language skills – Listening objectives an importance – Activities for its development.
- Speaking – Objectives – Activities for its development, Role of learning by heart, Role-play, Extempore and prepared speeches, Debates, Language games, Substitution table need for correct pronunciation, Defects in pronunciation – Remedial Measures.
- Reading – Objectives – Types of reading – Silent and a loud, Intensive – Methods of Teaching Reading.
- Writing – Objectives – Characteristics of handwriting – dictation.
Composition – Objectives – Types (oral, written and picture composition) Free and guided composition Translation – Objectives – Importance – Characteristics of good translation.

References:

- Ahuja R.L. (2000) Teaching of English as a Foreign Language – Indian Press Publications Allahabad.
- Allan C, R (1971) Teaching English as a Second Language, New-Delhi. McGrawhill.
- Allen H.B. and Compell P.N. (1979) Readings in Teaching English as a Second Language.
- Baruah T.C. (1984) The English Teachers Handbook. Sterling Publishers.
- Sachdeva M.S. (1976): A New Approach to Teaching English in Free India. Ludiana Publications.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject: Education Course

Title of Paper: EC 14(4) – Pedagogy of School Subject – I
Urdu

Max. Marks - 100
External Marks - 85
Internal Marks – 15

Objectives:

- Understand the importance and role of Urdu language in our country.
- Understand the aims of teaching of Urdu at elementary and secondary level.
- Be familiar with various methods of teaching Urdu.
- Understand the concept of curriculum in teaching Urdu, qualities of good textbook and cocurricular activities in teaching Urdu.
- Acquaint them with different teaching skills associated with teaching of Urdu.

Course Contents

Unit-1: Curriculum Aims and Objectives

Meaning, importance and principals of preparing good Urdu

Curriculum at secondary level

Principles and rationale of curriculum development

Text book: Meaning and importance of Urdu text book, qualities of a good textbook in the subject of Urdu .Qualities of language teacher

Co-curricular activities: Meaning, importance of co-curricular activities for teaching Urdu through:

- Literary Club.
- School Magazine.
- Debates.
- Quiz Programme.
- Dramatics.
- Mushiarah

Unit-2: Skills of Urdu Teaching

1. Development of the following linguistic skills:

- Listening.
- Speaking.
- Reading.
- Writing.

Unit-3: Reading and Writing

Concept, meaning and importance of reading.

Types of reading: silent/low, extensive and intensive.

Unit-IV: Methods of Teaching Urdu

- Aims of teaching prose, poetry, drama and composition at various levels.
- Methods of teaching prose, poetry, composition and grammar.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

Chairman, Board of Studies Education Page 71

Unit-V: Audio Visual Aids

Importance, types, production and usage

- Traditional Aids: Black Board, Text Books.
- Verbal Aids: Story Telling, Example
- Audio Aids: Radio, Tape recorder.
- Audio-Visual Aids: Film and Film Strips, T.V.

Activity:

1. Origin and development of Urdu lmla, Arrab and punctuation.
2. Defects in writing skills and their improvement, elaboration and summarization, essay and letter writing.
3. Critical study of any one Urdu text book prescribed for classes (1 to 8).
4. Preparation of a lesson plan for teaching Urdu.

References:

- James Abidi-Ibtidayee School main Talccn Ki Tariqey.
- Rafiqua Kareen-Urdu Zaban Ke Tarequ-e-Tadrees.
- Salamat Ulla-Buniyadi Ustad Ke Liye
- Salamat Ulla-Hum Kaise Parhayen.
- Saleem Abdullah-Urdu Kaise Parahayeen.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject: Education Course

Title of Paper: EC 15(1) – Pedagogy of School Subject – II
History

Max. Marks - 100
External Marks - 85
Internal Marks – 15

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

- Understand meaning, scope and importance of History and Civics in the school curriculum.
- Acquire content knowledge of methods of history and civics.
- Acquire knowledge of aims and instructional objectives of teaching History and Civics.
- Acquire skills in planning lessons in History and Civics.
- Understand and apply the principles of organizing content in the teaching History and Civics.
- Acquire knowledge about Local, Regional National, and World History.
- Acquire the knowledge of Instructional Material and resources in teaching History and Civics.
- Preparing suitable teaching devices & using them & organizing field trips.
- Proficiency in correlating History with other school subjects.
- Cultivate the qualities of a good History teacher.
- Acquire the knowledge of content of History for 8th to 10th standard in M P.
- Evaluate History text books and prescribed courses.
- Develop necessary skills in the application of methods and techniques in the classroom.

Content:

Unit I: Nature and Scope of History

- Meaning, Nature and Scope of history
 - (a) History – an art or Science
 - (b) Modern Concept of History, exploration, criticism synthesis and exposition.
 - (c) Different levels of History – World History, National, Regional and Local History.

Unit II: Aims and Objectives of Teaching History

- Meaning and Importance of teaching History in Secondary Schools
- Aims of teaching History
- Instructional objectives and values of Teaching History
 - (a) Knowledge, understanding, critical thinking, skills, attitude, interests, Application – Analysis of these objectives in terms of specific behaviours of learners.
 - (b) Spelling out instructional objectives and learning outcomes.
 - (c) History based hobby clubs, societies
- Co-relation of History with other School Subject



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

- (a) Meaning and importance of correlation
- (b) Types of correlation
- (c) Correlation of History with Geography, Economics, Literature
- (d) Co-curricular / Activities in History
- (e) Importance of organization of field trips, visits

Unit III: Instructional design in Testing History

- Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate teaching devices and assignments and plan according to active learning strategies.
- Resource Unit.
- Unit Plan and Unit Test

Unit IV: Methods, Techniques and Instructional Materials of Teaching History

- Meaning and need of methods
- Methods and techniques of teaching History – Discussion, project, problem solving, source, dramatization and biographical, Active Learning Strategies

Unit V: Instructional Materials History

- (a) Collateral Reading – Importance, Reading materials, Historical Novels
- (b) Auto biographic, Magazines, News papers Drams, Journals Audio-Aids-Radio, Tape recorder, Visual-Aids-Maps-Importance.
- (c) Types, procedure of using maps, pictures, charts, models, film strips, diagrams.
- (d) Audio-Visual-Aids-Films, TV

Practical:

- Critical evaluate History content of 8th 9th 10th standard,
- Conducting quiz Competition in History
- Survey of the locality and collection of information about interests
- Organizing short field trip to a place of historical / political interests
- Preparing resources unit on a topic of your choice in History
- Preparation of materials for a History room of museum
- Students is also allowed to do his own interested practical work pertaining to the syllabus

References:

- Agrawal J.C. (2002) Essential of Educational Technology: Teaching, Learning, Innovations in Education, Prakash Publishing house Pvt. Ltd. New Delhi.
- Arora R.L. (1990) Teaching of History, Prakash Brother Ltd.
- Bhattacharya S. (1996) Teaching of Social Studies in Indian Schools. Acharya Books Depot, Baroda.
- N.C.E.R.T. (1970) Effective Teaching of History in India. A Handbook for History Teachers.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject: Education Course

Title of Paper: EC 15(2) – Pedagogy of School Subject – II
Civics

Max. Marks - 100
External Marks - 85
Internal Marks – 15

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

- Understand meaning, scope and importance of Civics in the school curriculum.
- Acquire content knowledge of methods of civics.
- Acquire knowledge of aims and instructional objectives of teaching Civics.
- Acquire skills in planning lessons in Civics.
- Understand and apply the principles of organizing content in the teaching Civics.
- Acquire knowledge about Local, Regional National, and World Politics.
- Acquire the knowledge of Instructional Material and resources in teaching Civics.
- Preparing suitable teaching devices & using them & organizing field trips.
- Proficiency in correlating Civics with other school subjects.
- Cultivate the qualities of a good Civics teacher.
- Acquire the knowledge of content of Civics for 8th to 10th standard in M P
- Evaluate History and Civics text books and prescribed courses.
- Develop necessary skills in the application of methods and techniques in the classroom.

Content:

Unit I: Nature and Scope of Civics

- Meaning, Nature and Scope of Civics
 - (a) Civics – an art or Science
 - (b) Modern Concept of Civics, exploration, criticism synthesis and exposition.

Unit II: Aims and Objectives of Teaching Civics

- Meaning and Importance of teaching Civics in Secondary Schools
- Aims of teaching Civics
 - (a) Political conciseness, understanding of current events, democratic citizenship, understanding of Union and the State Government.
 - (b) Functional awareness of Rights and Duties of citizens.
- Instructional objectives and values of Teaching Civics
 - (a) Knowledge, understanding, critical thinking, skills, attitude, interests, Application – Analysis of these objectives in terms of specific behaviours of learners.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

- (b) Civics based hobby clubs, societies
- Correlation of Civics with other School Subject
 - (a) Meaning and importance of correlation
 - (b) Types of correlation
 - (c) Correlation of Civics with Geography, Economics, Literature
 - (d) Co-curricular / Activities in Civics
 - (e) Importance of organization of field trips, visits

Unit III: Instructional design in Testing Civics

- Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate teaching devices and assignments and plan according to active learning strategies.
- Resource Unit.
- Unit Plan and unit test.

Unit IV: Methods, Techniques and Instructional Materials of Teaching Civics

- Meaning and need of methods
- Methods and techniques of teaching Civics – Discussion, project, problem solving, Survey observation, comparative and demonstration, Active Learning Strategies

Unit V: Instructional Materials Civics

- (a) Collateral Reading – Importance, Reading materials,
- (b) Auto biographic, Magazines, News papers Drams, Journals Audio-Aids-Radio, Tape recorder, Visual-Aids-Maps-Importance.
- (c) Types, procedure of using maps, pictures, charts, models, film strips, diagrams.
- (d) Audio-Visual-Aids-Films, TV

Practical:

- Critical evaluate civics content of 8th 9th 10th standard,
- Conducting quiz Competition in Civics
- Survey of the locality and collection of information about interests
- Organizing short field trip to a place of historical / political interests
- Preparing resources unit on a topic of your choice in Civics
- Preparation of materials for a Civics room of museum
- Students is also allowed to do his own interested practical work pertaining to the syllabus

References:

- Agrawal J.C. (2002) Essential of Educational Technology: Teaching, Learning, Innovations in Education, Prakash Publishing house Pvt. Ltd. New Delhi.
- Arora R.L. (1990) Teaching of History, Prakash Brother Ltd.
- Bhattacharya S. (1996) Teaching of Social Studies in Indian Schools. Acharya Books Depot, Baroda.
- N.C.E.R.T. (1970) Effective Teaching of History in India. A Handbook for History Teachers.




B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject: Education Course

Title of Paper: EC 15(3) – Pedagogy of School Subject – II
Geography

Max. Marks - 100
External Marks - 85
Internal Marks – 15

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

- Acquire knowledge about basic facts, concepts, laws principles and trends in Geography.
- Acquire knowledge and understanding of the aims and objectives of Geography.
- Realize the values of learning Geography.
- Make use of Audio-Visual aids about Geography.
- Develop skills in equipping the Geography (i) Museum (ii) Room (iii) Library
- Develop skills in organizing planning – Learning experiments and in writing and organizing the lesson plan.
- Acquire the knowledge of Geography curriculum.

Content:

Unit I: Meaning, Nature and Scope of Geography


- Meaning, Nature, Scope and importance Geography
- Branches of Geography and their importance – Physical, Economic, Human and Political

Unit II: Aims and Objectives Teaching Geography

- Aims / Values of Teaching Geography
 - (a) Intellectual aims (b) Cultural aims (c) Environmental aims (d) Utilitarian aims
 - (e) Aesthetic aims
- Taxonomy and Objectives of Teaching Geography
 - (a) Knowledge (b) Understanding (c) Application (d) Attitude & interest
 - (e) National Integration, International Understanding
- Co-relation of Geography with History, Science, Mathematics, Languages and Economics
- Trends in Geography Education
- Importance and Organization of Field trips, Visits
- Geography based hobby clubs / societies (National Geography Specials)

Unit III: Instructional Design in Geography

- Meaning, importance and format of lesson plan
- Principles of lesson planning
- Characteristics of a lesson plan



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

- Prepare Lesson Plan according to Active Learning Strategies
- Unit Plan
- Resource Unit
- Unit Test

Unit IV: Methods of Teaching Geography

- Meaning and importance of method of teaching Geography
- Different Methods of teaching Geography
 - (a) Lecture Method (b) Laboratory Method (c) Observation Method (d) Excursion Method
 - (e) Project Method (f) Discussion Method (g) Active Learning Strategies

Unit V: Instructional Materials Geography

- (a) Collateral Reading – Importance, Reading materials,
- (b) Auto biographic, Magazines, News papers Drams, Journals Audio-Aids-Radio, Tape recorder, Visual-Aids-Maps-Importance.
- (c) Types, procedure of using maps, pictures, charts, models, film strips, diagrams.
- (d) Audio-Visual-Aids-Films, TV

Practicum:

- Preparation of charts, globe and models of Geography,
- Preparation of transparencies about – section of volcanoes, seabed, plains etc
- Interpretation of weather maps
- Drawing of geographical maps
- Preparation of resource unit in Geography

Assignments:

- Visit to an observatory, planetarium or Geography museum
- Collection of specimens
- Preparation of a project report – Based on local Geographical Survey.

Note:

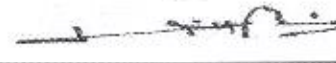
- Submission of report after doing any one of the above practical work

References:

- Bliar, Thomas A., (1951), Climatology: General and Regional, New York, Prentice-Hall Inc.
- Indian National Committee for Geography (1968), Developing Countries of the World Calcutta, 21st IGU Publication
- Indian National Committee for Geography (1968), Mountains and Rivers of India, Calcutta, 21st IGU Publication
- UNESCO (1965) Source Book for Geography Teaching, London, Longman, Longman Co
- Wheeler, Jr. J. Renton Kostabade and Richard S. Thoman (1969), Regional Geography of the World, New York: Holt, Rinehart and Winston, Inc.
- Woolridge, S.W. and W.G. East, (1951), The Sprit and Purpose of Geography, New York, Hutchinsonson



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject: Education Course

Title of Paper: EC 15(4) – Pedagogy of School Subject – II
Economics

Max. Marks - 100
External Marks - 85
Internal Marks – 15

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

- Acquire knowledge about basic facts, concepts, laws principles and trends in Geography and Economics.
- Acquire knowledge and understanding of the aims and objectives of Geography.
- Realize the values of learning Geography.
- Make use of Audio-Visual aids about Geography and Economics.
- Develop skills in equipping the Geography (i) Museum (ii) Room (iii) Library
- Develop skills in organizing planning – Learning experiments and in writing and organizing the lesson plan.
- Acquire the knowledge of Geography curriculum.

Content:

Unit I: Meaning, Nature and Scope of Economics

- Meaning, Nature, Scope and importance Economics
- Branches of Economics and their importance – Micro, Macro, Financial and Indian Economy
- International relations and study of Economics

Unit II: Aims and Objectives Teaching Geography and Economics

- Aims / Values of Teaching Geography and Economics
 - (a) Intellectual aims (b) Cultural aims (c) Environmental aims (d) Utilitarian aims
 - (c) Aesthetic aims
- Taxonomy and Objectives of Teaching Economics
 - (a) Knowledge (b) Understanding (c) Application (d) Attitude & interest
 - (e) National Integration, International Understanding
- Co-relation of Economics with History, Science, Mathematics and Languages etc.
- Trends in Economics Education
- Importance and Organization of Field trips, Visits
- Economic based hobby clubs / societies (National Geography Specials)

Unit III: Instructional Design in Economics

- Meaning, importance and format of lesson plan
- Principles of lesson planning



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

- Characteristics of a lesson plan
- Prepare Lesson Plan according to Active Learning Strategies
- Unit Plan
- Resource Unit
- Unit Test

Unit IV: Methods of Teaching Economics

- Meaning and importance of method of teaching Economics
- Different Methods of teaching Economics
 - (a) Lecture Method (b) Laboratory Method (c) Observation Method (d) Excursion Method
 - (e) Project Method (f) Discussion Method (g) Active Learning Strategies

Unit V: Instructional Materials Economics

- (a) Collateral Reading – Importance, Reading materials,
- (b) Types, procedure of using maps, pictures, charts, models, film strips, diagrams.
- (c) Audio-Visual-Aids-Films, TV

Practicum:

- Preparation of charts, globe and models of Economics
- Preparation of transparencies about – section of volcanoes, seabed, plains etc
- Preparation of resource unit in Economics

Assignments:

- Visit to an observatory, planetarium
- Collection of specimens
- Preparation of a project report – Based on local Economic Survey.

Note:

- Submission of report after doing any one of the above practical work

References:

- Bliar, Thomas A., (1951), Climatology: General and Regional, New York, Prentice-Hall Inc.
- Indian National Committee for Geography (1968), Developing Countries of the World Calcutta, 21st IGU Publication
- Indian National Committee for Geography (1968), Mountains and Rivers of India, Calcutta, 21st IGU Publication
- UNESCO (1965) Source Book for Geography Teaching, London, Longman, Longman Co
- Wheeler, Jr. J. Renton Kostabade and Richard S. Thoman (1969), Regional Geography of the World, New York: Holt, Rinehart and Winston, Inc.
- Woolridge, S.W. and W.G. East, (1951), The Spirit and Purpose of Geography, New York, Hutchinson




B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject: Education Course

**Title of Paper: EC 15(5) – Pedagogy of School Subject – II
Social Science**

Max. Marks - 100
External Marks - 85
Internal Marks – 15

Objectives: To enable the student teachers to:

- Understand the need for learning History, Geography, Civics and Economics either as separate disciplines or as an integrated discipline.
- Develop understanding of the nature, structure and scope of Social Sciences.
- Develop knowledge about the basic principles governing Social Science.
- Develop the teaching skill needed for teaching of Social Science.
- Acquire competency to prepare lesson plan for teaching Social Science.
- Equip the student trainees with the skills for teaching gifted and under average students.
- Know the methods and approaches for organizing Social Sciences curriculum.
- Critically examine the Social Sciences syllabus and develop skills to periodically modify and update the text-books.

Course: Contents

Unit-I: Social as an Area of Study

- Meaning, scope and importance of social science in secondary schools.
- Concept of social science and social studies.
- Philosophical, Theoretical and Psychological Basis of Social Science.
- Integration of Different Subjects of Social Sciences - History Civics, Economics, Geography and Sociology.
- Objectives and values of teaching social science in secondary schools.
- Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of social science.

Unit-II: Content organization in Social Science

- Content analysis of class VI to X So. Science Books.
- Content Structure - Different views.

Unit-III: Co-curricular Activities and Text books

- Curriculum: Meaning importance and principles of designing a good curriculum for social science.
- Co-curricular activities: Meaning, importance of co-curricular activities, role and organization of the following in teaching of social science.
- Text-Books: Meaning and importance of Text-Books in teaching of Social Science. Role of library and reference books in teaching of social science.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

Unit-IV: Methods and Techniques

- Methods: Lecture method, Lecture cum discussion method, discussion method, problem solving method, project method, source method, field method, value inculcation method.
- Techniques: Skills of questioning, Dramatisation, role playing, story telling.
- Aids-Audio-Visual aids and Electronic media in teaching social science. Preparation of Low Cost Teaching Aids.

Unit-V: Microteaching, Lesson planning and Evaluation

- Microteaching: Concept, components and preparation of any microteaching lesson plans for developing the skills.
- Lesson Planning: Meaning and importance of lesson plan, steps for preparing lesson plans for teaching social science using.
- Evaluation: Meaning, need and objectives of evaluation in social science, formative and summative evaluation, evaluation techniques.

Internal Assessment:

- a) Attendance - 05 marks
- b) Two Tests - 10 marks
- c) One Assignment - 05 marks

Every student will be required to write one assignment on any one of the following topic or any other related topic not included in the concerned paper to be prepared within ten pages:

- Factors affecting Indian Society
- History of freedom movement.
- Major issues facing Indian today.

References:

1. Agrawal, J.C. Teaching of Social Studies, New Delhi : Vikas Publishing House
2. Bhattacharya, S., and Darji, D.R. (1966) Teaching of Social Studies in Indian Schools, Baroda: Acharya Book Depot.
3. George, A.M. and Madan, A., Teaching Social Science in School NCERT's new text book initiative, New Delhi : Sage Publications India Pvt. Ltd.
4. Greenc, H.A., Joygessen, A.N., and Garberi, J.R: (1959). Measurement and Evaluation in the secondary school. New York: Mongmams, Green and Co.
5. Bining A.C. and Bining, D.H. (1952): Teaching the social studies in secondary school, McGraw Hill Book Company New York.
6. Dhamija, Neelam (1993): Multimedia Approaches in Teaching Social Studies, Harmen Publishing House, New Delhi.
7. NCERT (1988) : Guidelines and syllabi for secondary stage (class IX, X), NCERT, New Delhi.
8. Rubela, S.P. & Khan, R.S. Samajik Vigyan Shikshan, Lata Open University, BE-5.
9. Clark, L.H, Stare, I.S. (1982): Secondary School Teaching Methods, University Tutorial Press, London.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed. INTEGRATED PROGRAMME

FORTH YEAR

SEMESTER-VII

Subject: Education Course

Title of Paper: SIP 16 – School Internship Programme

Max. Marks - 350
External Marks -200
Internal Marks – 150

School Internship Guide

Description of Roles:

- Interns are students who is a graduate in their subject major, and are spending a four month working with experienced mentor teachers on their teaching practice while taking graduate courses in the Teacher Education department.
- Mentor Teachers are experienced school teachers who mentor interns. They provide guidance, insight and opportunities for supported practice.
- Supervisors work with school administrators Mentors to determine school experience for interns, mediate in difficult situations, and oversee interns' progress in schools and with respect to program requirements. They are faculty who organize campus based lectures and seminars in each area. They provide supervision and guidance for the interns in and out of the campus.

Intern Responsibilities:

- Interns are students of teaching. In contrast to traditional student teaching programs, interns are not expected to begin the year ready to teach on their own. Instead, they are expected to engage in observations, co-planning and co-teaching with their mentor teachers and to build their capacity toward assuming responsibility for extended lead teaching during the semester.
- Interns are in a period of transition from students to professional teachers. During this transition, they must retain the perspective of a learner as they take on the new and unfamiliar role of a teacher. Interns are expected to take an active role in their own learning and to contribute to the learning of follow interns.

Planning and Communication:

- Keep supervisor informed about classroom schedules and events.
- Direct questions or concerns to supervisors or mentor.
- Schedule observations and conferences with the mentor and inform supervisor of changes promptly.
- Meet regularly with the mentor to discuss planning for instruction.
- Prepare written lesson and unit plans according to both mentor teacher and supervisor's expectations.
- Arrange to share all plans and materials with the mentor in a timely way, to allow for feedback before using them.
- Keep the focus class binder up to date with plans and materials and ensure that it is accessible to the mentor and times.
- Engage in reflective diary writing or other communication forums required by mentors and / or supervisors.
- Provide mentor / supervisor with copies of plans and materials.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

- Confer regularly with the mentor teacher and supervisor about progress and concerns.

Professional Activities:

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

Personal Learning:

- Take initiative in asking questions, searching out resources, inviting feedback and creating opportunities to learn.
- Reflect on teaching and learning through discussions and assignments.
- Prepare a professional portfolio (reflective diary)
- Work with intern as a co-teacher as soon as possible, sharing decisions and observations.
- Observe intern's teaching and help the intern think about student understanding, alternative approaches, grouping, management, etc.
- Provide interns with oral and written feedback about their teaching, including written feedback.
- Observe teachers and students carefully, taking notes and asking questions.
- Study and participate in the formation and maintenance of a classroom learning community.
- Begin the year co-planning and co-teaching lessons and activities, moving towards independent planning and teaching as the year progresses.
- Mentor Teacher Responsibilities

Planning and Communication:

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



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

Supporting Intern Learning:

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

Assessment:

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

Meeting, Observation Visits and Assessments:


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

Communication:

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

Support of Intern Learning by The Supervisor:

- Observe the intern's teaching and confer about the planning and teaching of each observed lesson
- Provide constructive written and oral feedback for each observed lesson
- Identify the intern's specific needs and work on them with the intern and mentor teacher.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

- Inform subject area leader about problems promptly.
- Help interns to develop their portfolios by giving feedback on materials, assisting with videotaping, etc. records
- Keep notes of all observation visit including date, progress observed, suggestions made and actions taken
- Keep notes of all communication with interns and mentor teachers
- Keep examples of intern work indicative of progress of problems
- Keep copies of all written assessments and professional development plans
- Submit evaluation reports and professional development plans to the department head
- This highlights the intern's field experience that contribute to the overall design of the internship year experience. In schools with other configurations of class time, interns and mentors should discuss with their field instructors how the intern's lead teaching time will be distributed throughout the year. Key aspects of any intern's lead teaching schedule include:
 - After the initial week or two of school, the intern should have teaching responsibility (but not sole teaching responsibility) for at least one class period in a week.
 - Interns are novice teachers for whom out-of-class preparation and reflection takes longer than it does for more experienced teachers. Having regular time during the school day to plan well for their teaching and reflect carefully on it is vital for the growth of the intern's practice and for the quality of the instruction they can provide to the students they share with their mentor. Interns may spend some of this time outside the classroom and they may spend some of it in observation and analysis of the mentor's teaching.
 - In the initial internship programme, short periods of increased lead (sole) teaching responsibilities should be preceded and followed by periods during which interns return to teaching only the focus class. From each period of increased lead teaching responsibility to the next, the demands on the intern's planning, teaching and / or assessing should increase.
 - Intern's on-campus classes do not meet every week of the internship. During certain weeks, the classes do not meet so that interns can be in their placement schools all five days of the week. Intern's obligations to their courses during this time focus more on at school or in-class activities and less on lengthy reading or writing assignments.

SI 1: Method of Teaching - I

Languages

Hindi

Sanskrit

English

Urdu

SI 2: Method of Teaching - II

Art and Humanities

Economics

Civics

History

Geography

Social Science

SI 3: Unit Plan (I & II)

SI 4: Unit Test (I & II)

SI 5: Work Book / Working Model

SI 6: Micro Teaching (Eight Skills)

SI 7: Observation Lesson (5 lesson each teaching subject)



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

FORTH YEAR

SEMESTER-VIII

Subject: Education Course

Title of Paper: EC 17 – Proficiency of English

Max. Marks - 100
External Marks -85
Internal Marks – 15

Unit I: Basic Language Skills: Grammar & Usages

- Simple, Compound and Complex sentences
- Clauses
- Tenses
- Prepositions
- Direct and Indirect Narration
- Active and Passive Voice
- Modals
- Subject – Verb agreement

Unit II: Writing Skills

- Paragraph Writing: Describing an event, object, process.
- Letter Writing: Business / Official / Social.
- Report Writing
- Notice and Circulars
- Expansion of an Idea

Unit III: Literary Texts

1. Poetry:

- John Keats: When I have fears that I may cease to be
- Wilfred Owen: Futility
- W.B. Yeats: Lake Isle of Innisfree.
- Gieve Patel: On killing a tree.
- Jayanta Mahapatra: The captive air of Chandipur on Sea.
- Sarojini Naidu: Coromandel Fishers.

2. Prose:

- Brooker T. Washington: My struggle for an Education

3. Short Stories:

- R. N. Tagore: Hungry Stones.
- Ruskin Bond: The Tunnel
- Leo Tolstoy: How much land does a man need.

4. Speech:



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

- John F. Kennedy: A Tiny Ripple of Hope.
- Martin Luther King: I have a Dream.

Unit IV: Phonetics:

- Production of speech sounds: Vowels and Consonants.
- Stress: Strong and Weak Syllables.

Suggested Readings:

- English phonetics: Peter Roach.
- Phonetics and Spoken English: Bala Subhramanium.



Section-A:

1. History of Hindi Language and Nagari Lipi.

- Grammatical and applied forms of Apbhransh, Awahatta & Arambhik Hindi.
- Development of Braj and Awadhi as literary language during medieval period.
- Early form of Khari-boli in Siddha-Nath Sahitya, Khusero, Sant Sahitaya, Rahim etc. and Dakhni Hindi.
- Development of Khari-boli and Nagari Lipi during 19th Century.
- Standardization of Hindi Bhasha and Nagari Lipi.
- Development of Hindi as national Language during freedom movement.
- The development of Hindi as a National Language of Union of India.
- Scientific & Technical development of Hindi Language.
- Prominent dialects of Hindi and their inter – relationship.
- Salient features of Nagari Lipi and the efforts for its reform & Standard form of Hindi.
- Grammatical structure of Standard Hindi.

Section-B

2. History of Hindi Literature

- I. The relevance and importance of Hindi literature and tradition of writing History of Hindi Literature.
- II. Literary trends of the following four periods of History of Hindi Literature.
 - Adikal: Sidh, Nath and Raso Sahitya. Prominent Poets: Chandvardai, Khusaro, Hemchandra, Vidyapati.
 - Bhaktikal: Sant Kavyadhara, Sufi Kavyadhara, Krishna Bhaktidhara and Ram Bhaktidhara. Prominent Poets: Kabir, Jayasi, Sur & Tulsi.
 - Ritikal-Ritikavya, Ritibaddhakavya & Riti Mukta Kavya, Prominent Poets: Keshav, Bihari, Padmakar and Ghananand.
 - **Adhunik Kal.**
 - (a) Renaissance, the development of Prose, Bharatendu Mandal.
 - (b) Prominent Writers: Bharatendu, Bal Krishna Bhatt & Pratap Narain Mishra.
 - (c) Prominent trends of modern Hindi Poetry: Chhayavad, Pragativad, Proyogvad, Nai Kavita, Navgeet and Contemporary poetry and Janvadi Kavita.



- Prominent Poets: Maithili Sharan Gupta, Prasad, Nirala, Mahadevi, Dinkar, Agyeya, Mukitbodh, Nagarjun.

III. **Katha Sahitya:**

- Upanyas & Realism
- The origin and development of Hindi Novels
- Prominent Novelists: Premchand, Jainendra, Yashpal, Renu and Bhism Sahani
- The origin and development of Hindi short story
- Prominent Short Story Writers: Premchand, Prasad, Agyeya, Mohan Rakesh & Krishna Shobti.

IV. **Drama & Theatre:**

- The origin & Development of Hindi Drama.
- Prominent Dramatists: Bharatendu, Prasad, Jagdish Chandra Mathur, Ram Kumar Verma, Mohan Rakesh.
- The development of Hindi Theatre.

V. **Criticism:**

- The origin and development of Hindi criticism: Saiddhntik, Vyavharik, Pragativadi, Manovishleshanvadi & Nai Alochana.
- Prominent Critics: Ramchandra Shukla, Hajrai Parsad Dwivedi, Ram Vilas Sharma & Nagendra.

VI. **The other forms of Hindi Prose: Lalit Nibandh, Rekhachitra, Sansmanran, Yatravrittant.**



B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

FORTH YEAR

SEMESTER-VIII

Subject: Education Course

Title of Paper: EPC 19 – Understanding the Self

Max. Marks - 50
External Marks -40
Internal Marks – 10

Objectives:

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

Content:

Unit I: Exploring the Aim of Life Objectives

- To enable students to develop a vision of life for themselves.
- To encourage students to give conscious direction to their lives to take responsibility for their actions.
- To develop a holistic and integrated understanding of the human self and personality.
- **Workshop themes**
- Vision as person: Aspiration and purpose of life.
- Giving a conscious direction to life.
- Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life.

Unit II: Discovering one's True Potential

- To facilitate the personal growth of the students by helping them to identify their own potential.
- To develop the power of positive attitude.
- To encourage students to develop the capacity for self observation exercises.
- **Workshop themes**
- Understanding one's strengths and weaknesses through self observation exercises.
- Taking responsibility for one's own actions.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

Page 01

- Developing positivity, self esteem and emotional integration.
- Exploring fear and trust: Competition and cooperation.
- Developing skills of inner self organization and self reflection.
- Writing a self-reflective journal.

Unit III: Developing Sensitivity

- To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.
- To encourage students to develop the capacity for perspective taking and appreciating different points of view.
- To develop sensitivity towards needs of children by connecting with one's own childhood experiences Workshop Themes.
- Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, caste, class, race, region, disability etc.) and critically examine the sources of stereotyped messages (e.g., media).
- Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness.
- Developing the capacity for empathic listening and communication skills.
- Understanding one's own childhood and adult-child gaps in society.

Unit IV: Peace, Progress and Harmony

- To develop the capacity to establish peace within oneself.
- To develop the capacity to establish harmony within a group and methods of conflict resolution.
- To understand the meaning of leadership and develop attitudes and skills of a catalyst.
- To understand the basis of social disharmony, the factors those contribute to it and ways to facilitate change.
- **Workshop themes**
- Establishing peace within oneself: Exercises of concentration and meditation.
- Understanding group dynamics and communication.
- Creating group harmony: Exploring methods of creating a collective aspiration for progress and conflict resolution.
- Exploring the bases of social disharmony: Becoming the agents and catalysts of change and exploring methods of facilitating change.

Unit V: Facilitating Personal Growth: Applications in Teaching

- To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum.
- **Workshop themes**
- Becoming a self-reflective practitioner: Becoming conscious of one's own attitudes and communication pattern while teaching.
- Observing children: Appreciating social, economic, cultural and individual differences in children and relating with them.
- Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

Mode of Transaction:

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

Essential Readings:

- Antoine de Saint-Exupery, (1977). The Little Prince. London, UK: Wordsworth Edition Translated by Irene Testot-ferry (available in Hindi).
- Dalal, A.S. (2001). Our Many Selves. Pondicherry, India: Sri Aurobindo Ashram.
- Frankl, V. (1946). Man's Search for Meaning. New York: Pocket Books.
- Joshi, K. (ed) (2005). The Aim of Life, Auroville, India: Saiier.

Suggested Audio-Visual Resources:

- Aim of Life by Kireet Joshi (DVD) for DVD/facilitation contact mothersinstitute@hotmail.com
- Full of Life: A sensitive Japanese Teachers explores feelings, death with 10 year olds.
- Personality Development (Interactive CD, Computer Only) with Yoga and Guided Meditation Modules, Indus Quality Foundation.
- The House on Gulmohar Avenue by Samina Mishra (www.cultureunplugged.com)



B.A.-B.Ed./ B Sc-B.Ed. INTEGRATED PROGRAMME

FORTH YEAR

SEMESTER-VIII

Subject: Education Course

Title of Paper: EPC 20 – Understanding of ICT

Max. Marks - 50
External Marks -40
Internal Marks – 10

Objectives: Upon the completion of the course the student-teachers will able to:

- Develop skill in handling computer and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel Spread Sheets.
- Understand the Educational implications Technology in the field of teacher education programme and training.

Practicum:

Computer Fundamental:

- Instructions on operating the Computer.
- Connecting of all peripherals to CPU for a system.
- Switching on/off/restart
- Inserting / removing a floppy from the floppy drive
- Running a file from a floppy using floppy drive
- Copying a file from hard disk to floppy disk
- Inserting / removing a CD from the CD-ROM drive
- Running a file from a CD-ROM using CD-ROM drive
- Copying files from one drive to another
- Creating a new folder
- Running a file from hard disk
- Connecting the printer and print out hard copies


Exercise in Ms-Word:

- Creating a new document
- Formatting and editing of a document
- Inserting pictures, objects, frames and tables
- Practicing Mail-merge facility
- Working with the drawing tools

Exercise in Ms-Excel:

- Creating a new worksheet


Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior


Dr. Vinod Singh Bhadoria
Chairman – Board of Studies Education Page 94

- Inserting and deleting rows/columns in worksheet
- Formatting and editing of a document – sorting
- Preparation of statement of marks and using of some statistical concepts – Descriptive Statistics

- Preparation of School Time Table
- Preparation of Tables

Exercise in Ms-Power Point:

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

Exercise in Information and Communication Technology

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



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman – Board of Studies Education Page 95

B.A.-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Subject: Economics

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particular / विवरण

Unit	Syllabus
Unit-I	Definition, Evolution, Scope & Nature of Economics, Methods of Economic Analysis - Inductive & Deductive — Logic, Merits & Demerits. Basic Concepts — Law of Demand and Supply. अर्थशास्त्र की परिभाषा, उद्भव, क्षेत्र एवं प्रकृति, आर्थिक विश्लेषण की पद्धतियाँ — आगमन एवं निगमन — तर्क, गुण एवं दोष। आधारभूत अवधारणाएँ — मांग एवं पूर्ति का नियम।
Unit-II	Utility — Cardinal and Ordinal Approaches, Elasticity of Demand — Price, Income & Cross Elasticity, Indifference Curve Analysis — Meaning, Characteristics, Consumer Equilibrium, Consumer's Surplus. उपयोगिता — गणनावाचक एवं क्रमवाचक दृष्टिकोण, मांग की लोच — कीमत, आय एवं आड़ी लोच, तटस्थता वक्र विश्लेषण — अर्थ विशेषताएँ, उपभोक्ता का संतुलन, उपभोक्ता की बचत।
Unit-III	Production — Laws of Production, Law of Variable Proportions, Return to Scale, Economies of Scale, Iso-quants — Meaning and Characteristics, Concepts of Cost and Revenue — Total, Marginal & Average. उत्पादन — उत्पादन के नियम, परिवर्तनशील अनुपातों का नियम, पैमाने के प्रतिफल, पैमाने की बचतें। समोत्पाद वक्र, —अर्थ विशेषताएँ लागत एवं आगम की अवधारणाएँ — कुल, सीमांत एवं औसत।
Unit-IV	Market — Concepts and Classification. Demand-Supply equilibrium. Perfect Competition — Characteristics, Price and Output Determination for Firm and Industry. Monopoly — Characteristics, Price and Output Determination. Monopolistic Competition - Characteristics, Price and Output Determination. बाजार — अवधारणाएँ एवं वर्गीकरण। मांग- पूर्ति साम्य। पूर्ण प्रतियोगिता — फर्म एवं उद्योग के लिए कीमत एवं उत्पादन निर्धारण। एकाधिकार — विशेषताएँ, कीमत एवं उत्पादन निर्धारण। एकाधिकारात्मक प्रतियोगिता — विशेषताएँ कीमत एवं उत्पादन निर्धारण।
Unit-V	Factor Pricing - Theory of Marginal Productivity of Distribution, Classical and Modern Theories of Wages, Rent, Interest and Profit. साधन कीमत — वितरण का सीमांत उत्पादकता का सिद्धांत। मजदूरी, लगात, ब्याज एवं लाभ के प्रतिष्ठित एवं आधुनिक सिद्धांत।

Recommended Books:

1. Varian.H.R. - Micro Economics: A modern Approach.
2. Mc Conenell & Brue - Micro Economics Principal, problems & policies. McGraw Hills Professional Publication.
3. Ahuja H.L. -Advance Economic theory
4. Jain K.P. - Advance Economic theory
5. Jhingan MLL.- Modern Micro Economics
6. Seth M L - Micro Economics
7. झिंगन एम. एल. — आधुनिक व्यक्ति अर्थशास्त्र
8. सेठ एम. एल — माइक्रो अर्थशास्त्र



Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria

Chairman – Board of Studies Education Page 96

B.A.-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-II

Subject: Economics (Indian Economy)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particular / विवरण

Unit	Syllabus
Unit-I	Structure of Indian Economy — Primary, Secondary & Tertiary Sectors. Basic features — Natural Resources, Land, Water, Forest and Mineral Resources. भारतीय अर्थव्यवस्था की संरचना — प्राथमिक, द्वितीयक एवं तृतीयक क्षेत्र। बुनियादी विशेषताएँ — प्राकृतिक संसाधन, भूमि, जल, वन, एवं खनिज संसाधन।
Unit-II	Human Infrastructure of Indian Economy — Health, Nutrition, Education, Knowledge & Skills, Housing and Sanitation. Demographic Features (As per Census 2011) — Population, Size, Sex, Rural-Urban Classification, Population Distribution. भारतीय अर्थव्यवस्था की मानव अधो: संरचना — स्वास्थ्य, पोष्टिकता, शिक्षा, ज्ञान एवं कौशल, आवास एवं स्वच्छता। जनांककीय विशेषताएँ (2011 की जनगणना) — जनसंख्या, आकार, लिंग ग्रामीण-शहरी वर्गीकरण, जनसंख्या वितरण।
Unit-III	Agriculture — Nature and Importance, Land Reforms, Green Revolution, Rural Finance. Agriculture Marketing and Mechanisation. Basic Features of Madhya Pradesh Economy, Main features of Agriculture in Madhya Pradesh. कृषि — प्रकृति एवं महत्व, भूमि सुधार, हरित क्रांति, ग्रामीण वित्त, कृषि विपणन एवं यंत्रीकरण। मध्य प्रदेश की अर्थव्यवस्था की मुख्य विशेषताएँ, मध्य प्रदेश की कृषि की विशेषताएँ।
Unit-IV	Small Scale and Cottage Industries - Meaning, Importance and Problems. Major Industries in India — Iron & Steel, Textile, Sugar, Cement, Auto-Mobiles, Information Technology. लघु एक कुटीर उद्योग — अर्थ, महत्व एवं समस्याएँ। भारत में प्रमुख उद्योग — लोह एवं इस्पात, कपड़ा, चीनी, सीमेंट, ऑटोमोबाइल, सूचना- प्रौद्योगिकी
Unit-V	Planning in India — Objectives, Strategy, Achievements & Failures: Analysis of Current Five Year Plan. भारत में नियोजन — उद्देश्य, व्यूह रचना, लक्ष्य, प्राप्ति एवं असफलताएँ। वर्तमान पंचवर्षीय योजना का विश्लेषण।

Recommended Books:

1. Mishra and Puri- Indian Economy
2. Rudra dutt and K.P.M. Sundaram- Indian Economy ,
3. Uma kaila- Indian Economy
4. नाथूरामका — भारतीय अर्थशास्त्र
5. रुद्र दत्त एवं के पी एम. सुंदरम — भारतीय अर्थशास्त्र
6. ए. एन. अग्रवाल — भारतीय अर्थशास्त्र
7. मध्य प्रदेश हिन्दी ग्रंथ अकादमी की पुस्तकें



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman – Board of Studies Education Page 97

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-III

Subject: Economics (Micro Economics- Money and Banking)


Max. Marks - 100

External Marks - 85

Internal Marks - 15

Particular / विवरण

Unit	Syllabus
Unit-I	<p>Macro Variables, Stock and Flow, Circular Flow of income in closed. and Open Economy. Concept of National Income. GDP, GNP. Measurement of National Income and Social. Accounting in India. National Income and Economic Welfare.</p> <p>समष्टिचर – स्टॉक एवं प्रवाह, बंद एवं खुली अर्थव्यवस्था में आय की चक्रीय प्रवाह। राष्ट्रीय आय की अवधारणा—सकल घरेलू उत्पाद, सकल राष्ट्रीय उत्पाद, राष्ट्रीय आय की गणना एवं भारत में सामाजिक लेखांकन, राष्ट्रीय आय एवं आर्थिक कल्याण।</p>
Unit-II	<p>Classical Theory of Employment, Says Law of Market, Keynesian Theory of Employment. Aggregate Demand and Supply Functions, Effective Demand. Consumption Function, Factor Affecting Consumption, Average and Marginal Propensities to consume, simple Investment and Govt. Expenditure, Multiplier and Leakages of Multiplier.</p> <p>रोजगार का प्रतिष्ठित सिद्धांत – से. का बाजार नियम, कीन्स का रोजगार सिद्धांत— समग्र मांग एवं पूर्तिफलन, प्रभावपूर्ण मांग। उपभोग फलन : उपभोग को प्रभावित करने वाले कारक, सीमांत और औसत उपभोग प्रवृत्ति, सामान्य विनियोग एवं सरकारी व्यय, गुणक एवं उसके रिसाव।</p>
Unit-III	<p>Saving Function & Sources of Saving, Mobilisation: Investment Function and (MEC) Marginal Efficiency of Capital, Factors Affecting, and Capital Formation, Concept of Accelerator. Theories of Interest. Classical (Abstinence & Waiting) Neo Classical Theory, Keynesian Theory of Liquidity Preference, Liquidity Trap.</p> <p>बचत फलन एवं बचत गतिशीलता के स्रोत। विनियोग फलन एवं पूंजी की सीमांत, कार्यक्षमता, पूंजी निर्माण को प्रभावित करने वाले कारक। त्वरक की अवधारणा। व्याज की सिद्धांत – प्रतिष्ठित (त्याग और प्रतीक्षा का सिद्धांत) नव प्रतिष्ठित, कीन्स का तरलता पसन्दगी सिद्धांत, तरलता जाल।</p>
Unit-IV	<p>Money: Meaning, Functions and Classification, Stock of Money and its Measures- M1, M2, M3, M4, Quantity Theory of Money. Cash Transaction and Cash Balance Approaches. Inflation, Deflation and Recession. Definition, Causes and Effects on different Segments of population and sectors of the Economy. Types: Demand Pull and Cost Push Inflation. Measure to Control Inflation, Deflation and Recession.</p> <p>मुद्रा – अर्थ, कार्य वर्गीकरण। स्टॉक ऑफ मनी और उसके माप – M1, M2, M3, M4 मुद्रा का परिणाम सिद्धांत – नकद लेन-देन समीकरण और नकद कोष समीकरण। मुद्रा स्फीति, मुद्रा संकुचन और मुद्रा संरंफीति – अर्थ परिभाषा, कारण और अर्थव्यवस्था के विभिन्न क्षेत्रों व जनसंख्या पर प्रभाव। मार्ग, प्रेरित स्फीति एवं लागत प्रेरित स्फीति एवं लागत प्रेरित स्फीति। मुद्रा स्फीति पर नियंत्रण की विधियां, मंदी एवं अवसाद।</p>


Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior


Dr. Vinod Singh Bhadoria

Chairman – Board of Studies Education Page 98

Unit-V	Bank: Meaning and Types. Central Bank and its Function with Reference to R.B. Credit Control. Qualitative and Quantitative Methods. Objectives and Limitations of Monetary Policy. Functions of Commercial Bank. Meaning and Methods of Credit Creation, Recent Reforms in Banking Sectors and Cheap Money Policy. Money Market and its Instrument, Defects of Money Market in India. Role of Private Banking in India.
	बैंक – अर्थ, प्रकार केन्द्रीय बैंक और उसके कार्य, भारतीय रिजर्व बैंक के संदर्भ में। साख नियंत्रण – परिमाणत्मक एवं चयनात्मक विधियाँ, मौद्रिक नीति के उद्देश्य एवं सीमाएं। व्यापारिक बैंक के कार्य, साख निर्माण एवं अर्थ एवं विधि, बैंकिंग क्षेत्र में नवीन सुधार और सस्ती मुद्रा नीति। मुद्रा बाजार एवं इसका उपकरण – भारतीय मुद्रा बाजार की कमियाँ, भारत में निजी बैंकिंग की भूमिका।

Recommended Books

1. Heijdra, B.J. and F.V. Ploeg (2001) Foundations of Modern Macroeconomics, Oxford, University Press, Oxford.
2. Lewis, M.K. and P.D. Mizan (2000), Monetary Economics, Oxford University Press, New Delhi.
3. Hanson, A.H. (1953) A Guide to Keynes. McGraw Hill, New York.
4. Keynes, J.M. (1936), The General Theory of Employment, Interest and Money, Macmillan, London.
5. Gupta, S.B. (1994), Monetary Economics, S. Chand & Company, New Delhi.
6. झिंगन : समष्टि अर्थशास्त्र, : कोर्णाक पब्लिकेशन



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman – Board of Studies Education Page 99

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-IV

Subject: Economics (International Economics and Public Finance)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particular / विवरण

Unit	Syllabus
Unit-I	<p>Public Finance and Public Economics: Meaning, Nature and Scope. Meaning and Nature of Public, Private and Merits Goods, Market and State. Role and Functions. Principle of Maximum Social Advantage. Sources of Revenue. Taxes, Loans, Grants and Aid . Meaning and Types, Canons of Taxation.</p> <p>सार्वजनिक वित्त एवं सार्वजनिक अर्थशास्त्र : अर्थ प्रकृति एवं क्षेत्र, सार्वजनिक निजी एवं गुण, वस्तुओं का अर्थ एवं प्रकृति राज्य एवं बाजार- भूमिका एवं कार्य। अधिकतक सामाजिक लाभ का सिद्धान्त। राजस्व के स्रोत - कर, ऋण, दान एवं सहायता - अर्थ व प्रकार, करारोपण के सिद्धान्त।</p>
Unit-II	<p>Principles of Public Expenditure, Principles of Public Debt and Methods of Redemption; Wagener's Law, Increasing Activities. Effects of Public Expenditure on Production and Distribution. Public Finance in India: Sources of Revenue of Central and State Government, Concept and Types of Budget, Fiscal Deficit, Deficit Financing and Deficit Budget. Constitution and Function of Finance Commission, Recommendation of Latest Finance Commission, Latest Budget of Central and M.P. Government.</p> <p>सार्वजनिक व्यय के सिद्धान्त, सार्वजनिक ऋण के सिद्धान्त और शोधन की विधियाँ, वैंगनर का नियम, गतिविधियों में वृद्धि, सार्वजनिक व्यय का उत्पादन और वितरण पर प्रभाव, भारत में सार्वजनिक वित्त, केन्द्र और राज्य सरकार की आय के स्रोत, बजट की संकल्पना और प्रकार, राजकोषीय घाटा, हिनार्थ प्रबंधन और घाटे का बजट, संविधान और वित्त आयोग के कार्य, नवीनतम वित्त आयोग की अनुशंसाएँ, केन्द्र और मध्य प्रदेश सरकार के नवीनतम बजट।</p>
Unit-III	<p>Meaning and Importance of International Economics, Intra and International Trade, Importance of International Trade in Economic Development, Theories of International Trade, Absolute and Comparative Advantage, Factor Endowments : Heckscher . Ohlin.</p> <p>अन्तर्राष्ट्रीय, अर्थशास्त्र का महत्त्व, अन्तः और अन्तर्राष्ट्रीय व्यापार, आर्थिक विकास के अन्तर्राष्ट्रीय व्यापार का महत्त्व, अन्तर्राष्ट्रीय व्यापार के सिद्धान्त, निरपेक्ष और तुलनात्मक लाभ, साधन प्रचुरता, ओहलिन।</p>
Unit-IV	<p>Terms of Trade: Concept and Types, Tariff and Non-Tariff Barriers in International Trade. W.T.O . Objectives and its Functions. Balance of Trade . Concept and Types, Compositions and Structure of B.O.T and its Relationship with Balance of Payment, Methods of Corrections of balance of Payment, International Capital Movement</p> <p>व्यापार की शर्तें, संकल्पना और प्रकार, अन्तर्राष्ट्रीय व्यापार की टैरिफ, बाधाएँ उद्देश्य और कार्य, मुगतान शेष - संकल्पना और प्रकार व्यापार शेष की संरचना और घटक तथा मुगतान</p>



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 100

	संतुलन के साथ संबंध, मुग्तान अरांतुलन के सुघार के तरीके, अन्तर्राष्ट्रीय पूँजी प्रवाह तथा प्रवाह।
Unit-V	Trends and Directions of India's Foreign trade, Exchange Rate. Theories of Exchange Rate, Mint Par parity Theory, Purchasing Power Parity Theory. Concept of Appreciation and Depreciation of Currency and its effects on Foreign Trade. भारतीय विदेशी व्यापार की प्रवृत्ति एवं दिशा, विनिमय दर – विनिमय दर के सिद्धांत – टकसाली दर, समता सिद्धांत, क्रय शक्ति, समता सिद्धांत, मुद्रा का अवमूल्यन एवं अधिमूल्यन एवं विदेशी व्यापार कर प्रभाव।

Recommended Books:

1. Heijdra, B.J. and F.V .Ploeg (2001) Foundations of Modern Macroeconomics, Oxford, University Press, Oxford.
2. Lewis, M.K. and P.D. Mizan (2000), Monetary Economics, Oxford University Press, New Delhi.
3. Hanson, A.H. (1953) A Guide to Keynes. McGraw Hill, New York.
4. Keynes, J.M. (1936), The General Theory of Employment, Interest and Money, Macmillan, London.
5. Gupta, S.B. (1 994); Monetary Economics, S. Chand & Company, New Dethi.
6. Bhagwati, J. (Ed . International Trade Selected Readings, Cambridge University Press, Massachusetts.
7. Carbough, - R.J. International Economics, International Theompson Publishing, New York
8. Kenen, P.B. . The International Economy, Cambridge University press, London.
9. Kindleberger, C.P. . International Economics, R.D. Inwin, Homewood
10. H.G. Mannur . International Economics
11. मुद्रा बैंकिंग एवं अन्तर्राष्ट्रीय अर्थशास्त्र – डॉ. खिमेसरा एवं डॉ. पवार
12. अन्तर्राष्ट्रीय अर्थशास्त्र एवं वित्त – डॉ. राम रतन शर्मा



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman – Board of Studies Education Page 101

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-V

Subject: Economics (Development and Environmental Economics)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particular / विवरण

Unit	Syllabus
Unit-I	<p>Economic growth and development — Factors affecting economic growth — Capital, labour and technology; Growth models—Harrod and Domar; Instability of equilibrium — Neoclassical growth models — Solow and, Mrs. Joan Robinason's growth model: Technological progress — Embodied and disembodied technical progress —Technical progress of Hicks,harrod; Learning by doing; Production function approach of growth.</p> <p>आर्थिक वृद्धि और विकास को प्रभावित करने वाले कारक- पूंजी, श्रम और प्रौद्योगिकी, विकास के मॉडल: हैरॉड व डोमर- संतुलन की अस्थिरता, नव प्रतिष्ठित वृद्धि प्रादर्श- सोलो तथा श्रीमति जॉन रॉबिन्सन की वृद्धि प्रादर्श, प्रौद्योगिकी प्रगति, समतित तकनीकी प्रगति, हिक्स तथा हैरॉड की तकनीकी प्रगति, करके सीखना, विकास का उत्पादन फलन दृष्टिकोण।</p>
Unit-II	<p>Development and underdevelopment — perpetuation of underdevelopment: Poverty — absolute and relative; Measuring development gap — per capita income, inequality of income and wealth, Human development index and other indices of development and quality of life</p> <p>Human resource development — Population problem and growth pattern of population: Theory of demographic transition; population, poverty and environment.</p> <p>विकास और अल्प विकास, अल्पविकास का दीर्घकालीकरण, निर्धनता-सापेक्ष तथा निरपेक्ष, विकास अंतराल का मापन, प्रति व्यक्ति आय, आय और धन की असमानता, मानव विकास सूचकांक और जीवन गुणवत्ता की अन्य सूचकांक, मानव संसाधन विकास-जनसंख्या समस्या और जनसंख्या वृद्धि के प्रतिरूप, जनांकिकीय संक्रमण का सिद्धान्त, जनसंख्या, गरीबी और पर्यावरण।</p>
Unit-III	<p>Theories of development — classical theory of development, Karl Marx in the theory of development -- theory of social change; Immutable laws of capitalist development — Crisis in capitalism; Schumpeter and capitalistic development. Partial theories of growth and development — Vicious of poverty, critical minimum effort thesis; Low income equilibrium trap — Dualism: technical, behavioral and social . :</p> <p>विकास के सिद्धान्त - विकास के प्रतिष्ठित सिद्धान्त, कार्ल मार्क्स का विकास सिद्धान्त, सामाजिक परिवर्तन का सिद्धान्त, पूंजीवादी विकास के अपरिवर्तनीय नियम, पूंजीवादी संकट, शुम्पीटर और पूंजीवादी विकास, वृद्धि और विकास के आंशिक सिद्धान्त- निर्धनता का दुष्चक्र, न्यूनतम क्रांतिक प्रयास, निम्न आय सन्तुलन जाल, द्वैतवाद, तकनीकी, व्यावहारिक और सामाजिक।</p>

Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior

Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 102

Unit-IV	<p>Need for investment criteria in LDCs; Present vs. future growth; Alternative investment criteria; cost-benefit analysis. Role of monetary and fiscal policies in developing countries; External resources: FDI: Aid vs. trade; Technology inflow, MNC activity in developing countries. Planning: Need for planning—Democratic, decentralized planning, micro level planning, micro level planning; Review of Indian plan models.</p> <p>विकासशील देशों में निवेश मापदंडों की आवश्यकता – वर्तमान बनाम भावी विकास, वैकल्पिक निवेश मापदंड, लागत लाभ, विकासशील देशों में मौद्रिक व राजकोषीय नीति की भूमिका, वाह्य संसाधन, प्रत्यक्ष विदेशी निवेश, सहायता, बनान व्यापार, प्रौद्योगिकी अन्तर्प्रवाह, बहुराष्ट्रीय कंपनियों की विकासशील देशों में गतिविधियाँ नियोजन-नियोजन की आवश्यकता, प्रजातान्त्रिक, विकन्द्रीकृत नियोजन, सूक्ष्म स्तरीय नियोजन, भारतीय नियोजन, भारतीय नियोजन मॉडल की समीक्षा।</p>
Unit-V	<p>Environment- economy linkage; Environment as a necessity and luxury; Populationenvironment linkage; Environment use and environmental disruption as an allocation problem; Market failure for environmental goods; The commons problem, Property right approach to environmental problem; Valuation of environmental damages; Land water, air and forest. Prevention control and abatement of pollution; choice of policy instruments in developing countries; Environment legislation; Indicators of sustainable development.</p> <p>पर्यावरण-अर्थव्यवस्था, श्रृंखला, आवश्यकता और विलासिता के रूप में पर्यावरण, जनसंख्या-पर्यावरण श्रृंखला, पर्यावरण उपयोग, पर्यावरण विघटन के रूप में आवंटन की समस्या, पर्यावरणीय वस्तुओं की बाजार विफलता, सामान्य समस्याएँ, पर्यावरण समस्या का सम्पत्ति दृष्टिकोण, पर्यावरण के नुकसान का मूल्यांकन, भूमि, पानी, हवा और वन, प्रदूषण में कमी, नियंत्रण और रोकथाम, विकासशील देशों में नीति उपकरणों के चुनाव, पर्यावरण कानून, सतत विकास के संकेतक।</p>

Recommended Books:

1. Indian economics (A development oriented study) Dutt, R and Sundharm, K.P.M. (S. Chand and Company LTD).
2. Rathindra P.Sen. Development Theories and Growth Models (S. Chand and Company LTD Qutub Road Ram Nagar New Delhi-110055).
3. आर्थिक विकास और स्वातंत्र्य – आमर्त्य सेन (रामप्रसाद एवं संस पुस्तक प्रकाशन)
4. भारतीय अर्थव्यवस्था – मिश्रा एवं पुरी (रामप्रसाद एवं संस पुस्तक प्रकाशन)
5. भारत में आर्थिक पर्यावरण – ओ.पी. शर्मा (रामप्रसाद एवं संस पुस्तक प्रकाशन)
6. अर्थशास्त्र – डॉ. बी.सी. सन्हा (साहित्य भवन प्रकाशन, आगरा)
7. भारतीय अर्थशास्त्र – डॉ. चतुर्भुज मामोरिया (साहित्य भवन प्रकाशन, आगरा)
8. भारतीय अर्थव्यवस्था – एस. के. मिश्रा, एवं बी. के पुरी (हिमालया पब्लिशिंग, हाऊस)
9. भारतीय अर्थव्यवस्था – रुद्र दत्त एवं के.पी. एन. सुन्दरम
10. विकास एवं पर्यावरण का अर्थशास्त्र – डॉ. आर. पी. गुप्ता, डॉ. गणेश कावडिया, डॉ.सारा आत्तारी (म.प्र. हिन्दी ग्रंथ अकादमी, भोपाल)



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman – Board of Studies Education Page 103

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject: Economics (Quantative Techniques)

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Particular / विवरण

Unit	Syllabus
Unit-I	<p>Basic Concepts and Linear Algebra, Concept of variable, Parameter, constant and variable function equations, Identities and inequalities, Meaning and solution of an equation. system of simultaneous linear equation and their solution, Descriptive Statistics: Basic concepts, Population, Sample, Parameter, Frequency distribution, Cumulative frequency graphical representation of Data, Techniques of data collection, Sampling vs. Population, Primary and secondary data.</p> <p>आधारभूत अवधारणायें एवं रेखिक बीजगणित, अवधारण-चर, प्राचल, स्थिर एवं परिवर्तनशील फलन समीकरण की अवधारणायें, समानतायें एवं असमनतायें, समीकरण का अर्थ एवं हल, रेखीय युगपतसमीकरण पद्धति एवं हल, वर्णनात्मक सांख्यिकी आधारभूत अवधारणा- समग्र, न्यादर्श, प्राचल, आवृत्तिवितरण की आधारभूत अवधारणायें, संचयी आवृत्ति, समंको का रेखीयित्रीय प्रस्तुतिकरण, समंक की विधियाँ। निदर्शन बनाम समग्र, प्राथमिक एवं द्वितीय समंक।</p>
Unit-II	<p>Measures of central tendencies, Mean, Median, Mode, Geometric Mean and Harmonic Mean- Measures of dispersion: Range, Mean deviation, Standard deviation, Co-efficient of variation,</p> <p>केन्द्रीय प्रवृत्ति का मापन - माध्य, मध्यका, भूविष्टिक, ज्यामितीय माध्य, हरात्मक माध्य, विचलन के मापन - विस्तार, माध्य विचलन, प्रमाप विचलन, विचलन गुणांक, चतुर्थक विचलन।</p>
Unit-III	<p>Correlation: Karl Pearson's Co-efficient of Correlation, and Spearman's Rank Correlation, Association of Attributes. Regression: Regression analysis, fitting a Bi-variate regression equation, Interpretation of Slope, Co-efficient of regression. Use and Application of Regression.</p> <p>सहसम्बन्ध : कार्ल पियर्सन का सहसम्बन्ध गुणांक एवं स्पियरमेन का कोटि अन्तर सहसम्बन्ध गुणांक, गुण-संबंध, प्रतीपगमन विश्लेषण, द्विचलीय प्रतीपगमन, समीकरण का आसंजन, प्रतीपगमन समीकरण के ढाल की व्याख्या, प्रतीपगमन गुणांक, प्रतीपगमन का उपयोग एवं अनुप्रयोग।</p>
Unit-IV	<p>Time Series analysis. Concept and components Additive and Multiplicative, Algorithm of Decomposition of Time Series, Methods of moving Averages. Index Number . Concept, Laspeyer.s, Paasche.s and Fisher.s Index numbers, Problems in the construction of Index numbers and their limitations.</p> <p>काल मालिका विश्लेषण, संकल्पना और घटक, योगात्मक और गुणात्मक प्रादर्श काल मालिका के विघटन के एल्कोरिथ्म, चाल माध्य की विधियाँ, सूचकांक की अवधारणायें, लेस्पियर, पाशे और फिसर के सूचकांक, सूचकांकों के निर्माण की समस्या एवं सीमायें।</p>



Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 104

Unit-V	<p>Probability: Concept, Rules of Probability (Addition and Multiplication) Conditional Probability, Binomial Distribution: Concept and Definition of Research Selection of Research Problems, Problems in Research in Social Sciences Types of Research. Hypothesis, Meaning & Types, Research Report, Writing, Sources of Primary and Secondary Data, Development of Questionnaire and schedule, Characteristics of Good Questionnaire.</p> <p>प्रायिकता : संकल्पना, प्रायिकता के नियम (योग और गुणन) सशर्त प्रायिकता द्विपद वितरण, संकल्पना, अनुसंधान चयन की समस्या एवं परिभाषा, सामाजिक विज्ञानों में अनुसंधान के प्रकार, उपकल्पना, अनुसंधान प्रतिवेदन, प्राथमिक एवं द्वितीय समंको के स्रोत, प्रश्नावली और अनुसूची का विकास, अच्छी प्रश्नावली की अभिलक्षण।</p>
--------	---

Recommended Books:

1. Elementary Mathemaics in Economics Dr. Mehta and Madnani
2. Elements of Statistics Dr. Mohan Singhal
3. Statistical Analysis . Dr. Shukla and Sahal
4. Applied General Statistics Croxton. F.E., D.J. Cowden and S. Klein (Prentice Hall, New Delhi)
5. Quantitative Techniques C.R. Kothari (Vidya Vikas (Vikas Publishing House Pvt. Ltd.)
6. परिमाणात्मक तकनीकें – डॉ. बी. एन. गुप्ता (साहित्य भवन प्रकाशन – आगरा)
7. सांख्यिकी विश्लेषण – डॉ. शुकला एवं सहाय (साहित्य भवन प्रकाशन – आगरा)
8. परिमाणात्मक विधियाँ – प्रो. भारद्वाज एवं प्रो. कावडिया (म. प्र. हिन्दी ग्रन्थ अकादमी, भोपाल)



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman – Board of Studies Education Page 105

B.A.-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Subject: Special English (Poetry)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particulars

Unit-1	Annotations
Unit-2	William Shakespeare — From Fairest Creatures, The Little Love God, True Love, Shall I Compare Thee to a Summer's Day. John Milton :- On His Blindness, On Man's First Disobedience (Paradise Lost, B k-I lines 01 to 26)
Unit-3	John Donne-Sweetest Love I Do not Go, This is My Play's Last Scene. John Dryden -The Portrait of Shadwell Alexander Pope - Ode to Solitude
Unit-4	Thomas Gray -Elegy Written in a Country Churchyard, William Collins Ode to Evening Oliver Goldsmith -Portrait of the Village School master (Extract from The Deserted Village)
Unit-5	William Blake - Tyger, Tyger. Burning Bright, P.B. Shelley-To a Skylark John Keats -Ode to a Nightingale. Edwin Arnold-Light of Asia (An extract from Book III)

Note:

- I. All Questions carry equal marks.
- II. Two essay type questions will be asked from each units- II, III,IV,V. One from each unit to be attempted.
- III. Annotations six passages, at least one from each unit - I, III, IV, V. will be set and any three to be attempted.
- IV. A total of five questions should be attempted.



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman – Board of Studies Education Page 106

B.A.-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-II

Subject: Special English (Prose)

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Particulars

Unit-1	Annotations
Unit-2	Francis Bacon = Of Studies Of Expense, Of Travel Or Great Plece
Unit-3	Joseph Addison — Sir Roger at Church, Sir Roger at Home, The Spectator's Account of Himself, The Vision of Mirza.
Unit-4	Charles Lamb:- After-a Holiday, Loneliness. E.V. Lucas : Un birth day and other presents, On Finding Things
Unit-5	A.G. Gardiner — On the Rule of the Road, On Saying Please H.G. Wells- The Stolen Bacillus.

Note:

- I. All Questions carry equal marks.
- II. Two essay type questions will be asked from each units- II, III, IV, V. One from each unit to be attempted.
- III. Annotations six passages, at least one from each unit - II, III, IV, V. will be set and any three to be attempted.
- IV. A total of five questions should be attempted.



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman – Board of Studies Education Page 107

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-III

Subject: Special English (Drama)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Scheme of Examination and the allotment of marks shall be as under:-

Theory

Section A: Objective type question (At least one question to be set from each unit)	-	8x2 = 16 Marks
Section B: Short answer questions preferably annotations. (Six questions to be set from each unit IT,UT & IV and three to be attempted)	-	3x7 = 21 Marks
Section C : Long answer questions (Eight questions to be set from unit IE, IIT IV & V and four to be attempted)	-	4x12= 48 Marks
	Total	- 85 Marks
	CCE	- + 15 Marks
	Total	- 100 Marks

Particulars

Unit-1	Types of Drama: Tragedy, Comedy, Historical Play, One - Act Play
Unit-2	William Shakespeare : Macbeth, The Merchant of Venice
Unit-3	Oliver Goldsmith : She Stoops to Conquer Richard Brinsley Sheridan : The Rival
Unit-4	John Galsworthy : Loyalties G.B. Shaw : Saint Joan
Unit-5	J.M. Synge : Riders to the Sea H. H. Munro : The Miracle Merchant



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman – Board of Studies Education Page 108

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-IV

Subject: Special English (Fiction)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Scheme of Examination and the allotment of marks shall be as under :-

Theory

Section A: Objective type question (At least one question to be set from each unit)	-	8x2 = 16 Marks
Section B: Short answer questions (Six questions to be set from each unit I, II, & III and Three to be attempted)	-	3x7 = 21 Marks
Section C : Long answer questions (Eight questions to be set from unit II, III IV & V and four to be attempted)	-	4x12= 48 Marks
Total	-	85 Marks
CCE	-	+ 15 Marks
Total	-	100 Marks

Particulars

Unit-1	Forms of Fiction : Nature of Narratives, Historical, Psychological, Short Story Aspects of the Novel: Plot, Character, Points of View
Unit-2	John Bunyan : The Pilgrim's Progress Jane Austen : Emma
Unit-3	Charles Dickens : A Tale of Two Cities Thomas Hardy : The Mayor of Caster bridge
Unit-4	George Orwell : Animal Farm Virginia Woolf : A Room of One's Own
Unit-5	Somerset Maugham : Red Esaac Asimov : The Martian Way (Only the title story)



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 109

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-V

Subject: Special English (Contemporary Literature)

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Scheme of Examination and the allotment of marks shall be as under:-

Theory

Section A: Objective type question (At least one question to be set from each unit)	-	8x2 = 16 Marks
Section B: Short answer questions preferable annotations (Six questions to be set from each unit I, II, & III and Three to be attempted)	-	3x7 = 21 Marks
Section C : Long answer questions (Eight questions to be set from unit II, III, IV & V and four to be attempted)	-	4x12= 48 Marks

Total	-	85 Marks
CCE	-	+ 15 Marks
Total	-	100 Marks

Particulars

Unit-1	Poetry T.S. Eliot : The Love Song of J. Alfred Prufrock W.B. Yeats : Lake Isle of Inn is free, Prayer for My Daughter
Unit-2	Poetry Philip Larkin : At Grass, The Whitsun Weddings Sylvia Plath : Daddy, Morning Song
Unit-3	Drama : R.N. Tagore : Post Office Tennessee Williams : A Street Car Named Desire
Unit-4	Prose : APJ Abdul Kalam : Patriotism beyond Politics and Religion' from The Ignited Minds (Penguin Books) Amartya Sen : Tagore and His India' from The Argumentative Indian by Amartya Sen (Penguin Books).
Unit-5	Short Stories : Ruskin Bond : The Kite Maker Jhumpa Lahiri : The Interpreter of Maladies (Only the First Story)



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 110

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject: Special English (Indian Writing in English)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Scheme of Examination and the allotment of marks shall be as under :-

Theory

Section A: Objective type question (At least one question to be set from each unit)	-	8x2 = 16 Marks
Section B: Short answer questions preferable annotations (Six questions to be set from each unit I, II, & III and Three to be attempted)	-	3x7 = 21 Marks
Section C : Long answer questions (Eight questions to be set from unit II, III, IV & V and four to be attempted)	-	4x12= 48 Marks
Total	-	85 Marks
CCE	-	+ 15 Marks
Total	-	100 Marks

Particulars

Unit-I	Concept of Rasa in Indian Poetry: Definition, Kinds, Theory of Bhava
Unit-II	Poetry : R.N. Tagore : The first two songs of Geetanjali Sarojini Naidu : Krishna, Indian Weavers
Unit-III	Prose : 'Untouchable' (1935) by Mulk Raj Anand 'Train to Pakistan' (1956) by Khushwant Singh 'The White Tiger' (2008) by Aravind Adiga
Unit-IV	Drama : Girish Karnad : Hayavadana Asif Currimbhoy : Goa
Unit-V	Short Stories : R.K. Narayan : An Astrologer's Day M.R. Anand : A Pair of Moustache.



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 111

B.A.-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Subject: Geography (Physical Geography-Lithosphere)

Max. Marks - 75
External Marks - 65
Internal Marks - 10

Particular / विवरण

Unit	Syllabus
Unit-I	The nature of scope of Physical Geography. Interrelation of Physical Geography with other branches of earth sciences. Age of the earth; the geological time scale. The Origin of the earth; important theories-Nebular, Tidal, planetesimal, Supernova, Ottoschmid भौतिक भूगोल की प्रकृति तथा विषय वस्तु, भौतिक भूगोल का अन्य भूविज्ञानों से अंतर्संबंध। पृथ्वी की आयु, भूवैज्ञानिक समय मापनी। पृथ्वी की उत्पत्ति संबंधी मुख्य सिद्धांत - निहारिका, ज्वारीय, गूहाणु, नवतारा, नोवा तथा ऑटोश्मिड सिद्धांत।
Unit-II	Earth's interior, Wegner's theory of Continental Drift; Plate Tectonics. Earth movements- Faults and folds, origin of mountains and their types भूगर्भ की संरचना, वेगनर का महाद्वीपीय विस्थापन सिद्धांत तथा प्लेट-विवर्तनिकी। भूपर्पटी के संचलन, भ्रंशन तथा बलन, पर्वतों की उत्पत्ति तथा प्रकार।
Unit-III	Isostasy, earthquakes and volcanoes. Rock-types, origin and composition of rocks; weathering; formation of regolith and soils. भूसांतुलन, भूकंप तथा ज्वालामुखी। चट्टान-प्रकार, उत्पत्ति तथा संरचना। अपक्षय, मिट्टी की संरचना तथा जमाव।
Unit-IV	Geomorphic agents and processes: mass wasting, Evolution of landforms, concept of cycles of erosion, views of Davis and Penck, interruptions of cycles of erosion. भूआप्रकृतिक प्रक्रम तथा प्रक्रिया, बृहद क्षरण। भूआकृतियों की उत्पत्ति, अपरदन चक्र की संकल्पना, डेविस तथा पेंक महोदय के विचार। अपरदन चक्र की बाधाएँ।
Unit-V	Fluvial, And, Glacial, Karst and Coastal landforms. Application of Geomorphology to human activities: settlements, transports, land use, mining, environmental hazards and resource evaluation. नदी, वायु, हिमानी, कार्स्ट एवं तटीय भूआकृतियाँ। मनुष्यों के क्रियाकलापों पर भूआकृतियों का प्रभाव। बरितारों, परिवहन, भूमि उपयोग, खनन पर्यावरण प्रकोप एवं संसाधन मूल्यांकन।

Recommended Books:

1. Kale V. and Gupta, a Element of Geomorphology , Oxford University press , Calcutta , 2001.
2. Monkhouse F.J.: Principal of physical Geographology. Hodder and Stoughton, London, 1960.
3. Sharma, H.S.: Tropical Geomorphology. Concept, New Delhi , 1987
4. Singh ,S.: Geomorphology, Longmans, London, 1960,
5. Small .R.J.: The Study of Landforms. McGraw Hill. New York , 1985
6. Sparks, B.W.: Geomorphology Longmans, London. 1960.
7. Steers, J.A.: The Unstahal Earth . Some recent views in geography, Kalyani publishers , New Delhi, 1964
8. Strahler, A. N. and Strahler , A.H. : Modern physical Geography : John Wiley & Sons , Revised edition 1992
9. Thornbury , W.D.: Principal of Geomorphology Wiley Eastern , 1969.
10. Wooldridge. S.W. and Morgan, R.S.: L the physical Basis of Geography-An Outline of Gemorphology, Longman Green & Co. London, 1959.
11. Wooldrige, S.W. The Geographer as sCientist Thomas Nelson and Sons Lt. London, 1956.
12. Dayal P;A Text book of Geomorphology. Shuksl Book depot Patna 1996.
13. Drry, G.H.: The Face of the Earth, Penguins, 1980.
14. Emst, W.G. : Earth systems. Process and Issues. Cambridge University Press. 2000.
15. ICSSR : A survey of Research in Physical Geography. Concept. New Delhi, 1983.


Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior


Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 112

B.A.-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Subject: Geography Practical

Max. Marks - 25

Particular / विवरण

Unit	Syllabus
Unit-I	The nature and scope of cartography. Scale: Scale by statement, Representative Fraction, Linear Scale: Plain, Comparative: and Diagonal: Enlargement and Reduction of map. मानचित्र विज्ञान की प्राकृति एवं विषय क्षेत्र, मापनी-कथनात्मक मापनी, प्रदर्शक गिन्ना, रेखीय मानक, साधारण, तुलनात्मक एवं विकर्ण मापनी, मानचित्र का विवर्धन एवं लघुकरण।
Unit-II	Drawing of Climograph and Hythergraph and their interpretation. क्लाइमोग्राफ एवं हीदरग्राफ का चित्रांकन एवं उसकी व्याख्या।
Unit-III	Representation of temperature, pressure and rainfall data by line and Bargraphs. तापमान, दाब एवं वर्षा के आंकड़ों का रेखीय एवं दण्ड आरेख द्वारा प्रदर्शन
Unit-IV	Surveying-Basic Principles of Surveying. सर्वेक्षण : सर्वेक्षण के आधारभूत सिद्धान्त
Unit-V	Types of Surveying by Chain and Tape Survey. चेन एवं टेप सर्वेक्षण, सर्वेक्षण के प्रकार।

Distribution of Marks

1. Lab Work	:	10
2. Field Work	:	05
3. Seasonal	:	05
4. Viva-voce	:	05
5. Total	:	25

Suggested Readings-

1. Misra, R.P. and Ramesh, A. Fundamentals of Cartography, Mc. Milian Co., New Delhi. 1986.
2. Pal, S.K. Statistics for Geoscientists - Techniques and Applications. Concept, New Delhi. 1998.
3. Robinson. All etal.: Elements of Cartography, John Wiley & Sons, U.S.A. 1985.
4. Sarkar. A.K. Practical Geography: A Systematic Approach Oriental Longman, Calcutta, 1997
5. Kale V. and Gupta, A : Element of Geomorphology, Oxford University Press, Calcutta, 2001.
6. Monkuse F.J. : Principles of Physical Geography, Hodder and Stoughton, London, 1960.
7. Sharma, H.S. : Tropical Geomorphology, Concept, New Delhi, 1987.
8. Singh, S. : Geomorphology, Longmans, London, 1960.
9. Small, R.J. : The Study of Landforms, Mc Graw Hill, New York, 19835.
10. Sparks, B. W. : Geomorphology, Longmans, London, 1960 .
11. Steers, J.A.: The Unstable Earth. Some recent views in geography, Kalyani Publishers, New Delhi, 1964.
12. Strahler, A.N. : Environmental Geo-Science, Hamilton Publishing, Santa Barbara, 1973.
13. Strahler, A.N. and Strahler, A.H. : Modern Physical Geography : John Wilcy& Sons, Revised edition 1992.
14. Summerfield, M.A. : Global Geomorphology, Longman. 1991.
15. Thornbury, W.D. : Principles of Geomorphology Wiley Eastern, 1969.


Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior


Dr. Vinod Singh Bhadoria

Chairman – Board of Studies Education Page 113

B.A.-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-II

Subject: Geography (Introduction to Geography & Human Geography)

Max. Marks - 75
External Marks - 65
Internal Marks - 10

Particular / विवरण

Unit	Syllabus
Unit-I	<p>The Nature of geography-definition, scope and approach, objectives and relevance. Place of geography in the classification of sciences; geography and other disciplines. Geography as the study of environment; man-environment relationship.</p> <p>भूगोल की प्रकृति-परिभाषा, विषय क्षेत्र, एवं उपागम, उद्देश्य तथा सार्थकता। विज्ञान के वर्गीकरण में भूगोल का स्थान, भूगोल तथा अन्य विज्ञान। भूगोल पर्यावरण के अध्ययन के रूप में मानव-वातावरण संबंध।</p>
Unit-II	<p>Ecology and ecosystem; environmental determinism, possibilism, neodeterminism. Dualism in Geography Systematic/Regional, Physical/human, complementary.</p> <p>पारिस्थितिकी एवं परिस्थितिक तंत्र, वातावरण निश्चयवाद, संगमवाद, नवनिश्चयवाद। भूगोल में द्वैतवाद-क्रमबद्ध बनाम प्रादेशिक, भौतिक बनाम मानव परिपूरकता।</p>
Unit-III	<p>A brief historical over view of geography as a discipline; recent trends in geography with special reference to India; imperatives for future; career opportunities for geographers. Geopolitical conflicts, Frontiers and Boundaries, Indian Ocean and World politics.</p> <p>भूगोल एक विषय के रूप में संक्षिप्त ऐतिहासिक परिदृश्य भारत के विशेष संदर्भ में भूगोल की नूतन प्रवृत्तियाँ, भविष्य की आवश्यकताएँ, भूगोल वेताओं की व्यवसायिक संभावनाएँ। भूराजनैतिक विवाद, सीमांत एवं सीमाएँ, हिन्द महासागर एवं विश्व राजनीति।</p>
Unit-IV	<p>Nature and scope of human Geography. Branches of human geography. Division of mankind into racial groups-their characteristics and distribution. Human Adaptation to the environment : (i) cold region — Eskimo; (ii) hot region-Bushman, Beduin; (iii) plateau — Gonds, Masai, (iv) mountain — Gujjars, nomads, (v) regions of recurrent floods, droughts and other natural hazards; Adaptation in modern society- agricultural, urban and metropolitan;</p> <p>मानव भूगोल की प्रकृति एवं विषय क्षेत्र, मानव भूगोल की शाखाएँ, मानव का प्रजातीय वर्गों में विभाजन - उनकी विशेषताएँ एवं विवरण। प्राकृतिक वातावरण से मानव का अनुकूलन 1. शीत प्रदेश - एस्किमों, 2. ऊष्ण प्रदेश - बुशमैन, बद्दु 3. पठार-गोंड मसाई, 4. पर्वत - गुज्जर, घुमक्कड़ 5. बाढ़, सूखा तथा अन्य प्राकृतिक आपदाओं से ग्रस्त प्रदेश, आधुनिक समाज में अनुकूलन - कृषि, नगरीय तथा महानगरीय।</p>
Unit-V	<p>Distribution of population - world distribution pattern Physical, economic and social factors influencing spatial distribution, Population growth; Migration-internal and international. Population conflicts and conflict resolution in developed and developing countries. Settlements- Rural and urban: Patterns and World distribution.</p> <p>जनसंख्या का विवरण-विश्ववितरण प्रतिरूप - भौतिक, आर्थिक तथा सामाजिक कारकों का स्थानिक वितरण पर प्रभाव। जनसंख्या वृद्धि, प्रवास - आंतरिक एवं अंतर्राष्ट्रिय। विकसित एवं विकासशील देशों में जनसंख्या विवाद और विवाद समाधान। अधिवास-ग्रामीण एवं नगरीय प्रतिरूप एवं विश्व वितरण।</p>

Suggested Readings :

1. Contemporary American Geography; Routledge New Jersey, 1992
2. Dikshit R.D. Geo graphical Thought- A contextual History of Ideas. Prentice Hall of India Pvt. Ltd. 2000.
3. Dohrs. FE. and Sommers, L.W. (eds.) Introduction to Geography, Thomas Y. Crowell Co. Chicago, 1959



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 114

Subject: Geography Practical

Max. Marks - 25

Particular / विवरण

Unit	Syllabus
Unit-I	Methods of Showing relief- hachures, shading, contours and layer tints Representation of different landforms by contours. उच्चावच को प्रदर्शित करने की विधियाँ – हैश्यूर, छाया, समोच्च रेखा, स्तर वर्ण विधि समोच्च रेखाओं द्वारा विभिन्न भू-आकृतियों का प्रदर्शन।
Unit-II	Contour: interpolation, drawing of profiles: cross and longitudinal profiles. समोच्च रेखाओं की अंतर्वेशन, परिच्छेदिकाओं का निर्माण, त्रिक एवं अनुदैर्घ्य परिच्छेदिकाएँ।
Unit-III	Relevance of Profiles in landform mapping and analysis. स्थल रूपों के मानचित्रण एवं विशलेषण में परिच्छेदिकाओं की उपयोगिता।
Unit-IV	Diagrammatic Representation of Geographical data, types of diagram. Bar and Coloumn charts, Line graph. भौगोलिक आकड़ों का आरेखीय प्रदर्शन, आरेखों के प्रकार, दण्ड आरेख एवं स्तम्भ चार्ट, रेखीय आरेख।
Unit-V	Circle diagram. Sector diagram, Pie diagram. वृत्तरेख, खण्ड आरेख, पाई आरेख।

Distribution of Marks

1	Lab Work	:	10
2	Field Work	:	05
3	Seasonal	:	05
4	Viva-voce	:	05
5	Total	:	25

Suggested Readings:

- Misra, R.P. and Ramesh, A. Fundamentals of Cartography, Mc. Milian Co., New Delhi. 1986.
- Pal, S.K. Statistics for Geoscientists - Techniques and Applications. Concept, New Delhi. 1998.
- Sarkar, A.K. Practical Geography: A Systematic Approach Oriental Longman, Calcutta, 1997
- प्रयोगात्मक भूगोल – जे. पी. शर्मा, – रस्तोगी प्रकाशन, मेरठ
- Harvey, David: Explanation in Geography Edward-Amold, London, 1972
- Holt-Jensen, A: Geography: Its History and Concepts, Longmans, 1980
- Husain, Majid: Evolution of Geographical Thought, Rawat Publications, Jaipur, 1984
- James, P.E.: All Possible Worlds: A History of Geographical Ideas. Sachin Publication, Jaipur
- Johnston, P.J. and Claval, P. (eds.): Geography Since the Second World War. Croom, Helm. London/Bernes and Noble, N.I. 1984. “
- Jones, PA: Fieldwork in Geography, Longmans, 1968.
- Lownsburg, J.F, and Aldrich, F.T.: Introduction to Geographical Methods and Techniques, Charles Merrill, Columbus, 1979,
- Minshull, R: The changing Nature of Geography. Hutchinson University Library, London, 1970
- Wooldridge S.W.: The Geographer As Scientist, Thomas Nelson and Sons Ltd. London. 1956.
- Bergwan, Edward E: Human Geography; Culture, Connections and landscape, Prentice Hall, New Jersey, 1995.
- Carr, M : Patterns, Process and Change in Human Geography, MacMillan Education, London, 1987.
- Fellman, J. L. : Human Geography — Landscapes of Human Activities. Brow and Benchman Pub., U.S.A., 1997,
- Deblj H. J. : Human Geography Culture, Society and Space, John Wiley, New York, 1995,
- Johnston, R.J. (editor). : Dictionary of Human.
- भौतिक भूगोल – सेनेस्टर –II अलका एवं गौतम, रामप्रसाद एंड रांसा, बाल विहार, हमीदिया रोड, गोपाल।
- भौतिक भूगोल – साविन्द्र सिंह, वसुंधरा प्रकाशन, गोरखपुर।



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman – Board of Studies Education Page 115

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-III

Subject: Geography (Environmental Studies and Environmental Management)

Max. Marks - 75
External Marks - 65
Internal Marks - 10

Particular / विवरण

Unit	Syllabus
Unit-I	Meaning, Definition and Nature of Environment. Factors of environment - Physical, Biological and Cultural factors. Classification of environment - Natural and Human, Interrelation of natural and Human environment. Significance of Marine environment: पर्यावरण का अर्थ, परिभाषा, प्रकृति। पर्यावरण के घटक - भौतिक, जैविक एवं सांस्कृतिक घटक। पर्यावरण का वर्गीकरण - प्राकृतिक एवं मानवीय पर्यावरण, प्राकृतिक एवं मानवीय पर्यावरण के मध्य अंतर्संबंध। सामुद्रिक पर्यावरण का महत्व।
Unit-II	Climatic components effecting to environment : Atmospheric composition, Temperature and Winds. पर्यावरण को प्रभावित करने वाले घटक : वायुमंडलीय संरचना, तापमान एवं हवाएँ।
Unit-III	Environmental Hazards - Meaning, Definition and causes. Regional pattern, Emerging environmental Issues- Population explosion, Global warming, Quality of life. पर्यावरण प्रकोप - अर्थ परिभाषा और कारण, क्षेत्री प्रतिरूप, उभरते पर्यावरण मुद्दे- जनसंख्या विस्फोट, मूमण्डलीय मानव जीवन की गुणवत्ता।
Unit-IV	Environmental Management - Meaning, concept, Definition, Nature and Need. Major issues, Concept of sustainable development, पर्यावरण प्रबंधन - अर्थ, संकल्पना, परिभाषा, प्रकृति एवं आवश्यकता, महत्वपूर्ण मुद्दे, सम्पोषित विकास की अवधारणा।
Unit-V	Environmental! Conservation - Concept, Definition and aims. Environment and world awareness. पर्यावरण संरक्षण - संकल्पना, परिभाषा एवं उद्देश्य। पर्यावरण एवं विश्व चेतना।

Suggested Readings :

1. Agarwal, A.ct.AL : The Citizens Fifth Report. Centre for science an Environment, New Delhi, 1999
2. Allen, J.L. :Students Atlas of Environmental Issues. Dushkin Pub.1997
3. Burton, & R.W. Kates (eds.) Readings in resources management and conservation Chicago University Press, 1965
4. Chandana, R.C.:A Geography of Population: Concepts, Determinants and patterns. Kalyani Pub., New Delhi. 2000.
5. Chorely, R.J.(ed.) : Water, Earth and Man. Methuen, London, 1969.
6. Dawson, J.A. & J.C. Doornkamp, (eds) : Evaluating the Human Environment. Edward Arnold, London, 1975.
7. Food and Agriculture Organization : A Framework for la nd Evaluation. Soil Bulletin 32 Rome.
8. Hagget, Peter : Geagrophy-A Modern Synthesis. Harper & Row Pub. New York 1975.
9. Sharma H.S. & S.K. Chattopadhyay : Sustainable Development-Concepts and Issues.
10. Sharma H.S. & MLL. Sharma, (eds) : Enviromental Desigen and Development. Scientific Pub., Jodhpur 1987,
11. United Nations : Report of the world commission on Environment and Development our common future.
12. United Nations — World Disasters Report —www.ifrc.org
13. Bhargav Archana ~ Resources and Planning for Economic Development, Northern Book Publishers.
14. डॉ. लोकेश श्रीवास्तव, डॉ. ज्योति श्रीवास्तव, एवं नीतू जाट (2010), पर्यावरण अध्ययन एवं प्रबंधन, शारदा प्रकाशन, पुस्तक भवन, इलाहाबाद
15. डॉ. बी. के. श्रीवास्तव, (2010), पर्यावरण एवं परिस्थितिकी, कन्वेंट पब्लिकेशन, नई दिल्ली।



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 116

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-III

Subject: Geography Practical

Max. Marks - 25
External Marks - 25
Internal Marks - 00

Particular /विवरण

Unit	Syllabus
Unit-I	Basic Statistical methods : Geographical use and analysis of Mean; Median; Mode and Standard Deviation.
	आधारभूत सांख्यिकी विधियाँ : माध्य, माध्यिका, बहुलक तथा मानक विचलनों का भौगोलिक विश्लेषण एवं उपयोग।
Unit-II	Mapping techniques : Physical Map; Population Map; Dot Method, Isopleth. Mapping of Social and Economic Data and Choropleth map.
	मानचित्रण तकनीकें : भौतिक मानचित्र, जनसंख्या मानचित्र - बिन्दु विधि सममान रेखा मानचित्र। सामाजिक व आर्थिक आँकड़ों का मानचित्र एवं छाया विधि मानचित्र।
Unit-III	Meaning and significance of prismatic compass Survey.
	प्रिज्मेटिक कम्पास सर्वे का अर्थ एवं महत्व।
Unit-IV	Prismatic compass - structure and work; surveying - open and closed traverse Method.
	प्रिज्मेटिक कम्पास : संरचना एवं कार्य, सर्वेक्षण - बंद एवं खुला मापन विधि।
Unit-V	Correction of bearings and mapping. Boudich Method — correction and Error.
	दिक्मानों का शुद्धीकरण, मानचित्रण, मानचित्रण एवं बाउडिच विधि - त्रुटि एवं संशोधन।

Distribution of Marks

1. Lab Work (two hours)	:	10 Marks
2. Field Work	:	05 Marks
3. Seasonal	:	05 Marks
4. Viva-voce	:	05 Marks
Total	:	25 Marks

Suggested Reading:

1. अय्यर एन. पी. - सर्वेक्षण संशोधक - जे. एल. जैन, म. प्र. हिन्दी ग्रंथ अकादमी, गोपाल।
2. नैगी बी. एस. - भूगोल की आधारभूत सांख्यिकी।
3. पवार आर. एस. - मानचित्र विज्ञान एवं प्रायोगिक भूगोल, तुलसी प्रकाशन, मेरठ।
4. शर्मा जे. पी. - प्रयोगात्मक भूगोल, रस्तोगी प्रेस, मेरठ।
5. सिंह आर. एस. - प्रायोगिक भूगोल के मूल तत्व, कल्याणी प्रकाशन, नई दिल्ली।
6. श्रीवास्तव, वी.के. एवं महात्मा प्रसाद - भूगोल की सांख्यिकीय विधियाँ, कन्सोन्य पब्लिकेशन, नई दिल्ली।



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 117

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-IV

Subject: Geography (Economic Geography)

Max. Marks - 75
External Marks - 65
Internal Marks - 10

Particular / विवरण

Unit	Syllabus
Unit-I	Definition, Scope and Content of Economic Geography. Relation of Economic Geography with other disciplines. Geography of primary production - Agriculture, cotton and rubber. आर्थिक भूगोल की परिभाषा, क्षेत्र एवं विषय-वस्तु आर्थिक भूगोल का अन्य विषयों से संबंध, भूगोल के प्राथमिक उत्पादों का भूगोल - कृषि, कपास एवं रबर
Unit-II	Mining economy: world production and distribution of Iron ore and Copper. Power resources- world distribution of Coal and petroleum. Importance of mineral resources. खनन अर्थव्यवस्था - लौह अयस्क, एवं तौबा का उत्पादन एवं विश्व वितरण। शक्ति के संसाधन - कोयला एवं पेट्रोलियम - विश्व वितरण। खनिज संसाधनों का महत्व।
Unit-III	Industries - Manufacturing industries: Iron, textile industry, fertilizer, Cement industry. Factors affecting location of industrialization. उद्योग - निर्माण उद्योग : लौह इस्पात, चरित्र उद्योग, उर्वरक, सीमेन्ट उद्योग। उद्योगों के स्थिति को प्रभावित करने वाले कारक।
Unit-IV	Trade- World Trade Policy, World trade, Pattern of cotton, wheat, petroleum, tea, Iron ore and coffee. Changes in world economy in context of Globalization. व्यापार - विश्व व्यापार की नीति, विश्व व्यापार प्रतिरूप- कपास, गेहूँ, पेट्रोलियम, चाय, लौह अयस्क एवं कच्चा। वैश्वीकरण के संदर्भ में विश्व अर्थव्यवस्था परिवर्तन।
Unit-V	Transport: Factors affecting land, water and air transport. World oceanic routs. Importance of inland water ways. परिवहन - स्थल, जल एवं वायु परिवहन प्रतिरूप को प्रभावित करने वाले कारक। विश्व महासागरीय मार्ग, आन्तरिक जल मार्गों का महत्व।

Suggested Readings:

1. Alexander, John, W. : Economic Geography, Prentice Hall of India, New Delhi, 1988.
2. Chatterjee, S.P. : Economic Geography of India. Allied Book Agency, Calcutta, 1984.
3. Eckarsley, R. (ed.) : Markets, the State and environment. McMillan, London, 1995.
4. Hutchinson University Library, London, 1963. |
5. Hamilton, I. (ed.) Resources and Industries. Oxford University Press, New York, 1992.
6. Janaki, V.A.: Economic Geography. Concept Publishing Co., New Delhi.
7. Location in Space: A theoretical Approach to Economic Geography, Harper and row, Publishers, London, 1978.
8. Peach, W.N. & J.A. Constantim (eds) : Zimmerman.s World Resources and industries. Harper and row, New York, 1972.
9. Robertson, D. (ed.) : Globalization and Environment. E. Elgar Co., U.K., 2001.
10. Singh. J and S.S.Dhillon : Agricultural Geography, McGraw Hill, India New Delhi, 1994
11. Smith, D.M. :Industrial Location : An Economic Geographic Analysis, John Wiley, New York 1971
12. Wheeler, J. O. etala : Economic Geography, John Wiley, New York, 1995
13. कुमार प्रमीला एवं शर्मा श्रीकमल : कृषि भूगोल, म.प्र. हिन्दी ग्रंथ अकादमी, भोपाल 2000
14. कुमार प्रमीला एवं शर्मा श्रीकमल : औद्योगिक भूगोल, म.प्र. हिन्दी ग्रंथ अकादमी, भोपाल 1999
15. श्रीवास्तव, वी. के. : आर्थिक भूगोल, कन्सेप्ट पब्लिकेशन, नई दिल्ली
16. शर्मा, श्रीकमल : मानव एवं आर्थिक भूगोल, म. प्र. हिन्दी ग्रंथ अकादमी, भोपाल



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 118

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-IV

Subject: Geography Practical

Max. Marks - 25
External Marks - 25
Internal Marks - 00

Particular / विवरण

Unit	Syllabus
Unit-I	Weather Maps : Preparation of weather maps in India; Weather symbols used in weather maps. मौसम मानचित्र : भारत में मौसम मानचित्रों की रचना, मौसम मानचित्र में प्रयुक्त होने वाले ऋतु संकेत।
Unit-II	Interpretation of Weather Maps Published by the Indian Meteorological Department for summer, winter and Monsoon seasons, भारतीय मौसम विज्ञान केन्द्र द्वारा प्रकाशित मौसम मानचित्रों की व्याख्या – ग्रीष्म, शीत एवं मानसून ऋतुएँ।
Unit-III	Use of meteorological instruments Maximum and Minimum Thermometer, Dry and Wet Bulb thermometer. मौसम संबंधी उपकरणों का उपयोग। अधिकतम, न्यूनतम तापमापी, शुष्क एवं आर्द्र बल्ल तापमापी।
Unit-IV	Fortin's Barometer, Aneroid Barometer; Rain Gauge, Wind Vane; Anemometer, फोर्टिनस वायु दाबमापी, एनोरोइड दाबमापी, वर्षामापीयंत्र, वायुदिकसूचक यंत्र, एनीमोमीटर।
Unit-V	Classification of Indian Meteorological Observatories and methods of collection of Meteorological data. भारतीय मौसम वैधशालाओं का वर्गीकरण एवं मौसम संबंधी आँकड़ों का एकत्रीकरण।

Scheme for Practical Examination

1. Lab Work (two hours) :	15 Marks
2. Seasonal :	05 Marks
3. Viva-voce :	05 Marks
Total :	25 Marks

Suggested Readings:

1. Gregory, S. Statistical Methods and the Geographers. Longman S. London, 1963.
2. Khan, Z.A. Text Back of Practical Geography. Concept Publishing Co. New Delhi.
3. Lawrence, G.R-P. Cartographic methods. Methum, London, 1968.
4. Monkhouse, F.J. & H.R. Winkinson. Maps and Diagrams. Methuen, London, 1994,
5. Pal, S.K. Statistics for Geoscientists- Techniques and Approaches, Concept, New Delhi, 1998.
6. Sarkar, A.K. Practical Geography-A Systematic Approach. Orient Longman, Calcutta. 1997.
7. Singh. R.L Singh. Elements of Practical Geography. Kalyani Pub, New Delhi, 1979.
8. अय्यर एन. पी. – सर्वेक्षण संशोधक – जे. एल. जैन, म. प्र. हिन्दी ग्रंथ अकादमी, भोपाल।
9. नैगी बी. एस. – भूगोल की आधारभूत सांख्यिकी।
10. पवार आर. एस. – मानचित्र विज्ञान एवं प्रायोगिक भूगोल, तुलसी प्रकाशन, मेरठ।
11. शर्मा जे. पी. – प्रयोगात्मक भूगोल, रस्तोगी प्रेस, मेरठ।
12. पी. एस. चौहान – प्रयोगात्मक भूगोल, वसुन्धरा प्रकाशन, गोरखपुर



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman – Board of Studies Education Page 119

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-V

Subject: Geography (Geography of Madhya Pradesh)

Max. Marks - 75

External Marks - 65

Internal Marks - 10

Particular / विवरण

Unit	Syllabus
Unit-I	Geographical structure of Madhya Pradesh — Location, relative position and Physical division, Climatic division, Drainage system, Distribution pattern of Soils and vegetation. मध्य प्रदेश की भौगोलिक संरचना : स्थिति, विस्तार एवं सापेक्ष स्थिति, भौतिक विभाग, जलवायु विभाग, अपवाह तंत्र। मृदा एवं वनस्पति का वितरण प्रतिरूप।
Unit-II	Cultural structure of Madhya Pradesh- Population density, sex ratio, Literacy, Rural and Urban population. Tribal structure- Location and changes. मध्य प्रदेश की सांस्कृतिक संरचना : जनसंख्या, घनत्व, लिंगानुपात, साक्षरता, ग्रामीण एवं नगरीय जनसंख्या। जनजातीय संरचना-स्थिति एवं परिवर्तन।
Unit-III	Transport- Sources of Transport in Madhya Pradesh Road, Railway and Airways. Transport and major cities — Bhopal, Jabalpur, Indore, Gwalior. परिवहन — मध्यप्रदेश में परिवहन के प्रमुख साधन, सड़क मार्ग, रेल मार्ग, वायु मार्ग। परिवहन एवं प्रमुख नगर केन्द्र— भोपाल, जबलपुर, इन्दौर, ग्वालियर
Unit-IV	Economy- Agriculture: its type and regions, Distribution of main minerals and power Resources ,Importance of minerals and energy resources in economy. अर्थव्यवस्था — कृषि एवं उसके क्षेत्र। प्रमुख खनिज एवं शक्ति के साधनों का विवरण। अर्थव्यवस्था में खनिज व शक्ति के संसाधनों का महत्व।
Unit-V	Industry and Trade - Types of Industries — Importance of Small, cottage Industry and Large scale industries. Importance of changing world pattern of Industries. Trade structure of Madhya Pradesh. उद्योग एवं व्यापार — उद्योगों के प्रकार — लघु, कुटीर एवं बृहद उद्योगों का महत्व। बदलते औद्योगिक विश्व व्यापार प्रतिरूप का महत्व। मध्य प्रदेश की व्यापारिक संरचना।

Suggested Readings:

1. Madhya Pradesh Human Resource development of Government of Madhya Pradesh Bhopal.
2. District Gazetteer of all Madhya Pradesh Government press Bhopal.
3. श्रीवास्तव डॉ. लोकेश : मध्य प्रदेश का भूगोल, शारदा प्रकाशन, पुस्तक भवन, इलाहाबाद।
4. कुमार प्रमीला : मध्य प्रदेश का भूगोल, म.प्र. हिन्दी ग्रंथ अकादमी, भोपाल।
5. कुमार प्रमीला : मध्य प्रदेश का प्रादेशिक भूगोल, म.प्र. हिन्दी ग्रंथ अकादमी, भोपाल।



Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria

Chairman – Board of Studies Education Page 120

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-V

Subject: Geography Practical

Max. Marks - 25
External Marks - 25
Internal Marks - 00

Particular /विवरण

Unit	Syllabus
Unit-I	Map projections: general principles, classification. Drawing of the following map projections by graphical method-polar Zenithal projections: Gnomonic, Stereographic and Orthographic. मानचित्र प्रक्षेप : सामान्य सिद्धांत वर्गीकरण। ग्राफीक विधि द्वारा निम्न प्रक्षेपों का रेखा जाल तैयार करना— ध्रुवीय खमध्य प्रक्षेप, केन्द्रीय त्रिविमिय तथा लम्बकोणीय साधारण प्रक्षेप।
Unit-II	Conical Projection - One and Two standard parallels; Bonne's projection and Polyconic projection. शंकवाकार प्रक्षेप, एक एवं दो प्रधान अक्षांशीय, बोन्स प्रक्षेप एवं बहुशंकवाकार प्रक्षेप।
Unit-III	Simple Cylindrical projection and Cylindrical equal area projection. साधारण बेलनाकार प्रक्षेप तथा समक्षेत्रीय बेलनाकार प्रक्षेप।
Unit-IV	Basic principles of the Plane table Surveying. Plane table surveying (intersection and radiation methods). समपटल सर्वेक्षण के आधारमूल सिद्धांत सर्वेक्षण (प्रतिच्छेदन विधि एवं विकिरण विधि)।
Unit-V	Plane table surveying - Resection (Two point and Three point problem). समपटल सर्वेक्षण, पुनस्थिति निर्धारण (दो तथा तीन बिन्दु समस्या विधि)।

Scheme for Practical Examination

1. Lab Work (two hours) :	15 Marks
2. Seasonal :	05 Marks
3. Viva-voce :	05 Marks
Total :	25 Marks

Suggested Readings:

1. Kanetkar, T.P. & Kulkarni: Surveying and Levelling.
2. Mishra, R.P. & A.Ramesh: Fundamentals of Cartography McMillan Co. New Delhi.
3. Singh, R.L. & P.K.Dutta: Elements of Practical Geography: Kalyani Pub. New Dethi, 1979
4. Steers, J.A.: Map projections Uneversity of London Press, London.
5. शर्मा जे. पी. — प्रयोगात्मक भूगोल, रस्तोगी प्रेस, मेरठ।
6. पी. एस. चौहान — प्रयोगात्मक भूगोल, वसुन्धरा प्रकाशन, गोरखपुर।
7. अग्रवाल पी.सी. अनु — मानचित्र एवं आरेख. म. प्र. हिन्दी ग्रंथ अकादमी, गोरखपुर।
8. इन्द्रपाल एवं हेमचंद्र माथुर — मानचित्र एवं प्रक्षेप राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।

Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior

Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education. Page 121

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject: Geography (Geography of India)

Max. Marks - 75
External Marks - 65
Internal Marks - 10

Particular /विवरण

Unit	Syllabus
Unit-I	Locational Characteristics : Physical features; structure relief; physiography; Drainage system. Climate - origin of Monsoon. स्थिति जन्य विशेषताएँ : भौतिक स्वरूप, संरचना, उच्चावच, घातलीय बनावट, अपवाह-तंत्र, जलवायु-मानसून की उत्पत्ति।
Unit-II	Natural Recourses - Water Resource, Mineral Resource - Copper, Iron and Bauxite. Forest Recourses - Types and Distribution - pattern. प्राकृतिक संसाधन - जल संसाधन, खनिज संसाधन - तांबा, लोहा एवं बाक्साइट। वन संसाधन - प्रकार एवं वितरण प्रतिरूप।
Unit-III	Power Recourse - Coal, Petroleum, Natural gas. Non conventional sources of energy. शक्ति के संसाधन - कोयला, पेट्रोलियम प्राकृतिक गैस, ऊर्जा के गैर परम्परागत स्रोत।
Unit-IV	Cultural landscape of India- Population and its characteristics. Indian economy — Indian Agriculture : characteristics, Impact of Green Revolution; major crops - Wheat, Rice, Cotton, Rubber, Sugarcane. Industrial Development- Iron and Steel Industry; cotton Industry its location and distribution. भारत का सांस्कृतिक भूदृश्य - जनसंख्या एवं इसकी विशेषताएँ, भारतीय अर्थव्यवस्था - भारतीय कृषि, विशेषताएँ, हरित क्रान्ति का प्रभाव, प्रमुख फसलें - गेहूँ, चावल, कपास, रबर, गन्ना। औद्योगिक विकास - लोह, इस्पात उद्योग, सूती वस्त्र उद्योग, इनका स्थानीयकरण एवं वितरण।
Unit-V	International Trade - contemporary issues in relation to India; Regional disparity; impact of development on environment and Globalization. अन्तर्राष्ट्रीय व्यापार, भारत के संदर्भ में समसामायिक मुद्दे - प्रादेशिक असमानताएँ, पर्यावरण एवं वैश्वीकरण एवं विकास का प्रभाव।

Suggested Readings:

1. Deshpande C.D., India-A Regional interpretation, Northern book centre, New delhi, 1992. ;
2. Government of India, India-Reference Annual 2002. Pub. Division, New Delhi, 2002.
3. National Atlas of India. National Atlas and Thematic Mapping Organization pub. Kolkata.
4. Government of [India, The Gazetteer of India; Voll & lil. Div. New Delhi, 1965 Shfi, M
Geography of South Asia Macmillan and Co. Kolkata 2000.
5. Singh, R.L.(ed) India- A Regional Geography. National Geographical Society of India, Varanasi, 1971.
6. Spate O.H.K. and A.T.A. Lear month. India and Pakistan-Land, People and Economy. Methuen and Co. London 1967.
7. पी. आर. चौहान, भारत का वृहद भूगोल, वसुन्धरा प्रकाशन, गोरखपुर



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 122

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject: Geography Practical

Max. Marks - 25
External Marks - 25
Internal Marks - 00

Particular / विवरण

Unit	Syllabus
Unit-I	Introduction to Remote Sensing; Aerial photography and satellite imageries. सुदूर संवेदन परिचय आकाशीय फोटो चित्र एवं उपग्रहीय इमेजरीज (छायाचित्र)
Unit-II	Geographical Excursion : Introduction to methods and techniques of field surveying, primary data collection in geography and preparation of excursion report. भौगोलिक भ्रमण : क्षेत्रीय सर्वेक्षण की विधियाँ एवं तकनीकों के परिचय, प्राथमिक आँकड़ों का संकलन, तथा भ्रमण प्रतिवेदन तैयार करना।
Unit-III	Computer mapping, Introduction to Geographical Information System (GIS). कम्प्यूटर मानचित्रण, भौगोलिक सूचना प्रणाली (जी. आई. एस.)।
Unit-IV	Study and interpretation of Indian topographical sheets: Classification and indexing system. Interpretation of topographical sheets of different landform regions in respect of (1) introduction, (2) marginal information, (3) relief and topography, (4) drainage and other water bodies, (5) natural vegetation, (6) location distribution and pattern of human settlements, and (7) means of transport. भारतीय धरातल पत्रकों का अध्ययन एवं व्याख्या : वर्गीकरण एवं क्रमांकन प्रणाली, भारतीय सर्वेक्षण विभाग के विभिन्न स्थलाकृतिक प्रदेशों के संदर्भ में धरातल पत्रकों का अध्ययन (1) परिचय (2) सीमांत जानकारी (3) उच्चव एवं स्थल स्वरूप (4) अपवाह एवं अन्य जलाशय (5) प्राकृतिक वनस्पति (6) अधिवासों की स्थिति वितरण एवं प्रतिरूप (7) यातायात के साधन।
Unit-V	A socio-economic Survey Report: Local area. सामाजिक-आर्थिक सर्वेक्षण प्रतिवेदन : स्थानीय क्षेत्र।

Scheme for Practical Examination

1. Lab Work (two hours)	:	05 Marks
2. Field Work	:	05 Marks
3. Seasonal	:	05 Marks
4. Excursion report	:	05 Marks
5. Viva-voce	:	05 Marks
Total	:	25 Marks

Suggested Readings:

1. Kanetkar, J.P. & Kulkarni: Surveying and Levelling
2. Mishra, R.P. & A.Ramesh: Fundamentals of Cartography McMillan Co. New Delhi.
3. Singh, R.L. & P.K.Dutta: Elements of Practical Geography: Kalyani Pub. New Delhi.1979 :
4. Steers, J.A.: Map projections University of London Press, London.
5. सिंह आर. एस.- प्रायोगिक भूगोल के मूल तत्व कल्याणी, नई दिल्ली।
6. शर्मा जे. पी. - प्रयोगात्मक भूगोल, रस्तोगी प्रेस, मेरठ।
7. अग्रवाल पी.सी. अनु - मानचित्र एवं आरेख. म. प्र. हिन्दी ग्रंथ अकादमी, भोपाल।
8. इन्द्रपाल एवं हेमचंद्र माथुर - मानचित्र एवं प्रक्षेप राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
9. पी. एस. चौहान - प्रयोगात्मक भूगोल, वसुन्धरा प्रकाशन, गोरखपुर।

Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior

Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 123

B.A.-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Subject: Hindi (हिन्दी) - (प्राचीन एवं मध्यकालीन काव्य)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particulars / विवरण

इकाई-1	कबीर, सूरदास, तुलसीदास, बिहारी, घनानन्द, भूषण - निर्धारित अंशों से व्याख्या
इकाई-2	भक्तिकाल एवं रीतिका की पृष्ठभूमि प्रमुख प्रवृत्तियाँ धाराएं एवं विशेषताएँ
इकाई-3	कबीर, सूर और तुलसी पर समीक्षात्मक प्रश्न
इकाई-4	बिहारी, घनानन्द और भूषण पर समीक्षा प्रश्न
इकाई-5	द्रुत पाठ कवि - अमीर खुसरो, विद्यापति, जायसी, गीरा, रसखान, केशव, पद्माकर
नोट-	द्रुत के कवियों पर लघु उत्तरीय प्रश्न पूछे जावेंगे।

पाठ्यांश:

- कबीरदास - (स. कांतिकुमार)
गुरुदेव को अंग, बिरह को अंग, ग्यान बिरह को अंग, सुमिरन को अंग
(प्रत्येक से 5-5 दोहे) एवं प्रारंभिक 5 पद
- सूरदास - (सूरसागर सं. डॉ. धीरेन्द्र शर्मा)
विभिन्न प्रसंगों से कुल 15 पद - उद्धव संदेश से पद क्रम 9, 10, 15, 21, 22, 26, 27, 29, 52,
53, 62, 82, 95, 101, 120
- तुलसीदास - विनय पत्रिका एवं कवितावली से प्रारंभिक 5:5 पद
अयोध्या कांड, (रामचरितमानस) दोहा क्रमांक 117 से 121 तक
- बिहारी- (बिहारी रत्नाकर- जगन्नाथ दास रत्नाकर) चयनित 20 दोहे
(भक्ति, नीति, प्रकृति, श्रृंगार, बिरह के 5-5 दोहे) 1, 5, 6, 7, 8, 11, 14, 16, 18, 19, 21, 25,
28, 31, 32, 35, 37, 38, 41, 51 - कुल दोहे 20
- घनानन्द - रीतिकाव्यधारा सं. रामचंद्र तिवारी, डॉ. रामफेर त्रिपाठी विश्वविद्यालय प्रकाशन,
वाराणसी (कुल 15 छन्द) 2, 3, 4, 6, 8, 9, 10, 11, 12, 14, 15, 17, 19, 20, 22 - कुल 15 पद
- भूषण - रीतिकाव्यधारा सं. रामचंद्र तिवारी, डॉ. रामफेर त्रिपाठी विश्वविद्यालय प्रकाशन, वाराणसी,
चयनित 15 कविता
वदना 1, 2 शिवजी प्रशस्ति -9, 10, 11, 12, 15, 17, 18, 20
छत्रसाल प्रशस्ति 22, 23, 26, 32, 34
द्रुत पाठ
1. अमीर खुसरो 2. विद्यापति 3. जायसी 4. गीरा 5. रसखान 6. केशव
प्रश्न-पत्र की पद्धति शासन के मान्य स्वरूप के अनुसार होगी। अंकों का विभाजन भी शासन के
मान्य स्वरूप के अनुसार होगा।

अंक विभाजन -

प्रश्न-पत्र - 85

आन्तरिक मूल्यांकन - 15

खण्ड अ (1) वस्तुनिष्ठ - 15 प्रश्न

15 × 1 = 15 अंक

खण्ड ब (2) लघु उत्तरीय - प्रत्येक इकाई से आन्तरिक विकल्प
के साथ 5 प्रश्न पूछे जायेंगे-

5 × 1 = 20 अंक

खण्ड स (3) दीर्घ उत्तरीय - प्रत्येक इकाई से आन्तरिक विकल्प
के साथ 5 प्रश्न पूछे जायेंगे जिसमें 2 व्याख्या तथा 3 प्रश्न इतिहास
व समीक्षा के होंगे।

5 × 10 = 50 अंक

Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior

Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 124

B.A.-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR SEMESTER-II

Subject: Hindi (हिन्दी) - (हिन्दी कथा साहित्य)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particulars / विवरण

इकाई-1	गबन - प्रेमचंद अथवा आपका बंटी - मन्नू भंडारी निर्धारित उपन्यासों एवं कहानियों से व्याख्या
इकाई-2	हिन्दी उपन्यास एवं कहानी का उद्भव, विकास एवं प्रवृत्तियाँ
इकाई-3	गबन तथा आपका बंटी पर समीक्षात्मक निबंध
इकाई-4	निर्धारित कहानियों पर समीक्षात्मक प्रश्न
इकाई-5	दुतपाठ - जैनेन्द्र कुमार, अमृतलाल नागर, यशपाल, कृष्णा सोबती, मालती जोशी, चित्रा मुदगल
नोट-	दुत के कवियों पर लघु उत्तरीय प्रश्न पूछे जायेंगे।

पाठयांश:

- उपन्यास: गबन - प्रेमचंद अथवा आपका बंटी - मन्नू भंडारी
- हिन्दी कथा साहित्य:
पुरस्कार - जयशंकर प्रसाद
नमन का दरोगा - प्रेमचंद
साँप - कमलेश्वर
परिन्दे - निर्मल वर्मा
चीफ की दावत - भीष्म साहनी
परमात्मा का कुत्ता - मोहन राकेश
जिन्दगी और जोक - अमरकांत
वापसी - उषा प्रियम्बदा

दुत पाठ

- जैनेन्द्र कुमार
- अमृतलाल नागर
- यशपाल
- कृष्णा सोबती
- मालती जोशी
- चित्रा मुदगल

प्रश्न-पत्र की पद्धति शासन के मान्य स्वरूप के अनुसार होगी। अंकों का विभाजन भी शासन के मान्य स्वरूप के अनुसार होगा।

अंक विभाजन -

प्रश्न-पत्र - 85

आन्तरिक मूल्यांकन - 15

खण्ड अ (1) वस्तुनिष्ठ - 15 प्रश्न

15 × 1 = 15 अंक

खण्ड ब (2) लघु उत्तरीय - प्रत्येक इकाई से आन्तरिक विकल्प के साथ 5 प्रश्न पूछे जायेंगे-

5 × 1 = 20 अंक

खण्ड स (3) दीर्घ उत्तरीय - प्रत्येक इकाई से आन्तरिक विकल्प के साथ 5 प्रश्न पूछे जायेंगे जिसमें 2 व्याख्या तथा 3 प्रश्न इतिहास व समीक्षा के होंगे।

5 × 10 = 50 अंक



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 125

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-III

Subject: Hindi (हिन्दी) - (अर्वाचीन हिन्दी काव्य)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particulars / विवरण

इकाई-1	निर्धारित कवि : मैथिलीशरण गुप्ता, जयशंकर प्रसाद, निराला, माखनलाल चतुर्वेदी, महादेवी वर्मा और अज्ञेय की रचनाओं से तीन व्याख्याएं मैथिलीशरण गुप्ता 1. यशोधरा : सखि वे मुझसे कहकर जाते 2. उर्मिला : दोनों ओर प्रेम पलता है (साकेत से) 3. पंचवटी जयशंकर प्रसाद 1. बीती विभावरी जाग री 2. आँसू का अंश-अंश मुख..... करुणा रहती थी 3. अब जागो जीवन के प्रभात सूर्यकान्त त्रिपाठी 'निराला' 1. जागो फिर एक बार 2. तोड़ती पत्थर 3. गाँ अपने आलोक निखारो माखनलाल चतुर्वेदी 1. कैंदी और कोकिला 2. हिंगकिरीटिनी 3. निःशस्त्र सेनानी महादेवी वर्मा 1. में नीर भरी दुख की बदली 2. बिन भी हूँ तुम्हारी रागिनी भी हूँ 3. धीरे-धीरे उतर क्षितिज से आ वसंत-रजनी रा.ही.वा. 'अज्ञेय' 1. बलगी बाजरे की 2. बवरा अहेरी 3. हरी घास पर क्षण-गर
इकाई-2	मैथिलीशरण गुप्त, जयशंकर प्रसाद एवं निराला में से एक समीक्षात्मक प्रश्न
इकाई-3	माखनलाल चतुर्वेदी, महादेवी वर्मा एवं अज्ञेय में से एक समीक्षात्मक प्रश्न
इकाई-4	आधुनिक युग की काव्य प्रवृत्तियाँ : भारतेंदु युग, द्विवेदी युग, राष्ट्रीय काव्यधारा, छायावाद और छायावादोत्तर हिन्दी काव्य - प्रगतिवाद, प्रयोगवाद एवं नई कविता।
इकाई-5	द्रुतपाठ - भारतेंदु हरिश्चन्द्र, अयोध्यासिंह उपाध्याय 'हरिऔध', श्रीधर पाठक, रामनरेश त्रिपाठी, सुगद्रा कुमारी चौहान, मवानी प्रसाद मिश्र, राघुवीर सहाय और दुष्यन्त कुमार

सैद्धांतिक प्रश्न-पत्र में अंकों का विभाजन निम्नानुसार होगा :

अंक विभाजन	प्रश्न अंक	योग
1. व्याख्या :	3×7 + 7+6	= 20
2. दीर्घ उत्तरीय प्रश्न :	3×10	= 30
3. लघुउत्तरीय प्रश्न :	5×4	= 20
4. वस्तुपरक प्रश्न :	15×1	= 15

नोट - सैद्धांतिक प्रश्न-पत्र में अधिकतम अंक 85 होंगे एवं सातत व्यापक मूल्यांकन (सी.सी.ई) 15 अंकों का होगा। इस प्रकार कुल अंक 100 होंगे।

निर्धारित पाठ्यक्रम पुस्तक : "अर्वाचीन हिन्दी काव्य" मध्य प्रदेश अकादमी भोपाल से प्रकाशित।

Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior

Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 126

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-IV

Subject: Hindi (हिन्दी) - (हिन्दी भाषा-साहित्य का इतिहास और काव्यांग विवेचन)

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Particulars / विवरण

इकाई-1	हिन्दी भाषा की उत्पत्ति, हिन्दी की मूलाकार भाषाएं, विभिन्न भाषाओं का विकास। हिन्दी भाषा के विविध रूप- बोलचाल की भाषा, राष्ट्र भाषा, राज भाषा, सम्पर्क भाषा।
इकाई-2	तत्सम और तद्भव का अंतर, हिन्दी का शब्द स्रोत, - तत्सम, तद्भव, देशज एवं विदेशी शब्दावली। तत्सम, तद्भव देशज एवं विदेशी शब्दावली का वाक्यों में प्रयोग। हिन्दी के व्याकरणाचार्य - कामता प्रसाद गुरु एवं किशोरी दास वाजपेयी का मासिक अवदान।
इकाई-3	हिन्दी साहित्य का इतिहास लेखन एवं काल, विभाजन : आदिकाल, पूर्व मध्यकाल (भक्तिकाल), उत्तरकाल मध्यकाल (रीतिकाल), की प्रवृत्तियाँ।
इकाई-4	आधुनिक हिन्दी गद्य साहित्य का विकास - भारतेन्दु युग, द्विवेदी युग, छायावाद युगीन नाटक एवं गद्य साहित्य, छायावादोत्तरयुगीन नाटक एवं गद्य साहित्य।
इकाई-5	काव्यांग विवेचन - रस और उसके भेद प्रमुख छन्द - दोहा, सोरठा, चौपाई रोला और हरिगीतिका प्रमुख अलंकार - अनुप्रास, यमक, श्लेष, वक्रोक्ति, पुनुरुचित प्रकाश, उपमा, रूपक, उत्प्रेक्षा, भ्रान्तिमान और सन्देह।

सैद्धांतिक प्रश्न-पत्र में अंकों का विभाजन निम्नानुसार होगा :

अंक विभाजन	प्रश्न अंक	योग
1. दीर्घ उत्तरीय प्रश्न :	5 × 10	= 50
2. लघुउत्तरीय प्रश्न :	5 × 4	= 20
3. वस्तुपरक प्रश्न :	15 × 1	= 15

नोट - सैद्धांतिक प्रश्न-पत्र में अधिकतम अंक 85 होंगे एवं सतत व्यापक मूल्यांकन (सी.सी.ई) 15 अंकों का होगा। इस प्रकार कुल अंक 100 होंगे।

निर्धारित पाठ्यक्रम पुस्तक : "अर्वाचीन हिन्दी काव्य" मध्य प्रदेश अकादमी भोपाल से प्रकाशित।



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 127

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-V

Subject: Hindi (हिन्दी) - (प्रयोजनमूलक हिन्दी)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particulars

इकाई-1	प्रयोजनमूलक हिन्दी एवं भाषा कम्प्यूटिंग : आशय एवं स्वरूप कामकाजी हिन्दी से तात्पर्य एवं विविध आयाम। वर्ड प्रोसेसिंग, डाटा प्रोसेसिंग, फांट प्रबंधन, हिन्दी के अधुनातन साफ्टवेयर टूल।
इकाई-2	पत्राचार : कार्यालयीन पत्र, व्यावसायिक पत्र एवं व्यवहारिक पत्र। प्रारूपण, टिप्पण, संक्षेपण, पल्लवन।
इकाई-3	अनुवाद : स्वरूप एवं प्रक्रिया, कार्यालयीन वैज्ञानिक, तकनीकी, वाणिज्यिक, विविक, आशु अनुवाद, तथा पारिभाषिक शब्दावली।
इकाई-4	पत्रकारिता : स्वरूप एवं समाचार लेखन। प्रिंट मीडिया, इलेक्ट्रॉनिक मीडिया, फीचर लेखन, पृष्ठ सज्जा एवं प्रस्तुतिकरण
इकाई-5	प्रमुख संचार माध्यम: प्रेस, रेडियो, टीवी, फिल्म, वीडियो एवं इंटरनेट।

सैद्धांतिक प्रश्न-पत्र में अंकों का विभाजन निम्नानुसार होगा :

अंक विभाजन	प्रश्न अंक	योग
1. दीर्घ उत्तरीय प्रश्न :	5 × 10	= 50
2. लघुउत्तरीय प्रश्न :	5 × 4	= 20
3. वस्तुपरक प्रश्न :	15 × 1	= 15

नोट- सैद्धांतिक प्रश्न-पत्र में अधिकतम अंक 85 होंगे एवं सतत व्यापक मूल्यांकन (सी.सी.ई) 15 अंकों का होगा। इस प्रकार कुल अंक 100 होंगे।

निर्धारित पाठ्यक्रम पुस्तक : "अर्वाचीन हिन्दी काव्य" मध्य प्रदेश अकादमी भोपाल से प्रकाशित।

Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior

Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 128

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject: Hindi (हिन्दी) - (हिन्दी नाटक, निबंध तथा स्फुट गद्य-विद्यार्थी एवं बुंदेली भाषा-साहित्य)

Max. Marks - 100

External Marks - 85

Internal Marks - 15

नोट :- बी. ए. छठवे सेमेस्टर में हिन्दी साहित्य के तीन वैकल्पिक प्रश्न-पत्र 'अ', 'ब' 'स' होंगे। विद्यार्थियों को इनमें से किसी एक प्रश्न-पत्र का बयन करना होगा।

Subject : Hindi (हिन्दी साहित्य - वैकल्पिक प्रश्न-पत्र (स))
Title of Paper : हिन्दी नाटक, निबंध तथा स्फुट गद्य-विद्यार्थी एवं मालवी भाषा-साहित्य

Particulars / विवरण

इकाई-1	व्याख्यांश : 'अंधेर नगरी' अथवा 'ध्रुवस्वामिनी' और 'एकांकी' - दीपदान: डॉ. रामकुमार शर्मा, वापसी: विष्णु प्रभाकर। 'करुणा' : प. रामचन्द्र शुक्ल, 'नाखुन क्यों बढ़ते हैं': हजारी प्रसाद द्विवेदी। 'संतपीपा', आनन्द राव दुबे, 'बालकवि वैरागी' एवं 'नरहरि पटेल' की निर्धारित रचनाओं से।
इकाई-2	'अंधेर नगरी' अथवा 'ध्रुवस्वामिनी' और निर्धारित एकांकी तथा निर्धारित निबंधों से आलोचनात्मक प्रश्न।
इकाई-3	नाटक एवं एकांकी का इतिहास एवं प्रवृत्तियाँ। हिन्दी गद्यविधाओं का उद्भव और विकास। (निबंध, रेखाचित्र, संस्मरण, आत्मकथा, यात्रा वृत्तान्त)
इकाई-4	पठित कवियों पर आलोचनात्मक प्रश्न सहित मालवी भाषा और उसकी उपबोलियों का परिचय, इतिहास तथा सीमा क्षेत्र।
इकाई-5	दुत पाठ - लक्ष्मीनारायण मिश्र, डॉ. लक्ष्मी नारायण लाल, मोहन राकेश, भारतेन्दु हरिश्चन्द्र, बाबू गुलाब राय, महादेवी वर्मा, मदनमोहन व्यास, मोहन सोनी, शिव चौरसिया एवं निवास जोशी पर केन्द्रित लघु उत्तरीय प्रश्न।

सैद्धांतिक प्रश्न-पत्र में अंकों का विभाजन निम्नानुसार होगा :

अंक विभाजन	प्रश्न अंक	योग
1. व्याख्या :	3 × 7 + 7 + 6	= 20
2. दीर्घ उत्तरीय प्रश्न :	3 × 10	= 30
3. लघु उत्तरीय प्रश्न :	5 × 4	= 20
4. वस्तुपरक प्रश्न :	15 × 1	= 15
	पूर्णांक	85

नोट - सैद्धांतिक प्रश्न-पत्र में अधिकतम अंक 85 होंगे एवं सतत व्यापक मूल्यांकन (सी.सी.ई) 15 अंकों का होगा। इस प्रकार कुल अंक 100 होंगे।

कार्य स्थल प्रशिक्षण - अंक 100 बाह्य परीक्षक - 50 अंक, आंतरिक परीक्षक - 50 अंक।

निर्धारित पुस्तक : 1 हिन्दी नाटक, निबंध तथा स्फुट गद्य विद्यार्थी। 2 मालवी भाषा और साहित्य का इतिहास मध्य प्रदेश हिन्दी ग्रंथ अकादमी भोपाल से प्रकाशित।



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 129

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject: Hindi (हिन्दी) - (हिन्दी नाटक, निबंध तथा स्फुट गद्य-विद्याएँ एवं बुंदेली भाषा-साहित्य)

Max. Marks - 100

External Marks - 85

Internal Marks - 15

नोट :- बी. ए. छठवे सेमेस्टर में हिन्दी साहित्य के तीन वैकल्पिक प्रश्न-पत्र 'अ', 'ब' 'स' होंगे। विद्यार्थियों को इनमें से किसी एक प्रश्न-पत्र का चयन करना होगा।

Subject : Hindi (हिन्दी साहित्य – वैकल्पिक प्रश्न-पत्र (अ))
Title of Paper : हिन्दी नाटक, निबंध तथा स्फुट गद्य-विद्याएँ एवं बुंदेली भाषा-साहित्य

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject: Hindi (हिन्दी) - (हिन्दी नाटक, निबंध तथा स्फुट गद्य-विद्याएँ एवं बुंदेली भाषा-साहित्य)


Max. Marks - 100

External Marks - 85

Internal Marks - 15

नोट :- बी. ए. छठवे सेमेस्टर में हिन्दी साहित्य के तीन वैकल्पिक प्रश्न-पत्र 'अ', 'ब' 'स' होंगे। विद्यार्थियों को इनमें से किसी एक प्रश्न-पत्र का चयन करना होगा।

Subject : Hindi (हिन्दी साहित्य – वैकल्पिक प्रश्न-पत्र (ब))
Title of Paper : हिन्दी नाटक, निबंध तथा स्फुट गद्य-विद्याएँ एवं बुंदेली भाषा-साहित्य



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman – Board of Studies Education Page 130

B.A.-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Subject: Sanskrit (संस्कृत) - (वेद, व्याकरण एवं भाषा नैपुण्य)

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Particular / विवरण

Unit / इकाई	Syllabus	
इकाई-1	वैदिक संहिताओं का परिचय	17
इकाई-2	वेद (क) ऋग्वेद - अग्निसूक्त - 1.1 (ख) अथर्ववेद - विजयसूक्त - 1.2 मंत्रों की व्याख्या आलोचनात्मक प्रश्न	17
इकाई-3	शब्द रूप एवं धातु रूप शब्द रूप - राम, कवि, भानू, पितृ, लता, मति, नदी, वधू, मातृ, फल, वारि, आत्मन्, वाक, सर्व, तत्, एतत्, यत्, इदम्, अस्मत् तथा युष्मत् धातु रूप - पठ्, भृ, कृ, अस्, रुध, क्री, चुर, तथा सेव्, केवल पांच लकार - लट्, लोट्, विधिलिङ्, लृट्.	17
इकाई-4	लघुसिद्धान्तकौमुदी - प्रत्याहार, संज्ञा, सन्धि, विभक्त्यर्थ	17
इकाई-5	अनुवाद एवं निबंध संस्कृत से हिन्दी एवं हिन्दी से संस्कृत में संस्कृत में निबंध	17
नोट	बी.ए. प्रथम सेमेस्टर में संस्कृत का एक प्रश्न-पत्र होगा। 85 अंक मुख्य परीक्षा तथा 15 अंक आंतरिक मूल्यांकन के होंगे।	17

संदर्भ ग्रंथ -

- त्रयी - मध्य प्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल।
- लघुसिद्धान्तकौमुदी - डॉ. महेश सिंह कुशवाह की टीका।
- रचनानुवादकौमुदी - डॉ. कपिलदेव द्विवेदी।
- संस्कृतनिबंधशतकम् - डॉ. कपिलदेव द्विवेदी।
- संस्कृतनिबंधावलि - आचार्य रामजी उपाध्याय।
- वैदिक साहित्य का इतिहास - डॉ. बलदेव उपाध्याय।



Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 131

B.A.-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-II

Subject: Sanskrit (संस्कृत) - (आर्षकाव्य एवं लौकिक काव्य)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particular / विवरण

Unit / इकाई	Syllabus	
इकाई-1	वाल्मीकि रामायण (बालकाण्ड प्रथम सर्ग) व्याख्या बालकाण्ड प्रथम सर्ग पर आधारित आलोचनात्मक प्रश्न	17
इकाई-2	महाभारत - शांतिपर्व अध्याय - 192 - व्याख्या अध्याय - 192 - पर आधारित आलोचनात्मक प्रश्न	17
इकाई-3	रघुवंशम् - प्रथम सर्ग व्याख्या प्रथम सर्ग से आलोचनात्मक प्रश्न	17
इकाई-4	स्पृणवासवदत्तम् प्रथम से तृतीय अंक तक व्याख्या सम्पूर्ण नाटक से आलोचनात्मक प्रश्न	17
इकाई-5	किरातार्जुनीयत्, शिशुपालवधम् तथा नैषधीयचरितम् का सामान्य परिचय	17
नोट	बी.ए. द्वितीय सेमेस्टर में संस्कृत का एक प्रश्न-पत्र होगा। 85 अंक मुख्य परीक्षा तथा 15 अंक आंतरिक मूल्यांकन के होंगे।	17

संदर्भ ग्रंथ -

1. स्पृणवासवदत्तम् - भारा
2. त्रयी - मध्य प्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल।
3. रघनानुवादकौमुदी - डॉ. कपिलदेव द्विवेदी।
4. संस्कृत कविदर्शन - डॉ. भोला शंकर व्यास।
5. संस्कृत साहित्य का इतिहास - डॉ. बलदेव उपाध्याय।



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 132

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-III

Subject: Sanskrit (संस्कृत) - (गद्य, दर्शन एवं व्याकरण)

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Particular / विवरण

Unit / इकाई	Syllabus	अंक
इकाई-1	शुकनासोपदेश: - बाणमट्ट विरचित 'कामन्दरी' से (व्याख्या एवं समालोचानात्मक प्रश्न)	17
इकाई-2	आस्तिक एवं नास्तिक दर्शन (सांख्य, योग, न्याय, वैशेषिक, वेदान्त तथा मीमांसा, चार्वाक, जैन एवं बौद्ध दर्शन का सामान्य परिचय अपेक्षित है।)	17
इकाई-3	षोडश संस्कारों का परिचय (विधान एवं महत्त्व का ज्ञान अपेक्षित है।)	17
इकाई-4	वाच्य परिवर्तन - कर्तृ, कर्म एवं भाव वाच्य	17
इकाई-5	समास - (लघु सिद्धान्त कौमुदी से) (विग्रह एवं समास का ज्ञान अपेक्षित है।)	17

सैद्धान्तिक प्रश्न-पत्र में अंकों का विभाजन निम्नानुसार होगा-

खण्ड- अ वस्तुनिष्ठ प्रश्न - प्रत्येक इकाई से तीन-तीन प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 1 अंक को होगा।
कुल 15 प्रश्न पुछे जाएंगे। $15 \times 1 = 15$
अंक

खण्ड- ब लघुउत्तरीय प्रश्न - प्रत्येक इकाई से एक-एक प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 4 अंक को होगा। कुल 5 प्रश्न पुछे जाएंगे।
 $5 \times 4 = 20$ अंक

खण्ड- स दीर्घउत्तरीय प्रश्न - प्रत्येक इकाई से एक-एक प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 10 अंक को होगा। कुल 5 प्रश्न पुछे जाएंगे।
 $5 \times 10 = 50$ अंक

सैद्धान्तिक प्रश्न-पत्र में अधिकतम अंक/पूर्णांक - 85 अंक होंगे, तथा सतत व्यापक मूल्यांकन (CCE) 15 अंक के होगा। इस प्रकार कुल - 100 अंक होंगे।

पाठ्यग्रन्थ - चतुष्टयी - मध्य प्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल।

संदर्भ ग्रंथ -

1. कादम्बरी - बाणमट्ट
2. भारतीय दर्शन - डॉ. बलदेव उपाध्याय
3. हिन्दु संस्कार - डॉ. राजबली पाण्डेय
4. संस्कार प्रकाश - डॉ. भवानी शंकर त्रिवेदी
5. लघु सिद्धान्त कौमुदी - वरदाचार्य व्याख्याकार - भीमसेन शास्त्री

Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior

Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 133

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-IV

Subject: Sanskrit (संस्कृत) - (महाकाव्य एवं नाटक)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particular / विवरण

Unit / इकाई	Syllabus	अंक
इकाई-1	रघुवंशम् - द्वितीय सर्ग (व्याख्या एवं समीक्षात्मक प्रश्न)	17
इकाई-2	नाट्यशास्त्रम् (प्रथम अध्याय) (नाट्योत्पत्ति एवं नाट्यप्रयोजन मात्र, पाट्यांश की व्याख्या भी अपेक्षित है।)	17
इकाई-3	नाट्यशास्त्र के परिभाषित शब्द (प्रस्तावना, नान्दी, सूत्रधार विष्कम्भक, प्रवेशक, विदुषक, प्रकाश, स्वगत एवं भरतवाक्य)	17
इकाई-4	अभिज्ञानशाकुन्तलम् (प्रथम, चतुर्थ एवं पंचम अंक) (पाट्यांश के व्याख्या एवं समीक्षात्मक प्रश्न)	17
इकाई-5	संस्कृत के प्रतिनिधि नाट्यकार एवं उनकी कृतियाँ (भास, कालिदास, भवभूति एवं शूद्रनारायण)	17

सैद्धान्तिक प्रश्न-पत्र में अंकों का विभाजन निम्नानुसार होगा-

खण्ड- अ वस्तुनिष्ठ प्रश्न - प्रत्येक इकाई से तीन-तीन प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 1 अंक को होगा।
कुल 15 प्रश्न पुछे जाएंगे। 15×1 = 15
अंक

खण्ड- ब लघुउत्तरीय प्रश्न - प्रत्येक इकाई से एक-एक प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 4 अंक को होगा। कुल 5 प्रश्न पुछे जाएंगे।
5×4 = 20 अंक

खण्ड- रा दीर्घउत्तरीय प्रश्न - प्रत्येक इकाई से एक-एक प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 10 अंक को होगा। कुल 5 प्रश्न पुछे जाएंगे।
5×10 = 50 अंक

सैद्धान्तिक प्रश्न-पत्र में अधिकतम अंक/पूर्णांक - 85 अंक होंगे, तथा सतत व्यापक मूल्यांकन (CCE) 15 अंक के होगा। इस प्रकार कुल - 100 अंक होंगे।

पाठ्यग्रन्थ - चतुष्टयी - मध्य प्रदश हिन्दी ग्रन्थ अकादमी, गोपाल।

संदर्भ ग्रंथ -

- | | |
|------------------------------------|--|
| 1. रघुवंशम् | - महाकवि कालिदास कृत - व्याख्याकार -डॉ. बाबूराम त्रिपाठी |
| 2. नाट्यशास्त्रम् | - आचार्य भरतमुनि कृत |
| 3. अभिज्ञानशाकुन्तलम् | - महाकवि कालिदास कृत - व्याख्याकार -डॉ. कपिलदेव द्विवेदी |
| 4. दशरूपकम् | - धनजय कृत |
| 5. संस्कृत साहित्य का इतिहास | - डॉ. बलदेव उपाध्याय |
| 6. संस्कृत साहित्य का अभिनव इतिहास | - राधावल्लभ त्रिपाठी |

Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior

Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 134

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-V

Subject: Sanskrit (संस्कृत) - (गीता दर्शन, व्याकरण, और भाषा विज्ञान)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particular / विवरण

Unit / इकाई	Syllabus	अंक
इकाई-1	श्रीमद्भगवद्गीता - (द्वितीय अध्याय) (व्याख्या एवं प्रश्न)	17
इकाई-2	मनुस्मृति- नवनीतम् (व्याख्या एवं आलोचनात्मक प्रश्न)	17
इकाई-3	कठोपनिषद् - सामान्य परिचय	17
इकाई-4	व्याकरण (लघु सिद्धान्त कौमुदी से) कृतन्त- अनीयर्, यत्, ष्यत्, क्त्वा, ल्यप्, तुमुन्, क्त, क्तवत्, शतृ, शानत् तद्धित - अण, मतुप्, इनि, त्व, तल्, ढक् स्त्रीप्रत्यय - टाप्, डीप्	17
इकाई-5	भाषा विज्ञान - भाषा का स्वरूप, भाषा का प्रयोग, तथा उपभाषा भाषा विज्ञान की शाखाओं का परिचय - (ध्वनि विज्ञान, रूप विज्ञान, अर्थ विज्ञान और वाक्य विज्ञान)	17

सैद्धान्तिक प्रश्न-पत्र में अंकों का विभाजन निम्नानुसार होगा-

खण्ड- अ वस्तुनिष्ठ प्रश्न - प्रत्येक इकाई से तीन-तीन प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 1 अंक को होगा।
कुल 15 प्रश्न पुछे जाएंगे। $15 \times 1 = 15$
अंक

खण्ड- ब लघुउत्तरीय प्रश्न - प्रत्येक इकाई से एक-एक प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 4 अंक को होगा। कुल 5 प्रश्न पुछे जाएंगे।
 $5 \times 4 = 20$ अंक

खण्ड- स दीर्घउत्तरीय प्रश्न - प्रत्येक इकाई से एक-एक प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 10 अंक को होगा। कुल 5 प्रश्न पुछे जाएंगे।
 $5 \times 10 = 50$ अंक

सैद्धान्तिक प्रश्न-पत्र में अधिकतम अंक/पूर्णांक - 85 अंक होंगे, तथा रातत व्यापक मूल्यांकन (CCE) 15 अंक के होगा। इस प्रकार कुल - 100 अंक होंगे।

पाठ्यग्रन्थ - अर्थगौरवम् - मध्य प्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल।

संदर्भ ग्रंथ -

1. श्रीमद्भगवद् गीता
2. मनुस्मृतिनवनीतम् - डॉ. रामजी उपाध्याय
3. कठोपनिषद् (हिन्दी टीका सहित)
4. रचनानुवादकौमुदी - डॉ. बाबूलाल त्रिपाठी
5. संस्कृत रचनानुवादकौमुदी - डॉ. कपिलदेव द्विवेदी
6. भाषाविज्ञान - डॉ. भोलानाथ तिवारी
7. भाषा विज्ञान की भूमिका - डॉ. देवेन्द्रनाथ शर्मा



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 135



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman – Board of Studies Education Page 136

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject: Sanskrit (संस्कृत) - (काव्य, छन्द एवम् अलंकार)

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Particular / विवरण

Unit / इकाई	Syllabus	अंक
इकाई-1	किरातार्जुनीयत् - प्रथम सर्ग (व्याख्या एवं आलोचनात्मक प्रश्न)	17
इकाई-2	उत्तररामचरितम् - प्रथम अङ्क (व्याख्या एवं समीक्षात्मक प्रश्न)	17
इकाई-3	नवस्पन्द - अप्पाशास्त्री राशिवडेकर, पण्डित क्षमाराव, जानकीवल्लभ शास्त्री, श्रीनिवास रथ रचनाएँ - पञ्जरबद्ध, शुक, वल्लभविलाप, अन्त्यजोद्धार, मीराचरितम्, भारतीयसन्तगीति, भारतम्, नवा कविता पुरुषार्थ संहिता	17
इकाई-4	संस्कृत-काव्य-विधाओं का परिचय - (महाकाव्य, गीतिकाव्य, गद्यकाव्य, कथासाहित्य तथा चम्पूकाव्य)	17
इकाई-5	छन्द एवं अलंकार छन्द - अनुष्टुप्, इन्द्रवज्रा, उपेन्द्रवज्रा, वंशरथम्, वरान्ततिलका, मन्दाक्रान्ता, शार्दूलविक्रीडितम्, स्रग्धरता। अलंकार (काव्यप्रकाश से) - अनुप्रास, यमक, श्लेष, उपमा, रूपक, उत्प्रेक्षा, अर्थान्तरन्यास, विभावना, विशेषोक्ति	17

सैद्धान्तिक प्रश्न-पत्र में अंकों का विभाजन निम्नानुसार होगा-

खण्ड- अ वस्तुनिष्ठ प्रश्न - प्रत्येक इकाई से तीन-तीन प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 1 अंक को होगा।
कुल 15 प्रश्न पुछे जाएंगे। $15 \times 1 = 15$
अंक

खण्ड- ब लघुउत्तरीय प्रश्न - प्रत्येक इकाई से एक-एक प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 4 अंक को होगा। कुल 5 प्रश्न पुछे जाएंगे।
 $5 \times 4 = 20$ अंक

खण्ड- स दीर्घउत्तरीय प्रश्न - प्रत्येक इकाई से एक-एक प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 10 अंक को होगा। कुल 5 प्रश्न पुछे जाएंगे।
 $5 \times 10 = 50$ अंक

सैद्धान्तिक प्रश्न-पत्र में अधिकतम अंक/पूर्णांक - 85 अंक होंगे, तथा सतत व्यापक मूल्यांकन (CCE) 15 अंक के होगा। इस प्रकार कुल - 100 अंक होंगे।

पाठ्यग्रन्थ -

1. अर्थगौरवम् - मध्य प्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल।
2. नवस्पन्द - मध्य प्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल।

संदर्भ ग्रन्थ -

1. किरातार्जुनीयम् महाकवि भारवि - तारिणीश झा
2. उत्तररामचरितम्- महाकवि भवभूति - डॉ. कृष्णकान्त
3. महाकवि भवभूति - डॉ. रमाशंकर तिवारी
4. संस्कृत साहित्य का इतिहास - डॉ. बलदेव उपाध्याय
5. संस्कृत साहित्य की रूपरेखा - चन्द्रशेखर पाण्डेय एवं व्यास
6. काव्य प्रकाश - आचार्य मम्मट
7. छन्दोलंकार - डॉ. राजेन्द्र मिश्र

Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior

Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 137

B.A.-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Subject: History / इतिहास (History of India – from Earliest Time to 1200 A.D.)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particular / विवरण

Unit		Syllabus
Unit-I	(English)	History- its concept, nature, scope and significance. Survey of sources, land, environment and people. Indian Pre historic age, Palaeolithic culture — traditions and geographical distribution. Mesolithic culture, Distribution, Cultural developments with special reference to Rock art.
	(हिन्दी)	इतिहास की अवधारणा, स्वरूप, क्षेत्र एवं महत्व। इतिहास के स्रोतों का सर्वेक्षण। भूमि पर्यावरण व जन, भारतीय प्रागैतिहासिक काल, पुरापाषाण कालीन, संस्कृति – परमपरा एवं भौगोलिक विस्तार। मध्य पाषाणकालीन संस्कृति-विस्तार, सांस्कृतिक विकास, शैल चित्रकला के विशेष संदर्भ में।
Unit-II	(English)	Saraswati / Sindhu Civilization (Harapan Civilization) - origin, extent & decline. Saraswati / Sindhu Civilization - Social, Economic & Cultural life, Vedic Culture - Society, Polity, economy, culture and religion, Iron age - culture in India / Development of Science and Technology, Vedic Culture-Social Condition-Varna, Jati, Occupational categories, marriage, Sixteen sansakars and Four purusharthas.
	(हिन्दी)	सरस्वती/सिन्धु सभ्यता, (हड़प्पा सभ्यता) :- उदय, विस्तार एवं पतन, सरस्वती /सिन्धु सभ्यता का सामाजिक, आर्थिक एवं सांस्कृतिक जीवन, वैदिक सभ्यता: राजनैतिक, एवं आर्थिक दशा, धर्म एवं संस्कृति, भारत में लौहयुगीन संस्कृति, विज्ञान एवं तकनीकी, वैदिक कालीन सामाजिक दशावर्ण, जाति, व्यवसायिक, श्रेणियाँ, विवाह, सोलह संस्कार एवं चार पुरुषार्थ।
Unit-III	(English)	Sixteen Mahajanpads, Rise of new religious movements in North India. Buddhism and Jainism - its principles, rise and fall; Alexander's invasion and its impact; The Mauryan Empire – Administration and economy, Ashoka's "Dhamma" Mauryan art and architecture. Post Mauryan Period: Sungas, Kshatrapas. Sathavahanas and Kushanas - Political social, economic and cultural condition.
	(हिन्दी)	सोलह महाजन, उत्तर भारत में नये धार्मिक आन्दोलनों का उदय, बौद्ध एवं जैन धर्म के सिद्धांत, उत्थान और पतन। सिकंदर का आक्रमण एवं उसके प्रभाव, मौर्य साम्राज्य-प्रशासन और अर्थ व्यवस्था, अशोक का 'धम्म', मौर्य कला का स्थापत्य। मौर्योत्तर युग- शुंग, क्षत्रप, सातवाहन एवं कुषाण-राजनैतिक, सामाजिक, आर्थिक एवं सांस्कृतिक जीवन।


Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior

Dr. Vinod Singh Bhadoria
Chairman – Board of Studies Education Page 138

Unit-IV	(English)	Gupta Empire - Political, social, economic and cultural life. Harsha Vardhan and his times. Important dynasties of the north: Social, Economic and Cultural conditions during Gurjar Pritihar, Kalchuries, Chandelas, and Permarras age. :
	(हिन्दी)	गुप्त साम्राज्य—राजनैतिक, सामाजिक, आर्थिक एवं सांस्कृतिक जीवन। हर्ष एवं उसका युग, उत्तर भारत के प्रमुख राजवंश – गुर्जर, प्रतिहार, कलचुरि, चन्देल, एवं परमार कालीन, सामाजिक, आर्थिक एवं सांस्कृतिक परिस्थितियाँ।
Unit-V	(English)	Important dynasties of south: Rastakutas, cholas, Pallavas and chalukyias — socio - economic and cultural life. Sangam Age India's relations with South East Asian countries and Srilanka , Arab invasion - Mohammad bin Qasim: - Mahmud Gazanavi and Mohammad Ghori - Its impact.
	(हिन्दी)	दक्षिण भारत के प्रमुख राजवंश – राष्ट्रकूट, चोल, पल्लव, चालुक्य—सामाजिक, आर्थिक, सांस्कृतिक जीवन। संगम युग। भारत के पड़ोसी देशों से सम्बन्ध – दक्षिण – पूर्वी एशिया और श्रीलंका के साथ संबंध। अरब आक्रमण—मोहम्मद—बिनकासिम। महमूद गजनवी और मौहम्मद गौरी के आक्रमण व प्रभाव

Recommendation of Books

- Romila Thapar - History of India Vol I
- D.N Jha - Ancient India- An Introductory Outline of Ancient Indian History
- R.C. Majumdar, H.C. Raychoudhari, Kalikinkar Datta- An Advanced History of India
- L.Mukharjee- Ancient India
- व्ही. डी. महाजन – प्राचीन भारत का इतिहास
- बी. एन. लूनिया – प्राचीन भारत का इतिहास
- ए. के. मजूमदार – प्राचीन भारत का इतिहास
- एल. पी. शर्मा – प्राचीन भारत का इतिहास
- ए. एल. वाशम – अद्भुत भारत
- सत्यकेतु विद्यालकार – बृहत्तर भारत
- राजबली पाण्डेय – प्राचीन भारत का इतिहास
- श्रीनेत्र पाण्डेय – प्राचीन भारत का इतिहास
- दीनानाथ शर्मा – प्राचीन भारत का इतिहास


Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior


Dr. Vinod Singh Bhadoria

Chairman – Board of Studies Education Page 139

B.A.-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-II

Subject: History / इतिहास (Western World (Mid 15th Century to 1870)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particular / विवरण


Unit	Syllabus
Unit-I	(English) The Beginning of Modern Era - Renaissance, Decline of Feudalism. Reformation and Counter Reformation - Rise of the Absolute State - Spain, France and Britain.
	(हिन्दी) आधुनिक युग का प्रारंभ - पुनर्जागरण, सामन्तवाद का पतन। धर्म सुधार एवं प्रतिधर्म सुधार, निरंकुश, राज्यों का उदय-स्पेन, फ्रांस, ब्रिटेन।
Unit-II	(English) Economic Revolution of the Modern West — Mercantilism and Commercial Revolution. Beginning of Colonialism. Industrial Revolution and Emergence of New Social! Classes.
	(हिन्दी) आधुनिक पश्चिम की आर्थिक क्रांति - वाणिज्यवाद और व्यापारिक क्रांति, उपनिवेशवाद का प्रारम्भ। औद्योगिक क्रांति एवं नवीन सामाजिक वर्गों का उदय।
Unit-III	(English) Glorious Revolution of 1638 A.D., American Revolution (1776 A.D.) - Nature, Causes and Impact. French Revolution (1789), Nature, Causes and Results.
	(हिन्दी) सन् 1688 ई. की वैभवपूर्ण क्रांति, अमेरिका की क्रांति (1776 ई.) - प्रकृति, कारण एवं प्रभाव। फ्रांसीसी क्रांति (1789 ई.) - प्रकृति, कारण एवं प्रभाव।
Unit-IV	(English) Age of Napoleon Bonaparte - Rise and Fall, Vienna Congress (1815), Age of Metternich, Concert of Europe, Revolution of 1830 and 1848 A.D. and their impact over Europe, Eastern Question upto Crimean war
	(हिन्दी) नेपोलियन बोनापार्ट का युग - उसका उत्थान और पतन, वियना कांग्रेस (1815 ई.), मेटर्निख युग, यूरोप की संयुक्त व्यवस्था। सन् 1830 ई. और 1848 ई. की क्रांति और यूरोप पर प्रभाव, पूर्वी समस्या, क्रीमिया युद्ध तक।
Unit-V	(English) Age of Conservatism, European exploitation of Asia and Africa, Liberalism in England — Act of 1832 and Chartist Movement, Act 1867 A.D. American Civil War, Nepolion it. Unification of Italy. Unification of Germany.
	(हिन्दी) अनुदारवादी युग, एशिया और अफ्रीका का यूरोप द्वारा शोषण, इंग्लैंड में उदारवाद। सन् 1832 ई. का अधिनियम, चार्टिस्ट आन्दोलन 1867 ई. का अधिनियम। अमेरिका का गृह युद्ध, नेपोलियन III, इटली का एकीकरण। जर्मनी का एकीकरण।

Recommendation Book

- सी.डी. हेज़न - यूरोप का इतिहास
- ग्रान्ट एवं टेम्पले - यूरोप का इतिहास
- दीनानाथ वर्मा - यूरोप का इतिहास
- मटनागर एवं गुप्त - अर्वाचीन यूरोप का इतिहास
- डॉ. विमल चंद्र पाण्डेय - यूरोप का इतिहास
- डॉ. मानजिर आहमद - यूरोप का इतिहास
- बालकृष्ण पंजाबी - फ्रांस की क्रांति
- डॉ. भगवान सिंह वर्मा - विश्व इतिहास
- गयुरालाल शर्मा - यूरोप का इतिहास भाग 1-2
- पार्थसारथी एवं गुप्ता - यूरोप का इतिहास
- देवेन्द्र सिंह चौहान - यूरोप का इतिहास
- सी.डी. एग. कैंकनी - आधुनिक यूरोप



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 140

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-III

Subject: History / इतिहास (HISTORY OF INDIA (FROM 1200 AD TO 1739 AD)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Objective- The imperial forces found roots in India during the Sultanate period. The system however lacked the elements of stability and consequently witnessed frequent changes in the dynastic rule. However the political and administrative consolidation under Akbar resulted in composite administrative governance in India. Later with the decline of the Mughals the fragmentation of the socio-political system in India was evident primarily due to the inherent weakness of the administrative system which brought about disintegration. However despite administrative failure, the socio-cultural fabric of India sustained and process of assimilation continued. Despite the frequent changes in the ruling classes, the socio- economic structure was not disturbed. :

Particular / विवरण

Unit	Syllabus
Unit-I	<ol style="list-style-type: none">1. Survey of sources of medieval Indian history.2. Foundation and consolidation of the Sultanate-Qutubuddin Aibak and Iltutmish.3. Razia and Balban.4. Alauddin Khalji, his conquests and reforms5. The Mongol invasion.
Unit-II	<ol style="list-style-type: none">1. Tughluqs- Mohammad bin Tughluq and Firuz Shah Tughluq.2. Disintegration of the Sultanate and the rise of provincial kingdoms. Vijayanagar and Bahmani kingdoms.3. Timur's invasion and its impact.4. Invasion of the Mughals, Babur and Humayun, Sher Shah Suri.
Unit-III	<ol style="list-style-type: none">1. Consolidation and territorial expansion of Mughal empire- Akbar. .2. Mughal-Rajput relations- Maharana Pratap, Mughal-Gond relations- Rani Durgavati.3. Jahangir, Shahjahan, Mughal Sikh relations. :4. Rise of Marathas, Shivaji- his conquests and administration.5. Aurangzeb and the decline of Mughal empire, Nadir Shah's invasion and its impact.6. Advent of Europeans.
Unit-IV	(The Sultanate Period) <ol style="list-style-type: none">1. Socio-religious life during the Sultanate period- Bhakti and Sufi movements.2. Economic life during Sultanate period, agriculture, industry and trade3. Administrative system.
Unit-V	(The Mughal Period) <ol style="list-style-type: none">1. Mughal administration and institutions.2. Mansabdari System.3. Social and religious life, status of women.4. Economic life, agriculture, trade and commerce.5. Architecture.

भारत का इतिहास सन् 1200 से 1739 ई.

उद्देश्य :- सल्तनत काल में भारत में साम्राज्य की जड़ें गहरी हुईं परन्तु फिर भी इस व्यवस्था में स्थायित्व नहीं था, क्योंकि लगातार राज्य सत्ता परिवर्तित होती रही। अकबर के काल में प्रशासकीय एवं राजनैतिक सुसंगठन के कारण भारत में मिश्रित प्रशासकीय अघोसंरचना स्थापित हुई। बाद में मुगलों के पतन के साथ भारत में सामाजिक विखंडीकरण दृष्टिगोचर होना लगा जो संभवतया प्रशासनिक निधिनीकरण का परिणाम था। यद्यपि, प्रशासनिक शिथिलीकरण के बावजूद भारत की सामाजिक सांस्कृतिक संरचना अक्षुण्ण रही तथा समन्वय की प्रक्रिया अनवरत रही।



Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 141

Particular / विवरण

Unit	Syllabus
इकाई -1	<ol style="list-style-type: none"> 1. मध्यकालीन भारतीय इतिहास के स्रोत एवं सर्वेक्षण। 2. दिल्ली सल्तनत की स्थापना एवं सुदृढीकरण- कुतुबुद्दीन ऐबक और इल्तुतमिश। 3. रजिया बेगम, बलबन। 4. अलाउद्दीन खिलजी की विजयें और सुधार। 5- मंगोल आक्रमण।
इकाई -2	<ol style="list-style-type: none"> 1. मोहम्मद-बिन-तुगलक, फिरोजशाह तुगलक। 2. दिल्ली सल्तनत का विकेन्द्रीकरण और प्रान्तीय शक्तियों का उदय। 3. विजयनगर एवं बहमनी साम्राज्य। 4. तैमुर का आक्रमण और उसका प्रभाव। 5. मुगल आक्रमण - बाबर और हुमायूँ, शेरशाह सूरी।
इकाई- 3	<ol style="list-style-type: none"> 1. मुगल साम्राज्य का सुदृढकरण एवं विस्तार-अकबर। 2. मुगल राजपूत सम्बन्ध, महाराणा प्रताप, मुगल गोण्ड संबंध, रानी दुर्गावती। 3. जहाँगीर और शाहजहाँ, मुगल सिक्ख संबंध। 4. मराठों का उत्कर्ष शिवाजी का विजयें एवं उनका प्रशासन। 5. औरंगजेब और मुगल साम्राज्य का पतन, नादिरशाह का आक्रमण एवं उसके प्रभाव। 6. यूरोपियों का आगमन।
इकाई- 4	<ol style="list-style-type: none"> 1. सल्तनत कालीन, सामाजिक धार्मिक, जीवन-भक्ति आंदोलन, सूफी आंदोलन। 2. सल्तनत काल में आर्थिक जीवन-कृषि, उद्योग और व्यापार। 3. प्रशासनिक व्यवस्था।
इकाई- 5	<ol style="list-style-type: none"> 1. मुगल प्रशासन एवं संस्थाएँ। 2. मनसबदारी व्यवस्था। 3. सामाजिक एवं धार्मिक जीवन, स्त्रियों की स्थिति। 4. आर्थिक जीवन, कृषि, व्यापार वाणिज्य। 4. स्थापत्य कला।

अनुशसित पुस्तकें

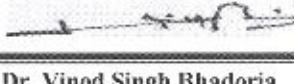
1. श्रीवास्तव ए.एल. - भारत का इतिहास
2. श्रीवास्तव ए.एल. - दिल्ली सल्तनत
3. श्रीवास्तव ए.एल. - मुगल कालीन भारत
4. मजूमदार राय चौधरी एवं दत्त - भारत का वृहद इतिहास खण्ड-2
5. पंजाबी बी.के. - भारत में मुस्लिम शासन की बुनियाद
6. वर्मा हरिशचन्द्र - मध्यकालीन भारत (1206-1761) दो खंडों में
7. शर्मा कालूराम एवं व्यास प्रकाश, मध्यकालीन भारतीय संस्कृति
8. सक्सेना आर. के - दिल्ली सल्तनत
9. राधेशरण - भारत की सामाजिक एवं आर्थिक संरचना और संस्कृति के मूल तत्व

(आदि काल से 1950 ईस्वी तक) (म.प्र. हिन्दी ग्रंथ अकादमी का प्रकाशन)

10. पाण्डेय ए. बी. - पूर्व मध्यकालीन भारत
11. पाण्डेय ए. बी. - उत्तर मध्यकालीन भारत
12. ईश्वरी प्रसाद - मध्ययुगीन भारत
13. श्रीवास्तव एच. एस. - मुगल कालीन शासन व्यवस्था
14. सरदेसाई जी.एस. - मराठों का नवीन इतिहास खण्ड-2
15. सरकार जे.एन. - शिवाजी और उनका पुत्र
16. त्रिपाठी आर.पी. - मुगल साम्राज्य का उत्थान और पतन
17. मित्तल ए.के. - यूनीफाइड इतिहास (प्रारंभ से 1761 ई. तक)
18. मित्तल ए.के. - यूनीफाइड इतिहास (प्राचीनकाल से 1950 ई. तक)
19. श्रीवास्तव ब्रजेश कुमार - मध्यकालीन भारत
20. दहीभाते ए.के. - मध्यकालीन भारत
21. Dey U.N. - Mughal Government
22. Hubibullah A.B.M. - Foundation of Muslim Rule in India.
23. Habib & Nizami - Comprehensive History in India


Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior


Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 142

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-IV

Subject: History / इतिहास (MAIN CURRENTS OF WORLD HISTORY, FROM 1871 TO 1945 AD)

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Objective- Imperialism and colonialism were caused as a bye product of nationalism and industrial revolution in Europe. This laid basis for a well defined capitalism. Ideological clashes between nations resulted in the two world wars. In this period Russian Revolution as well as anti imperial and anti colonial struggle took place. A good understanding of all the above phenomenon has to be maid.

विश्व इतिहास की प्रमुख धाराएँ 1871 से 1945 ई.


उद्देश्य :- यूरोप में राष्ट्रवाद तथा औद्योगिक क्रांति के परिणाम साम्राज्यवाद तथा उपनिवेशवाद के रूप में सामने आये। उपरोक्त के कारण स्पष्ट परिभाषित पूँजीवाद का प्रादुर्भाव हुआ। राष्ट्रों के वैचारिक मतभेदों के कारण दो विश्व युद्ध हुए। इस विवेच्य काल में रुसी क्रांति हुई तथा साम्राज्यवाद और उपनिवेशवाद के विरुद्ध संघर्ष भी हुआ। अध्ययन में उपरोक्त सगी घटनाक्रमों का अच्छी समझ अपेक्षित है।

Particular / विवरण


Unit	Syllabus
Unit-I	<ol style="list-style-type: none">1. Third French Republic2. Internal and foreign policy of Bismarck.3. Foreign policy of Kaiser William III.4. Scramble for Africa.
Unit-II	<ol style="list-style-type: none">1. Eastern Question (from 1871).2. Berlin Congress (1878).3. Young Turk Movement and the Balkan wars (1912-13).4. World War I- causes, events and aftermath.5. Russian Revolutions of 1905 and 1917.
Unit-III	<ol style="list-style-type: none">1. Wilson's fourteen points.2. Paris Peace Conference.3. League of Nations.4. Rise of Fascism, internal and foreign policy of Mussolini.5. Nazism- internal and foreign policy of Hitler.
Unit-IV	<ol style="list-style-type: none">1. Imperialism and colonialism in China and Japan. Demands for concessions in China.2. Japan, the Meiji Restoration, Modernization of Japan, Rise of Militarism.3. Sino-Japanese war (1894), Russo-Japanese war (1905).4. Boxer movement, Chinese Revolution-1911, Second Sino- Japanese War.
Unit-V	<ol style="list-style-type: none">1. World politics FROM 1919 TO 1939, Causes, events and effects of the World War IT.

Particular / विवरण

Unit	Syllabus
इकाई- 1	<ol style="list-style-type: none">1. फ्रांस का तृतीय गणराज्य।2. बिस्मार्क - गृह एवं विदेश नीति।3. कैसर विलियम द्वितीय की विदेश नीति।4. अफ्रीका का विभाजन।
इकाई- 2	<ol style="list-style-type: none">1. पूर्वी प्रश्न (1871 से)2. बर्लिन कांग्रेस (1878)3. युवा तुर्क आंदोलन, बाल्कन युद्ध (1912-13)


Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior


Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 143

	<p>4. प्रथम विश्वयुद्ध – कारण, घटनाएँ और उत्तरगामी प्रभाव।</p> <p>5. रुस में 1905 और 1917 की क्रांति।</p>
इकाई- 3	<p>1. विल्सन के चौदह सूत्र।</p> <p>2. पेरिस का शांति सम्मेलन।</p> <p>3. राष्ट्रसंघ।</p> <p>4. फ्रांसीवाद का उदय – मुसोलिनी, गृह एवं विदेश नीति।</p> <p>5. नजीवाद, हिटलर – गृह एवं विदेश नीति।</p>
इकाई- 4	<p>1. चीन और जापान में उपनिवेशवाद और साम्राज्यवाद-चीन में सुविधाओं की मांग।</p> <p>2. जापान, मेइजी पुनर्स्थापना, आधुनिकीकरण, सैन्य प्रशासन का उदय।</p> <p>3. चीन, जापान युद्ध 1894 रुस जापान युद्ध 1905।</p> <p>4. बॉक्सर विद्रोह चीनी क्रांति-1911।</p> <p>5- द्वितीय चीन जापान युद्ध।</p>
इकाई- 5	<p>1. दोनों विश्वयुद्धों के मध्य विश्व राजनीति।</p> <p>2. द्वितीय विश्वयुद्ध – कारण, घटनाएँ एवं प्रभाव।</p>

अनुशंसित पुस्तकें –

1. Robert J.M.-Europe 1880-1945 (Longman, 1989)
2. E.Lipson-Europe in the 19th and 20th Century
3. C.J.H.Hayes- Modern Europe(Surjeet Publication)
4. Grant and Temperley,- Europe in the 19th and 20th Century (Also Hindi version)
5. C.D.M. Ketelby - History of Modern Times
6. Penderal Moon – Imperialism in World Politics
7. Panikkar K.M. – Asia and Western Dominance.
8. Fay, Origin of the World War
9. मनाजिर अहमद – यूरोप का इतिहास।
10. सत्यकेतु विद्यालंकार – सुदूर पूर्व का इतिहास।
11. डॉ. भगवान सिंह वर्मा – विश्व इतिहास की प्रमुख धाराएँ।
12. डॉ. पंजाबी बालकृष्ण – पश्चिम के आधुनिक इतिहास (1789–1956)
13. शर्मा डॉ. मथुरालाल – यूरोप का इतिहास (1789–1945)
14. इहमद लईक – आधुनिक विश्व का इतिहास
15. जगदीश चन्द्र झा – आधुनिक यूरोप (1789–1945)
16. लूनिया बी. एन. आधुनिक पाश्चात्य इतिहास की प्रमुख धाराएँ।
17. प्रो. डी. एस. चौहान – यूरोप का इतिहास।



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman – Board of Studies Education Page 144

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-V

Subject: History / इतिहास (HISTORY OF INDIA, FROM 1740 AD TO 1857 AD)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Objective- After the disintegration of Mughal empire India became a battleground for supremacy of powers. The rise of British power in India was the result of the forces of disunity, which were at play in India. The success at the Mysore and Maratha wars placed the British administration in Supreme position. The socio-religious movement started by Raja Rammohan Roy and Lord William Bentinck brought about revolutionary changes in the Indian society. The British administered the country for their material and commercial interests. However the colonial policies led to the revolt of 1857.

भारत का इतिहास सन् 1740 से 1857 ई.

उद्देश्य :- मुगल साम्राज्य के पतन के पश्चात् भारत विभिन्न शक्तियों के संघर्ष का केन्द्र बन गया। भारत में विघटनकारी शक्तियों की गतिविधियों का लाभ उठाकर अंग्रेजों ने अपनी सत्ता स्थापित कर ली। मैसूर तथा मराठा युद्धों में अंग्रेजों की विजयों ने उन्हें शक्तिशाली बना दिया। राजा राम मोहन राय के नेतृत्व में सामाजिक-धार्मिक आंदोलनों तथा लार्ड-विलियम बैरिंक के सुधारों ने भारतीय समाज में व्यापक परिवर्तन किए। ब्रिटिश प्रशासकों ने भारत में अपने आर्थिक हितों के अनुरूप शासन किया। उपनिवेशवादी नीतियों के परिणाम स्वरूप 1857 का विद्रोह हुआ।

Particular / विवरण

Unit	Syllabus
Unit-I	Political trends in the mid 18 th century, An glo-French conflict in Karnataka, Third Battle of Panipat, Establishment of East India Company's rule in India, Battles of Plassey and Buxar, Diwani of Bengal, Bihar and Orissa, Dual government.
Unit-II	Growth of colonial administration- Warren Hastings and Lord Cornwallis, Regulating Act, Pitt's India Act, Anglo-Maratha relations, An glo-Mysore relations, Anglo-Afghan relations, Wellesley and the Subsidiary Alliance Policies
Unit-III	Maharaja Ranjeet Singh and Anglo-Sikh relations, Lord Hastings and British Paramountcy, downfall of Marathas, Anglo-Burmese Relations, Anglo-Afghan relations, Lord Dalhousie and the Doctrine of Lapse, Revolt of 1857-causes, nature and results.
Unit-IV	Indian Renaissance, socio-religious movements, Raja Rammohan Roy and Brahma Samaj, Lord William Bentinck, status of women, growth of western education, Modernization of India.
Unit-V	British land revenue settlements, Permanent settlement, Ryotwari and Mahalwari, condition of peasants, rural indebtedness, commercialization of agriculture, drain of wealth, decline of cottage industries and de-industrialization.



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 145

Unit	Syllabus
इकाई-1	18 वीं शताब्दी में मध्य में राजनीतिक प्रवृत्तियाँ, कर्नाटक में आंग्ल-फ्रांसीसी संघर्ष, पानीपत का तृतीय युद्ध। बंगाल में ईस्ट इंडिया कंपनी की सत्ता की स्थापना-प्लासी और बक्सर का युद्ध। बंगाल-बिहार-उड़ीसा का दीवानी, द्वैध शासन।
इकाई-2	औपनिवेशिक प्रशासन का विकास, वॉरेन हेस्टिंग्स तथा लार्ड कार्नवालिस, रेग्यूलेटिंग एक्ट, पिट्स इंडिया एक्ट, आंग्ल-मराठा संबंध। आंग्ल-मैसूर संबंध, आंग्ल-अफगान संबंध, लार्ड वेलेजली और सहायक संधियाँ।
इकाई-3	महाराजा रणजीत सिंह तथा आंग्ल-सिख संबंध, लार्ड हेस्टिंग्स तथा ब्रिटिश प्रगुसत्ता की स्थापना। मराठों का पतन। आंग्ल-बर्मा संबंध, आंग्ल-अफगान संबंध। लार्ड डलहौजी की हड़प नीति। 1857 का विद्रोह - स्वरूप कारण और परिणाम।
इकाई-4	भारतीय पुनर्जागरण, सामाजिक-धार्मिक आंदोलन, राजा राममोहन राय तथा ब्रह्म समाज, लार्ड विलियम बैंटिक, महिलाओं की स्थिति, पश्चिमी शिक्षा का विकास, भारत का आधुनिकीकरण।
इकाई-5	ब्रिटिश भू-राजस्व नीति, स्थायी बंदोबस्त, रैतयवारी तथा महलवारी, कृषकों की स्थिति, ग्रामीण ऋणग्रस्तता, कृषि का वाणिज्यीकरण, धन का उत्सर्ग, कुटीर उद्योगों का विनाश, अनौद्योगिकीकरण।

अनुशंसित पुस्तकें

1. श्रीवास्तव ए.एल. - भारत का इतिहास
2. श्रीवास्तव ए.एल. - दिल्ली सल्तनत
3. श्रीवास्तव ए.एल. - मुगल कालीन भारत
4. मजूमदार राय चौधरी एवं दत्त - भारत का वृहद इतिहास खण्ड-2
5. पंजाबी बी.के. - भारत में मुस्लिम शासन की बुनियाद
6. वर्मा हरिशचन्द्र - मध्यकालीन भारत (1206-1761) दो खंडों में
7. शर्मा कालूराम एवं व्यास प्रकाश, मध्यकालीन भारतीय संस्कृति
8. सक्सेना आर. के. - दिल्ली सल्तनत
9. राधशरण - भारत की सामाजिक एवं आर्थिक संरचना और संस्कृति के मूल तत्व

(आदि काल से 1950 ईस्वी तक) (म.प्र. हिन्दी ग्रंथ अकादमी का प्रकाशन)

10. पाण्डेय ए. बी. - पूर्व मध्यकालीन भारत
11. पाण्डेय ए. बी. - उत्तर मध्यकालीन भारत
12. ईश्वरी प्रसाद - मध्ययुगीन भारत
13. श्रीवास्तव एच. एस. - मुगल कालीन शासन व्यवस्था
14. सरदेसाई जी.एस. - मराठों का नवीन इतिहास खण्ड-2
15. सरकार जे.एन. - शिवाजी और उनका पुत्र
16. त्रिपाठी आर.पी. - मुगल साम्राज्य का उत्थान और पतन
17. मित्तल ए.के. - यूनीफाइड इतिहास (प्रारंभ से 1761 ई. तक)
18. मित्तल ए.के. - यूनीफाइड इतिहास (प्राचीनकाल से 1950 ई. तक)
19. श्रीवास्तव ब्रजेश कुमार - मध्यकालीन भारत
20. दहीभाते ए.के. - मध्यकालीन भारत
21. Dey U.N. - Mughal Government
22. Hubibullah A.B.M. - Foundation of Muslim Rule in India.
23. Habib & Nizami - Comprehensive History in India



Dr. Vivek Bapat
Dean - Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 146

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject: History / इतिहास (HISTORY OF INDIA FROM 1858 AD TO 1950 AD WITH EMPHASIS ON THE NATIONAL MOVEMENT)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Objective- The revolt of 1857 brought down the curtains of company's rule in India. However, the spirit of nationalism influenced the masses to display their solidarity against imperialism and embarking on the path of freedom struggle. The peasant movements, industrialization process and the development of education during British rule have to be studied in the right perspective. The legislative measures taken by the British government have to be studied with the backdrop of the Indian national movement. The contemporary socio-economic conditions prevalent in the country have to be taken into account while studying this crucial aspect of national movement. This ultimately resulted in the independence of our country and consequent adoption of our Republican constitution on 26 January, 1950.

Particular / विवरण

Unit	Syllabus
Unit-I	Queen Victoria's Proclamation and The Act of 1858, Indian Council Act 1861, Internal administration of Lord Lytton and Lord Ripon, political associations and the Indian National Congress, Indian Council Act of 1892.
Unit-II	Lord Curzon and the partition of Bengal, Swadeshi movement, moderates, extremists and revolutionaries, Government of India Act 1909, Home Rule movement, peasant and tribal movements, Lucknow Pact, Rowlat Act, Jallianwala Bagh massacre, Government of India Act 1919 and Dyarchy.
Unit-III	Gandhian Era, Khilafat and Non Cooperation Movement, Swarajists, Simon Commission, Lahore Congress, Civil Disobedience Movement, Round Table Conferences, Government of India Act 1935 and Provincial Autonomy, Quit India Movement.
Unit-IV	Cripps Mission, Shimla Conference, Cabinet Mission, Subhas Chandra Bose and the INA, Communal Politics and the Partition of India, Indian Independence Act 1947, Integration of Indian Princely States, Main features of the Indian Constitution.
Unit-V	Indian agriculture, British famine policy, nature of colonial economy, British Fiscal Policy and India's economy exploitation, rise of modern industry, expansion of trade and commerce, socio- religious movements- Arya Samaj, Ramkrishna Mission, Theosophical Society, Muslim reform movements, Upliftment of women, development of education, growth of Indian Press.

भारत का इतिहास सन् 1858 से 1950 ई.
(राष्ट्रीय आंदोलन के विशेष संदर्भ में)

उद्देश्य :- 1857 के विप्लव ने भारत में ईस्ट इंडिया कंपनी के शासन का अंत कर दिया। राष्ट्रवादी भावनाओं से प्रभावित होकर भारतीय जनमानस ने साम्राज्यवाद के विरुद्ध स्वाधीनता आंदोलन में भाग लेना प्रारंभ किया। ब्रिटिश



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 147

शासन के दौरान श्रमिक एवं कृषक आंदोलनों, औद्योगिकीकरण, शिक्षा के विकास आदि का वैज्ञानिक ढंग से अध्ययन होना चाहिए। ब्रिटिश सरकार द्वारा किये गये विद्यार्थी सुधारों का अध्ययन, भारतीय राष्ट्रीय आन्दोलन के परिप्रेक्ष्य में किया जाना चाहिए। जिससे तत्कालीन सामाजिक एवं आर्थिक स्थितियों से विद्यार्थी सही अर्थों से परिचित हो सके। देश 1947 से स्वतंत्र हुआ और 26 जनवरी 1950 को भारत का संविधान लागू किया गया।

Particular / विवरण

Unit	Syllabus
इकाई - 1	महारानी विक्टोरिया की घोषणा तथा 1858 का अधिनियम, 1861 का भारतीय कौंसिल अधिनियम, लार्ड लिटन और लार्ड रिपन का आंतरिक प्रशासन, राजनैतिक संगठन तथा भारतीय राष्ट्रीय कांग्रेस, 1892 का भारतीय कौंसिल अधिनियम।
इकाई - 2	लार्ड कर्जन तथा बंगाल का विभाजन, स्वदेशी आंदोलन, उदारवादी, उग्रवादी तथा क्रांतिकारी, 1909 का अधिनियम, कृषक का आदिवासी आंदोलन, लखनऊ समझौता, रौलट एक्ट, जलियांवाला बाग हत्याकांड, सन् 1919 का भारतका सरकार अधिनियम तथा द्वैध शासन।
इकाई - 3	गाँधी युग - खिलाफत तथा असहयोग आंदोलन, स्वराज्य दल, साईमन कमीशन, लाहौर कांग्रेस, सविनय अवज्ञा आंदोलन, गोलमेज सम्मेलन, 1935 का भारत सरकार अधिनियम तथा प्रांतीय स्वायत्तता, भारत संविधान की प्रमुख आंदोलन।
इकाई - 4	क्रिप्स मिशन, शिमला सम्मेलन, केबिनेट मिशन, सुभाष चन्द्र बोस एवं आजाद हिन्द फौज, सांप्रदायिक राजनीति एवं भारत का विभाजन, भारतीय स्वाधीनता अधिनियम 1947, रियासतों का विलीनीकरण, भारतीय संविधान को प्रमुख विशेषताएं।
इकाई - 5	भारतीय कृषि-ब्रिटिश अकालनीति, उपनिवेशवादी अर्थव्यवस्था का स्वरूप, ब्रिटिश अर्थनीति और भारत का आर्थिक शोषण, आधुनिक उद्योगों का उदय, व्यापार तथा वाणिज्य का विस्तार, सामाजिक धार्मिक आंदोलन - आर्य समाज, रामकृष्ण मिशन, थियोसॉफिकल सोसायटी, मुस्लिम सुधार आंदोलन, महिलाओं का उत्थान, शिक्षा का विकास भारतीय प्रेस का विकास।

Recommended Books:

1. Agrawal R.C. Indian Constitutional Development and National Movement in India.
2. Argov Daniel: Moderates and Extremists in India.
3. Bipan Chandra, India's Struggle for Independence, 1857-1947(Delhi, Penguin, 1996)
4. Brass, Paul, The Politics of India Since Independence (Delhi, Foundation Books, 1994)
5. Desai A.R.: Peasant Struggle in India.
6. Desai A.R. Social Background of Indian Nationalism (Also Hindi Version)
7. Dharma Kumar & Tapan Ray Chaudhuri, ed Cambridge Economic History of India, Vol. II (Cambridge, 1982)
8. Dutt, R.C. India Under the Early British Rule and Victorian Age (Also Hindi Version)
9. IGNOU Course Material, EH 1] and EH 1.5 (English & Hindi) (1948-1964)(1757-1857)
10. Panigrahit D.N. Economy, Society and Politics in Modern India (Delhi Vikas, 1985)
11. Puri, Chopra and Das: Social, Cultural and Economic History of India.
12. Sarkar & Dutt: Modern India (English & Hindi Version)
13. Sarkar, Sumit: Modern India (1885-1947) (Delhi, Macmillan, 1985)
14. रविंदर कुमार - आधुनिक भारत का सामाजिक इतिहास, ग्रंथ - शिल्पी 1999-2000
15. बी.एल. गोवर, यशपाल, अलका मेहता - आधुनिक भारत का इतिहास - एक नवीन मूल्यांकन (1707 से वर्तमान तक) एस. चन्द एण्ड कम्पनी लि. दिल्ली 2004
16. बी.एन.लुनिया - आधुनिक भारत का इतिहास
17. बी.एन. लुनिया - आधुनिक भारत - जनजीवन एवं संस्कृति
18. अरुण कुमार मित्तल - आधुनिक भारत का इतिहास
19. एम. एस. जैन - आधुनिक भारत का इतिहास



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 148

B.A.-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Subject: Mathematics (Matrix Theory, Calculus Geometry)

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Particulars / विवरण

Unit	Syllabus
Unit -I	Rank of a matrix, Eigen values, eigen vectors, Characteristic equation of a matrix, Cayley Hamilton theorem and its use in finding inverse of matrix, Unit-1 Application of matrix to a system of linear (both homogenous and non -homogenous) equations, Theorems on consistency and inconsistency of a system of linear equations, Solving the linear equations with three unknowns. आव्यूह की जाति, आयगेन मान एवं आयगेन सदिश आव्यूह की चारित्रिकता, केल-हैमिल्टन प्रमेय, एवं आव्यूह का व्युत्क्रम ज्ञान करने में इनका उपयोग, रैखिय समीकरणों के निकाय (समघात एवं असमघात) के हल के लिये आव्यूहों का प्रयोग, रैखिय समीकरणों के निकाय की संगतता एवं असंगतता पर प्रमेय, तीन अज्ञात राशियों के रैखिक समीकरणों के हल।
Unit -II	Relation between the roots and coefficients of a general polynomial equation in one variable, Transformation of equations, Descarte's rule of signs, De Moivre's theorem and its applications, Direct and inverse circular and hyperbolic functions, Expansion of trigonometrical function. एक चर के सामान्य बहुपदों के समीकरण के गुणकों एवं मूलों के संबंध, समीकरणों का रूपांतरण, चिन्हों का दिकार्ते नियम, डी-मोवरे प्रमेय एवं इसके उपयोग, प्रत्यक्ष एवं व्युत्क्रम, वृत्तीय एवं अतिपरवलयीय फलन, त्रिकोणमितीय फलनों का विस्तार।
Unit -III	Continuity of function of one variable, Properties of continuous function, Uniform continuity, Chain Rule of differentiability, Mean value theorems and their geometrical interpretations, Darboux's Intermediate Value Theorem for derivatives. एक चर के फलनों का सातत्य, संतत फलनों के गुणधर्म, एक समान सातत्य, अवकलनीयता का श्रृंखला का नियम, माध्यमान प्रमेय एवं उनका ज्यामितीय अर्थ अवकलन के लिए डॉरबाक्स का माध्यमान प्रमेय।
Unit -IV	Integration of irrational algebraic functions and transcendental functions, Reduction formulae, definite Integrals. अपरिमेय, बीजीय एवं अबीजीय फलनों का समाकलन। समानयन सूत्र। निश्चित समाकलन।
Unit -V	Equation of cone with given base, generators of cone, condition for three mutually perpendicular generators, Right circular cone, Equation of Cylinder and its properties, Right circular cylinder, enveloping cylinder and their properties. दिए गए आधार के शंकु का समीकरण, शंकु के जनक, तीन परस्पर लम्बवत् जनकों हेतु शर्त, लंबवृत्तीय शंकु बेलन का समीकरण एवं उसके गुणधर्म, लंबवृत्तीय बेलन, अन्वलोपिय बेलन एवं उसके गुणधर्म।

Texts Books :

1. S.L. Loney - Plane Trigonometry Part II
2. K.B. Datta - Matrix and Linear Algebra, Prentice Hall of India Pvt. Ltd. New Delhi 2000
3. Chandrika Prasad - A Text Book on Algebra and Theory of Equations, Pothishala Pvt. Ltd. Allahabad
4. N. Saran & R.S. Gupta: Analytical Geometry of Three dimensions. Pothishala Pvt. Ltd. Allahabad
5. S.L. Loney, Elements of Coordinate Geometry, Macmillan and Co. London.
6. Gorakh Prasad - Differential Calculus, Pothishala pvt. Ltd. Allahabad
7. Gorakh Prasad - Integral Calculus, Pothishala pvt. Ltd. Allahabad
8. Erwin Kreyszig - Advanced Engineering Mathematics, John Wiley & sons, 1999.


Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior


Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 149

B.A.-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-II

Subject: Mathematics (Advanced Calculus, Differential Equations Vector Calculus)

Max. Marks - 100

External Marks - 85


Internal Marks - 15

Particulars / विवरण


Unit	Syllabus
Unit -I	Successive differentiation, Leibnitz theorem, Maclaurin and Taylor series expansions, Asymptotes, Curvature, Tests for concavity and convexity, Points of inflexion, Multiple points, Tracing of curves in Cartesian co-ordinates. उत्तरोत्तर अवकलन, लैबनीज का प्रमेय, मैकलारिन एवं टेलर श्रेणी में विस्तार, अनंत स्पर्शी, वक्रता, उत्तलता एवं अवतलता के परीक्षण, नती परिवर्तन बिन्दु, बहुबिन्दु, कार्तीय निर्देशांकों में वक्रों का अनुरेखण।
Unit -II	Limit and continuity of functions of two variables, Introduction of Partial differentiation, Euler's Theorem on homogeneous function, Jacobians, Differentiability of real-valued functions of two variables, Taylor's theorem for functions of two variables, Double and triple integrals, Dirichlet's integrals. दो चरों के फलनों की सीमा एवं सांतत्य, आंशिक अवकलन की अवधारणा, समघात फलनों पर आयलर का प्रमेय, जेकोबियन, दो चरों के वास्तविक मान फलनों के आंशिक अवकलन एवं अवकलनीयता, दो चरों के फलनों के लिए टेलर का प्रमेय, द्विश एवं त्रि-समाकलन, डिरिक्ले का समाकल।
Unit -III	Linear Differential equations and equations reducible to the linear form, Exact differential equation, First order and higher degree equations Solvable for x, y and p, Clairaut's form and singular solutions, Linear differential equations with constant coefficients. रैखिक अवकल समीकरण, रैखिक समीकरणों में रूपांतरणीय समीकरण, यथातथ अवकल समीकरण x, y और p में हल होने वाले प्रथम कोटि एवं उच्चघात के समीकरण, क्लारैट फार्म एवं विचित्र हल, अचर गुणांकों के रैखिक अवकल समीकरण।
Unit -IV	Homogenous linear ordinary differential equations, linear differential equations of second order, Transformation of the equation by changing the dependent variable and the independent variable, Method of variation of parameters, Ordinary simultaneous differential equations. सामान्य समघात रैखिक अवकल समीकरण, द्विघात रैखिक अवकल समीकरण, परतंत्र एवं स्वतंत्र चरों को बदल कर समीकरण का रूपांतरण। प्राचल विचरण की विधि, साधारण युगपद अवकल समीकरण।
Unit -V	Vector differentiation, Gradient, Divergence and Curl, Vector integration, Theorem of Gauss (without proof) and problems based on it, Theorem of Green (without proof) and problems based on it, Stoke's theorem (without proof) and problems based on it. सदिश अवकलन, ग्रेडियंट डायवर्जेंट एवं कर्ल समाकलन, गॉस की प्रमेय (बिना उपपत्ति) एवं उस पर आधारित प्रश्न, ग्रीन का प्रमेय (बिना उपपत्ति) एवं उस पर आधारित प्रश्न, स्टोक का प्रमेय (बिना उपपत्ति) एवं उस पर आधारित प्रश्न।

Texts Books :

1. Gorakh Prasad — Differential Calculus, Pothishala pvt. Ltd. Allahabad
2. Gorakh Prasad — Integral Calculus, Pothishala pvt. Ltd. Allahabad
3. D.A. Murray : Introductory Course in Differential Equations, Orient Long man, India 1967.
4. N. Saran & S.N. Nigam — Introduction to Vector Analys, Pothishala Pvt. Ltd., Allahabad.
5. Murray R. Spiegel, Theory & problems of Advanced Calculus. Schaum's outline series, Schaum Publishing Co. NewYork.


Dr. Vivek Bapat

Dean - Education, Jiwaji University, Gwalior


Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 150

Reference Books:

1. P.K. Jain and S. K. Kaushik, An introduction of Real Analysis, S.Chand & Co. New Delhi, 2000.
2. Erwin Kreyszig, Advanced Engineering Mathematics, John Wiley & Sons 1999.
3. G. F. Simmons, Differential Equations, Tata Mcgraw Hill, 1972.
4. E.A. Codrington, An introduction to ordinary differential equations, Prentice Hall of India, 1961.
5. H.T.H. Piaggio, Elementary Treatise on Differential equations and their applications, C.B.S. Publisher and Distributors, Delhi 1985.
6. W.E. Boyce and P.C. Dprima, Elementary Differential equations & Boundary Value problems, John Wiley 1986.
7. Murray R. Spiegel, Vector Analysis, Schaum Publishing Co. New York.
8. Shanti Narayan, A text book of Vector Calculus, S. Chand & Co., New
9. P. B. Bhattacharya, S. K. Jain and S.R. Nagpaul, First Courses in Linear Algebra, Wiley Eastern, New Delhi, 1983. |
10. R.S. Verma and K.S. Shukla, Text Book on Trigonometry Pothishala Pvt. Ltd.
11. P.K. Jain & Khalil Ahmad, A text book of Analytical Geometry of Three Dimensions, Wiley Eastern Ltd. 1999
12. R.J.T. Bell : Elementary Treatise on Coordinate Geometry of Three dimensions, Macmillan India Ltd. 1994.
13. N. Piskunov, Differential and Integral Calculus, Peace Publishers, Moscow.
- 15 H.S. Hall and S.R. Knight, Higher Algebra, H.M. publication, 1994.
- 16 T.M. Apostol Mathematical Analysis Narosa Publishing House New Delhi 1985.
- 17 Murray R. Spiegel, Theory and Problems of Advanced Calculus, Schaum Publishing Co. New York.
- 18 N. Piskunov, Differential and Integral Calculus, Peace Publishers, Moscow.
- 19 S.C. Malik, Mathematical Analysis, Wiley Eastern Ltd. New Delhi. .
- 20 P.B. Bhattacharya, S.K. Jain and S.R. Nagpaul, Basic Abstract Algebra, Wiley Eastern, New Delhi, 1997
- 21 J. S. Luther and I.B. S. Passi, Algebra Vol- 1, II, Narosa Publishing House.
- 22 T.M. Apostol, Mathematical Analysis Narosa Publishing House, New Delhi 1985
- 23 N. Piskunov , Differential and Integral Calculus, Peace Publishers, Moscow.
- 24 S.C. Malik, Mathematical Analysis, Wiley Eastern Ltd., New Delhi.
- 25 N. Jacobson, Basis Algebra, Vols, I & II, W.II. Freeman, 1980 (also published by Hindustan Publishing Company.) :
- 26 Shanti Narayan, A Text Book of Modern Abstract Algebra, S. Chand & Co. New Delhi
- 27 P.B. Bhattacharya, S.K. Jain and S.R. Nagpaul, Basic Abstract Algebra, Wiley Eastern, New Delhi, 1997.
- 28 I.S. Luther and I.B. S. Passi, Algebra Vol- I, II, Narosa Publishing House.
- 29 R. V. Churchill & J.W. Brown, Complex Variables and Applications, 5th Edition, McGraw-Hill New, York. 1990
- 30 Mark, J. Ablowitz & A. S. Fokas. Complex Variables : Introduction and Applications, Cambridge University Press, South Asian Edition, 1998
- 31 Ponnuswamy : Complex Analysis, Narosa Publishing Co.
- 32 E. Balaguruswamy- Numerical Method Tata Mc Graw_ Hill Pub.Com. New York
- 33 K.B. Datta. Matrix and Linear Algebra, Prentice hall of India Pvt Ltd., New Delhi, 2000.
- 34 S.K. Jain, A. Gunawardena & P.B. Bhattacharya. Basic Linear Algebra with MATLAB Key college Publishing (Springer-Verlag) 2001 .
- 35 S. Kumarsaran, Linear Algebra, A Geometric Approach Prentice — Hall of India, 2000
- 36 T.M. Apostol, Mathematical Analysis. Narosa Publishing House. New Delhi, 1985.
- 37 S. Lang. Undergraduate Analysis, Springer-Verlag, New York, 1983.
- 38 D. Somasundaram and B. Choudhary, A first Course in Mathematical Analysis. Narosa Publishing House, New Delhi 1997.
- 39 Shanti Narayan, A Course of Mathematical Analysis. S. Chand & Co. Delhi.
- 40 R.K. Jain and S.K. Kaushik, An 'ntroduction to Real Analysis, S. Chand & Co., New Delhi 2000.
- 41 P.K. Jain and K. Ahmed Metric Spaces, Narosa Publishing House, New Delhi, 1996.
- 42 S. Lang. Undergraduate Analysis, Springer-Verlag, New York 1983. |
- 43 E.T. Copson, Metric Spaces, Cambridge University Press, 1968
- 44 S. Lang. Undergraduate Analysis, Springer-Verlag, New York, 1983.
- 45 Fundamentals of Mathematical Statistics, Kapoor and Gupta, Principles of Computer Science
- 46 Rubinoe, SI: Introduction yo Mathematical Biology. John Wiley and Sons 1975.



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman – Board of Studies Education Page 151

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-III

Subject: Mathematics (Real Analysis, Differential Equation, Abstract Algebra)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particulars / विवरण

Unit	Syllabus
Unit -I	<p>Definition of a sequence, Theorems on limits of sequences, Bounded and monotonic sequences, Cauchy's convergence criterion, Series of non-negative terms, Comparison test, Cauchy's integral test, Ratio test, Raabe's test, logarithmic test, Leibnitz's theorem, Absolute and conditional convergence.</p> <p>अनुक्रम की परिभाषा, अनुक्रमों की सीमाओं पर प्रमेय, परिवर्द्ध एवं एकदिष्ट, अनुक्रम, कॉशी के अभिसरण का मापदंड, अक्रणात्मक पदों की श्रेणी, तुलना परीक्षण, कॉशी का समाकल परीक्षण, अनुपात परीक्षण, रॉबी का परीक्षण, लघुगणकीय परीक्षण, लिबनीज का प्रमेय, निरपेक्ष एवं सापेक्ष अभिसरण।</p>
Unit -II	<p>Series Solution of Differential Equations-Power series Method, Bessel's Equation, Bessel's function and its properties, recurrence and generating relations, Legendre's Equation, Legendre's function and its properties, recurrence and generating relations.</p> <p>अवकल समीकरणों की श्रेणी हल, घात-श्रेणी विधि, बेसल का समीकरण, बेसल का फलन एवं उसके गुणधर्म, पुनरागमन एवं जनक संबंध, लीजेन्डर का समीकरण, लीजेन्डर का फलन एवं उसके गुणधर्म, पुनरागमन एवं जनक संबंध।</p>
Unit -III	<p>Laplace transformations, Linearity of the Laplace transformation, Existence theorem of Laplace transforms, Laplace transforms of derivatives and integrals, Shifting theorem, Differentiation and integration of transforms, Inverse Laplace transforms, Convolution theorem, Applications of Laplace transformation in solving linear differential equations with constant coefficients.</p> <p>लाप्लास रूपांतरण, लाप्लास रूपांतरणों की लांबिकता, लाप्लास रूपांतरणों का अस्तित्व प्रमेय, अवकलों एवं समाकलों के लाप्लास रूपांतरण, स्थानांतरण प्रमेय, रूपांतरणों का अवकलन एवं समाकलन, प्रतिलोम लाप्लास रूपांतरण, सवलन प्रमेय, अचर गुणांकों वाले रैखिक अवकल समीकरणों को हल करने में लाप्लास रूपांतरणों के अनुप्रयोग।</p>
Unit -IV	<p>Definition and basic properties of group, Order of an element of a group, Subgroups, Algebra of subgroups, Cyclic groups and their simple properties, Coset decomposition and related theorems, Lagrange's theorem and its consequences.</p> <p>समूह की परिभाषा एवं मूलभूत गुणधर्म, समूह के अवयव की कोटि, उपसमूह उपसमूहों का बीजगणित। चक्रीय समूह एवं उनके साधारण गुणधर्म, सह समुच्चय विभाजन एवं संबंधित प्रमेय, लेग्रान्ज प्रमेय एवं उसके निगमन।</p>
Unit -V	<p>Normal sub group, Quotient groups, homomorphism and isomorphism of groups, Kernel of homomorphism of groups, fundamental theorem of homomorphism of groups, Permutation groups (even and odd permutations), Alternating groups A_n, Cayley's theorem.</p> <p>प्रसामान्य उपसमूह, विभाग समूह, समूहों की समकारिता एवं तुल्यकारिता, समकारिता की अष्टि, समूहों की समकारिता का मूलभूत प्रमेय, क्रमचय समूह (सम एवं विषम क्रमचय) एकांतर समूह A_n, कैली का प्रमेय।</p>

Text Books :

1. R.R. Goldberg, Real Analysis, I.B.H. Publishing Co. New Delhi, 1970.
2. Gorakh Prasad, Integral Calculus, Pothishala Pvt. Ltd. Allahabad.
3. Erwin Kreyszig, Advanced Engineering Mathematics, John Wiley & sons, 1999,
4. J. N. Herstein — Topics in Algebra, Wiley Eastern Ltd. New Delhi 1977.
5. Sharma and Gupta-Integral Transform, Pragati Prakashan Meerut.



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 152

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-IV

Subject: Mathematics (Abstract Algebra, Advanced Calculus,

Partial Differential Equations, Complex Analysis)

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Particulars / विवरण

Unit	Syllabus
Unit -I	Group automorphisms, inner automorphism, Group of automorphisms, Conjugacy relation and centraliser, Normaliser, Counting principle and the class equation of a finite group, Cauchy's theorem for finite abelian groups and non-abelian groups. समूह स्वकारिता (स्वसमरूपता), अंतर स्वकारिता, स्वकारिताओं का समूह, संयुग्मता संबंध एवं क्रेन्दीयकारक, प्रसामान्यक, गणना सिद्धांत एवं परिमित समूह का वर्ग समीकरण। परिमित आबेली एवं अन-आबेली समूहों के लिये कौशी प्रमेय।
Unit -II	Introduction to rings, subrings, integral domains and fields, simple properties and examples, ring homomorphism, ideals and quotient rings. वलय, उपवलय, पूर्णांकिय प्रांत एवं क्षेत्र का परिचय सरल गुणधर्म एवं उदाहरण, वलय समाकारिता, गुणजावली एवं विभाग वलय
Unit -III	Maxima, Minima and saddle points of functions of two variables, Improper integrals and their convergence, Comparison test, Abel's and Dirichlet's tests, Beta and Gamma functions. दो चरों के फलनों का उच्चिष्ठ, निम्निष्ठ एवं सेडल बिन्दु, विषम समाकल एवं उसका अभिकरण, तुलना परीक्षण, आबेल एवं डिरिक्ले का परीक्षण, बीटा एवं गामा फलन।
Unit -IV	Partial Differential equations of the first order, Lagrange's solution, Some special types of equations which can be solved easily by methods other than general methods, Charpit's general method of solution, Partial differential equations of second and higher orders, Homogeneous and non- Homogeneous equations with constant coefficients, Partial differential equations reducible to equations with constant coefficients. प्रथम कोटि के आंशिक अवकल समीकरण, लेग्रान्जे का हल, कुछ विशिष्ट प्रकार के समीकरण जिन्हें व्यापक विधि से अलावा सरल विधि से हल किया जा सके, हल के लिए चारपित की व्यापक विधि, द्वितीय एवं उच्चतर कोटि के आंशिक अवकल समीकरण, अचर गुणांकों के समघातीय एवं असमघातीय समीकरण, आंशिक अवकल समीकरण जो अचर गुणांकों वाले समीकरणों में परिवर्तनीय हैं।
Unit -V	Continuity and differentiability of Complex functions, Analytical function, Cauchy Riemann equation, Harmonic function, Mobius transformations, fixed points, cross ratio. सम्मिश्र फलनों का सातत्य एवं अवकलनीयता। वैश्लेषिक फलन, रीमान समीकरण, प्रसंवादी फलन, मोबियस रूपांतरण, स्थिर बिन्दु, तिर्यक अनुपात।

Text Books :

1. LN. Sneddon, Elements of partial Differential equations Mc Graw Hill, Co. 1988
2. Shanti Narayan, Theory of Functions of a Complex Variable, S. Chand & Co., New Delhi.
3. LN. Herstein Topics in Algebra, Wiley Eastern Ltd., New Delhi, 1977.
4. Murray R. Spiegel, Theory and Problems of Advanced Calculus, Schaum Publishing Co., New York
5. म. प्र. हिन्दी ग्रंथ अकादमी की पुस्तकें।



Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 153

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-V

Subject: Mathematics (Linear Algebra, Numerical Analysis)

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Particulars / विवरण

Unit	Syllabus
Unit -I	<p>Definition and examples of vector spaces, subspaces, Sum and direct sum of subspaces, Linear span, Linear dependence, independence and their basic properties, Basis, Finite dimensional vector spaces, Existence theorem for basis, Invariance of the number of elements of a basis set, Dimension, Dimension of sums of vector subspaces.</p> <p>सदिश समष्टि की परिभाषा एवं उदाहरण, उपसमष्टि, उपसमष्टिओं का योग एवं सीधा योग, रेखिक विस्तृति, रेखिक आश्रितता, स्वतंत्रता एवं उसके मूल गुणधर्म, आधार, परिमित विमीय सदिश समष्टियाँ, आधार पर अस्तित्व प्रमेय, आधार समुच्चय के अवयवों के संख्या की अपरिवर्तनीयता, विमा, सदिश उपसमष्टिओं के योग की विमा।</p>
Unit -II	<p>Linear transformations and their representation as matrices, The algebra of linear transformations, The rank- nullity theorem, Eigen values and eigen vectors of a linear transformation, Diagonalisation, Quotient space and its dimension.</p> <p>रेखिय रूपांतरण एवं उसका आव्यूह निरूपण, रेखिक रूपांतरणों का बीच गणित, जाति शून्यता प्रमेय, रेखिक रूपांतरणों के आयगन मान एवं आयगन सदिश, विकर्णीकरण, विभाग समष्टि एवं उसकी विमा।</p>
Unit -III	<p>Approximations, Errors and its types, Solution of Equations: Bisection, Secant, Regula Falsi, Newton- Raphson Method and their order of convergence, Roots of second degree Polynomials, Interpolation: Lagrange interpolation, Divided Differences, Interpolation formulae using Differences and derivations of Interpolation formula.</p> <p>सन्निकटन, त्रुटियाँ, एवं उसके प्रकार, समीकरणों के हल: द्विभाजन, सीकेन्ट, रेग्युला फाल्सी तथा न्युटन-रॉप्सन विधि एवं उसकी अभिविन्दुता की कोटि, द्वितीय घात बहुपदों के मूल। अन्तर्गवशन: लग्रांजे अन्तर्वशन, विभाजित अन्तर, अन्तर के उपयोग से अन्तर्वशन सूत्र एवं अन्तर्वशन सूत्रों की उत्पत्ति।</p>
Unit -IV	<p>Linear Equations: Direct Methods for Solving Systems of Linear Equations, Gauss A elimination, Gauss Jordan Method, LU Decomposition, Cholesky Decomposition, Iterative Methods: Jacobi Method , Gauss - Seidel Method, Relaxation Method, Methods Based on Numerical Differentiation.</p> <p>रेखिक समीकरण : रेखिक समीकरणों के निकाय को हल करने की प्रत्यक्ष विधियाँ, गाउस विलोपन, गाउस जार्डन विधि, एल यू वियोजन, चोलेस्की वियोजन, पुनरावृत्ति विधियाँ, जेकोबी विधि, गाउस सिडेल विधि, रिलेक्शन विधि, संख्यात्मक अवकलन पर आधारित विधियाँ।</p>
Unit -V	<p>Ordinary Differential Equations: Euler Method, Eulers Modified Method, Single-step Methods, Runge-Kutta's Method, Multi-step Methods, Milne Method, Numerical Quadrature, Newton-Cote's Formulae, Gauss Quadrature Formulae, Methods Based on Numerical Integration with their derivation.</p> <p>साधारण अवकल समीकरण, आयलर विधि, आयलर संशोधित विधि, एकल चरण विधि, रूंग-कुटा विधि, बहुचरण विधि, मिलने विधि, संख्यात्मक क्षेत्रकलन, न्युटन कोट्स सूत्र, गाउस क्षेत्रकलन सूत्र, संख्यात्मक समाकलन पर आधारित विधियाँ एवं उनकी उत्पत्ति।</p>

Text Books :

1. K. Hoffman and R. Kunze, Linear Algebra, 2nd Edition. Prentice Hall Englewood Cliffs, New Jersey.1971.
2. CE Frooerg. Introduction to Numerical Analysis, (Second Edition L Addison-Wesley - 1979,
3. MK Jain, S.R.K. Iyengar, R. K. Jain. Numerical Methods Problems and Solutions, New Age International (P)Ltd. 1996.



Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 154

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject: Mathematics (Real Analysis, Discrete Mathematics and Optionals)

Max. Marks - 100

External Marks - 85


Internal Marks - 15

Particulars / विवरण

Unit	Syllabus
Unit -I	Riemann integral, Algebra of Riemann integrable functions, Integrability of continuous and monotonic functions, The fundamental theorem of integral calculus, Mean value theorems of integral calculus रीमान समाकलन, रीमान समाकलनीय फलनों का बीज गणित, सतत एवं एकदिष्ट फलनों की समाकलनीय, समाकलन का मूलभूत प्रमेय, समाकलनों के माध्यमान प्रमेय।
Unit -II	Definition and examples of metric spaces, Neighbourhoods, Limit points, Interior points, Open and closed sets, Closure and interior, Boundary points, Subspace of a metric space, Cauchy sequences, Completeness, Cantor's intersection theorem, Contraction principle, Real numbers as a complete ordered field, Definition of Continuous functions and its illustrations. दूरीक समष्टि की परिभाषा एवं उदाहरण, सामीप्य, सीमा बिन्दु, अंतः बिन्दु, विवृत्त एवं संवृत समुच्चय, संवरणक एवं अभ्यंतर, परिसीमा बिन्दु, दूरीक समष्टि की उप समष्टि, कौशी अनुक्रम, पूर्णता, केन्टर का सर्वनिष्ठ प्रमेय, संकुचन सिद्धांत, पूर्ण क्रमित क्षेत्र के रूप में वास्तविक संख्याएँ, सतत फलन की परिभाषा एवं उसके उदाहरण।
Unit -III	Algebra of Logic, Tautologies and Contradictions, logical equivalence, Algebra of propositions, Quantifiers: Universal and Existential Quantifiers, Boolean Algebra and its properties, Demorgan's law, Algebra of Electric circuits and its applications. तर्क का बीज गणित, पुनरुक्तियों का विरोध का पुनरावलोकन, तार्किक तुल्यता, साध्यों का बीजगणित, प्रमात्रीकारक: आस्तित्व प्रमात्रीकारक एवं सर्व प्रमात्रीकारक, बूलीन बीजगणित एवं उसके गुणधर्म, डी-मार्गन नियम, वैद्युत परिपथों का बीजगणित एवं उनके अनुप्रयोग।
Unit -IV	Boolean Function, Disjunction and Conjunction Normal Forms, Boole's Expansion Theorem, Binary Relations, Equivalence Relations, Partitions and Partial Order Relation. बूलीन फलन, वियोजनीय एवं संयोजनीय प्रसामान्य रूप, बूल का प्रसार प्रमेय द्विचर संबंध, तुल्यता संबंध, विभाजन एवं आंशिक क्रम संबंध।
Optional	
This unit should be different from the main subject/paper studied during Semester I to Semester VI.	
Graph Theory	
Unit -V	Graphs, Multigraphs, Weighted Graphs, Paths and Circuits, Shortest Paths: Dijkstra's Algorithm, Matrix Representation of Graph: Incidence and Adjacency Matrix, Trees and its simple properties. ग्राफ, बहुग्राफ, भारित ग्राफ, पथ एवं परिपथ, लघुतम पथ : डइजकस्ट्रा एल्गोरिथम, ग्राफ का आव्यूह निरूपण: इन्सीडेस एवं एडजेसेन्सी आव्यूह, वृक्ष एवं उसके सामान्य गुणधर्म।
Or / अथवा	
Elementary Statistics	
Unit -V	Probability, Continuous probability, probability density function and its applications (for finding the mean, mode, median and standard deviation of various continuous Unit-5 probability distributions) Mathematical expectation, expectation of sum and product of random variables, Moment generating functions, Theoretical distribution: Binomial, Poisson distributions and their properties and uses. प्रायिकता, सतत प्रायिकता, प्रायिकता घनत्व फलन तथा उनके अनुप्रयोग (सतत प्रायिकता बंटन के लिये माध्य, बहुलक, माध्यिका एवं मानक विचलन ज्ञात करने लिये) गणितीय प्रत्याशा, यादृच्छिक चरों के योग एवं गुणन की प्रत्याशा, आघूर्ण जनक फलन, सैद्धांतिक बंटन, द्विपद, पॉयसन बंटन तथा उसके गुणधर्म एवं उपयोग।


Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior


Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 155

Or / अथवा	
PRINCIPLES OF COMPUTER SCIENCE	
Unit –V	Data Storage of bits Ram Memory. Mass storage. Coding Information of Storage. The Binary System Storing integers fractions, communication errors. Data Manipulation The Central Processing Unit The Store Program concept. Programme Execution, Arithmetic/Logic Instruction. Computer-Peripheral Communication. Operation System : The Evolution of Operating System. (Dos, Window) Operating System Architecture. Coordinating the Machine's Activities. Other Architectures. बीटों का डेटास्टोरेज, रैम स्मृति। वृहद भण्डारण की कदू कृत सूचना। बायनरी सिस्टम। पूर्णांक, भिन्नांक का भण्डारण, संचारा त्रुटियाँ डाटा मैनुपूलेशन- सेंट्रल प्रोसेसिंग यूनिट, भण्डारित प्रोग्राम अभिधारणा। प्रोग्राम का संचालन। गणितीय/तार्किक निर्देश। कम्प्यूटर-सह उपकरण (पेरीफेरल्स) के मध्य संचार। ऑपरेटिंग सिस्टम: का उद्भव (Dos, Window) ऑपरेटिंग सिस्टम आर्किटेक्चर कम्प्यूटर मशीन की गतिविधियों का समन्वयन। अन्य आर्किटेक्चर।
Or / अथवा	
MATHEMATICAL MODELING	
Unit –V	The process of Applied Mathematics. Setting up first order differential equations. Qualitative solution sketching. Stability of solutions. Difference and differential equation models of growth and decay. Single species population model, Exponential and logistic population models. प्रयुक्त गणित की विधि। प्रथम कोटि अवकल समीकरण की स्थापना। गुणात्मक हर चित्रण। हलो का स्थायित्व। अंतर एवं अवकल समीकरण मॉडल विकास एवं श्रय। एकल एपाइसेस पॉपुलेशन मॉडल, एक्सपोनेंशियल एवं लॉजिस्टिक पापुलेशन मॉडल्स।

Text Books ;

1. R.R Goldberg, Real Analysis, Oxford & IBM Publishing Co., New Delhi, 1970.
2. G. F. Simmons. Introduction to Topology and Modern Analysis. McGraw-Hill, 1963.
3. T.M Apostol, Mathematical Analysis. Norosa Publishing House. New Delhi, |
4. C.L. Liu, Elements of Discrete Mathematics, (Second Edition), McGraw Hill, International Edition, Computer Science series 1986.
5. म. प्र. हिन्दी ग्रंथ अकादमी की पुस्तकें।

Optional Papers

1. Graph Theory

Text Book:

- 1- Narsingh Deo : Graph Theory, McGraw Hill.
- 2- म. प्र. हिन्दी ग्रंथ अकादमी की पुस्तकें।

2. Elementary Statistics

Text Book:

1. Statistics by M. Ray
2. Mathematical Statistics by J.N Kapoor, H.C Saxena (S. Chand)
3. म. प्र. हिन्दी ग्रंथ अकादमी की पुस्तकें।
4. J. Glen Brookshear, Computer Science: An Overview, Addison- Wesley.
5. Stanley B. Lippman, Josee Jojoie. C++ Primer(3TM Edition), Addison- Wesley Total at least ten practicals
6. Kapoor, J.N.: Mathematical models in Biology and Medicine. EWP (1985)
7. SAXENA V.P.: Bio-Mathematical an introduction, MP. Hindu Growth Aradamy 1993
8. Martin Braun C.S. Coleman, DA Drew (Eds.) Differential Equation Models.
9. Steven J.B. Lucas W-P., Straffin B.D. (Eds.) Political and Related Models, Vol. 2



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 156

B.A.-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Subject: Political Science (Political Group)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particular / विवरण

Unit	Syllabus
Unit-I	Political Science — Definition, nature and scope. Nature and significance of Political Theory. Methods: Traditional and Modern. Relations with other social sciences Sociology, History, Economics, Psychology and Geography. राजनीति विज्ञान – परीभाषा, प्रकृति एवं क्षेत्र। राजनीतिक सिद्धांत – प्रकृति एवं महत्व। अध्ययन पद्धति – परंपरागत एवं आधुनिक। अन्य सामाजिक विज्ञान से संबंध – इतिहास, अर्थशास्त्र, मनोविज्ञान एवं भूगोल।
Unit-II	State — Origin, Development and Elements. Power and Authority, Sovereignty; Pluralist Criticism; Citizenship and Civil Society. Globalization and State. राज्य – उद्भव विकास एवं तत्व। शक्ति एवं सत्ता। सम्प्रभुता: बहुलवादी आलोचना, नागरिकता एवं नागरिक समाज। वैश्वीकरण और राज्य
Unit-III	Rights and Duties; Liberty, Equality and Justice. Democracy: Meaning, Types and Theories of Democracy, Theories of Representation and Welfare state. अधिकार और कर्तव्य। स्वतंत्रता समानता और न्याय। लोकतंत्र – अर्थ, प्रकार एवं सिद्धांत, प्रतिनिधित्व के प्रजातंत्र के सिद्धांत, विकास एवं लोक कल्याणकारी राज्य।
Unit-IV	Legislature, Executive and Judiciary. Theory of Separation of Powers. Constitution: Meaning and types. व्यवस्थापिका, कार्यपालिका एवं न्यायपालिका। शक्ति पृथक्करण का सिद्धांत, संविधान, अर्थ एवं प्रकार।
Unit-V	Concepts: Feminism, Human Rights. Corruption, Casteism, Terrorism and Regionalism. अवधारणाएं : स्त्रित्ववाद, मानव अधिकार, भ्रष्टाचार, जातिवाद एवं क्षेत्रवाद।

Suggested Readings:

1. Ashirvadani EO Modern Political Theory
2. Sir E. Barker- Principles of Social and Political Theory Calcutta Oxford University 1976
3. Loski HJ. — A Grammar of Politics O London Allan University .
4. D Held- Political Theory Cambridge Polity Press
5. Tripti Jain- Foundation of Politics — College Book Depot.
6. Verma S.P. — Modern Political Theory New Delhi Vikas 1983
7. Prof. A.D. Panth- Basis of Political Science Allahabad Publisher.
8. Dr. Om Nagpal- Fundamentals of Political Science, Kamal Publisher Indore.



Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria

Chairman – Board of Studies Education Page 157

B.A.-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-II

Subject: Political Science (Inadia Government and Politics)

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Particular / विवरण


Unit	Syllabus
Unit-I	Brief History of the Indian National Movement The Making of Indian Constitution and its sources. Preamble of Indian Constitution. Basic Features of the Indian Constitution. भारतीय राष्ट्रीय आंदोलन का संक्षिप्त इतिहास। भारतीय संविधान का निर्माण एवं इसके स्रोत, भारतीय संविधान की प्रस्तावना, भारतीय संविधान की प्रमुख विशेषताएँ।
Unit-II	Fundamental Rights and Duties. Directive Principles of State Policy Union Executive : President, Cabinet, Prime Minister & PMO मौलिक अधिकार एवं कर्तव्य, राज्य के नीति निर्देशक सिद्धांत, संघीय कार्यपालिका : राष्ट्रपति, मंत्रिमंडल, प्रधानमंत्री और प्रधानमंत्री कार्यालय
Unit-III	Indian Parliament : Lok Sabha, Rajya Sabha. The Supreme Court; Centre-state Relations; Election Commission भारतीय संसद - लोकसभा, राज्यसभा। सर्वोच्च न्यायलय केन्द्र - राज्य संबंध। चुनाव - आयोग।
Unit-IV	State Government Executive Governor, Council of Ministers and Chief Minister State Legislature : Legislative Assembly and Legislative Council. राज्य सरकार - कार्यपालिका - राज्यपाल, मंत्रिपरिषद एवं मुख्यमंत्री। राज्य व्यवस्थापिका - विधानसभा एवं विधान परिषद।
Unit-V	Political Parties: National and Regional Parties. Major issues in Indian politics: Roll of Caste, Religion, Language, Region in Politics. Poverty - Alleviation and Electoral Reforms. राजनीतिक दल - राष्ट्रीय एवं क्षेत्रीय दल। भारतीय राजनीति में जाति, धर्म, भाषा, क्षेत्रीयता की भूमिका गरीबी उन्मूलन एवं चुनाव सुधार।

Suggested Readings:

1. A.G. Norani- Constitutional Questions in India the President Parliament and the State, Delhi, Oxford University Press 2000
2. J.C. Johari- Indian Government and Politics; Orient Longmans Publication, New Delhi
3. Rajani Kothari- Caste and Politics in India Orient Longmans Publication New Delhi,
4. Rajani Kothari- Politics of India, Orient Longmans Publication Development of India.
5. Prof. R.N. Agrawal- National Movement and Constitutional Development of India.
6. Prof. Bipin Chandre- Indian National Movement, Vikas Publisher, New Delhi
7. D.D. Basu- Constitution of India, Vikas Publisher, New Delhi.
8. Prof. R.C. Agrawal- Indian National Movement and Indian Constitution


Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior


Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 158

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-III

Subject: Political Science (Representative Political Thinkers and Isms)

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Particular / विवरण

Unit	Syllabus
Unit-I	Salient features of Ancient Indian and Western Political Thought Ideas of Kautilya, Plato and Aristotle.
	प्राचीन भारतीय एवं पाश्चात्य राजनीतिक चिन्तन की मुख्य विशेषताएं : कौटिल्य, प्लेटो एवं अरस्तु के विचार।
Unit-II	Main features of Medieval Political thought in India. Sufism, St. Simon Sechiavelli
	भारत के मध्ययुगीन राजनीतिक विचारों के प्रमुख गुण। सूफीवाद, संत साइमन मैकियावेली।
Unit-III	Contractualists; Hobbes, Lockes and Rousseau
	संविदावादी : हॉब्स, लॉक एवं रुसो।
Unit-IV	Socialism : Utopian and Scientific
	समाजवाद : काल्पनिक एवं वैज्ञानिक।
Unit-V	Thought of Mahatma Gandhi, Dr. B.R. Ambedkar and Dr. Ram Manohar Lohiya
	महात्मा गांधी, डॉ. बी. आर. अम्बेडकर एवं डॉ. राम मनोहर लोहिया के विचार।

Suggested Readings:

1. Appodorai. Indian Political Thinking Through the Ages, Delhi - Khanna Publisher, 1992.
2. Bandhopadhaya, Social and Political Thought of Gandhi, Bombay, Allied, 1969
3. Ghose, Modern Indian Political Thought, Delhi : Allied, 1984
4. LN. Ghose. A History of Indian Political Ideas, London : Oxford University Press 1954
5. K.N. Kadam (ed) Dr. B.R. Ambedkar, New Delhi : Sage, 1992
6. V.S. Narvane. Modern Indian Thought New Delhi : Orient Longman, 1978
7. D.B. Majumdar Indian Political Thought College Book Depot.
8. V. J. Verme. Modern Indian Political Thought College Book Depot, Jaipur,
9. Beni Prasad. Theory of Government in Ancient India.
10. Awasthi & Awasthi, Modern Indian Political Thought, Laxmi Nareyan Agrawal Publisher Agra.
11. Barkar Earnest, Political Thought, Oxford University, Calcutta.
12. Dunning W.A.A. History of Political Theories from Rousseau to Spencer Vol. I New York 1955.
13. Ebenstern W. Great Political Thinkers-Plato to the Present (New Delhi) Oxford and IBH, 1969.
14. Lancaster L.W. Masters of Political Thought (Vol . 1. II) London: George Harrap 1963.
15. Prabhu Dutt Sharma. Western Political Thought College Book Depot
16. Sabine A History of Political Thought.



Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 159

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-IV

Subject: Political Science (Comparative Government and Politics)

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Particular / विवरण

Unit	Syllabus
Unit-I	Salient Features of British Constitution: Executive, Legislature, Judiciary and Political Parties. ब्रिटिश संविधान की प्रमुख विशेषताएं – कार्यपालिका, व्यवस्थापिका, न्यायपालिका एवं राजनीतिक दल।
Unit-II	Salient Features of American Constitution: Executive, Legislature Judiciary and Political Parties. अमरीकी संविधान की प्रमुख विशेषताएं – कार्यपालिका, व्यवस्थापिका, न्यायपालिका एवं राजनीतिक दल।
Unit-III	Salient Features of Swiss Constitution: Executive, Legislature Judiciary and Federal, Tribunal, Direct Democracy. स्विस संविधान की प्रमुख विशेषताएं – कार्यपालिका, व्यवस्थापिका, न्यायपालिका एवं संघीय अधिकरण, प्रत्यक्ष प्रजातंत्र।
Unit-IV	Salient features of the Constitution of people's of China: Executive, Legislature, Judiciary and Communist Party जनवादी चीन के संविधान की प्रमुख विशेषताएं – कार्यपालिका, व्यवस्थापिका, न्यायपालिका एवं साम्यवादी दल।
Unit-V	Comparative Study of the Constitutions of Britain, USA, Switzerland and China: Federal System of USA & Switzerland, Constitutional Amendments in USA and Switzerland, Second UK and China. ब्रिटेन, अमेरीका, स्विट्जरलैण्ड एवं चीन के संविधानों का तुलनात्मक अध्ययन : स्विट्जरलैण्ड एवं अमरीकी संघीय व्यवस्था, अमरीकी एवं स्विट्जरलैण्ड संविधान प्रक्रिया, द्वितीय सदन-लार्ड सभा एवं सीनेट, अमरीकी, ब्रिटेन एवं चीन में दलीय व्यवस्था।

Suggested Readings:

1. Lucian Pye, New Aspects of Politics, Princeton Hall, 1966
2. Almond Powell, Comparative Politics, Boston, Little Brown, 1966
3. C.B. Gena, Comparative Politics, Publisher Jaipur, Rajasthan.
4. B.E. Padia, Comparative Politics, Sahitya Bhavan Publisher, Agra.



Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 160

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-V

Subject: Political Science (India and International Politics)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particular / विवरण

Unit	Syllabus
Unit-I	International Politics Post 1945: Non alignment, Cold War, Détente and New Cold War
	1945 के पश्चात अन्तर्राष्ट्रीय राजनीति : गुट निरपेक्षता, शीतयुद्ध, देतौत, एवं नवशीत युद्ध।
Unit-II	Nuclear; Armament and Disarmament; NPT, CTBT, START and PNE.
	परमाणु शस्त्रीकरण एवं निःशस्त्रीकरण : एन.टी.पी. सी.टी.बी.टी. स्टार्ट एवं पी.एन.ई.
Unit-III	Indian Foreign Policy: Principles & Determinants. India and International Organization; India and Regional Groupings
	भारतीय विदेश नीति : सिद्धांत एवं निर्धारक तत्व : भारत एवं अंतर्राष्ट्रीय संगठन : भारत और क्षेत्रिय समूह।
Unit-IV	India's Relations with : USA, Russia, China and Pakistan
	भारत के राष्ट्रों से संबंध : अमरीकी, रुस, चीन एवं पाकिस्तान
Unit-V	Contemporary International Issues: Human Rights, Globalization, Terrorism and Environment.
	समकालीन अंतर्राष्ट्रीय मुद्दे : मानव अधिकार, वैश्वीकरण, आतंकवाद एवं पर्यावरण

Suggested Readings:

1. W.D. Coplin Introduction to International Relations.
2. R. Deutch: The Analysis of International Relations.
3. Brown: International Relations Theory
4. J. Frankel: The Making of Foreign Policy.
5. S.H. Hoffman (ed), Contemporary Theory in International Relations.
6. S.P. Verma, International System and the Third World, New Delhi Vikas 1988
7. N. K. Jha, Domestic Imperatives in India's Foreign Policy New Delhi South Asia Pub House 2001.
8. M.S. Rajan, The Non Alignment Movement in the Present World Order, Delhi, Konark 1994
9. K.P. Mishra, India's Policy of Recognition of States and Government.
10. P. Allan and K. Oldman (eds.) The End of the Cold War, Dordrecht Martinus Nijhoff 1992.
11. K.L. Holstic International Politics A Framework of Analysis, Englewood Cliffs, NJ Prentice Hall 1967.
12. H.J. Morgenthau: Politics Among Nations, 6th Edition Revised by K.W. Thompson New York, Alfred Knopf, 1985
13. S.P. Verma, Contemporary Theory in International Relations, New Delhi, Vikas 1988
14. S.P. Verma, International System and the Third World, New Delhi, Vikas 1988.
15. J.N. Rose Man. International Studies and the Social Sciences. London, Sage, 1973.



Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 161

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject: Political Science (Public Administration)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particular / विवरण

Unit	Syllabus
Unit-I	Public Administration Meaning, Nature & Scope, Evolution, Public and Private Administration, New Public Administration. लोक प्रशासन : अर्थ, प्रकृति एवं क्षेत्र, विकास, लोक एवं निजी प्रशासन, नवीन लोक प्रशासन।
Unit-II	Principles of Organization Line & Staff Agencies Chief Executive, Democratization and Public Administration. संगठन के सिद्धांत, सूत्र एवं मंत्रण अंगिकरण, मुख्य कार्यपालिका, प्रजातांत्रिकरण एवं लोक प्रशासन।
Unit-III	Personnel Administration : Recruitment, Training and Promotion, UPSC, Settlement of Disputes, O and M. कार्मिक प्रशासन : शर्ती, प्रशिक्षण, पदोन्नति, संघ लोक सेवा आयोग, विवादों का समाधान ओ एवं एम।
Unit-IV	Financial Administration : Budget, Audit, and Accounting Legislative Control. Finance Commission. वित्तीय प्रशासन : बजट, लेखा एवं अंकेक्षण विधायी नियंत्रण, वित्त आयोग।
Unit-V	Development Administration : Role of Bureaucracy. Role of Panchayat Raj Institutions. Corruption; Lokpal & Lokayukt; Good Governance. विकास प्रशासन : नौकरशाही की भूमिका, पंचायती राज संस्थाओं की भूमिका : भ्रष्टाचार, लोकपाल एवं लोकायुक्त प्रशासन।

Suggested Readings:

1. MP. Sharma & B.B. Shadana. Public Administration : Theory and Practice, Kitab Mhal.
2. Moit Bhattacharya, New Horizons of Public Administration, Agra : Laxmi N. Agrawal.
A. Avasthi and S. N. Maheshwari, Public Administration Agra Laxmi N. Agrawal.
3. S.R. Maheshwari, Administrative Theory, New Delhi; Allied, 1994
4. M. Webet The Theory of Organization : Readings in Public Administration, New York, Harper and Ross.
5. T.N. Chaturvedi (ed) Contemporary Administration : Culture of India, New Delhi, Mittal 1997 .
6. ME. Dimook, A Philosophy of Administration : Towards Creative Growth, New York Harper 1958
7. P.R. Dubhashi, Recent trends in public Administration : Kaveri Books, Delhi.
8. C.P. Bhambari. Public Administration.
9. A.H. Hanson. The Process of Planning.



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 162

B.A.-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Subject: Psychology (Basic Psychology Process)

Max. Marks - 75

External Marks - 65

Internal Marks - 10

Particulars (Theory)

Unit -I	Introduction - Definition, subject matter & field of psychology, Methods: Experiment, Observation, Interview, Questionnaire. sensation - Visual sensation visual stimulus, structure of eye, Theories of colour vision, Auditory sensation auditory stimulus, structure of ear.
Unit -II	Attention - Nature of attention, characteristics, types and determinants. Perception Nature, characteristics, and laws of perceptual organization, perception of distance (depth).
Unit -III	Learning - Nature and elements, Theories of Learning : Pavlov, Skinner & Kohler. Verbal learning - Material, transfer of training, organizational process in verbal learning.
Unit -IV	Unit - IV Memory and Forgetting: Process - Encoding Storage and Retrieval, Sensory short term and long Term Memory . Forgetting & its determinants, Inhibition theory, Intelligence: Nature & Definition, I.Q. Intelligence tests ; its types - verbal, nonverbal & performance. Theories of intelligence: Two factor and, group factor
Unit -V	Motivation and Emotion - Meaning of motivation, criteria of motivated behavior, need, drive & reinforcement. Introduction to Physiological & Psycho-social motive. Emotion - Nature & Theories: Canon-Bard and James- Lange. Personality: Meaning & determinants, Theories of personality - Freud, Jung & Allport.

Subject: Psychology Practical

Max. Marks: 25

Practicals - Any three of the following

- | | |
|---|---|
| (1). Division of Attention. | (2). Span of attention and affecting factors. |
| (3). Effect of mental set on perception. | (4). Depth Perception. |
| (5). Effect of meaningfulness on verbal learning. | (6). Effect of Reinforcement on learning. |
| (7). Study of Perceptual grouping . | (7). Study of Illusion. |

Any two of the following tests -

1. General Mental Ability Test. -
2. Mental ability Test : Performance
3. Extroversion Introversion
4. P.G. I Health Questionnaire.

Note - The division of marks for the practical exam will be as follows:

Practical work conduction	:	15 Marks
Practical Records	:	05 Marks
Viva	:	05 Marks
Total	:	25 Marks

Each students is required to conduct one experiment or one test.

Recommended Readings:

1. Zamabardo, P.G. & Weber, A.L. (1997), Psychology, New York : Harper Collins Publishers.
2. Kothurkar & Vansrase () Experimental Psychology Himalaya Pub. Mumbai.
3. Feldmean R.S. Understanding Psychology, Tata MC Graw Hill, New Delhi.
4. लाल वचन त्रिपाठी एवं अन्य (1997), आधुनिक प्रयोगिक मनोविज्ञान, हरप्रसाद भार्गव, आगरा
5. आलम, श्रीवास्तव, शर्मा व तिवारी (2004) आधुनिक सामान्य मनोविज्ञान, मोतीलाल बनारसीदास
6. प्रीती वर्मा एवं डी.एन. श्रीवास्तव (1996) आधुनिक प्रयोगात्मक मनोविज्ञान, विनोद पुरतक मन्दिर, आगरा
7. अरुण कुमार सिंह, (2006) उच्चतर सामान्य मनोविज्ञान, मोतीलाल बनारसीदास, वाराणसी
8. आनन्द पुरोहित - प्रयोगात्मक मनोविज्ञान, हिन्दी ग्रन्थ अकादमी, गोपाल
9. ब्रज कुमार मिश्रा - मानव व्यवहार का अध्ययन



Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 163

B.A.-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-II

Subject: Psychology (Psychopathology)

Max. Marks - 75
External Marks - 65
Internal Marks - 10

Particulars

Unit -I	Characteristics of abnormal behaviour, Concept of Normality and Abnormality, General Causes of Abnormal Behavior-Biological, Psychological, Psychosocial. Models of psychopathology-Psychodynamic, Behaviouristic and Cognitive.
Unit -II	Defense Mechanisms. Main differences between Psycho-neurotic and psychotic disorders. Generalised Anxiety Disorder: Phobia, Anxiety disorder, Obsessive Compulsive disorder - Symptoms and treatment.
Unit -III	Somatoform Disorder : Conversion disorders, Hypochondriasis, Dissociative disorders ~ Amnesia, Fugue , Somnambulism, Multiple personality. Mood Disorders: Manic state, depressive state, Bipolar mood disorder.
Unit -IV	Schizophrenia: Symptoms and types: Simple, hebephrenic, Catatonic & paranoid, Treatment of Schizophrenia. Substance related disorders: Alcohol related, drug- related disorders.
Unit -V	Personality disorders: Psychopath personality, anti-social personality, Stress Disorders: High blood pressure, peptic ulcer, asthma, posttraumatic stress disorders. Mental retardation: Concept and types.

Subject: Psychology Practical

Max. Marks- 25

Practicals _ Any three of the following

- (1). Study of Methods of verbal learning
- (2). Study of transfer of training
- (3). Study of effect of clustering on verbal learning
- (4). Study of interference. |
- (5). Recognition of emotion.
- (6). Effect of knowledge of results on performance.
- (7). Study of recall and recognition.
- (7). Study of part & whole method of learning

Any two test of the following -

1. Anxiety tests
2. Adjustment tests
3. Neuroticism Scale |
4. Measurement of Stress

Note - The division of marks for the practical exam will be as follows:

Practical work conduction	:	15 Marks
Practical Records	:	05 Marks
Viva	:	05 Marks :
Total	:	25 Marks

Each Student is required to conduct one experiment or one test.

Reading:

1. Lamn, A (1997). Introduction to Psychology, N.Y. Sage.
2. Buss, A.H. (1999) Psychology , N.Y. John Wiley. |
3. Azimurrahman, Psychology , Motilal Banarsidas Varansi
4. Lazuras , R.S. & Folkman S. (1984). Strees Appraisal and coping, N.Y. springer Froesman & Co.
5. J.D. Page, Abnormal Psychology.
6. अरुण कुमार सिंह – आधुनिक असामान्य मनोविज्ञान, मोतीलाल बनारसीदास, वाराणसी



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman – Board of Studies Education Page 164

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-III

Subject: Psychology (Psychology of Human Development)

Max. Marks - 75

External Marks - 65

Internal Marks - 10

Particulars

Unit -I	Concept and laws of Human development, Differences in growth and development. Relation between maturation and learning. Theories of Development - Psychoanalytic, Cognitive and Social learning theories. Methods of Studying Human Development. Cross-sectional and longitudinal.
Unit -II	Factors affecting development-heredity and environment. Biological and Social factors. Role of family and school in development, Effect of mass-media & Peer group on development.
Unit -III	Stages of Physical and Motor development. Factors of physical and motor development. Development of Self, Social Development and development of Social relations.
Unit -IV	Cognitive Development - Piaget's Theory, language development and Influencing factors. Theories of moral development: Kohlberg's & Piaget. Factors affecting moral development.
Unit -V	Emotional development- Factors affecting problems of adolescence. Psychology of Exceptional Children - Types, gifted children, mentally retarded children and delinquency, problems and prevention.

Recommended Reading:

1. Berk. L.E. (1989), Child Development. Boston : Allyn & Bacon
2. Brodzinsky, D.M., Gormly, A.V. & Aniborn, S.R. (1986). Life Span Human Development, New Delhi :CBS Publisher.
3. Healtherington, E.M. & Parks, R.D. (1986). Child Psychology, New York : McGraw
4. Santrock J.W. (1999). Life span Development : An Indian Perspective, New Delhi : NCERT.

Subject: Psychology Practical

Max. Marks-25

Any four of the following -

1. Test of Intelligence. (Performance test).
2. Personality test.
3. Interest test.
4. Sociometry test.
5. Ability test.
6. Emotional Maturity test.
7. Social Stereotypes.
8. Prejudice test.
9. Security - Insecurity test.
10. Emotional Intelligence test.

Note - The division of marks for the practical exam will be as follows:

Practical work conduction	:	15 Marks
Practical Records	:	05 Marks
Viva	:	05 Marks
Total	:	25 Marks



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 165

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-IV

Subject: Psychology (Social Psychology)

Max. Marks - 75

External Marks - 65

Internal Marks - 10

Particulars

Unit -I	Introduction - Nature, Goal and scope of social psychology; Relationship between social psychology and other social sciences. Approaches to social psychology: Biological, Learning, cognitive, Psychoanalytic and role theory. Methods of social psychology: Experimental, Survey: Questionnaire and Interview, Content analysis and sociometry.
Unit -II	Person perception: Role of Central traits, non-verbal cues and group Stereotypes. Attribution: Nature & Theories: Kelley, Jones & Davis and Weiner Interpersonal Attraction Personal & Situational determinants.
Unit -III	Attitude: Nature and functions of attitudes; Formation of attitude. Measurement of attitudes-Likert, Thurstone, Bogardus scales, Prejudice : Nature and determinants of prejudice, Acquisition of prejudice and Reduction of prejudice.
Unit -IV	Group Behaviour : Group structure and function: Social facilitation; Social Conformity and Norms; Group cohesiveness. Leadership; Leadership: Definition and functions; Characteristics of leader, situational, and contingency approaches, types of leadership.
Unit -V	Helping Behaviour: Personal, situational and socio-cultural determinants Aggression - Determinants and Control of Aggression Socialization, nature and agents, process of socialization.

Subject: Psychology Practical

Max. Marks - 25

Any four of the following -

1. Effect of quantity of information or type of stimulus on person perception.
2. Effect of order of information on person perception.
3. Social Facilitation.
4. Attribution
5. Attitude Change.
6. Interpersonal attraction - effect of factors. Any four of the following-
7. Measurement of attitude.
8. Reven's progressive matrices (Coloured).

Note - The division of marks for the practical exam will be as follows:

Practical work conduction	:	15 Marks
Practical Records	:	05 Marks
Viva	:	05 Marks
Total	:	25 Marks

Recommended Reading:

1. Alock J.E. Carments. D.W. Sadava S.W. Collins, J.E. & Green, J.M. (1997) A textbook of Social psychology Scarborough, Ontario : Prentice Hall / Allyn & Bacon.
2. Baron, R.A. & Byrne. D (1998) Social Psychology. New Delhi : Prentice Hall
3. Feldman, R.S. (1985) Social psychology, New Delhi: Prentice Hall.
4. Myers, Dravid, G. (1994) Exploring social psychology, New York : McGraw Hill.
5. 'Sermin, G.R. & Fiedler, K. (Eds.) (1996) Applied social psychology, London : Sage shaw & Shaw : Group dynamics
6. Krech & Crutchfield : Individual in society, McGraw Hill.
7. अरुण कुमार शिं 2004 उच्चतर सामाजिक मनोविज्ञान, मोतीलाल बनारसीदास
8. लाल बचन त्रिपाठी, 1996 सामाजिक मनोविज्ञान की रूपरेखा - इरफ़ाद गार्गव, आगरा
9. रस्तोगी, जी.डी. 1992, आधुनिक सामाजिक मनोविज्ञान, पल्लव प्रकाशन, गोरखपुर



Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 166

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-V

Subject: Psychology (Psychological Research & Statistics)

Max. Marks - 75

External Marks - 65

Internal Marks - 10

Particulars

Unit -I	Psychological Research: Nature of Psychological research, Experimental and Correlational Research, Steps of Psychological Research, Problems, Hypothesis. Variables : Meaning & Nature, Types of variables, Control of variables.
Unit -II	Principles of Measurement: Meaning of measurement, levels of measurement, problems of measurement. Test construction: Steps in test construction, Item writing and Item analysis, Norms and Standardization.
Unit -III	Psychological Test: Meaning and Characteristics, Types of Psychological tests, Importance and uses of Psychological test. Reliability: Meaning, methods of estimating reliability, factors influencing the reliability of test scores, improving reliability.
Unit -IV	Validity: Meaning, Types, factors influencing validity, Relation between reliability & validity. Methods of data collection: Interviews, observation, Sociometry, Content analysis, semantic differential Scale
Unit -V	Statistics: Meaning and use, Measures of central tendency, frequency distribution, graphical representation of data, Variability; Standard deviation, quartile deviation, Significant difference between two means (t test). Correlation : Nature, types. Methods of calculating correlation - Rank order and Pearson's product coefficient of correlation, (ungrouped data) chi-square, Nature and characteristics of Normal Probability curve.

Subject: Psychology Practical

Max. Marks - 25

Conduct any one in fifth Semester –

1. Case study
2. Content analysis
3. Attitude test (to be conducted on a group)
4. Visit in relevant situations and its report
5. Evaluation of any programme being run any government or Non government organisation.
6. Report of the problems of old age

Note - The division of marks for the practical exam will be as follows:

Practical work conduction	:	15 Marks
Practical Records	:	05 Marks
Viva	:	05 Marks
Total	:	25 Marks

Recommended Reading:

1. Anastasi, A. (1998) Psychological testing, New York: Mechanical.
2. Kerlinger, F.N. (1983). Foundation of behavioural research, New York: Surject Publications,
3. Freeman, F.S. (1972) Theory and Practice of Psychological testing, New Delhi: Oxford & IBH.
4. Fruiford, J.P. (1951) Psychometric testing, New York : McGraw-Hill
5. Tripathi, L.B. Manovaiyanik Anusandhan Padhati, Hariprasad Bhargava, Agra
6. Singh, A.K. (2001) Samaj Monovigyan Ki Ruprekha, Motilal Banarasidas
7. Bhargava, M.C. Monovaiyanik Parikshan aur Mapan, Hari Prasad Bhargava, Agra



Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria

Chairman – Board of Studies Education Page 167

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject: Psychology (Counseling Psychology (Optional 'A'))

Max. Marks - 75

External Marks - 65

Internal Marks - 10

Particulars

Unit -I	Guidance -Nature of Guidance, Counseling Meaning and goals, Difference between Counseling and guidance, Educational Guidance, Guidance related to educational needs. Areas of Counseling.
Unit -II	Characteristics of an effective counselor, training of counselor. Counseling Relationship; Establishing, maintenance and termination of relationship. Ethical and professional issues in Counseling.
Unit -III	Counseling Interview: Methods, types and advantages. Approach to Counseling: Psychoanalytic, Behavioural, Humanistic and Existential.
Unit -IV	Cognitive approach: Rational-emotive, Transactional analysis, Indian contribution: Yoga and Meditation, Group Counseling, Special areas in counseling: Family counseling, counseling with parents, counseling with delinquents, pre- Marital counseling.
Unit -V	Counseling for special groups Counseling with elderly People, Vocational counseling, Crisis Intervention counseling, alcohol and drug abuse HIV/AIDS, mental Retardation,

Subject: Psychology (Health Psychology (Optional 'B'))

Particulars

Unit -I	Concept of health, Nature, scope and importance of health psychology. Models of health - biological, psychological & sociological, bio-psychosocial model.
Unit -II	Health promotion - changing health habits/life-style-diet & nutrition, controlling weight, exercise, meditation, yoga & relaxation. Role of Psychological factors in the care of diabetes, heart patients and cancer patients. Role of psychology in the life style of AIDS patients.
Unit -III	Stress - Meaning, characteristics and reactions in relation to stress; kinds of stressors; Theories of stress. Relationship of health and stress - models of stress, Consequences of stress and stress management strategies.
Unit -IV	Role of personality factors in health. Problems and remedies of old age.
Unit -V	Overeating & undereating among children, adolescent and women. Role of Social support and community resources in health and stress management.

Subject: Psychology Practical

Max. Marks - 25

Conduct any one in Sixth Semester -

1. Stress measurement or stress management.
2. Survey - Related to any social problem.
3. Survey - Any problem related to women.
4. Interest or Aptitude test (to be conducted on a group)
5. Value test (to be conducted on a group).

Note - The division of marks for the practical exam will be as follows:

Practical work conduction	:	15 Marks
Practical Records	:	05 Marks
Viva	:	05 Marks
Total	:	25 Marks



Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 168

Recommended Reading:

1. Crow, L. and Crow. A. (1970). An Introduction to Guidance, basic Principles and New Delhi Publishing House.
2. Jiaswal, S.R. (1968). Guidance and Counseling, Luckhnow. Ahemdabad.
3. Jones. A. (1970) (6th Edition). Principles of Guidance, Bombay : Tata macGraw Hill publishing Co.
4. Rao, S. Narayan (1981). Counseling Psychology Bombay: Tata MacGraw Hill publishing Co.
5. Sronge, R. (1981). Educational Guidance - Principles and Particles New York.
6. Bennet, P., Weinman, J., & Spurgeon, P. (Eds.) (1990). Current development in health Psychology. U.K, Harwood Academic Publishers,
7. Feuerstein, M. Elise, R.L.& Kuczmierciyk, A.k. (1986), Health Psychology: A Psychological perspective, new York : Plenum Press.
8. Friedman — Dimateo. (1989). Health Psychology New York ; Prentice Hall.
9. Marks, DF. Murray, M. Evans, B., & Willing, C. (2000). Health Psychology : Theory, research and application, New Delhi : Sage Publications,
10. Misra. G.(Ed.) (1999). Psychological Perspective of stress and health. New Delhi - Concept.
11. Pestonjee. D.M. (1999). Stress and coping : the Indian experience. New Delhi – Sage Publication.
12. Spaceman, S. & Oskamp. S (1998). The social Psychology of health new York Sage publication. Gatchel. Health Psychology,
13. मधु अस्थाना एवं पारसनाथ राय – निर्देशन एवं परामर्श, मोतीलाल बनारसीदास।

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject: Psychology – Project (Hand Written)

Max. Marks - 25

Based on the proposal/ synopsis prepared in V semester, student shall prepare a project report with the help of experimental, survey, observation method or secondary data related to any psychological field.

Note - The division of marks for the Project exam will be as follows:

Practical work conduction	:	15 Marks
Practical Records	:	05 Marks
Viva	:	05 Marks
Total	:	25 Marks



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman – Board of Studies Education Page 169

B.A.-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Subject: Sociology (समाजशास्त्र का परिचय /Introduction of Sociology)

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particular /विवरण

Unit	Syllabus
Unit-I	Meaning of Sociology, Definition Subject Matter, Scope and Importance, Nature of Sociology. Sociological Perspective, Sociology and other Social Sciences, The scientific and humanistic orientations to sociological study. समाजशास्त्र का अर्थ, परिभाषा, विषय वस्तु, क्षेत्र एवं महत्व, समाजशास्त्र की प्रकृति, समाजशास्त्रीय परिपेक्ष्य, समाजशास्त्र एवं अन्य समाज विज्ञान, समाजशास्त्र का वैज्ञानिक एवं मानवीय उन्मुखीकरण।
Unit-II	Society, Community, Institutions, Associations, Social Group, Status-and Role Social structure, Culture. समाज, समुदाय, संस्था, समिति, सामाजिक समूह, प्रस्थिति एवं भूमिका, सामाजिक संरचना, संस्कृति
Unit-III	Relationship between individual and society, Sociolization Social Control, Values and Norms Social Stratification and Social mobility - Meaning, forms and theories व्यक्ति एवं समाज में संबंध, समाजीकरण, सामाजिक नियंत्रण, मूल्य एवं आदर्श नियम, सामाजिक स्तरीकरण, सामाजिक गतिशीलता – अर्थ, स्वरूप एवं सिद्धांत
Unit-IV	Social Change- Meaning and type, factors of social change and theories. Evolution and Development, Progress, revolution. सामाजिक परिवर्तन – अर्थ, एवं प्रकार सामाजिक परिवर्तन के कारक एवं सिद्धांत, उद्विकास तथा विकास, प्रगति, क्रान्ति
Unit-V	Introduction to Applied Sociology, Sociology and social problems, Professional Utility of Social Welfare and Social Security, The Role of Sociology in the formation of Policy and its Implimentation. व्यवहारिक समाजशास्त्र का परिचय, समाजशास्त्र एवं सामाजिक समस्याएँ, सामाजिक कल्याण एवं सामाजिक सुरक्षा की व्यावसायिक उपादेयता, समाजशास्त्र की नीति निर्माण एवं क्रियान्वयन में भूमिका

Recommended Books:

1. आर. जी. सिंह – समाजशास्त्र परिचय, ग. प्र. हिन्दी ग्रंथ अकादमी, गोपाल
2. धर्मवीर महाजन – समाजशास्त्र का परिचय, विवेक प्रकाशन, नई दिल्ली
3. एम.एल. गुप्ता एवं डी.डी. शर्मा – यूनिफाइड समाजशास्त्र, साहित्य भवन, आगरा
4. जी. के. अग्रवाल – यूनिफाइड समाजशास्त्र, साहित्य भवन, आगरा
5. डी. एस. बघेल – यूनिफाइड समाजशास्त्र, कैलाश पुस्तक सदन, गोपाल
6. टी.बी. बॉटोमोर – समाजशास्त्र, भारतीय संस्करण, मुम्बई



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman – Board of Studies Education Page 170

B.A.-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-II

Subject: Sociology (भारतीय समाज /Indian Society)


Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particular / विवरण

Unit	Syllabus
Unit-I	Religion, Varna, Ashram, Karma, Purushartha and Sanskar, Field based Studies and their importance.
	धर्म, वर्ण, आश्रम, कर्म, पुरुषार्थ, तथा संस्कार, क्षेत्र आधारित अध्ययन एवं उनका महत्व
Unit-II	The structure of Indian Society- Villages, Cities, Rural Urban Continuum, Unity in Cultural Diversity of Indian Society.
	भारतीय समाज की संरचना – गाँव, नगर, ग्रामीण नगरीय सातत्य, भारतीय समाज की सांस्कृतिक विविधता में एकता
Unit-III	Problems and Solutions of Scheduled Caste, Scheduled Tribe and other Backward Classes, Problems of Women and Women Empowerment.
	अनुसूचित जाति, अनुसूचित जनजाति एवं अन्य पिछड़ा वर्ग की समस्याएँ एवं समाधान, महिलाओं की समस्याएँ एवं महिला सशक्तीकरण
Unit-IV	Changing Status of Basic Institutions in Indian Society: Caste, Kinship, Family, and Marriage.
	भारतीय समाज में आधारभूत संस्थाओं की परिवर्तनशील स्थिति, जाति, नातेदारी, परिवार एवं विवाह
Unit-V	Change and transformation in Indian society, Nation building Tradition and Modernity, Impact of Globalization.
	भारतीय समाज में परिवर्तन तथा रूपांतरण, राष्ट्र निर्माण, परम्परा तथा आधुनिकता, भूमण्डलीकरण का प्रभाव

Recommended Books:

1. आर. जी. सिंह – समाजशास्त्र परिचय, म. प्र. हिन्दी ग्रंथ अकादमी, भोपाल
2. धर्मवीर महाजन – समाजशास्त्र का परिचय, विवेक प्रकाशन, नई दिल्ली
3. एम.एल. गुप्ता एवं डी.डी. शर्मा – यूनिफाइड समाजशास्त्र, साहित्य भवन, आगरा
4. जी. के. अग्रवाल – यूनिफाइड समाजशास्त्र, साहित्य भवन, आगरा
5. डी. एस. बघेल – यूनिफाइड समाजशास्त्र, कैलाश पुस्तक सदन, भोपाल
6. टी.बी. बॉटोमोर – समाजशास्त्र, भारतीय संस्करण, मुम्बई
7. पाटिल एवं भदौरिया – भारतीय समाज, म. प्र. हिन्दी ग्रंथ अकादमी, भोपाल
8. सिंह राम गोपाल – भारतीय समाज, म. प्र. हिन्दी ग्रंथ अकादमी, भोपाल, 2011



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman – Board of Studies Education Page 171

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-III

Subject: Sociology (ग्रामीण एवं नगरीय समाजशास्त्र / Rural and Urban Sociology)

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Particular / विवरण

Unit	Syllabus
Unit-I	1. Rural Sociology - Meaning and Definitions, Subject Matter, Scope. 2. Urban Sociology - Meaning and Definitions, Subject Matter, Scope. 3. Importance of Rural sociology and Urban Sociology.
	1. ग्रामीण समाजशास्त्र – अर्थ एवं परिभाषा, विषय वस्तु, क्षेत्र 2. नगरीय समाजशास्त्र – अर्थ एवं परिभाषा, विषय वस्तु, क्षेत्र 3. ग्रामीण समाजशास्त्र एवं नगरीय समाजशास्त्र के महत्व
Unit-II	1. Migration - Meaning, Definitions and Characteristics, Migration to and from Rural Society cause and consequences. 2. Jajmani System in Rural India - Meaning Characteristics and Change. 3. Agrarian Relation in India.
	1. प्रवजन – अर्थ, परिभाषा एवं विशेषताएँ, ग्रामीण समाज में प्रवजन, कारण एवं प्रभाव 2. गाँव में जजमानी व्यवस्था – अर्थ, विशेषताएँ एवं परिवर्तन 3. भारत में कृषि संबंध
Unit-III	1. Rural Leadership - Meaning, Characteristics and Emerging Pattern. 2. Dominant Caste and Factionalism in Rural India. 3. Panchayati Raj Institution - Aims, Functions and Organization.
	1. ग्रामीण नेतृत्व – अर्थ, विशेषताएँ एवं दृष्टिकोण 2. प्रभावशाली जाति एवं भारत के गाँव में गुटवाद 3. पंचायती राज व्यवस्था – लक्ष्य, कार्य एवं संगठन
Unit-IV	1. Urban Migration - Nature, Characteristics meaning, Scope Importance. 2. Issues Related with Urban Development - Settlement and slums. 3. Urban Local Administration.
	नगरीय प्रवजन – प्रकृति, विशेषताएँ, अर्थ एवं महत्व नगरीय विकास से संबंधित मुद्दे – बसाहट एवं मलिनबस्ती नगरीय स्थानीय स्वशासन
Unit-V	1. Urban Development - Market, Technology and Changes. 2. Changes in Urban Life - Dimension of Caste Class and Power. 3. Urban Study in India.
	1. नगरीय विकास – बाजार, प्रौद्योगिकी एवं परिवर्तन 2. नगरीय जीवन में परिवर्तन – जाति, वर्ग एवं शक्ति के परिवर्तित आयाम 3. भारत में नगरीय अध्ययन।

Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior

Dr. Vinod Singh Bhadoria

Chairman – Board of Studies Education Page 172

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-IV

Subject: Sociology (जनजातीय समाज का समाजशास्त्र / Sociology of Tribal Society)

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Particular / विवरण

Unit	Syllabus
Unit-I	<ol style="list-style-type: none">1. Schedule Tribe - Meaning, Characteristics, Demographic Profile, Tribal Area and Tribal Women.2. Indian Tribes - Geographical Distribution, Language, Classification, Isolation, Assimilation and Integration.3. Status of Tribal Women - Position, Participation in Panchayati Raj System Rights and Social security. <ol style="list-style-type: none">1. अनुसूचित जाति - अर्थ, विशेषताएँ, जनांकिकीय परिचय, आदिवासी क्षेत्र एवं जनजातीय महिलाएँ2. भारतीय जनजाति - भौगोलिक वितरण, भाषा, वर्गीकरण, पृथक्करण, आत्मसात्तीकरण एवं एकीकरण3. जनजाति - महिलाओं की प्रस्थिति - स्थिति, पंचायती राज व्यवस्था में सहभागिता, अधिकार एवं सामाजिक सुरक्षा
Unit-II	<ol style="list-style-type: none">1. Socio Cultural Introduction - Family, Marriage, Leadership & Cultural Diversities.2. Kinship, Religion, Belief and Behaviour, Totam.3. Future of Indian Tribal Society. <ol style="list-style-type: none">1. सामाजिक सांस्कृतिक परिचय - परिवार, विवाह, नेतृत्व एवंसांस्कृतिक विविधताएँ2. नतेदारी, धर्म, विश्वास एवं व्यवहार, टोटम3. भारतीय जनजाति समाज का भविष्य
Unit-III	<ol style="list-style-type: none">1. Tribal Economy and Poverty - Life Style, New Agricultural Policy, Land Reform, Indebtedness.2. Social Mobility and Change - Sanskritization, Acculturation and Urbanization.3. Impact of Colonial Administration on Tribal Society. <ol style="list-style-type: none">1. जनजातीय अर्थव्यवस्था एवं दरिद्रता - जीवन शैली, नई कृषि नीति, भूमि सुधार, ऋणग्रस्तता2. सामाजिक गतिशीलता एवं परिवर्तन - संस्कृतिकरण, पर-संस्कृतिकरण एवं नगरीकरण3. औपनिवेशिक शासन का जनजातीय समाज पर प्रभाव
Unit-IV	<ol style="list-style-type: none">1. Tribal Problems - Land Alienation, Peasant Exploitation, Illiteracy, Unemployment2. Tribal Revolution - Meaning, Characteristic Cause and Result.3. Scenatio After Independence - Political, Social and Developmental. <ol style="list-style-type: none">1. जनजातियों की समस्याएँ - भूमि, अलगव, कृषक शोषण, अशिक्षा, बेरोजगारी2. जनजाति आन्दोलन - अर्थ, विशेषताएँ, कारण एवं परिणाम


Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior


Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 173

	3. आजादी के बाद का परिदृश्य – राजनैतिक, सामाजिक एवं विकास
Unit-V	<p>Tribals -</p> <ol style="list-style-type: none"> 1. Scenario in Madhya Pradesh 2. Scenario in Chhattisgarh 3. Gond, Bhil, Korku, Bhariya and Mariya <p>जनजातियाँ –</p> <ol style="list-style-type: none"> 1. मध्य प्रदेश में परिदृश्य 2. छत्तीसगढ़ में परिदृश्य 3. गोड़, भील, कोरकू, भारिया, मारिया

Recommended Books:

1. Rural Sociology in India - A.R. Dasai, Popular Publication Bombay
2. Modernization In Indian Tradition - Dr. Yo gendra Singh, Rawat Publication Jaipur
3. Indian Village - S.C. Dubey, Alid Publication Bombay
4. India's changes Villages - S.C. Dubey, Alid Publication Bombay
5. Tribes in India - Hansnain M., Harnam Publication New Delhi
6. Tribal Situation in India - K.S, Singh, Harnam Publication
7. भारत में ग्रामीण समाजशास्त्र – ए. आर. देसाई, पापुलर प्रकाशन, बाम्बे
8. भारत में ग्रामीण समाजशास्त्र – बी. एन. सिंह, विवेक प्रकाशन
9. भारत में नगरीय समाजशास्त्र – बी. एन. सिंह, विवेक प्रकाशन
10. भारत में जनजातीय – नदीम हसन, हरनाम पब्लिकेशन, न्यू देहली
11. ग्रामीण एवं सामाजिक समाजशास्त्र – डॉ. धर्मवीर महाजन, विवेक प्रकाशन
12. जनजातीय सताज का समाजशास्त्र – डॉ. धर्मवीर महाजन, विवेक प्रकाशन
13. ग्रामीण एवं नगरीय समाजशास्त्र, डॉ. अशोक डी पाटिल, हिन्दी ग्रंथ अकादमी
14. जनजातीय समाजशास्त्र – डॉ. श्रीनाथ शर्मा, हिन्दी ग्रंथ अकादमी



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman – Board of Studies Education Page 174

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-V

Subject: Sociology (समाजशास्त्र के विचारों का आधार / Basic thoughts of Sociology)

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Particular / विवरण

Unit	Syllabus	
Unit-I	<ol style="list-style-type: none">1. Auguste Comte<ul style="list-style-type: none">• Positivism• Hierarchy of Sciences• Law of Three Stage2. Emile Durkhiem<ul style="list-style-type: none">• Social Fact• Theory of Suicide• Theory of Religion• Division of Labour• Renaissance	<ol style="list-style-type: none">1. अगस्ट कान्टे<ul style="list-style-type: none">• प्रत्यक्षवाद• विज्ञानों का संस्तरण• तीन स्तरों का नियम2. इमाइल दुर्खीम<ul style="list-style-type: none">• सामाजिक तथ्य• आत्महत्या के सिद्धांत• धर्म का सिद्धांत• श्रम विभाजन• पुनर्जागरण
Unit-II	<ol style="list-style-type: none">1. Max Weber :<ul style="list-style-type: none">• Ideal Type• Theory of Social Action• Theory of Authority2. Talcott Parsons<ul style="list-style-type: none">• Theory of Social Action• AGIL Model• Personality System3. Karl Marx<ul style="list-style-type: none">• Dialectical Materialism• Class Struggle• Social Change	<ol style="list-style-type: none">1. मैक्स वेबर<ul style="list-style-type: none">• आदर्श प्रारूप• सामाजिक क्रिया का सिद्धांत• सत्ता का सिद्धांत2. टेलकोट पारसनस<ul style="list-style-type: none">• सामाजिक क्रिया का सिद्धांत• ए.जी.आई.एल. प्रारूप• व्यक्तिगत व्यवस्था3. कार्ल मार्क्स<ul style="list-style-type: none">• द्वन्द्वात्मक भौतिकवाद• वर्ग संघर्ष• सामाजिक परिवर्तन
Unit-III	<ol style="list-style-type: none">1. R.K. Merton<ul style="list-style-type: none">• Theory of Functionalism• Theory of Middle Range• Reference Group2. Vilfredo Pareto<ul style="list-style-type: none">• Circulation of Elite• Residues and Derivations	<ol style="list-style-type: none">1. आर. के. मर्टन<ul style="list-style-type: none">• प्रकार्यवाद का सिद्धांत• मध्य अभिसीमा का सिद्धांत• संदर्भ समूह2. विल्फ्रेडो पारेटो<ul style="list-style-type: none">• अभिजात वर्ग का परिष्करण• अवशिष्ट चालक एवं घातक
Unit-IV	<ol style="list-style-type: none">1. Mahatma Gandhi<ul style="list-style-type: none">• Non-Violence• Satyagraha• Trusteeship2. Radhakamal Mukerjee<ul style="list-style-type: none">• Sociology of Values3. Baba Sahab Bhimrao Ambedkar<ul style="list-style-type: none">• Social Justice	<ol style="list-style-type: none">1. महात्मा गांधी<ul style="list-style-type: none">• अहिंसा• सत्याग्रह• संरक्षता2. राधाकमल मुकर्जी<ul style="list-style-type: none">• मूल्यों का समाजशास्त्र3. बाबा साहेब भीमराम अम्बेडकर<ul style="list-style-type: none">• सामाजिक न्याय
Unit-V	<ol style="list-style-type: none">1. M. N. Srinivas<ul style="list-style-type: none">• Sanskritization• Westernization• Secularization2. A.R. Desai<ul style="list-style-type: none">• Rise of Nationalism in India	<ol style="list-style-type: none">1. एम. एन. श्रीनिवास<ul style="list-style-type: none">• संस्कृतिकरण• पश्चिमीकरण• लौकिकीकरण2. ए. आर. देसाई<ul style="list-style-type: none">• भारत में राष्ट्रवाद का उदय

Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior

Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 175

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject: Sociology (सामाजिक अनुसंधान विधि / Method of Social Research)

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Particular / विवरण

Unit	Syllabus	
Unit-I	<p>1. Social Research -</p> <ul style="list-style-type: none">• Meaning, Importance and Characteristics• Basic Steps of Scientific Research• Research Design, Social Survey• Fact, Concept and Theory <p>2. Social Survey -</p> <ul style="list-style-type: none">• Meaning, Definition, Characteristic, Objectives, Types	<p>1. सामाजिक अनुसंधान -</p> <ul style="list-style-type: none">• अर्थ, महत्व एवं विशेषताएँ• वैज्ञानिक शोध के प्रमुख चरण• शोध प्रारूप, सामाजिक सर्वेक्षण• तथ्य, अवधारण एवं सिद्धांत <p>2. सामाजिक सर्वेक्षण -</p> <ul style="list-style-type: none">• अर्थ, परिभाषा, विशेषताएँ, उद्देश्य, प्रकार
Unit-II	<p>1. Development of Research Methodology -</p> <ul style="list-style-type: none">• Scientific Method• Case Study Method• Statistical Method• Experimental Method• Sampling Method <p>2. Planning of Survey -</p> <ul style="list-style-type: none">• Type of Data Collection• Interview• Schedule• Questionnaire• Observation	<p>1. अनुसंधान की विकास पद्धति -</p> <ul style="list-style-type: none">• वैज्ञानिक पद्धति• वैयक्तिक अध्ययन• सांख्यिकीय पद्धति• प्रयोगात्मक पद्धति• निदर्शन पद्धति <p>2. सर्वेक्षण की योजनाएँ -</p> <ul style="list-style-type: none">• तथ्य संकलन के प्रकार• साक्षात्कार• अनुसूची• प्रश्नावली• अवलोकन
Unit-III	<p>1. Scaling Techniques and Measurements of Attitudes -</p> <ul style="list-style-type: none">• Types of Scales• Measurement of Attitudes• Projective Technique• Content Analysis <p>2. Data Classification -</p> <ul style="list-style-type: none">• Meaning, Characteristics, Objective and Basis <p>3. Data Tabulation -</p> <ul style="list-style-type: none">• Meaning, Definition, Objects, Characteristics, Table, Rules and Limitations Report Writing	<p>1. अनुमापन प्रविधियाँ एवं अभिवृत्ति मापन -</p> <ul style="list-style-type: none">• अनुमापन के प्रकार• अभिवृत्ति मापन• प्रक्षेपीय प्रविधि• अंतर्वस्तु विश्लेषण <p>2. तथ्यों का वर्गीकरण -</p> <ul style="list-style-type: none">• अर्थ विशेषताएँ, उद्देश्य, आधार <p>3. तथ्यों का सारणीयन -</p> <p>अर्थ, परिभाषा, उद्देश्य, विशेषताएँ, सारणीय नियम एवं सीमाएँ, प्रतिवेदन लेखन</p>



Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 176

Unit-IV	Measures of Central Tendency - <ul style="list-style-type: none"> • Mean • Median • Mode • Mean Deviation • Standard Diviation • Correlation • Chi-Square Test 	1. केन्द्रीय प्रवृत्ति का मापन – <ul style="list-style-type: none"> • माध्य • मध्यिका • बहुलक • माध्य विचलन • प्रमाप विचलन • सहसंबंध • काई वर्ग परीक्षण
Unit-V	Presentation of Data - <ul style="list-style-type: none"> • Diagrammatic and Graphic Presentation • Parameter • Sociometry • Use of Computer 	तथ्यों का प्रस्तुतीकरण – <ul style="list-style-type: none"> • चित्रमय एवं रेखाचित्र के माध्यम प्रस्तुति • पैमाना • समाजमिति • संगणक का उपयोग

Recommended Books:

1. Aron, Raymond-Main Currents in Sociological thought (2 volumes) Harmonds worth, Middlesex, Penguin Books, 1968
2. Morrison, Ken: Marx, Durkhien, Weber. Formation of Modern Social thought London Sage 1995.
3. Beteille A and T.N. Madan — Encounter and Experience: Personal Accounts of Fieldwork, Vikas Publishing House, New Delhi, 1975,
4. Jayram N, — Sociology : Method & theory, Macmillon : Madras 1989.
5. Srinivas, M.N. and A.M. Shah — fieldworker and the field oxford: Delhi 1979,
6. बघेल, डी. एस. – महान समाजशास्त्रीय विचारक, मध्य प्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल 2008
7. बघेल, डी. एस. – समाजशास्त्रीय विचारों का आधार, मध्य प्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल 2008
8. टोंग्या एवं पाटील – सामाजिक अनुसंधान के मूल तत्व, मध्य प्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल 2004



Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria
Chairman – Board of Studies Education Page 177

B.A.-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Subject/विषय:-उर्दू नय . दास्तान, नाविल और अफसाना

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Particular /विवरण

नोट – पर्चा पांच इकाइयों पर मुश्तगिल है:

Unit/इकाई	Syllabus
इकाई-1	सिन्फ स्वानेह निगारी, खाके और इंशाईये पर सवालात
इकाई-2	शामिल ए निसाब स्वानेह और स्वानेह निगारों पर सवालात
इकाई-3	शामिल ए निसाब खाको और खाका निगारों पर सवालात
इकाई-4	शामिल ए निसाब इंशाईये और इंशाइया निगारों पर सवालात
इकाई-5	शामिल ए निसाब स्वानेह खाको और इंशाइयों से तशरीहात

1. अनुवाद – हिन्दी/अंग्रेजी से उर्दू
2. अनुवाद – उर्दू से हिन्दी/अंग्रेजी में
3. यह अनुवाद हिन्दी/उर्दू/अंग्रेजी समाचार पत्रों और कहानी संग्रहों से किया जायेगा।

सैद्धान्तिक प्रश्न-पत्र में अंकों का विभाजन निम्नानुसार होगा-

खण्ड- अ वस्तुनिष्ठ प्रश्न – प्रत्येक इकाई से दो-दो प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 1 अंक को होगा।
कुल 10 प्रश्न पुछे जाएंगे। $10 \times 1 = 10$

अंक

खण्ड- ब लघुउत्तरीय प्रश्न – प्रत्येक इकाई से एक-एक प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 4 अंक को होगा। कुल 5 प्रश्न पुछे जाएंगे।

$5 \times 05 = 25$ अंक

खण्ड- स दीर्घउत्तरीय प्रश्न – प्रत्येक इकाई से एक-एक प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 10 अंक को होगा। कुल 5 प्रश्न पुछे जाएंगे।

$5 \times 10 = 50$ अंक

पूर्णांक = 100

अंक

सैद्धान्तिक प्रश्न-पत्र में अधिकतम अंक/पूर्णांक – 85 अंक होंगे, तथा सतत व्यापक मूल्यांकन (CCE) 15 अंक के होगा। इस प्रकार कुल – 100 अंक होंगे।

Note:- The Theory paper will carry maximum 85 marks and the continuous comprehensive evaluation (C.C.E.) will be of 15 marks. Thus the total marks will be 100.

Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior

Dr. Vinod Singh Bhadoria

Chairman – Board of Studies Education Page 178

B.A.-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-II

Subject / विषय:- Urdu Literature - Ghazal

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particular / विवरण

नोट - पचास पांच इकाइयों पर मुश्तमिल है:

Unit/इकाई	Syllabus
इकाई-1	सिन्फ गजल और गजल की तारीख से मुतअल्लिक् सवालात।
इकाई-2	वली, मीर और आतिश की गजल गोई से मुतअल्लिक् सवालात।
इकाई-3	मिर्जा गालिब दाम और इकबाल की गजल गोई से मुतअल्लिक् सवालात।
इकाई-4	हसरत, फिराक, और मजरुह सुलतानपुरी की गजल गोई से मुतअल्लिक् सवालात।
इकाई-5	शामिल निसाब गजलियात से तशरीहात।

सैद्धान्तिक प्रश्न-पत्र में अंकों का विभाजन निम्नानुसार होगा-

खण्ड- अ वस्तुनिष्ठ प्रश्न - प्रत्येक इकाई से दो-दो प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 1 अंक को होगा।
कुल 10 प्रश्न पुछे जाएंगे। $10 \times 1 = 10$
अंक

खण्ड- ब लघुउत्तरीय प्रश्न - प्रत्येक इकाई से एक-एक प्रश्न लिये जायेंगा। प्रत्येक प्रश्न 4 अंक को होगा। कुल 5 प्रश्न पुछे जाएंगे।
 $5 \times 05 = 25$ अंक

खण्ड- स दीर्घउत्तरीय प्रश्न - प्रत्येक इकाई से एक-एक प्रश्न लिये जायेंगा। प्रत्येक प्रश्न 10 अंक को होगा। कुल 5 प्रश्न पुछे जाएंगे।
 $5 \times 10 = 50$ अंक

पूर्णांक = 100

अंक

सैद्धान्तिक प्रश्न-पत्र में अधिकतम अंक/पूर्णांक - 85 अंक होंगे, तथा सतत व्यापक मूल्यांकन (CCE) 15 अंक के होगा। इस प्रकार कुल - 100 अंक होंगे।

Note :- The Theory paper will carry maximum 85 marks and the continuous comprehensive evaluation (C.C.E.) will be of 15 marks. Thus the total marks will be 100.

Dr. Vivek Bapat
Dean- Education, Jiwaji University, Gwalior

Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 179

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-III

Subject / विषय:- उर्दू नस्र - दास्तान, नाविल और अफसाना

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particular / विवरण

नोट - पचास पांच इकाइयों पर मुश्तमिल है:

Unit/ इकाई	Syllabus
इकाई-1	सिन्फे दास्तान नाविल और अफसाना से मुतआल्लिक सवालात
इकाई-2	शामिले निसाब दास्तान निगारों और नाविल निगारों से मुतआल्लिक सवालात
इकाई-3	शामिले निसाब अफसाना निगारों से मुतआल्लिक सवालात
इकाई-4	शामिले निसाब अफसानों में से किसी एक अफसाने का खुलासा और तजजिया
इकाई-5	शामिले निसाब दास्तानों और अफसानों से तशरीहत

सैद्धान्तिक प्रश्न-पत्र में अंकों का विभाजन निम्नानुसार होगा-

खण्ड- अ वस्तुनिष्ठ प्रश्न - प्रत्येक इकाई से दो-दो प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 1 अंक को होगा।
कुल 10 प्रश्न पुछे जाएंगे। $10 \times 1 = 10$
अंक

खण्ड- ब लघुउत्तरीय प्रश्न - प्रत्येक इकाई से एक-एक प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 4 अंक को होगा। कुल 5 प्रश्न पुछे जाएंगे।
 $5 \times 05 = 25$ अंक

खण्ड- स दीर्घउत्तरीय प्रश्न - प्रत्येक इकाई से एक-एक प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 10 अंक को होगा। कुल 5 प्रश्न पुछे जाएंगे।
 $5 \times 10 = 50$ अंक

पूर्णांक = 100

अंक

सैद्धान्तिक प्रश्न-पत्र में अधिकतम अंक/पूर्णांक - 85 अंक होंगे, तथा सतत व्यापक मूल्यांकन (CCE) 15 अंक के होगा। इस प्रकार कुल - 100 अंक होंगे।

Note :- The Theory paper will carry maximum 85 marks and the continuous comprehensive evaluation (C.C.E.) will be of 15 marks. Thus the total marks will be 100.

निसाबी किताब . इन्तेखाब नस्रो नज़्म बराए बी.ए. तृतीय एवं चतुर्थ सेमेस्टर नाशिर (प्रकाशन) : म. प्र. हिन्दी ग्रन्थ अकादमी, गोपाल

दास्तान

1. किरसा आज्जाद बख्त - मीर अम्मन
2. बन्दर की तकरीर - रजब अली बैग सुरु

नाविल . तलखीरा-शरीफ़ ज़ादा - गिर्जा हाजी रुस्वा

अफसाना

1. कफ़न - मुन्शी प्रेमचन्द
2. नया कानून - सआदत हसन भिन्टो
3. महालक्ष्मी का पुल - कृष्ण चन्द्र
4. लाजवन्ती - राजेन्द्र सिंह बेदी
5. चौथी का जोड़ा - अस्मत् चुगताई

Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior

Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 180

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-IV

Subject/विषय:- उर्दू नज़्म - मन्जूमात और मसनवियात

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Particular /विवरण

नोट – पचास पांच इकाइयों पर मुश्तमिल है:

Unit/इकाई	Syllabus	अंक
इकाई-1	सिन्फे मसनवी निगारी और नज़्म निगारी से मुअताल्लिक सवालात।	17
इकाई-2	मीर हसन और दया शंकर नसीम की मसनवी निगारी से मुअताल्लिक सवालात।	17
इकाई-3	नज़ीर, हाली अकबर और इक़्बाल की नज़्म निगारी से मुअताल्लिक सवालात।	17
इकाई-4	चकबरत, जोश, फ़ैज़ और मख़दमू की नज़्म निगारी से मुअताल्लिक सवालात।	17
इकाई-5	नोट :- यह इकाई दो हिस्सों पर मुश्तमिल होगी। और दोनों लाज़मी है। 1. शामिले निसाब मसनवियात से तशरीह । 2. शामिले निसाब मन्जूमात से तशरीह ।	17

सैद्धान्तिक प्रश्न-पत्र में अंकों का विभाजन निम्नानुसार होगा-

खण्ड- अ	वस्तुनिष्ठ प्रश्न - प्रत्येक इकाई से दो-दो प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 1 अंक को होगा। कुल 10 प्रश्न पुछे जाएंगे।	10×1 = 10 अंक
खण्ड- ब	लघुउत्तरीय प्रश्न - प्रत्येक इकाई से एक-एक प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 4 अंक को होगा। कुल 5 प्रश्न पुछे जाएंगे।	5×05 = 25 अंक
खण्ड- स	दीर्घउत्तरीय प्रश्न - प्रत्येक इकाई से एक-एक प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 10 अंक को होगा। कुल 5 प्रश्न पुछे जाएंगे।	5×10 = 50 अंक
		पूर्णांक = 100 अंक

सैद्धान्तिक प्रश्न-पत्र में अधिकतम अंक/पूर्णांक - 85 अंक होंगे, तथा सतत व्यापक मूल्यांकन (CCE) 15 अंक के होगा। इस प्रकार कुल - 100 अंक होंगे।

Note :- The Theory paper will carry maximum 85 marks and the continuous comprehensive evaluation (C.C.E.) will be of 15 marks. Thus the total marks will be 100.

निसाबी किताब . इन्तोखाब नस्रो नज़्म बराए बो.ए. तृतीय एवं चतुर्थ सेमेस्टर नाशिर (प्रकाशन) : म. प्र. हिन्दी ग्रन्थ अकादमी, भोपाल
मसनवी

1. मसनवी सह्रूल बयान - मीर अम्मन : मुरत्तिब प्रो. आफ्ताक अहमद
2. मसनवी गुलज़ारे नसीम - पंडित दयाशंकर नसीम : मुरत्तिब राशिद हसन खां

नज़्म :-

1. आदमी नामा, बरसात की बहारें : नज़ीर अकबर आबादी
2. चुपकी दाद, हुब्बे वतन : अलताफ़ हुसैन हाली
3. कतआ, जलवा-ए- दरबार देहली : अकबर इलाहाबादी
4. हिन्दुस्तानी बच्चों का कौमी गीत : हिमाला
5. खाके हिन्द, रामायन का एक सीन : पण्डित बृजनारायण चकबरत
6. किसान, ईस्ट इंडिया कंपनी की फ़रजन्दों के नाम : जोश मलीहाबादी
7. इन्तिज़ार तन्हाई - फ़ैज़ अहमद फ़ैज़
8. चांद तारों का बन, तूर-मख़दमू : मुहीउद्दीन

Dr. Vivek Bapat
Dean - Education, Jiwaji University, Gwalior

Dr. Vinod Singh Bhadoria
Chairman - Board of Studies Education Page 181

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-V

Subject/विषय:- उर्दू नस - मक्तूब निगारी, ड्रामा निगारी और मज़मून निगारी

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Particular /विवरण

नोट - पर्वा पांच इकाइयों पर मुश्तमिल है:

Unit/इकाई	Syllabus	अंक
इकाई-1	सिन्फे मक्तूब निगारी, ड्रामा निगारी और मज़मून निगारी से मुतअल्लिक सवालात।	17
इकाई-2	शामिले निसाब मक्तूब निगारो से मुतअल्लिक सवालात।	17
इकाई-3	शामिले निसाब ड्रामा निगार से मुतअल्लिक सवालात।	17
इकाई-4	शामिले निसाब मज़मून निगारो से मुतअल्लिक सवालात।	17
इकाई-5	शामिले निसाब मक्तूब और मज़ामीन से तशरीह।	17

सैद्धान्तिक प्रश्न-पत्र में अंकों का विभाजन निम्नानुसार होगा-

- खण्ड- अ वस्तुनिष्ठ प्रश्न - प्रत्येक इकाई से दो-दो प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 1 अंक को होगा।
कुल 10 प्रश्न पुछे जाएंगे। $10 \times 1 = 10$ अंक
- खण्ड- ब लघुउत्तरीय प्रश्न - प्रत्येक इकाई से एक-एक प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 4 अंक को होगा। कुल 5 प्रश्न पुछे जाएंगे। $5 \times 05 = 25$ अंक
- खण्ड- स दीर्घउत्तरीय प्रश्न - प्रत्येक इकाई से एक-एक प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 10 अंक को हागा। कुल 5 प्रश्न पुछे जाएंगे। $5 \times 10 = 50$ अंक
- पूर्णांक = 100 अंक

सैद्धान्तिक प्रश्न-पत्र में अधिकतम अंक/पूर्णांक - 85 अंक होंगे, तथा सतत व्यापक मूल्यांकन (CCE) 15 अंक के होगा। इस प्रकार कुल - 100 अंक होंगे।

Note :- The Theory paper will carry maximum 85 marks and the continuous comprehensive evaluation (C.C.E.) will be of 15 marks. Thus the total marks will be 100.

निसाबी किताब . इन्तेखाब नसो नज़म बराए बी.ए. पंचम एवं षष्ठम सेमेस्टर नाशिर (प्रकाशन) : म. प्र. हिन्दी ग्रन्थ अकादमी, भोपाल

मक्तूब

अ) अक्से गालिब से तीन खत-मुरत्तिब - खलीक अन्जुम

1. बनाम अलाउद्दीन खां अलाई
2. मुन्शी हरगोपाल तुफ्त
3. गीर मेहदी मजरुह के नाम

'सहीफा-ए-मोहब्बत' से तीन खत-मेहदी अफादी

बेगम मेहदी के नाम

ड्रामा-आगरा, बाज़ार-हबीब तनवीर

मज़ामीन :-

1. उर्दु ज़ाबान की पैदाइश - मोहम्मद हुसेन आज़ाद
2. फ़साहतो बलाग़त - अल्लामा शिबली नोमानी
3. इक़्बाल की अज़मत - आल अहमद सुरु
4. भीर और हम - मजनें गौरखपुरी
5. उर्दु शायरी में कौमियत - सैयद एहतेशाम हुसैन
6. अदब क्या है- अतहर परवेज़

Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior

Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 182

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject/विषय:- उर्दू नस्र - क्सीदा और मर्सिया

Max. Marks - 100
External Marks - 85
Internal Marks - 15

Particular /विवरण

नोट – पर्चा पांच इकाइयों पर मुश्तगिल है:

Unit/इकाई	Syllabus	अंक
इकाई-1	सिन्फे क्सीदा से मुतअल्लिक सवालात।	17
इकाई-2	सिन्फे मर्सिया से मुतअल्लिक सवालात।	17
इकाई-3	क्सीदा निसारों से मुतअल्लिक सवालात।	17
इकाई-4	मर्सिया नगारों से मुतअल्लिक सवालात।	17
इकाई-5	नोट :- यह इकाई दो हिस्सों पर मुश्तगिल होगी। और दोनों लाज़मी है। 1. शामिले निराब क्साईद से तशरीह। 2. शामिले निराब मरारी से तशरीह।	17

सैद्धान्तिक प्रश्न-पत्र में अंकों का विभाजन निम्नानुसार होगा-

खण्ड- अ	वस्तुनिष्ठ प्रश्न - प्रत्येक इकाई से दो-दो प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 1 अंक को होगा। कुल 10 प्रश्न पुछे जाएंगे।	10×1 = 10 अंक
खण्ड- ब	लघुउत्तरीय प्रश्न - प्रत्येक इकाई से एक-एक प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 4 अंक को होगा। कुल 5 प्रश्न पुछे जाएंगे।	5×05 = 25 अंक
खण्ड- स	दीर्घउत्तरीय प्रश्न - प्रत्येक इकाई से एक-एक प्रश्न लिये जायेंगे। प्रत्येक प्रश्न 10 अंक को होगा। कुल 5 प्रश्न पुछे जाएंगे।	5×10 = 50 अंक
		पूर्णांक = 100 अंक

सैद्धान्तिक प्रश्न-पत्र में अधिकतम अंक/पूर्णांक - 85 अंक होंगे, तथा सतत व्यापक मूल्यांकन (CCE) 15 अंक के होगा। इस प्रकार कुल - 100 अंक होंगे।

Note :- The Theory paper will carry maximum 85 marks and the continuous comprehensive evaluation (C.C.E.) will be of 15 marks. Thus the total marks will be 100.

निसाबी किताब इन्तेखाब नस्रो नज़म बराए बी.ए. पंचम एवं षष्ठम सेमेस्टर नाशिर (प्रकाशन) : म. प्र. हिन्दी ग्रन्थ अकादमी, भोपाल

क्सीदा -

सौदा	-	फ़ज होते जो गई आज मेरी आँख झपक
ज़ौक्	-	ज़हे निशात अगर कीजिए इसे तहरीर
मेहसिन काकोरवी	-	सिम्त काशी से चला जानिबे मथुरा बादल

मर्सिया :-

अनीस	-	जब क़त्अ की मसाफ़त शब आफ़ताब ने
दबीर	-	पैदा शुआ-ए-मेहर की मिक़राज जब हुई

Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior

Dr. Vinod Singh Bhadoria

Chairman - Board of Studies Education Page 183

B.A.-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Subject / विषय:- Philosophy / दर्शनशास्त्र : Moral Philosophy (India & Western)/ नैतिक दर्शन (भारतीय एवं पश्चात्य)

Max. Marks - 100

External Marks - 85

Internal Marks - 15

Particular / विवरण

Unit	Syllabus
Unit-I	Definition of Ethics, Nature of Ethics its importance, Relation of ethics with other Science. नीतिशास्त्र की परिभाषा, नीतिशास्त्र का स्वरूप एवं महत्व, नीतिशास्त्र का अन्य विज्ञानों से संबंध।
Unit-II	1. Moral Concepts – Good, Right, Duty, Non-violence, Virtue, Freedom and responsibility. 2. Moral Judgments – Nature and subject matter. 1. नैतिक प्रत्यय – शुभ, उचित, कर्तव्य, अहिंसा, सद्गुण, स्वतंत्रता एवं उत्तरदायित्व। 2. नैतिक निर्णय – स्वरूप एवं विषय वस्तु।
Unit-III	1. Ethics of Bhagvad Gita - Nishkama Karmayoga, Swadhgarms, Sadharan, dhgarma (manusmiriti) 2. Jain Ethics – Anuvrat, Mahavrat, Triratna 1. भगवद्गीता का नीतिशास्त्र – निष्काम, कर्मयोग, स्वधर्म, साधारण धर्म (मनुस्मृति)। 2. जैन नीतिशास्त्र – अणुव्रत, महाव्रत, त्रिरत्न।
Unit-IV	1. Hedonism – Mill, Bentham. 2. Ethics of kant –Duty for Duty's sake; Moral Categorical imperatives. 1. सुखवाद – मिल एवं बेथम। 2. काण्ट का नीतिशास्त्र – कर्तव्य के लिए कर्तव्य, नैतिक सूत्र, निरपेक्ष आदेश।
Unit-V	Problem of Evil, sin and crime, theories of punishment. अशुभ की समस्या, पाप एवं अपराध, दण्ड के सिद्धांत।

Suggested Readings:

1. J. N. Sinha – Manual of Ethics
2. S.M. Joshi - Traditional Ethics
3. S.R. Veda – Ethics
4. M. Hiriyanna- Out line of India Philosophy
5. A.P. Dubey – Applied Ethics

संदर्भ ग्रंथ :-

1. दिवाकर पाठक- भारतीय नीतिशास्त्र
2. डॉ. शोभा निगम – नीतिशास्त्र के प्रमुख सिद्धांत
3. जे. एन. सिन्हा – नीतिशास्त्र के मूल सिद्धांत
4. डॉ. छाया राय – काण्ट का नीतिशास्त्र
5. डॉ. वेद प्रकाश वर्मा – नीतिशास्त्र के मूल सिद्धांत

Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior

Dr. Vinod Singh Bhadoria

Chairman – Board of Studies Education Page 184

B.A.-B.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-II

Subject / विषय:- Philosophy / दर्शनशास्त्र : Epistemology and Metaphysics (Indian & Western)/ ज्ञान मीमांसा एवं तत्व मीमांसा (भारतीय एवं पाश्चात्य)

Max. Marks - 100

External Marks – 85

Internal Marks - 15

Particular / विवरण

Unit	Syllabus
Unit-I	Indian Epistemology – Prama and Apram Nature of Praman and kinds of praman – Perception, Inference, Upman and Shabda भारतीय ज्ञान मीमांसा – प्रमा एवं अप्रमा प्रमाण का स्वरूप एवं प्रमाण के प्रकार – प्रत्यक्ष, अनुमान उपमान एवं शब्द
Unit-II	Indian Metaphysics – Sapt Padartha (Vaisesika) Nyaya Philosophy – Concept of God भारतीय तत्व मीमांसा – सप्त पदार्थ (वैशेषिक) न्याय दर्शन – ईश्वर की अवधारणा
Unit-III	Western Epistemology – Nature of Origin of Knowledge. Sources of Knowledge. Main Characteristics of Rationalism and Empiricism. पाश्चात्य ज्ञान मीमांसा – ज्ञान का स्वरूप एवं उत्पत्ति, ज्ञान का साधन। बुद्धिवाद और अनुभववाद की सामान्य विशेषतायें
Unit-IV	Western Metaphysics – Descartes – method of doubt. Spinoza – Pantheism, Leibnitz – Monadology Metaphysics of Locke, Berkeley an Hume. पाश्चात्य तत्व मीमांसा – डेकार्ट – संदेह पद्धति स्पिनोजा – सर्वेश्वरवाद, लाइबनीज – चिदबिन्दुवाद। लॉक, बर्कले एवं ह्यूम की तत्व मीमांसा
Unit-V	Concept of God, Argument of proving the existence of God. ईश्वर की अवधारणा, ईश्वर के अस्तित्व के लिये युक्तियाँ

Suggested Readings:

1. C.D. Sharma – A Critical Survey of Indian Philosophy.
2. Dutt & Chatterje – Indian Philosophy
3. S. Radha krishanan – Indian Philosophy Vol I & II
4. C.D. Sharma – Western Philosophy
5. Thilly – History of western Philosophy

संदर्भ ग्रंथ :-

1. दत्त एवं चटर्जी – भारतीय दर्शन
2. डॉ. चन्द्रधर शर्मा – भारतीय दर्शन का अनुशीलन
3. डॉ. संगमलाल पाण्डे – पाश्चात्य दर्शन की रूपरेखा
4. डॉ. चन्द्रधर शर्मा – पाश्चात्य दर्शन
5. डी. आर. जाटव – पाश्चात्य दर्शन
6. डॉ. एच. एन. मिश्र – ज्ञान मीमांसा एवं तत्वमीमांसा



Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria

Chairman – Board of Studies Education Page 185

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-III

Subject/विषय:- Philosophy / दर्शनशास्त्र : Outlines of Indian Philosophy / भारतीय दर्शन की रूपरेखा

Max. Marks - 100

External Marks – 85

Internal Marks - 15

Particular / विवरण

Unit	Syllabus
Unit-I	1. Fundamental characteristics of Indian Philosophy. 2. Vedic and non-vedic traditions. 3. Charvaka Philosophy Materialism.
	1. भारतीय दर्शन की प्रमुख विशेषताएँ। 2. वैदिक एवं अवैदिक परम्परा। 3. चार्वाक दर्शन- भौतिकवाद, ज्ञानमीमांसा।
Unit-II	1. Philosophy – Syadavada, Anekantavada, Jiva-ajiva[Bondage and Liberation (Moksha) 2. Buddhist Philosophy – Four noble truths, Momentarism, no Soul theory.
	1. जैन दर्शन – स्यादवाद, अनेकान्तवाद, जीव-अजीव, बंधन एवं मोक्ष। 2. बौद्ध दर्शन – चार आर्यसत्य, क्षणिकवाद, अनात्मवाद।
Unit-III	1. Nyaya Philosophy – Epistemology, Perception, Inference, Comparison, Testimony 2. Vaisheshika Philosophy – Atomism
	1. न्याय दर्शन – ज्ञान मीमांसा, प्रत्यक्ष, अनुमान, उपमान, शब्द। 2. वैशेषिक दर्शन – परमाणुवाद।
Unit-IV	1. Sankhya Philosophy – Satkaryavada, Prakrati nad Purusa, Theory of Evolution. 2. Yoga Philosophy – Ashtangayoga, God, Importance of Yoga.
	1. सांख्य दर्शन – सत्कार्यवाद, प्रकृति एवं पुरुष, विकासवाद। 2. योग दर्शन – अष्टांग योग, ईश्वर, योग का महत्त्व।
Unit-V	1. Advaita Vedanta – Shankaracharya, Brahma, Jiva, Jagat, Maya and Moksha. 2. Vishistadvaita – Ramanuja, Brahma, Jiva, Jagat, Moksha, refutation of mayavada.
	1. अद्वैत वेदान्त – शंकराचार्य, – ब्रह्म, जीव, जगत, माया एवं मोक्ष। 2. विशिष्टाद्वैत – रामानुज – ब्रह्म, जीव, जगत, मोक्ष मायावाद एवं खंडन।

Suggested Readings:

1. Dutta and Chatterjee – An introduction of Indian Philosophy, Pustak Mahal, Patna
2. C.D. Sharma – Indian Philosophy, Motilal Banarsidas, Delhi
3. M. Hriyanna – Indian Philosophy, Rajkamal Prakashan, Delhi
4. Radhakrishnan – Indian Philosophy, Vol 1st & 2nd Rajkamal Prakashan, Delhi

संदर्भ ग्रंथ :-

1. दत्त एवं चटर्जी – भारतीय दर्शन, पुस्तक महल, पटना।
2. चन्द्रधर शर्मा – भारतीय दर्शन का अनुशीलन, मोतीलाल बनारसीदास, दिल्ली।
3. एम. हिरियन्ना, भारतीय दर्शन, राजकमल प्रकाशन, दिल्ली।
4. डॉ. राधाकृष्णन – भारतीय दर्शन भाग – 1 एवं 2, राजकमल प्रकाशन, दिल्ली।
5. डॉ. आनंद त्रिपाठी रत्नेश – भारतीय दर्शन।
6. नंदकिशोर देवराज – भारतीय दर्शन, उ.प्र. हि. ग्र. अ. लखनऊ।
7. बल्देव उपाध्याय – भारतीय दर्शन, चौखम्बा प्रकाशन, वाराणसी।

Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior

Dr. Vinod Singh Bhadoria

Chairman – Board of Studies Education Page 186

B.A.-B.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-IV

Subject/विषय:- Philosophy / दर्शनशास्त्र : Outlines of Western Philosophy / पाश्चात्य दर्शन की रूपरेखा

Max. Marks - 100

External Marks – 85

Internal Marks - 15

Particular / विवरण

Unit	Syllabus
Unit-I	Nature of Western Philosophy, Socratic Method, Plato-theory of knowledge, Aristotle's theory of Causation, Matter and form. पाश्चात्य दर्शन का स्वरूप, सुकरातीय पद्धति, प्लेटो-ज्ञान सिद्धांत, अरस्तू का कारणवाद, द्रव्य एवं आकार
Unit-II	Characteristics of Medieval Philosophy – St. Augustine – Relation between Good and World. St. Anselm nature of God. St. Thomas Aquinas- Nature of God. मध्ययुगीन दर्शन की विशेषताएँ – संत आगस्टाइन-ईश्वर एवं जगत का सम्बन्ध, संत अन्सेलम- ईश्वर का स्वरूप, संत थॉमस एक्वीनस-ईश्वर का स्वरूप।
Unit-III	Nature of Rationalism, Descartes – Definition of Substance Dualism – (Body and Mind) Spinoza-substance, Attributes and modes. Leibnitz-pre established harmony. बुद्धिवाद का स्वरूप, डेकार्ट – द्रव्य की परिभाषा, द्वैतवाद (शरीर एवं मन) स्पिनोजा – द्रव्य विचार, गुण एवं पर्याय, लाइबनीत्य-पूर्व स्थापित
Unit-IV	Nature of Empiricism, John Locke- Refutation of Innate Ideas, Berkeley- Esse est percipit, David Hume-Scepticism, Refutation of self. अनुभववाद का स्वरूप, जॉन लॉक – जन्मजात प्रत्ययों का खंडन, बर्कले – सत्ता की दृश्यता है, डेविड ह्यूम – संदेहवाद, आत्मा का खंडन
Unit-V	Immanuel Kant criticism, Time and Space, Hegel- Absolute Idealism, Dialectic Method. एमैनुअल कांट – समीक्षावाद, देश एवं काल, हीगल- निरपेक्ष प्रत्ययवाद, द्वन्द्वात्मक पद्धति।

Reference:

1. Anthony O' Hear : Introduction to the Philosophy of Science, Oxford Clarendon Press, 1989.
2. Carl G Hempel : Philosophy of Natural Science, New Jersey, Prentice Hall, 1966.
3. Janet A Kourany : Scientific Knowledge, Basic Issues in the Philosophy of Science, Belmont, Wadsworth Publishing Co., 1998.
4. Thomas Kuhn : Structure of Scientific Revolutions, Chicago, University of Chicago Press, 1970

Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior

Dr. Vinod Singh Bhadoria

Chairman – Board of Studies Education Page 187

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-V

Subject / विषय:- Philosophy / दर्शनशास्त्र Logic (Western & Indian) / तर्कशास्त्र (पश्चात्य एवं भारतीय)

Max. Marks - 100

External Marks – 85

Internal Marks - 15

Particular / विवरण

Unit	Syllabus
Unit-I	Nature and Definition of logic, Inductive and deductive method, proposition and its kinds, Informal fallacies. तर्कशास्त्र का स्वरूप एवं परिभाषा, आगमन एवं निगमन पद्धति, तर्क वाक्य एवं उनके प्रकार, अनाकारिक तर्कदोष।
Unit-II	Quality, Quantity and distribution of terms in categorical propositions, traditional square of opposition, standard form of categorical propositions. निरपेक्ष तर्क वाक्यों में गुण, परिमाण एवं पद व्याप्ति, युक्ति का स्वरूप परम्परागत विरोध वर्ग, निरपेक्ष तर्कवाक्यों के मानक आकार।
Unit-III	Rules and Fallacies of syllogism, Moods and figures of syllogism, Venn Diagram Method, Logical Connectives – Conjunction, Negation, Disjunction, Implication, Equivalence, Truth Function and Truth Table. न्याय वाक्यों के नियम एवं तर्कदोष, न्याय युक्तियों की आकार एवं अवस्थायें, वेन रेखाचित्र पद्धति, तार्किक संयोजक – संयोजन, निषेध, वियोजन, आपादन, समतुल्यता, सत्यता फलन, एवं सत्यता सारणी।
Unit-IV	Statement- Simple and Compound, Truth and Validity, Tautology, Contingent and contradictory statements. कथन – सरल एवं मिश्रित, सत्यता एवं वैधता, पुनरुक्ति, सांयोगित एवं व्याघाती कथन।
Unit-V	Scientific and Non Scientific explanations, Nature and Kinds of Inference in Buddhism and Nyaya Philosophy Hetvabhasa. वैज्ञानिक एवं अवैज्ञानिक व्याख्या, बौद्ध एवं न्याय दर्शन में अनुमान का स्वरूप एवं प्रकार हेत्वाभास।

Recommended Books

1. तर्कशास्त्र का परिचय, अविनाश तिवारी, सरस्वती प्रकाशन, कूचा, इलाहाबाद
2. तर्कशास्त्र का परिचय, आई. एम. कोपी एवं कोहिन नेगल का हिन्दी अनुवाद, 11वां संस्करण, पीअरसन एजुकेशन, नई दिल्ली।
3. निगमन तर्कशास्त्र, केदारनाथ तिवारी, मोतीलाल बनारसीदास, दिल्ली।
4. तर्कशास्त्र की रूपरेखा, राज्यश्री अग्रवाल, म. प्र. हि. ग्र.अ. भोपाल।
5. An Introduction to Logic – I.M. Copi
6. Logic and Scientific Methods – Kohen and Negal

Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior

Dr. Vinod Singh Bhadoria

Chairman – Board of Studies Education Page 188

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject / विषय:- Philosophy / दर्शनशास्त्र Philosophy of Religion (Optional - A) / धर्मदर्शन (वैकल्पिक -अ)

Max. Marks - 100

External Marks – 85

Internal Marks - 15

Particular / विवरण


Unit	Syllabus
Unit-I	Meaning of Religion, Nature and Problems of Philosophy of religion, various views on the place of religion in human life, relation of religion with philosophy and science. धर्म का अर्थ, धर्म दर्शन का स्वरूप एवं समस्याएँ, मानव जीवन में धर्म के स्थान पर विभिन्न विचार, धर्म का दर्शन एवं विज्ञान से सम्बन्ध।
Unit-II	Religious Experience and its distinction with ordinary experience, nature of religious belief, secularism, religious conversion. धार्मिक अनुभव और उसका साधारण अनुभव से अन्तर, धार्मिक विश्वास की प्रकृति, धर्म निरपेक्षता, धर्मान्तरण (धर्म परिवर्तन)
Unit-III	Intellect and Intuition, Faith, Proofs, for the existence of God, Atheism. बुद्धि एवं अन्तः प्रज्ञा, आस्था, ईश्वर के अस्तित्व के प्रमाण, अनीश्वरवाद
Unit-IV	Immortality of Soul, Liberation and means for its attainment. Problem and kinds of Evil. आत्मा की अमरता, मोक्ष एवं उसकी प्राप्ति के उपाय, अशुभ की समस्या एवं प्रकार
Unit-V	Swami Vivekananda – Universal Religion, Mahatma Gandhi – Sarvadharm Samabhav Ravindranath Tagore- Religion of man. स्वामी विवेकानन्द – सार्वभौमधर्म, महात्मा गांधी- सर्वधर्म समभाव, रवीन्द्रनाथ टैगोर – मानवधर्म

Suggested Readings :

1. William James – Varieties of religious experience.
2. Caird J. – Introduction of Philosophy of religion.
3. Hick John – Philosophy of religion
4. D.M. Edwards – The Philosophy of religion
5. S.Radhakrishnan – The Idealistic view of life.
6. F. Max Muller – Anthropological religion, Asian Educational services, New Delhi.
7. Philosophy of Religion and Culture – N.K. Devaraj, Motilal Banarasidas, Varanasi
8. धर्म दर्शन – डॉ. लक्ष्मी निधि शर्मा, उत्तर प्रदेश हि.ग्र.अ. लखनऊ।
9. धर्म दर्शन – डॉ. याकूब मशीह, मोतीलाल बनारसीदास, पटना।
10. धर्म दर्शन – डॉ. वेदप्रकाश वर्मा, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली।
11. धर्म दर्शन की समस्याएँ – डॉ. दुर्गादत्त पाण्डे, शेखर प्रकाशन, इलाहाबाद।
12. धर्म दर्शन – डॉ. एच. एन. मिश्र, शेखर प्रकाशन, इलाहाबाद।
13. धर्म दर्शन का परिचय – डॉ. राजेन्द्र प्रसाद, म.प्र. हि. ग्र. अ. गोपाल।
14. धर्म दर्शन – डॉ. जे. पी. शाक्य, अशोक प्रकाशन, आगरा।
15. धर्म और समाज – डॉ. राधाकृष्णन, राजपाल एण्ड सन्स, दिल्ली।
16. उपनिषदों की भूमिका – डॉ. राधाकृष्णन, राजपाल एण्ड सन्स, दिल्ली।


Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior


Dr. Vinod Singh Bhadoria

Chairman – Board of Studies Education Page 189

B.A.-B.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Subject / विषय:- Philosophy / दर्शनशास्त्र Social and Political Philosophy (Optional -B)/ समाज एवं राजदर्शन (वैकल्पिक – ब)

Max. Marks - 100
External Marks – 85
Internal Marks - 15

Particular / विवरण

Unit	Syllabus
Unit-I	Nature and Scope of Social & Political Philosophy, Relation of Political Philosophy with Social Philosophy and Ethics.
	समाज एवं राजदर्शन की प्रकृति एवं क्षेत्र, समाजशास्त्र एवं नीतिशास्त्र से राजदर्शन का संबंध
Unit-II	Individual, Society, Culture and State
	व्यक्ति, समाज, संस्कृति तथा राज्य
Unit-III	Social Institutions, Family, Marriage, Education and Religion
	समाजिक संस्थाएँ- परिवार, विवाह, शिक्षा एवं धर्म
Unit-IV	Political Ideologies –Democracy, Socialism, Fascism, Communism and Sarvodaya
	राजनैतिक विचारधाराएँ – प्रजातंत्र, समाजवाद, फासीवाद, साम्यवाद एवं सर्वोदय
Unit-V	Methods Political action – Constitutionalism, Revolutionism, Terrorism, Satyagraha.
	राजनैतिक कर्म की विधियाँ –संविधानवाद, क्रान्तिवाद, आतंकवाद, सत्याग्रह।

Suggested Readings:

1. समाज एवं राज दर्शन – डॉ. शिवमानु सिंह, किताब घर, इलाहाबाद।
2. समाज दर्शन का सर्वेक्षण – संगमलाल पाण्डे, दर्शनपीठ, इलाहाबाद।
3. पाश्चात्य राजनैतिक विचारधाराएँ – के. एन. वर्मा, बिहार हिन्दी ग्रन्थ अकादमी, पटना।
4. समाज एवं राजदर्शन – डॉ. रमेन्द्र, मोतीलाल बनारसीदास, पटना।



Dr. Vivek Bapat

Dean- Education, Jiwaji University, Gwalior



Dr. Vinod Singh Bhadoria

Chairman – Board of Studies Education Page 190