



UNIVERSITY OF RAJASTHAN JAIPUR

FACULTY OF EDUCATION

SYLLABUS

INTEGRATED PROGRAMME OF

B.A.-B.Ed. Degree (Four Year)

Annual Scheme

Academic Session 2023-24
Examination B.A.-B.Ed. Part – II (2024)

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NOTICE

1. Change in syllabus/ordinance/rules/regulations/ syllabi and books may from time to time, be made by amendment or remaking and a candidate shall, accept in so far as the university determines otherwise comply with any change that applies to years he/she has not completed at time of change.
2. All court cases shall be subject to the jurisdiction of Rajasthan Univeristy head quarter Jaipur only and not any other place.

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B.A. B.Ed PART - II

CONTENTS

SCHEME OF EXAMINATION

SYLLABUS

1. GENERAL HINDI (COMPULSORY PAPER)*
2. KNOWLEDGE AND CURRICULUM (COMPULSORY PAPER)
3. LEARNING AND TEACHING (COMPULSORY PAPER)
4. PEACE EDUCATION (GROUP - A)
5. OPTIONAL PAPER (GROUP - B)
 - I. HINDI SAHITYA
 - II. SANSKRIT
 - III. ENGLISH LITERATURE
 - IV. URDU
 - V. HISTORY
 - VI. POLITICAL SCIENCE
 - VII. PUBLIC ADMINISTRATION
 - VIII. ECONOMICS
 - IX. SOCIOLOGY
 - X. PHILOSOPHY
 - XI. PSYCHOLOGY
 - XII. DRAWING AND PAINTING
 - XIII. GEOGRAPHY
 - XIV. HOME SCIENCE
 - XV. INDIAN MUSIC (Vocal & Instrumental Sitar)

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Ordinance and Regulations related to the Integrated B.A.B.Ed. Degree

01. The Objective and the Learning outcomes of the Integrated B.A.-B.Ed. Degree are-

Objectives:

- To promote capabilities for inculcating national values and goals as Mentioned in the constitution of India.
- To act as agents of modernization and social change.
- To promote social cohesion, international understanding and protection of human rights and right of the child.
- To acquire competencies and skills needed for teacher.
- To use competencies and skills needed for becoming an effective teacher.
- To become competent and committed teacher.
- To be sensitive about emerging issues such as environment, population general equality, legal literacy etc.
- To inculcate logical, rational thinking and scientific temper among the students.
- To develop critical awareness about the social issues & realities among the students.
- To use managerial organizational and information & technological skills.

Learning outcomes:

1. Competence to teach effectively two school subjects at the Elementary & secondary levels.
2. Ability to translate objectives of secondary education in terms of specific Programmes and activities in relation to the curriculum.
3. Ability to understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to foster growth and development.
4. Ability to use-
5. Individualized instruction
6. Dynamic methods in large classes.
7. Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.

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8. Equipment for diagnosis pupil progress and effectiveness of their own teachings through the use of proper evaluation techniques.
9. Readiness to spot talented and gifted children and capacity to meet their needs.
10. Ability to organize various school programmes, activities for pupil.
11. Developing guidance point of view in educational, personal and vocational matters.
12. Ability to access the all round development of pupils and to maintain a cumulative record.
13. Developing certain practical skill such as:
 - a. Black board work
 - b. Preparing improvised apparatus
 - c. Preparing teaching aids and ICT.
14. Interest and competence in the development of the teaching profession and education. Readiness to participate in activities of professional organizations.

Integrated Programme of B.A.B.Ed. Degree Shall Consist of

- i) First Year B.A.B.Ed.
- ii) Second Year B.A.B.Ed.
- iii) Third Year B.A.B.Ed.
- iv) Final Year B.A.B.Ed.

Duration of the Course - Four Years


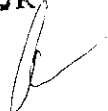
Examination after each session in theory papers

Scheme of Examination against each subject separately.

1. Compulsory Papers* :

| Year | Paper |
|----------|---------------------------------------|
| I Year | Gen. English |
| II Year | Gen. Hindi |
| III Year | Elementary Computer Application (ICT) |
| IV Year | Environmental Studies |

*ELIGIBILITY CRITERION ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION.

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Group – A: - Subject Specialisation:

| Year | Paper |
|----------|---|
| I Year | Instructional System & Educational evaluation |
| II Year | Peace Education |
| III Year | Guidance and Counselling in School |
| IV Year | Physical Education & Yoga |

Group-B: Content of Language and Social Science Subject: - A Student has to opt any three optional subjects (papers) from group B which two must be the school teaching subjects.

*A Candidate has to opt either political science or public administration as one subject & either philosophy or psychology as other subject.

| | |
|---------------------------------------|--------------------------------|
| Hindi Sahitya (I & II) | Sociology(I & II) |
| Sanskrit (I & II) | Philosophy/Psychology (I & II) |
| English Literature (I & II) | Drawing & Painting (I & II) |
| Urdu (I & II) | Geography (I & II) |
| History (I & II) | Home Science (I & II) |
| Political Science/Pub. Admi. (I & II) | Indian Music (I & II) |
| Economics(I & II) | |

Group C: Pedagogy of School Subject 08 A/B: Pedagogy of a School Subject IIIrd Year and IVth Year (candidate shall be required to offer any two papers from the following for part-III & other for part-IV).

| | |
|----------------------|----------------------------------|
| Pedagogy of Hindi | Pedagogy of Geography |
| Pedagogy of Sanskrit | Pedagogy of Social Studies |
| Pedagogy of English | Pedagogy of Home Science |
| Pedagogy of Urdu | Pedagogy of Drawing and Painting |

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| Pedagogy of History | Pedagogy of Music |
| Pedagogy of Economics | Pedagogy of Psychology |
| Pedagogy of Civics | |

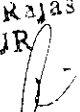
- ❖ In all the subjects the student has to study a minimum of 9 papers in Ist year, 9 Paper in IInd Year, 9 Paper in IIIrd Year and 6 Paper in IVth Year (Total 33 Papers).
- ❖ Each of the above papers will carry 100 marks.

Scheme of Instruction for B.A.B.Ed Course

Detail of courses and scheme of study, titles of the papers, duration etc. for B.A.B.Ed Course are provided in Tables given below :-

Four Years Integrated Course Scheme of B.A.B.Ed. Ist Year

| Theory Paper | Course Code | Title of the Paper | Evaluation | | | Total |
|---------------------|---|---|---|----------|---|-------|
| | | | External | Internal | Practical | |
| I | B.A. B.Ed. 01 | Gen. English (Compulsory)* | 100 | - | - | 100 |
| II | B.A.B.Ed. 02 | Childhood and Growing Up | 80 | 20 | - | 100 |
| III | B.A.B.Ed. 03 | Contemporary India and Education | 80 | 20 | - | 100 |
| IV | B.A.B.Ed. 04 (G-A) | Instructional System & Educational Evaluation | 80 | 20 | - | 100 |
| V VI & VII | B.A.B.Ed 05, 06 & 07 (G-B) | Content (Select any Three) 1. Hindi Sahitya (I & II) 2. Sanskrit (I & II) 3. English Literature (I & II) 4. Urdu (I & II) 5. History (I & II) 6. Political Science/Pub. Adm (I & II) 7. Economics(I & II) 8. Sociology(I & II) 9. Philosophy/ Psychology (I & II) 10. Drawing & Painting (I & II) 11. Geography (I & II) 12. Home Science (I & II) | 100+100 100+100 100+100 100+100 100+100 100+100 100+100 100+100 100+100/75+75 90 75+75 50+50 | - | - - - - - - - - 50 (Psy.) 90+20 50 50+50 | 600 |

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|--------------------------|-------|-----|-------------|
| 13. Indian Music(I & II) | 40-40 | 120 | |
| | | | Grand Total |
| | | | 900 |

*ELIGIBILITY CRITERION ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION.

Scheme of B.A.B.Ed. IInd Year

| Theory Paper | Course Code | Title of the Paper | Evaluation | | | Total | |
|--------------|-----------------------|---|---|----------|----------------------|-------------|------|
| | | | External | Internal | Practical | | |
| I | B.A.B.Ed. 01 | Gen. Hindi(Compulsory)* | 100 | - | - | 100 | |
| II | B.A.B.Ed. 02 | Knowledge and curriculum | 80 | 20 | - | 100 | |
| III | B.A.B.Ed. 03 | Learning and Teaching | 80 | 20 | - | 100 | |
| IV | B.A.B.Ed. 04 (G-A) | Peace Education | 80 | 20 | - | 100 | |
| V | B.A.B.Ed. 05 | Content (Select any Three) 1. Hindi Sahitya (I & II) 2. Sanskrit (I & II) 3. English Literature (I & II) 4. Urdu (I & II) 5. History (I & II) 6. Political Science/Pub. Aid (I & II) 7. Economics(I & II) 8. Sociology(I & II) 9. Philosophy/ Psychology (I & II) 10. Drawing & Painting (I & II) 11. Geography (I & II) 12. Home Science (I & II) 13. Indian Music(I & II) | | | | 600 | |
| VI | 06 | | 100+100 | - | - | | |
| & | 07 | | 100+100 | - | - | | |
| VII | & | | 100+100 | - | - | | |
| | 07 | | 100+100 | - | - | | |
| | (G-B) | | 100+100 | - | - | | |
| | | | 100+100 | - | - | | |
| | | | 100+100 | - | - | | |
| | | | 100+100 | - | - | | |
| | | | 100+100 | - | - | | |
| | | | 100+100 | - | - | | |
| | | | 100+100 | - | - | | |
| VIII | B.A. B.Ed Practicum | | OPEN AIR / SUPW CAMP 1. Community Service 2. Survey (Based on social and educational events) 3. Co-Curricular Activities 4. Health and Social awareness programme (DISASTER MANAGEMENT AND CLEANINESS) | | 25 25 25 25 | | |
| | | | | | | Grand Total | 1000 |

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Scheme of B.A.B.Ed. IIIrd Year

| Theory Paper | Course Code | Title of the Paper | Evaluation | | | Total |
|--------------|--------------------------|---|---------------|----------|----------------|-------|
| | | | External | Internal | Practical | |
| I | B.A.B.Ed. 01 | Elementary Computer Application (ICT)(Compulsory)* | 60 | - | 40 (30+10) | 100 |
| II | B.A.B.Ed. 02 | Language Across the Curriculum | 80 | 20 | - | 100 |
| IV | B.A.B.Ed. 04 (G-A) | Guidance and Counseling in School | 80 | 20 | - | 100 |
| V | B.A.B.Ed | Content (Select any Three) | | | | 600 |
| VI | 05 | 1. Hindi Sahitya (I & II) | 100+100 | - | - | |
| & | 06 | 2. Sanskrit (I & II) | 100+100 | - | - | |
| VII | & | 3. English Literature(I & II) | 100+100 | - | - | |
| | 07 | 4. Urdu (I & II) | 100+100 | - | - | |
| | (G-B) | 5. History (I & II) | 100+100 | - | - | |
| | | 6. Political Science/Pub. Adm (I & II) | 100+100 | - | - | |
| | | 7. Economics(I & II) | 100+100 | - | - | |
| | | 8. Sociology(I & II) | 100+100 | - | - | |
| | | 9. Philosophy/ Psychology (I & II) | 100+100/75+75 | - | 50 (Psy.) | |
| | | 10. Drawing & Painting (I & II) | 90 | - | 90+20 | |
| | | 11. Geography (I & II) | 75+75 | - | 50 | |
| | | 12. Home Science (I & II) | 50+50 | - | 50+50 | |
| | | 13. Indian Music(I & II) | 40+40 | - | 120 | |
| VIII | 08(a,b) | Pedagogy of a School Subject (Candidate should opt any two school subject from the following i.e. one school subject for part - 3 and other school subject for Part - 4) 1. Hindi 2. Sanskrit 3. English 4. Urdu 5. History 6. Economics 7. Civics 8. Geography 9. Social Studies 10. Home Science 11. Drawing and Painting 12. Music 13. Psychology | 80 | 20 | - | 100 |
| Practicum | | Special Training Programme • Micro Teaching • Practice Lesson • Observation Lesson • Technology Based Lesson | | | 10 50 05 | 100 |

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|--|--|-----|----|----|----|------|
| | <ul style="list-style-type: none"> • Criticism Lesson • Attendance/Seminar/ Workshop | | 05 | 20 | 10 | |
| | Final Lesson | 100 | | | | 100 |
| | | | | | | 1100 |

*ELIGIBILITY CRITERION ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION.

Scheme of B.A.B.Ed. IVth Year

| Theory Paper | Course Code | Title of the Paper | Evaluation | | | |
|--------------|-------------------|---|------------|----------|-----------|-------|
| | | | External | Internal | Practical | Total |
| I | B.A.B.Ed. 01 | Environmental Studies (Compulsory)* | 100 | - | - | 100 |
| II | B.A.B.Ed. 02 | Creating and inclusive school | 80 | 20 | - | 100 |
| III | B.A.B.Ed. 03 | Understanding Disciplines and Subject | 80 | 20 | - | 100 |
| IV | B.A.B.Ed. 04(G-A) | Physical Education & Yoga | 80 | 20 | - | 100 |
| V | B.A.B.Ed. 05 | Gender, School and Society | 80 | 20 | - | 100 |
| VI | B.A.B.Ed. 06 | Assessment for Learning | 80 | 20 | - | 100 |
| VIII | 08(a/b) | Pedagogy of a School Subject (Candidate should opt any two school subject from the following i.e. one school subject for part - 3 and other school subject for Part - 4) 1. Hindi 2. Sanskrit 3. English 4. Urdu 5. History 6. Economics 7. Civics 8. Geography | 80 | 20 | - | 100 |

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| | | | | | |
|-----------|--|------------|----------------------|--|------------|
| | 9.Social Studies 10.Home Science 11. Drawing and Painting 12. Music 13. Psychology | | | | |
| Practicum | 1. Practice teaching 2. Block Teaching (Participation in School Activities Social Participation in Group) 3. Report of any feature of school / case study/action research 4. Criticism Lesson | | 50 20 10 20 | | 100 |
| | Final Lesson | 100 | | | 100 |
| | | | | | 800 |

*ELIGIBILITY CRITERION ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION.

Four Years Integrated Degree Scheme of B.A.B.Ed.

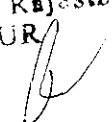
Compulsory Papers*

| Year | Paper |
|----------|----------------------------|
| Ist Year | Gen. English |
| II Year | Gen. Hindi |
| III Year | Computer Application (ICT) |
| IV Year | Environmental Studies |

Compulsory Paper

| Year | Paper |
|------------------------|--|
| I st Year | 1. Childhood and Growing Up 2. Contemporary India and Education |
| II nd Year | 3. Knowledge and curriculum 4. Learning and Teaching |
| III rd Year | 5. Language Across the Curriculum |
| IV th Year | 6. Creating and inclusive school 7. Understanding Disciplines and |

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| Subject |
| 8. Gender, School and Society |
| 9. Assessment for Learning |

Group – A: - Subject Specialisation :

| Year | Paper |
|------------------------|------------------------------------|
| I st Year | Instructional System & Educational |
| II nd Year | Peace Education |
| III rd Year | Guidance and Counselling in School |
| IV th Year | Physical Education & Yoga |

Group-B: Content of Language and Social Science Subject: - A Student has to opt any three optional subject (papers) from group B which two must be the school teaching subjects.

| | |
|---------------------------------------|--------------------------------|
| Hindi Sahitya (I & II) | Sociology(I & II) |
| Sanskrit (I & II) | Philosophy/Psychology (I & II) |
| English Literature (I & II) | Drawing & Painting (I & II) |
| Urdu (I & II) | Geography (I & II) |
| History (I & II) | Home Science (I & II) |
| Political Science/Pub. Admi. (I & II) | Indian Music (I & II) |
| Economics(I & II) | |

Group C: Pedagogy of School Subject 08 A/B: Pedagogy of a School Subject IIIrd Year and IVth Year (candidate shall be required to offer any two papers from the following for part-III & other for part-IV).

| | |
|----------------------|----------------------------------|
| Pedagogy of Hindi | Pedagogy of Geography |
| Pedagogy of Sanskrit | Pedagogy of Social Studies |
| Pedagogy of English | Pedagogy of Home Science |
| Pedagogy of Urdu | Pedagogy of Drawing and Painting |
| Pedagogy of History | Pedagogy of Music |

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|-----------------------|------------------------|
| Pedagogy of Economics | Pedagogy of Psychology |
| Pedagogy of Civics | |

| Years | Papers | Marks |
|--------------|-----------------------------------|-----------------------------|
| I Year | 9 Paper | 900 |
| II Year | 9 Paper + Practicum | 900+100 |
| III Year | 9 Paper + Practicum+ Final Lesson | 900 + 100+100 = 1100 |
| IV Year | 6 Paper + Practicum+ Final Lesson | 600 +100+100 = 800 |
| Total | 33 PAPERS | 3300+ 300+200 = 3800 |

O. 321 The objectives of the practical work prescribed for the Integrated Programme of B.A.-B.Ed. Degree (Four Year) are follows:

PART II

Practical Work

Objectives:

To develop the ability and self-confidence of pupil teachers:

1. To be conscious of sense of values and need for their inculcation in children through all available means including one's own personal life.
2. Possess a high sense of professional responsibility.
3. Develop resourcefulness, so as to make the best use of the situation available.
4. Appreciate and respect each child's individuality and treat him as independent and integrated personality.
5. Arouse the curiosity and interest of the pupils and secure their active participation in the educative process.
6. Develop in the pupil's capacity for thinking and working independently and guide the pupils to that end.
7. Organize and manage the class for teaching learning.
8. Appreciate the dynamic nature of the class situation and teaching techniques.
9. Define objectives of particular lessons and plan for their achievements.
10. Organize the prescribed subject- matter in relation to the needs, interest and abilities of the pupils.
11. Use the appropriate teaching methods and techniques.

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12. Prepare and use appropriate teaching aids, use of the black board and other apparatus and material properly.
13. Convey ideas in clear and concise language and in a logical manner for effective learning.
14. Undertake action research.
15. Give proper opportunity to gifted pupils and take proper care of the back-ward pupils.
16. Co-relate knowledge of the subject being taught with other subjects and with real life situations as and when possible.
17. Prepare and use assignments.
18. Evaluate pupil's progress.
19. Plan and organize co curricular activities and participate in them.
20. Co-operates with school teachers and administrators and learns to maintain school records and registers.

Practical skill to teach the two school subjects offered under Theory papers VIII A/B are the following:

1. Observation of lesson delivered by experienced teachers and staff of the college.
2. Planning units and lessons.
3. Discussion of lesson plans, unit plans and lessons given (including criticism lesson)
4. Organization and participation in co- curricular activities.
5. Setting follows up assignment.
6. Evaluation in terms of educational objectives use of teachers made tests & administration of standardized tests.
7. Black-board work.
8. Practical work connected with school subjects.
9. Preparation and use of audio visual aids related to the methods of teaching.
10. Experimental and laboratory work in sciences, home-science, Geography and other subjects of experimental and practical nature.
11. Study of the organization of work and activities in the school.
12. Observation and assistance in the health education programme.
13. Observation and assistance in the guidance programme.
14. Maintenance of cumulative records.

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15. Techniques of teaching in large classes.

O. 322 A candidate has to deliver at least 40 lessons (20 Lessons of one teaching subject in 3rd year & 20 Lessons of other teaching subject in 4th year) in a recognized school under the supervision of the staff of the college shall be eligible for admission to the examination for the degree of B.A.-B.Ed.

Notes :-

- i. Teaching subject means a subject offered by the candidate at his/her running B.A-B.Ed. course either as a compulsory subject or as an optional subject provided that the candidate studied it for at least two years. Thus the qualifying subjects like General English, General Hindi, Education, History of Indian Civilization and Culture. Prescribed for running B.A- B.Ed. course of the University or a subject dropped by candidates at the part I stage of the degree course shall not be treated as teaching subjects.
- ii. Only such candidate shall be allowed to offer Social Studies for the B.A-B.Ed. Examination as have taken their running B.A- B.Ed. course with any two subjects out of History, Political Science/Public Administration, Economics, Geography, Sociology, Philosophy / Psychology.
- iii. A candidate who has studied political or public administration as one of the subject in two years shall be offered civics as a teaching subject in B.A. B.Ed Integrated.
- iv. To maintain same sequence of papers (G.A. - IVth, G.B. 05/06/07 papers (Ist, IInd & IIIrd year) and 8 a/b IIIrd year and IVth year) in the four years B.A.B.Ed itegrated course. paper no IIIrd in B.A.B.Ed IIIrd year and paper no VIIth in B.A.B.Ed IVth year were skipped.

O.323 No candidate shall be allowed to appear in the Integrated B.A/B.Ed examination I,II,III & IV Year unless he/she has attended (80% for all course work & practicum, and 90% for school internship)

O.324 The examination for Integrated B.A.-B.Ed. for Four Year shall be in two parts- part 1st comprising theory papers & part 2 practice of teaching in accordance with the scheme of examination laid down from time to time.

O.325 Candidates who fail in Integrated B.A-B.Ed examination in part 1or/ part 2 the theory of education may present themselves for re-examination there in at a

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subsequent examination without attending a further course at an affiliated training college.

Provided that a candidate who fails in any one of the theory papers and secures at least 48% marks in the aggregate of the remaining theory papers may be allowed to reappear in the examination in the immediately following year in the paper in which he/she fails only. He/she shall be declared to have passed if he secures minimum passing marks prescribed for the paper in which he appeared and shall be deemed to have secured minimum passing marks only prescribed for the paper (irrespective of the marks actually obtained by him) for the purpose of determining his division in accordance with the scheme of examination. The candidate shall have to repeat the whole examination in subsequent year in case he fails to clear the paper in which he failed.

O.326 Candidates who fail in the Integrated B.A-B.Ed. examination part 1 and part 2 only in the practice of teaching may appear in the practical examination in the subsequent year provided that they keep regular terms for four calendar months per year and give at-least 40 lessons(20 in part 1& 20 in part 2) supervised lessons.

O.326 A: A candidate who complete a regular course of study in accordance with the provision laid down in the ordinance, at an affiliated teacher's training college for four academic year but for good reasons fails to appear at the Integrated B.A-B.Ed. examination may be admitted to a subsequent examination as an Ex-student as defined in O.325 or O.326 Above.

O.326 B: No candidate shall be permitted to appear as an Ex-student at more than one subsequent examination. The Integrated B.A-B.Ed programme shall be of duration of four academic years, which can be completed in a maximum of five years from the date of admission to the Integrated B.A.-B.Ed. Degree.

Regulation 42 :-

Scheme of Integrated B.A-B.Ed Four Year Examination

The Integrated B.A-B.Ed. (Four years) will consist of the following components;

Part I- Main theory papers at **B.A-B.Ed. II**, In Integrated B.A.-B.Ed II Year Paper nos. are 02, 03, 04 (G-A) are of 3 hours carrying 100 marks (80 for the theory + 20 sessional) each. Compulsory paper* 01 of 100 marks and optional papers 05, 06, 07 (G-B) are of 3 hours

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carrying 100 marks (I and II) each. Distribution of marks having practical such as psychology drawing and painting, Geography, Home science and Indian music are according to their marking scheme mention in page No. 7. VIIIth paper Practicum carrying 100 marks.

Part II- Practice Teaching - Micro Teaching, Internship, Practice Teaching of 20 weeks (10 at B.A.-B.Ed Year III & 10 at B.A.B.Ed Year IV) Block Teaching and Criticism and Final Lesson in III & IV Year per teaching subject.

Organization evaluation of practice teaching:

1. Every candidate will teach at-least 40 lessons (20 in III Year & 20 in IV Year) during practice teaching session. At least ten lessons in each subject should be supervised.
2. 40(20+20) lessons as desired in the syllabus should be completed as full period class room lesson. Micro teaching lesson to be used in addition to those 40 lessons for developing certain teaching skills.
3. A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subjects.
4. By and large, the evaluation of the performance in the practical teaching will be based on the last ten lessons in the subject when the student has acquired some competence and skills of teaching.
5. The internal assessment in practice of teaching will be finalized by the principal with the help of members of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.
6. At Integrated B.A-B.Ed III Year each candidate should be prepared to teach one lessons at the final practice examination. At the Integrated B.A-B.Ed IV Year exam candidate should be prepared to teach two lessons (one in each subject);The external examiners may select at-least 10% of the candidates to deliver two lessons in Integrated B.A-B.Ed IV Year.

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7. There will be a board of Examiners for the external examination for each college which will examine each candidate in at-least one lesson and a minimum of 15% in two lessons (one in each of the two subjects).
8. The board of Examination will consist of:
 - (a) The principal of the college concerned.
 - (b) A principal or a senior and experienced member of the teaching staff of another training college, affiliated to University of Rajasthan.
 - (c) An external examiner from outside the University of Rajasthan or a senior member of the teaching staff of an affiliated training college.
 - (d) The board as far as possible will represent Social science, language and science.
9. Approximately 50 lessons will be examined by the board each day.

Distribution of marks having practical such as psychology drawing and painting, Geography, Home science and Indian music are according to their marking scheme mention in page No.7.

Working out the result and awarding the division:

- (1) A candidate in order to be declared successful at the Integrated B.A-B.Ed. I, II, III & IV Year Examination, shall be required to pass separately in Part I (Theory) and Part II (Practice of Teaching).
- (2) For a passing in Part I (Theory) a candidate shall be required to obtain at-least (a) 30 percent marks in each theory paper and sessionals (24 marks out of 80 and 6 marks out of 20); (b) 30% marks in each theory paper and sessional (11 marks out of 35 & 4 marks out of 15) (c) 36 percent marks in the aggregate of all the theory papers.
- (3) For passing in Part II (school internship Practice of Teaching) a candidate shall be required to obtain separately at-least-

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- ❖ 40 percent marks in the external examination.
- ❖ 40 percent marks in internal assessment.

(4) The successful candidates at Integrated B.A.-B.Ed Four Year Examination obtaining total marks will be classified in three divisions and shall be assigned separately in theory and school internship Practice of teaching as follows:

| Division | Theory | Practice of Teaching |
|----------|--------|----------------------|
| I | 60% | 60% |
| II | 48% | 48% |
| Pass | 36% | 40% |

The practical work record shall be properly maintained by the college and may be made available for work satisfaction of external examiner in school internship (practice teaching), those are expected to submit a report regarding this separately.

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नोट : 36 से कम अंक लाने पर छात्रों को उत्तीर्ण नहीं किया जायेगा ! इस प्रश्नपत्र में प्राप्त अंकों को श्रेणी निर्धारण हेतु नहीं जोड़ा जायेगा।

अंक विभाजन — प्रश्नपत्र में दो भाग होंगे — 1. साहित्य खण्ड एवं 2. व्याकरण खण्ड। साहित्य खण्ड में दो भाग होंगे — गद्य भाग एवं पद्य भाग। प्रत्येक खण्ड के लिए 50 अंक निर्धारित हैं।

अंक विभाजन 50 अंक

- | | | |
|---|---------------------------|--------|
| • दो व्याख्या पद्य से (प्रत्येक में विकल्प देना है) | 5 x 2 = | 10 अंक |
| • दो व्याख्या गद्य से (प्रत्येक में विकल्प देना है) | 5 x 2 = | 10 अंक |
| • आलोचनात्मक प्रश्न पद्य से (विकल्प देना है) | $7\frac{1}{2} \times 2 =$ | 15 अंक |
| • आलोचनात्मक प्रश्न गद्य से (विकल्प देना है) | $7\frac{1}{2} \times 2 =$ | 15 अंक |

क. साहित्य खण्ड — गद्य-पद्य की निर्धारित रचनाएं

गद्य भाग —

- | | | |
|---------------------|----|--|
| 1. कहानी | -- | हार की जीत — सुदर्शन |
| 2. निबंध | -- | नाखून क्यों बढ़ते हैं — आ. हजारी प्रसाद द्विवेदी |
| 3. संस्मरण | -- | असीम औ ससीम के बीच — अज्ञेय |
| 4. रेखाचित्र | -- | गौरा — महादेवी वर्मा |
| 5. व्यंग्य | -- | प्रेमचंद के फटे जूते — हरिशंकर परसाई |
| 6. रिपोर्ताज | -- | स्टिल लाइफ — फणीश्वरनाथ रेणु |
| 7. साध्य-साधन एकत्व | -- | नन्दकिशोर आचार्य |
| 8. परोक्षरणीय निबंध | -- | आज भी खरे हैं तालाब अनुपम मिश्र |

ख. पद्य भाग

- | | | |
|--------------------|----|---|
| 1. कबीर | -- | कबीर ग्रंथावली, संपादक — श्यामसुंदर दास सुमिरन कौ अंग — साखी संख्या — 17, 21, 27, 29 = 4 विरह कौ अंग — साखी संख्या — 3, 5, 20, 29 = 4 वितावणी कौ अंग — साखी संख्या — 2, 8, 12, 18 = 4 |
| 2. सूरदास | -- | सूरसागर सार, संपादक — डॉ. धीरेन्द्र वर्मा विनय भक्ति पद्य — 21, 33 यशोदा हरि पालने झुलावे, खेलत में को काको गुरांग मैया मोहि दाऊ बहुत खिझायो आय योग सिखावन पाण्डे = 8 पद्य |
| 3. तुलसीदास | -- | रामचरित मानस — लंका काण्ड — (रावनुरथी विरध रघुवीरत..... निज-निज प्रभुआस) |
| 4. मीरां | -- | मीरां पदावली — सं० शंभुसिंह मनोहर गन थें परस हरि के चरण (01), थारो रूप देख्या अटकी (09) मो हे रावरे के रंग की रँची (19) में तो गिरिधर के धर जाऊ(20) म्हाँ गिरिधर के रंग राती वहाँ (26) |
| 5. रहीम | -- | रहीम ग्रंथावली, सं० — विद्यानिदास मिश्र तथा डॉ. गोविन्द राजनीश दोहा संख्या — 186, 191, 211, 212, 214, 218, 219, 220, 223, 224 = 10 दोहे |
| 6. मैथिलीशरण गुप्त | -- | साकंत — कैकेयी अनुताप (तदनन्तर बैठी सभा उटज के आगे विनय आज यह भाता) |
| 7. निराला | -- | दह तोड़ती पत्थर, भिक्षुक |
| 8. अज्ञेय | -- | भीतर जागा दाता |
| 9. नागार्जुन | -- | शक्तिदास के प्रति |

| | | | |
|--|----|--|----------------------------------|
| खण्ड 2. व्याकरण/व्यावहारिक हिन्दी -- | | | 50 अंक |
| 1. निबन्ध लेखन | -- | शब्द सीमा -- 300 शब्द | 8 अंक |
| 2. कार्यालयी पत्र | -- | शासकीय, अर्द्धशासकीय, कार्यालय ज्ञापन, कार्यालय आदेश, अधिसूचना, पृष्ठांकन | $3 \frac{1}{2} \times 2 = 7$ अंक |
| 3. संक्षेपण | -- | | 5 अंक |
| 4. पल्लवन | -- | | 5 अंक |
| 5. शब्द निर्माण | -- | उपसर्ग, प्रत्यय, संधि, समास | 5 अंक |
| 6. शब्द के प्रकार | -- | संज्ञा, सर्वनाम, क्रिया एवं क्रिया विशेषण | 5 अंक |
| 7. शब्द शुद्धि एवं वाक्य शुद्धि | | | 5 अंक |
| 8. मुहावरे एवं लोकोक्ति | | | 5 अंक |
| 9. पारिभाषिक शब्दावली (अंग्रेजी के 5 पारिभाषिक शब्दों के हिन्दी रूप) | | | 5 अंक |

P. S. Jain
 Dy. Professor (Hindi)
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Knowledge and Curriculum

Marks-100

Objectives

1. To create excellence in the educational system for facing the knowledge of challenges of the twenty first century.
2. To encourage the application of knowledge skills in the Indian educational institutions.
3. To enhance the quality of pre-service and in-service teacher training.
4. To realize the importance of curriculum modification.
5. To provide awareness and understanding of social environment.
6. To transform teacher- pupils in to a vibrant knowledge-based society.

Unit I : Concept of knowledge

- Meaning and Nature of knowledge
- Sources of attainment of knowledge in schools with special references of Society, Culture and modernity.
- Distinctions between- Knowledge and Skill, Teaching and Training, Knowledge and information, Reason and belief.

UnitII Facts of Knowledge-

Different facts of knowledge and relationship such as- Local and Universal, Concrete and Abstract, Theoretical and Practical, School and Out of School, (With an emphasis on understanding special attributes of school knowledge)

Unit III : Concept of curriculum

- Meaning, Nature and Objectives of Curriculum, Need for curriculum in schools.
- Philosophical, Psychological, Sociological and Scientific basis of Education with reference of Gandhi, Tagore, Dewey and Plato.
- Difference between curriculum and syllabus.
- Factors Influencing curriculum.
- Various types of curriculum- Subject centered, Experience centered, Activity centered, Child centered, and Craft centered.

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Unit-IV Child's Construction of Knowledge

- Sources of Knowledge : Empirical knowledge Vs Revealed knowledge
- Different kinds of knowledge:
 - (a) Disciplinary knowledge: Concepts and Alternative Concepts
 - (b) Course content knowledge: Criteria of Selection and Concerns
 - (c) Indigenous knowledge Vs Global knowledge
 - (d) Scientific knowledge Vs Religious knowledge
- Concepts of Belief, Information, Knowledge and Understanding

Unit V Curriculum Planning and Transaction

- Construction of Curriculum
- Models of Curriculum Development given by Franklin Bobbit, Ralph Tyler, Hilda Taba and Philip Jackson
- Curriculum Transaction: Role of a teacher in knowledge Construction through Dialogue, Challenge and Feedback as a Critical Pedagogue.

Tasks and Assignments

1. Class Test 10 marks
2. Any one 10 Marks
 - How does school knowledge get reflected in the form of curriculum, syllabus and textbooks?
 - Review of a text book of any school subject.
 - Prepare a children's literature handbook.
 - Seminars discussions, movie appraisals, group work, field works

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B.A. B.Ed -03 PART- II

Learning and Teaching

MARKS -100

Objectives:

After completing the course the students will be able:-

1. To get acquainted with the concept, principles and nature of teaching and learning.
2. To understand the different learning styles based on the difference of learners.
3. To study the relationship between teaching and learning and the factors which influence learning
4. To make use of modern information and communication technology to improve teaching-learning process.
5. To understand learning as a process of communication and be aware of various resources available for making it effective.
6. To study and analyze the socio cultural factors influencing cognition and learning.
7. To study and understand learning in constructivist perspective.

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8. To get acquainted with professional ethics of teaching profession.
9. To study the new trends and innovations involved in teaching learning process with professional ethics.

Unit I – Learning and Teaching Process

- Teaching: Meaning, Nature, Principle, Levels, Phases and maxims of teaching. Difference of training and instruction from teaching.
- Learning : Meaning, Nature, Factors affecting learning and types of learning
- Relationship between teaching and learning, Resource and their development for promoting teaching – learning process.
- Tradition and changes in view of the learning process a shift from teaching and learning.

Unit II – Source of Effective Teaching Learning

- Effective teaching: Meaning, component and parameters of effective teaching, classroom instruction strategies, Teacher behavior and classroom climate. (Flander's interaction analysis system)
- Instructional objectives in terms of bloom's taxonomy.
- Programming Learning: Concept, principles and types of programme learning.
- Concept of micro teaching, various teaching skills.


Unit III – Educational Technology

- Educational Technology: Meaning, Importance and Approaches.
- Model of teaching: Meaning, Assumptions and Fundamental elements of a model of a teaching suchman's inquiry training model.
- Communication: Concept, Elements and Communication skills, Teaching Learning process as the communication.

Unit IV – New Trends in teaching learning due to technological innovation

- Analysis and organization learning in diverse class room: Issues and concerns.
- Team Teaching Cooperative learning and E-learning, E-content, E-magazine, E-Journals, E-Library, Issues and concerns with regard to organize teaching, learning process in a diverse classroom with respect study habits, ability, giftedness and interest of the learner

Unit V Teaching as profession:

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- Ethics of teaching, professional growth of a teacher
- Teacher as a professional practitioner, identification of the performance, competency and commitment area for teacher.
- Need of Professional enrichment of teachers
- Professional ethics and its development

Test and Assignment:-

1. Class Test 10 MARKS
 2. Any One 10 MARKS
- Preparation and practical implication of at least two technical learning resources (transparencies, Power Point Slides, Animated Videos)
 - Identify the learning need of the learner in diverse class room with regard to their abilities, learning styles, socio cultural difference, learning difficulties and their implication for class room teaching.
 - Identify the professional skills for teachers and report any two programmes for professional development of teaching organized by the school/ training college/ any other agencies.
 - Conduct an Interview of any two students with multilingual background and identify the problems in teaching learning process.

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B.A. B.Ed -04 (G-A) PART- II

PEACE EDUCATION

OBJECTIVES:-

MARKS-100

The course will enable the student teachers to –

- to understand the concept of peace education.
- to acquire the knowledge about peaceful mind makes peaceful world.
- To understand the theory and practice of peace education
- To understand the philosophical thoughts for peace.
- To promote awareness about the existence of Conflicting relationships between people, within and between nations and between nature and humanity.
- To create frameworks for achieving Peaceful and Nonviolent societies.

UNIT I Concept of Peace

- Negative peace and Positive peace,

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- Negative Peace - Peace as absence of war and abolition of war, as the minimization and elimination of violence, as removal of structural violence, Peace with Justice, Peace and Nonviolent liberation technique (Satyagraha) and Disarmament.
- Positive peace: Peace as Love, Mutual Aid, Positive Interpersonal relations, Peaceful resolution of Conflict, Peace and Development, Alternative defense, living with nature and preserving Life and Eco system and Holistic Inner and Outer Peace.

Unit -2: Introduction of Peace Education

- Meaning, Concept and need of Peace Education.
- As a universal value
- Aims and Objectives of Peace Education
- Role of Social Agencies: Family, Religion, Mass Media, Community, School, NGO's, Government Agencies in promoting peace education.
- Current Status of Peace Education at Global Scenario.

Unit 3- Bases of Peace Education

- Becoming peace teacher-acquisition of knowledge, values and attitudes.
- Life Skills required for Peace Education (WHO)
- Areas of Peace Education: Conflict management , Conservation of Environment
- Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.
- Strategies and Methods of teaching Peace Education- Meditation, Yoga , Dramatization , Debate and etc.

UNIT 4.Effective Teaching of Peace

- Peace Education for Life and Life long education, Peace Education and Removing the Bias towards Violence – Correcting Distortions.
- Model of integrated Learning – Transactional Modalities - Cooperative Learning, Group Discussion, Project Work, Role Play, Story Telling, Rational Analytic Method – Case Analysis and Situation analysis,
- Peace Research, International classroom, International Parliament, Peace Awards, Creating Models for Peace technology - development of new tools, techniques, mechanisms and institutions for building up peace and Engaging students in Peace Process.

Unit 5- Transacting Peace Education & Role of Social Agencies:

- Integration of Peace Education through curricular and co-curricular activities

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- Role of mass media in Peace Education
- Programmes for Promoting Peace Education –UNESCO
- Addressing challenges to peace in Multicultural Society.
- Role of Religion in propagation of Peace. Nelson Mandela Mother-Theresa, Vivekananda, Gandhian Philosophy in promoting Peace Education. Role of Great personalities in promoting Peace.

Tasks and Assignments

1. Class Test 10 marks
2. Any one 10 Marks

- Prepare a Role Play of Great Personalities who worked/ contributed towards Peace.
- Organize an activity in schools to promote Peace.
- Write a report on Gandhi and Peace.
- Write about the contribution of any two Noble prize winners for Peace.
- Prepare an album of Indian Philosophers and write their thoughts on peace.

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 Dy. Registrar (Asst.)
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खण्ड – अ

1. केशवदास रामचन्द्रिका – सम्पादक – लाला भगवान दीन रावण-अंगद संवाद
2. बिहारी – बिहारी रत्नाकार – जगन्नाथ दास रत्नाकर
 1. मेरी भय बाधा हरौ.....
 2. जम-करि-मुँह-तरहरि पर्यौ.....
 3. कौन भाँति रहि है बिरदु.....
 4. कहत नटत, रीझत, खिझत.....
 5. नहि पराग नहि मधुर मधु.....
 6. दीरघ साँस न लेहि दुख.....
 7. थोरे ही गुन रीझते.....
 8. तंत्री-नाद कवित्त-रस.....
 9. या अनुरागी, चित्त की.....
 10. जप माला छापा तिलक.....
 11. भूसन मारु सम्भारि है.....
 12. अंग-अंग नग जगमगत दीपशिखा सी देह.....
 13. कहलाने एकत बसत अहि मयूर मृग बाघ.....
 14. कौ कहि सकै बडेन सौ लखै बडी हू भूल.....
 15. घरु-घरु डोलत दीन है.....
 16. आवत जात न जानियतु.....
 17. बडे न हूजे गुनन बिनु.....
 18. कनक कनक ते सौ गुनी भादकता अधिकाय.....
 19. तजि तीरथ हरि राधिका.....
 20. जिन दिन देखे वै कुसुम.....
 21. स्वारथु, सुकृतु न श्रम वृथा.....
 22. नर की अरु नल-नीर की.....
 23. कहत सवै, बेदी दिर्यै.....
 24. दृग उरझत, टूटत कुटुम.....
 25. रनित भृंग-घंटावली.....
3. देव – जाकै न काम न क्रोध विरोध.....
 – कोऊ कहौ कुलटा कुलीन अकुलीन कही.....
 – रावरी रूप रहयौ भरि नैनन.....
 – गंग तरगिन बीच बरगिनि.....
 – ऐसे जु हौ जानत कि जेहे तु विषय के संग.....
 – डार द्रुम पालना बिछौना नव पल्लव के.....
 – जब तै कुंवर कान्ह रावरी कला-निधान.....
 – राधिका कान्ह को ध्यान करै तब कान्ह.....
 – माखन सौ मन दूध सौ जोवन.....
 – को बचिहै यह बैरी बसन्त पै आवत.....

4. भूषण

- साजि चतुरंग-सैन अंग में उमंग धारि सरजा सिवाजी जंग जीतन चलत है।
- बाने फहराने घहराने घंटा गजन के नाही ठहराने रावराणे देसदेस के।
- बेद राखे बिदित पुरान परसिद्ध राखे राम-नाम राख्यो अति रसना सुधर में।
- उत्तरि पलंग तें न दियो हैं धरा पै पग तेऊ सगवग निसिदिन चली जाती हैं।
- ऊँचे घोर मंदर के अंदर रहनवारी ऊँचे घोर मंदर के अंदर रहाती है।
- अतर गुलाब चोदा चंदन सुगंध सब सहज सरीर को सुवास बिकसाती है।
- सौंधे को आधार किसमिस जिनको अहार चार अंक-लंक मुख चंदके समानी हैं।
- आपस की फूट ही तें सारे हिंदुवान टूटे टूट्यो कुल रावन अनीति अति करतें।
- भुज-भुजगेस की बैसंगिनी भुजांगिनी सी खेदि खेदि खाती दीह दारुन दलन के।
- अति सौंधे भरी सुखमा सु खरी मुख ऊपर आइ रहीं अलकें।

5. घनानंद -

1. छवि कौ सदन, मोदमंडित बदन-चन्द
2. भोर, ते सांझ लौ कानन ओर निहारति वावरी नैक न हारति
3. सोएँ न सोयबो, जागे न जाग, अनोखियै लाग सु अँखिन लागी
4. नित द्यौंस खरी, उर मांझ अरी, छवि रंग-भरी मुरि बाहनि की
5. अन्तर उदेग-दाह, अँखिन प्रवाह-आँसू
6. नैनन में लागै जाय, जागै सु करेजे बीच
7. दिननि के फेर सों, भयो है हर-फेर ऐसों
8. कौन की सरन जैये आप त्यों काहू पैये
9. जासों प्रीति ताहि निटुराई सों गिपट नेह,
10. भीत सुजान अनीत करौ जिन, हा हा न हूजियै मोहि अमोहि

6. आलम

1. रुचिर बरन चौरु चन्दन चरचि रुचि.....
2. अँखियाँ भली जू ऐसे अँसुवनि धारै नातो,
3. चाहती सिंगार तिन्हें सिंगी को रागाई कहा,
4. बारैं तें न पलक लगत बिनु साँवरे ते,
5. सीत रिपु भीत भई छाती राती ताती तई,
6. लता प्रसून डोल बोल कोकिला अलाप केकि,
7. पालन खेलत चन्द ललन छलन बलि,
8. देहो दधि मधुर धराने धरयो छोरे खेहें,
9. नीके न्हाइ धोइ धूरि पैठो नेक बैठो आनि,
10. गोरस सुढौरी लिये संभु ताको मत दिये,

7. पदमाकर

1. कूलन में, केलिन, कछारन में कुंजन में,
2. औरै भाँति कुंजन मे गुंजरत भौरे-भीर,
3. चंचला चमाकें चहूँ आरन ते चाह-भरी,
4. आयी हौ खेलन फाग इहाँ वृषभानपुरी तें सखी सँग लीने।.....
5. सीज ब्रज चंद पै चली यों मुखचंद जा को,
6. ऐसी न देखी सुनी सजनी धनी बाढत जात बियोग की बाधा।.....
7. तीर पर तरनि-तनूजा के तमाल-तरे,
8. फहरे निसान दिसानि जाहिर, धवल दल बक पांत से।.....
9. सिर कटहिं, सिर कटि धर कटाहें, धर कटि सुहय कटि जात हैं.....
10. किल किलकत चंडी, लहि निज खंडी, उमडि, उमंडी, हरषति है.....

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Date: _____
Page: _____

8. सेनापति

1. राखति न दोपै पोपै पिंगल के लच्छन कौं,
2. बानी सौं सहित सुबरन मुँह रहै जहाँ
3. करत कलाल खुति दीरघ, अमोल, तौल,
4. कालिंदी की धार निरधार है अधर, गन,
5. सोहै सँग आलि, रही रति हु कें उर सालि,
6. मालती की माल तेरे तन कौ परस पाइ,
7. मानहु प्रबाल ऐसे ओठ लाल लाल, भुज,
8. बरन बरन तरु फूले उपवन बन,

खण्ड — ब

रीतिकालीन साहित्य की प्रवृत्तियाँ

अंक विभाजन

1. कुल चार व्याख्याएं (एक कवि से केवल एक व्याख्या) (आन्तरिक विकल्प देय) $4 \times 10 = 40$ अंक
2. कुल तीन निबन्धात्मक प्रश्न (खण्ड — अ से) एक कवि से संबंधित एक ही प्रश्न (आन्तरिक विकल्प देय)
 $3 \times 15 = 45$ अंक
3. एक प्रश्न टिप्पणीपरक— (खण्ड — ब से) $2 \times 7\frac{1}{2} = 15$ अंक

दो विषयों पर टिप्पणियाँ (विकल्प देय)

(रीतिकाल की साहित्यिक प्रवृत्तियों से संबंधित)

Rajendra
Reg. Registrar (A.C. 10)
University of Jodhpur
JASMER

बी.ए. (ऑनर्स) द्वितीय वर्ष – हिन्दी साहित्य
द्वितीय प्रश्न पत्र – नाटक, एकांकी तथा कथेतर विधाएं

पूर्णांक 100

न्यूनतम उत्तीर्णांक – 36

खण्ड – 'अ'

1. नाटक – हानूष – भीष्म साहनी

खण्ड – 'ब'

2. एकांकी
रामकुमार वर्मा – उत्सर्ग
उपेन्द्र नाथ अश्क – तौलिये
हमीदुल्ला – हरितगंधा

कथेतर-गद्य

3. रेखाचित्र – प्रोफेसर शशांक – विष्णुकान्त शास्त्री
4. आत्मकथा – बिस्मिल का जीवन – रामप्रसाद बिस्मिल
5. संस्मरण – तीस बरस का साथी – रामविलास शर्मा
6. यात्रावृत्त – चीड़ों पर चांदनी – निर्मल वर्मा
7. रिपोर्ताज – अदम्य जीवन – रांगेय राघव

खण्ड – 'स'

नाटक, एकांकी तथा कथेतर विधाओं का उद्भव एवं विकास

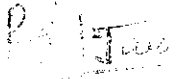
अंक विभाजन

कुल चार व्याख्याएं – दो नाटक से 9 x 4 = 36 अंक
एक एकांकी से
एक कथेतर गद्य से

कुल चार निबन्धात्मक प्रश्न 14 x 4 = 56 अंक
दो प्रश्न नाटक पर (विकल्प देय)
एक प्रश्न एकांकी पर (विकल्प देय)
एक प्रश्न कथेतर गद्य पर (विकल्प देय)

खण्ड 'स' में एक विषय पर टिप्पणी (विकल्प देय) 8 अंक

33/17


Dr. Pradyumn (Anand)
University of Rajasthan
Jaipur

Sanskrit

बी.ए. बी.एड. संस्कृत द्वितीय वर्ष (2021)

सामान्य निर्देश -

1. प्रत्येक परीक्षा में दो-दो प्रश्नपत्र होंगे।
2. प्रत्येक प्रश्नपत्र में न्यूनतम उत्तीर्णांक 36 तथा पूर्णांक 100 होंगे और समय 3 घण्टे का होगा।
3. परीक्षा का माध्यम हिन्दी/अंग्रेजी होगा, परन्तु प्रश्नपत्र केवल हिन्दी में बनाया जायेगा। परीक्षार्थी को छूट होगी कि वह हिन्दी, संस्कृत अथवा अंग्रेजी में किसी एक भाषा में उत्तर दे सके। यदि परीक्षक ने किसी प्रश्न विशेष के लिए भाषा का निर्देश कर दिया है तो उस प्रश्न का उत्तर उसी भाषा में देना अनिवार्य होगा।
4. संस्कृत केवल देवनागरी लिपि में ही लिखा जाना अपेक्षित है।
5. निर्धारित ग्रन्थ में से अनुवाद, व्याख्या, सरलार्थ एवं समालोचनात्मक प्रश्न पूछे जायेंगे।
6. प्रत्येक प्रश्नपत्र में 10 प्रतिशत अंक संस्कृत भाषा में उत्तर के लिये निर्धारित हैं।
7. प्रत्येक प्रश्नपत्र में दो भाग होंगे, जिसमें प्रथम 'अ' भाग लघूत्तरात्मक प्रश्नों का होगा। 'ब' भाग में निबन्धात्मक प्रश्न होंगे। 'अ' भाग में कुल 15 प्रश्न होंगे, जिनका पूर्णांक 30 होगा।

परीक्षा योजना-

न्यूनतम उत्तीर्णांक-72

पूर्णांक-200

प्रथम प्रश्न-पत्र

अंक-100

द्वितीय प्रश्न-पत्र

अंक-100

प्रथम प्रश्नपत्र

वैदिक साहित्य, गद्य साहित्य एवं व्याकरण

समय : 3 घण्टे

अंक-100

प्रथम प्रश्न में निर्धारित ग्रन्थ में से लघूत्तरात्मक निबन्धात्मक, अनुवाद, व्याख्या व समालोचनात्मक प्रश्न पूछे जायेंगे। 15 प्रश्न लघूत्तरात्मक होंगे जिनमें से प्रथम 5 प्रश्नों का उत्तर संस्कृत भाषा के माध्यम से देना होगा, प्रत्येक प्रश्न के लिए 2 अंक निर्धारित हैं। जिस प्रश्नपत्र में संस्कृत अनुवाद/ निबन्ध पूछे गए हैं वहाँ संस्कृत में उत्तर अपेक्षित नहीं है।

पाठ्यक्रम

1. वैदिक साहित्य

(क) ऋग्वेद के निम्नलिखित सूक्तों का अध्ययन-

20 अंक

अग्निसूक्त (1/1) वरुणसूक्त (1/25) इन्द्रसूक्त (2/12) क्षेत्रपतिसूक्त (4/57)
विश्वेदेवासूक्त (8/58) प्रजापतिसूक्त (10/121) संज्ञानसूक्त (10/191)

इन सूक्तों के मंत्रों का अनुवाद, व्याख्यात्मक टिप्पणी एवं उक्त देवताओं का चरित्र, स्वरूप से सम्बन्धित प्रश्न निर्धारित हैं।

(ख) कठोपनिषद्- प्रथम अध्याय-प्रथम वल्ली

10 अंक

2. गद्य साहित्य- शुकनासोपदेश (कादम्बरी-बाणभट्ट से)

25 अंक

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University of Rajasthan

Jaipur

3. वैदिक साहित्य का इतिहास 15 अंक
(वेद तथा प्रमुख ब्राह्मण ग्रन्थों का सामान्य परिचय)
4. व्याकरण- लघुसिद्धान्तकौमुदी-नामिक (अजन्त एवं हलन्त) 30 अंक
(क) अजन्त प्रकरण - 15 अंक
निम्नलिखित शब्दों की रूपसिद्धि एवं इनमें प्रयुक्त होने वाले सूत्रों का अर्थज्ञान- राम, सर्व, हरि, गुरु, रमा, नदी, ज्ञान, धारि
- (ख) हलन्त प्रकरण- 15 अंक
निम्नलिखित शब्दों की रूपसिद्धि एवं इनमें प्रयुक्त होने वाले सूत्रों का अर्थज्ञान- विश्ववाह, राजन्, भगवत्, विद्मस्, युष्मद्, अस्मद् और चतुर्, इदम्।

अंक- विभाजन

| क्र.सं. | नाम पुस्तक | लघूत्तरात्मक प्रश्न | अंक | निबन्धात्मक प्रश्न संख्या | अंक | अंक योग |
|---------|------------------------------|---------------------|-----|---------------------------|-----|---------|
| 1. | ऋग्वेद | लघूत्तरात्मक 2 | 04 | 02 | 16 | 4+16=20 |
| 2. | कठोपनिषद् | लघूत्तरात्मक 2 | 04 | 01 | 06 | 4+06=10 |
| 3. | शुकनासोपदेश | लघूत्तरात्मक 3 | 06 | 02 | 17 | 6+19=25 |
| 4. | वैदिक साहित्य का इतिहास | लघूत्तरात्मक 2 | 04 | 01 | 11 | 4+11=15 |
| 5. | लघुसिद्धान्त कौमुदी क- हलन्त | लघूत्तरात्मक 03 | 06 | 02 | 09 | 6+9=15 |
| | ख-अजन्त | लघूत्तरात्मक 03 | 06 | 02 | 9 | 6+9=15 |
| कुल योग | | 15 | 30 | 10 | 70 | 100 |

प्रश्न-पत्र का निर्माण निम्नानुसार होगा -

- सभी प्रश्न अनिवार्य हैं।
- प्रत्येक पुस्तक से लघूत्तरात्मक व निबन्धात्मक, व्याख्यात्मक प्रश्न पूछे जायेंगे। लघूत्तरात्मक प्रश्न के 2 अंक निर्धारित हैं।

निबन्धात्मक/ व्याख्यात्मक प्रश्न

1. वैदिक साहित्य

ऋग्वेद

भाग अ में 2-2 अंक के दो लघूत्तरात्मक प्रश्न पूछे जायेंगे। 04 अंक

भाग ब

4 मन्त्र पूछकर उनमें से किसी 2 की सप्रसंग व्याख्या पूछी जायेगी। 10 अंक

देवताओं के स्वरूप सम्बन्धी प्रश्न में से किसी एक का उत्तर अपेक्षित है। 06 अंक

कठोपनिषद्

भाग अ में 2-2 अंक के दो लघूत्तरात्मक प्रश्न पूछे जायेंगे। 04 अंक

भाग ब

2 मन्त्र पूछकर किसी एक की व्याख्या अपेक्षित है। 06 अंक

Raj/Taw 06 अंक
Dy. Registrar (Academic-I)
University of Rajasthan
Jaipur

2. शुकनासोपदेश
भाग अ में 2-2 अंक के तीन लघूत्तरात्मक प्रश्न पूछे जायेंगे । 06 अंक
भाग ब
4 श्लोकांश पूछकर उनमें से किन्हीं 2 की सप्रसंग व्याख्या पूछी जायेगी । 12 अंक
दो विवेचनात्मक प्रश्न पूछकर किसी एक प्रश्न का उत्तर देय होगा । 07 अंक
3. वैदिक साहित्य का इतिहास
भाग अ में 2-2 अंक के दो लघूत्तरात्मक प्रश्न पूछे जायेंगे । 04 अंक
भाग ब
2 विवेचनात्मक प्रश्न पूछकर 1 प्रश्न का उत्तर देय होगा । 11 अंक
4. लघुसिद्धान्त कौमुदी
(क) अजन्त
भाग अ में 2-2 अंक के तीन लघूत्तरात्मक प्रश्न पूछे जायेंगे । 06 अंक
भाग ब
4 सूत्र पूछकर 2 की व्याख्या अपेक्षित है । 05 अंक
4 शब्दों की सिद्धि पूछकर 2 की सिद्धि अपेक्षित है । 04 अंक
- (ख) इलन्त
भाग अ में 2-2 अंक के तीन लघूत्तरात्मक प्रश्न पूछे जायेंगे । 06 अंक
भाग ब
4 सूत्र पूछकर 2 की व्याख्या अपेक्षित है । 05 अंक
4 शब्दों की सिद्धि पूछकर 2 की सिद्धि अपेक्षित है । 04 अंक

सहायक पुस्तकें :

1. वैदिक सूक्त मुक्तावली- डॉ. सुधीर कुमार गुप्त , हंस प्रकाशन, जयपुर ।
2. ऋक्सूक्त मंजरी- डॉ. सुभाष वेदालंकार, -अलंकार प्रकाशन, जयपुर ।
3. ऋग्वेदसंहिता-एफ. मैक्समूलर-चौखम्बा प्रतिष्ठान दिल्ली ।
4. ऋग्वेदसंहिता-डॉ. शारदा चतुर्वेदी-चौखम्बा प्रतिष्ठान दिल्ली ।
5. ऋग्वेदसंहिता-वी.के.शर्मा-चौखम्बा प्रतिष्ठान दिल्ली ।
6. कठोपनिषद्-वैजनाथ पाण्डेय-मोतीलाल बनारसीदास ,दिल्ली ।
7. कठोपनिषद्-डॉ. राजेन्द्रप्रसाद शर्मा-जगदीश संस्कृत पुस्तकालय, जयपुर ।
8. कठोपनिषद्-रचना प्रकाशन, जयपुर ।
9. कठोपनिषद्(प्रथम तल्ली)- डॉ. सुभाष वेदालंकार, -अलंकार प्रकाशन, जयपुर ।

ग्रन्थ-साहित्य :

1. शुकनासोपदेश- डॉ. सुभाष वेदालंकार, अजगोरा बुक कम्पनी , जयपुर ।
2. शुकनासोपदेश-महालक्ष्मी प्रकाशन, आगरा ।
3. शुकनासोपदेश-डॉ. श्रीकृष्ण ओझा, आदर्श प्रकाशन, जयपुर ।
4. कादम्बरी- चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली ।

संस्कृत साहित्य का इतिहास :

1. संस्कृत साहित्य की रूपरेखा-चन्द्रशेखर पाण्डेय, चौखम्बा प्रकाशन , वाराणसी ।

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2. संस्कृत साहित्य का नवीन इतिहास—डॉ. पुष्करदत्त शर्मा।
3. संस्कृत साहित्य का समालोचनात्मक इतिहास—डॉ. रामजी उपाध्याय, रामनारायण वेनोमाधव, इलाहाबाद।
4. संस्कृत साहित्य का इतिहास— श्री सत्यनारायण शास्त्री, आर्य बुक डिपो, दिल्ली।
5. संस्कृत साहित्य का इतिहास— डॉ. बलदेव उपाध्याय, चौखम्बा प्रकाशन, वाराणसी।
6. संस्कृत साहित्य का इतिहास— मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली।
7. संस्कृत साहित्य का इतिहास— प्रो. उमाशंकर शर्मा ऋषि, चौखम्बा प्रतिष्ठान दिल्ली।
8. संस्कृत साहित्य का इतिहास— डॉ रमाशंकर त्रिपाठी चौखम्बा प्रतिष्ठान दिल्ली।
9. वैदिक साहित्य एवं संस्कृति का स्वरूप— ओम प्रकाश पाण्डेय, विश्व प्रकाशन।

लघुसिद्धान्त कौमुदी :

1. लघुसिद्धान्त कौमुदी—डॉ. अर्कनाथ चौधरी, जगदीश संस्कृत पुस्तकालय, जयपुर।
2. लघुसिद्धान्त कौमुदी— महेशसिंह कुशवाह—प्रथम व द्वितीय भाग, चौखम्बा संस्कृत प्रतिष्ठान दिल्ली।
3. लघुसिद्धान्तकौमुदी, श्रीश्रीधरानन्द शास्त्री, मोतीलाल बनारसीदास, दिल्ली।
4. लघुसिद्धान्तकौमुदी, विश्वनाथ शास्त्री, मोतीलाल बनारसीदास, दिल्ली।

द्वितीय प्रश्नपत्र

नाटक, छन्द, अलंकार एवं संस्कृत साहित्य का इतिहास

समय : 3 घण्टे

अंक—100

प्रथम प्रश्न में निर्धारित ग्रन्थ में से लघूत्तरात्मक निबन्धात्मक, अनुवाद, व्याख्या व समालोचनात्मक प्रश्न पूछे जायेंगे।

पाठ्यक्रम

1. अभिज्ञानशाकुन्तलम्— कालिदास 45 अंक
2. छन्द— अभिज्ञानशाकुन्तलम् के आधार पर निम्नलिखित छन्दों के लक्षण एवं उदाहरण—अनुष्टुप्, आर्या, उपजाति, भुजंगप्रयात, वसन्ततिलका, शिखरिणी, मालिनी, शार्दूलविक्रीडित, इन्द्रवज्रा, उपेन्द्रवज्रा, रथोद्धता, हरिणी, स्रग्धरा, मन्दाक्रान्ता। 10 अंक
अलंकार— काव्यदीपिका(अष्टम शिखा) के आधार पर निम्नलिखित अलंकारों के लक्षण एवं उदाहरण—अनुप्रास, यमक, श्लेष, वक्रोक्ति, उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति, अप्रस्तुतप्रशंसा, विभावना, विशेषोक्ति, व्यतिरेक, समासोक्ति, दृष्टान्त, दीपक, तुल्ययोगिता, संदेह, भ्रान्तिमान। 10 अंक
3. संस्कृत साहित्य का इतिहास 25 अंक

(क) वीरकाव्य : रामायण तथा महाभारत

(ख) महाकाव्य —कालिदास, अश्वघोष, भारवि, माघ।

(ग) गीति काव्य— कालिदास, भर्तृहरि, पण्डितराज जगन्नाथ।

(घ) गद्य काव्य— दण्डी, सुबन्धु, बाणभट्ट, अम्बिकादत्त व्यास।

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- (ड) नाट्य साहित्य— भास, कालिदास, शूद्रक, विशाखदत्त।
 (घ) आधुनिक संस्कृत साहित्य (राजस्थान प्रान्त के विशेष संदर्भ में)
 व.गणेशराम शर्मा, पं. मधुसूदन ओझा, भट्ट मथुरानाथ शास्त्री, पद्मशास्त्री,
 श्री सूर्य नारायण शास्त्री।

4. अनुवाद (हिन्दी से संस्कृत)

10 अंक

अंक— विभाजन

| क्र. सं. | नाम पुस्तक | लघूत्तरात्मक प्रश्न | अंक | निबन्धात्मक प्रश्न संख्या | अंक | अंको का योग | |
|----------|--|---------------------|-----|---------------------------|-----|-------------|-----|
| 1. | अभिज्ञानशाकुन्तलम् | लघूत्तरात्मक 05 | 10 | 03 | 35 | 10+35=45 | |
| 2. | छन्द (अभिज्ञानशाकुन्तलम् के आधार पर) | लघूत्तरात्मक 01 | 02 | 01 | 08 | 2+08=10 | |
| 3. | अलंकार (काव्यदीपिका अष्टम शिखा के आधार पर) | लघूत्तरात्मक 01 | 02 | 01 | 08 | 2+08=10 | |
| 4. | संस्कृत साहित्य का इतिहास | लघूत्तरात्मक 08 | 16 | 01 | 9 | 16+9=25 | |
| 5. | अनुवाद | | | 01 | 10 | 10 | |
| कुल योग | | | 15 | 30 | 07 | 70 | 100 |

प्रश्न-पत्र का निर्माण निम्नानुसार होगा -
 भाग 'अ'

30 अंक

प्रश्न-पत्र का निर्माण निम्नानुसार होगा -

- सभी प्रश्न अनिवार्य हैं।
- प्रत्येक पुस्तक से लघूत्तरात्मक व निबन्धात्मक, व्याख्यात्मक प्रश्न पूछे जायेंगे।
 लघूत्तरात्मक प्रश्न के 2 अंक निर्धारित हैं।

निबन्धात्मक / व्याख्यात्मक प्रश्न

1. अभिज्ञानशाकुन्तलम्

भाग अ में 2-2 अंक के पाँच लघूत्तरात्मक प्रश्न पूछे जायेंगे।

10 अंक

भाग ब

1 से 4 अंकों में से 4 श्लोक पूछकर उनमें से
 किन्हीं 2 की सप्रसंग व्याख्या पूछी जायेगी।

14 अंक

5 से 7 अंकों में से 4 श्लोक पूछकर उनमें से
 किन्हीं 2 की सप्रसंग व्याख्या पूछी जायेगी।

14 अंक

2 प्रश्नों में से 1 प्रश्न का उत्तर अपेक्षित है।

07 अंक

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2. छन्द
भाग अ में 2 अंक के एक लघूत्तरात्मक प्रश्न पूछा जायेगा । 02 अंक
भाग ब
4 छन्द पूछकर 2 के लक्षण एवं उदाहरण अपेक्षित है । 08 अंक
3. अलंकार
भाग अ में 2 अंक के एक लघूत्तरात्मक प्रश्न पूछा जायेगा । 02 अंक
भाग ब
4 अलंकार पूछकर उनमें से 2 के लक्षण एवं उदाहरण अपेक्षित है । 08 अंक
4. संस्कृत साहित्य का इतिहास
भाग अ में 2-2 अंक के आठ लघूत्तरात्मक प्रश्न पूछे जायेंगे । 16 अंक
भाग ब
2 विवेचनात्मक प्रश्नों में से 1 प्रश्न का उत्तर अपेक्षित है । 09 अंक
5. अनुवाद (हिन्दी से संस्कृत)
10 वाक्यों में किन्हीं 5 वाक्यों का संस्कृत में अनुवाद । 10 अंक

सहायक पुस्तकें

अभिज्ञानशाकुन्तलम्

1. अभिज्ञानशाकुन्तलम् डॉ. गंगासागर राय, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली
2. अभिज्ञानशाकुन्तलम् जगदीशप्रसाद शर्मा— रचना प्रकाशन, जयपुर
3. अभिज्ञानशाकुन्तलम् सुबोधनचंद्र पंत— मोतीलाल बनारसी, दिल्ली
4. अभिज्ञानशाकुन्तलम् जगदीशलाल शास्त्री— मोतीलाल बनारसी दिल्ली
5. काव्यदीपिका— परमेश्वरानंद शर्मा, मोतीलाल बनारसी दिल्ली

संस्कृत साहित्य का इतिहास :-

1. संस्कृत साहित्य की रूपरेखा— चंद्रशेखर पाण्डेय एवं नानूराम व्यास, चौखम्बा प्रकाशन, वाराणसी
2. संस्कृत साहित्य का नवीन इतिहास— डॉ. पुष्करदत्त शर्मा, अजमेरा बुक कं. जयपुर
3. संस्कृत साहित्य का आलोचनात्मक इतिहास— डॉ. रामजी उपाध्याय, रामनारायणलाल बेलरमाणव, इलाहाबाद
4. संस्कृत साहित्य का इतिहास—श्री सत्यनारायण शास्त्री, आर्य बुक डिपो, दिल्ली
5. संस्कृत साहित्य की प्रवृत्तियों— डॉ. जयकिशनप्रसाद खण्डेलवाल, विनोद पुस्तक मंदिर, आगरा
6. संस्कृत साहित्य का इतिहास— ए.बी. कीथ, अनु. मंगलदेव शास्त्री — दिल्ली।
7. संस्कृत साहित्य का इतिहास— प्रो. राजवंश सहाय 'हीरा' चौखम्बा संस्कृत प्रतिष्ठान दिल्ली
8. संस्कृत साहित्य का प्राचीन एवं अर्वाचीन इतिहास— डॉ. रामसिंह चौहान, रिनु पब्लिकेशन, जयपुर।

Raj | Jay

Dy. Registrar (Academic-I)
University of Rajasthan
Jaipur
12/11

ENGLISH LITERATURE

B.A. B.Ed. Part-II 2021

The Syllabus aims at achieving the following objectives :

1. Interpretation and appreciation of selected texts from the genres of poetry, drama, prose and fiction.
2. Strengthening skills of note making, summarizing and dialogue writing.
3. Understanding texts with specific reference to genres, forms and literary terms.

Paper I: Poetry and Drama

Maximum Marks: 100

Duration: 3 hrs

Min. Pass Marks: 36

Question No. 1: References to Context from unit A, B & C.

Candidate will be required to explain four (4) passages of Reference to Context out of Eight (8) of five marks each, with a total of 20 Marks.

Question No. 2: Will also be compulsory. The student will be required to attempt 5 questions out of 10. to be answered in about 5 lines each. Each question will carry 4 marks to a total of 20 marks.

The other 3 questions will be Essay-type questions of 20 marks each, one from each section with internal choice.

SECTION A

| | | |
|---------------------|---|--|
| Thomas Gray | : | Elegy Written in a Country Churchyard. |
| William Blake | : | London, Tiger |
| William Wordsworth | : | The World is Too Much with Us The Solitary Reaper |
| S.T. Coleridge | : | The Ancient Mariner |
| George Gordon Byron | : | There is a Pleasure in the Pathless Woods. |
| P.B. Shelley | : | Ode to the West Wind |
| John Keats | : | To Autumn |

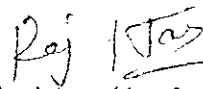
Reference Books :-

Strings of Gold Part I Ed. Jasbir Jain (Macmillan)

The Golden Treasury by Francis Turner Palgrave (OUP)

Poet's Pen: An Anthology of English Verse Paperback – by Dustoor P.E. (Author), Homai P.Dustoor (Author) (Oxford University Press)

The New Oxford Book of English Verse, 1250-1950 (Oxford Books of Verse) by Helen Gardner (Editor)


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SECTION B

- Nissim Ezekiel:
a. Enterprise
b. Night of The Scorpion
- Kamala Das:
a. My Grandmother's House
b. The Looking Glass
- Arun Kolatkar:
a. An Old Woman
b. The Bus
c. Chaitanya
- A.K. Ramanujan:
a. Of Mothers, Among Other Things
b. Obituary
c. A River
- Grieve Patel:
a. On Killing a Tree
b. Servants

Reference Books :-

- Ten Twentieth Century Poets* ed. R. Parthasarathy (O.U.P.):
Indian Writing in English by K.R.Srinivasa Iyengar .Sterling Publishers Pvt.Ltd
A History of Indian English Literature by M.K.Naik Sahitya Akademi
The Golden Treasury of Indo-Anglian Poetry, 1828-1965 by Vinayak Krishna Gokak (Editor) Sahitya Akademi

SECTION C

- Ibsen: *A Doll's House*
Tagore: *The Post Office*

Reference Books-

- Henrik Ibsen: *A Doll's House*. Maple Press (1 August 2011)
Tagore: *The Post Office*. Hesperides Press (August 2014)

Paper II: Prose and Fiction

Maximum Marks: 100

Duration: 3 hrs

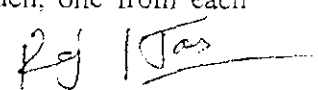
Min. Pass Marks: 36

Question No. 1: References to Context from unit A only.

Candidate will be required to explain four (4) passages of Reference to Context out of Eight (8) of five marks each, with a total of 20 Marks.

Question No. 2 will also be compulsory. The student will be required to attempt 5 questions out of 10, to be answered in about 5 lines each. Each question will carry 4 marks to a total of 20 marks.

The other 3 questions will be Essay-type questions of 20 marks each, one from each section with internal choice.


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SECTION A

| | |
|-------------------|-----------------------------|
| S. Radhakrishnan: | The Gandhian Outlook |
| R.K. Narayan: | A Bookish Topic |
| J.B. Priestley: | Making Writing Simple |
| Virginia Woolf: | How Should One Read a Book? |
| Leo Tolstoy: | Three Questions |
| Pearl S Buck: | The Refugees |
| R.K. Narayan: | Under the Banyan Tree |
| Alice Walker: | Am I Blue? |

Reference Books-

An Anthology of English Essays Edited by R.P. Singh (O.U.P.)

The Pointed Vision Edited by Usha Bande and Krishnan Gopal, (O.U.P.)

SECTION B

| | | |
|------------------|---|--------------------------|
| Chaman Nahal | : | Azadi |
| William Golding: | : | <i>Lord of the Flies</i> |

Reference Books :-

Chaman Nahal : Azadi .Penguin Books Ltd (March 30, 2003)

William Golding: : *Lord of the Flies*. Penguin Books; 3 edition (October 1, 1999)

SECTION C

Note Making, Summarizing, Theme Writing

Recommended Readings :

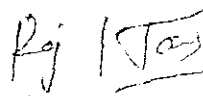
Mohan, Krishna., Raman, Meenakshi. Effective English Communication. Tata McGraw Hill. New Delhi, 2009.

The Handbook of Creative Writing. Ed. Steven Earnshaw, Edinburgh University Press. London, 2007.

Pal, Rajendra & Korlahalli, J.S. Essentials of Business Communication. New Delhi: Sultan Chand & Sons: New Delhi, 2005

Mohan Das, N.K. Writing Today:Developing Skills in Academic an Workplace Writing (Orient Blackswan)

Vandana R. Singh: *The Written Word* (O.U.P.)


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University of Rajasthan
Jaipur

Urdu

B. A. B. Ed. Part-II 2022

Paper-I Poetry and Critical Appreciation

Max.Marks 100

3 Hrs.

Min. Pass Marks 36

Books Prescribed :

1. Shahpare Published By Idara-e-Nashr-o-Ishayat, Allahabad University, Allahabad (1991 Edition)

The following are prescribed from the text Book :-

- A) Ghazalyat: Dard, Momin, Nasikh
- B) Qasida : Wah Wah Kya Motadil Hai Baghe Alam Ki Hawa of Zauq
- C) Marsiya : Namake Khawane Takallum Hai Fasahat Meri of Meer Anis

Division of Marks :

| | | |
|----------|--|-----------|
| Unit I | Ten short answer type questions. | 20 |
| Unit II | Explanation of Two Out of Three Ghazal/Qasida/Marsiya Passages. | 20 |
| Unit III | Critical Appreciation of Poet: Dard, Momin and Nasikh with Internal Choice | 20 |
| Unit IV | General Questions on Zauq & Anis.. | 20 |
| Unit V | General question on Ghazal, Qasida and Marsiya. | 20 |
| | | Total 100 |

Note: Attempt at least one question from each unit. All the short answer type question of unit I are compulsory.

Paper II (Prose)

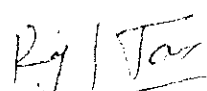
Max.Marks 100

3 Hrs.

Min. Pass Marks 36

Books Prescribed :


1. Intikhabe Nasr-Part-II Edited By Dr. Shabihul Hasan & Others (1990 Edition)
The following lessons are Omitted From the Text Book;-
 - A) Adab Ki Gharaz-o-Ghayat
 - B) Natak
2. Afsana : 1. Kafan: Premchand
3. Novel : 1. Ziddi : Ismat Chughtai.


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University of Rajasthan
Jaipur

Division of Marks :

| | | |
|----------|--|-----------|
| Unit I | Ten short answer type questions. | 20 |
| Unit II | Explanation of Two Out of Three Prose Passages. | 20 |
| Unit III | Critical Appreciation of A Prose Writer with Internal Choice | 20 |
| Unit IV | Summary of A Prose Lesson with Internal Choice | 20 |
| Unit V | General Questions on Novel & Afsana. | 20 |
| | | Total 100 |

Note: Attempt at least one question from each unit. All the short answer type questions of unit I are compulsory.


Dy. Registrar (Academic-I)
University of Rajasthan
Jaipur
PM

HISTORY

The scheme of examination will be as follows:

Scheme:

Maximum Marks 200

Minimum Pass Marks 72

Paper I

3 hrs. Duration

Marks 100

Paper II

3 hrs. Duration

Marks 100

Note: There shall be two papers in all in the subject of History, and each paper shall be of three hours duration and of 100 marks.

Each paper shall consist of two parts. Part I shall carry 40 marks and shall consist of two compulsory questions. The first compulsory question will be of 20 marks, comprising of 10 very short answer type questions of two marks each. The answer to each question should not exceed 20 words.

The second compulsory question will be of 20 marks. It will comprise of 10 short answer type questions of 04 marks each, the candidate will be required to answer any 05 questions. The answer to each question should not exceed 50 words.

The second part of the question paper shall be divided into three sections comprising of 06 essay type questions, containing 02 questions from each section, of 20 marks each. Candidate will be required to answer 03 questions, selecting one question from each section. This part of the question paper shall be of 60 marks.

परीक्षा योजना .

अधिकतम अंक 200

न्यूनतम उत्तीर्ण अंक 72

प्रथम प्रश्नपत्र

समय 3 घंटे

अंक 100

द्वितीय प्रश्नपत्र

समय 3 घंटे

अंक 100

नोट : इतिहास विषय के कुल दो प्रश्नपत्र होंगे, प्रत्येक प्रश्नपत्र तीन घंटे की अवधि का एवं 100 अंकों का होगा।

प्रत्येक प्रश्नपत्र के दो भाग होंगे। प्रथम भाग 40 अंकों का होगा एवं इस भाग में दो अनिवार्य प्रश्न होंगे। 20 अंकों के प्रथम अनिवार्य प्रश्न में, दो-दो अंक के 10 अनिवार्य अति-लघु उत्तरात्मक प्रश्न होंगे। प्रत्येक उत्तर की शब्द सीमा 20 शब्द।

20 अंकों के द्वितीय अनिवार्य प्रश्न में, चार-चार अंकों के 10 लघु उत्तरात्मक प्रश्न होंगे जिनमें से 05 प्रश्न कराने होंगे। प्रत्येक उत्तर की शब्द सीमा 50 शब्द।

प्रश्नपत्र के द्वितीय भाग में, पाठ्यक्रम के तीन खण्डों में से, प्रत्येक खण्ड से दो-दो प्रश्नों का चयन करते हुए, कुल 06 निबन्धात्मक प्रश्न होंगे। प्रत्येक प्रश्न 20 अंकों का होगा। परीक्षार्थियों को प्रत्येक खण्ड में से एक-एक प्रश्न का चयन करते हुए कुल 03 प्रश्न हल करने होंगे। प्रश्नपत्र का यह भाग 60 अंकों का होगा।

Raj Tan
Dy. Registrar
(Academic)
University of Rajasthan
Jaipur

PAPER I: HISTORY OF MEDIEVAL INDIA (c. 1200-1761 A. D)

Section - A

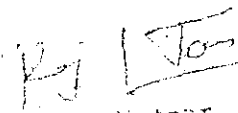
A survey of the sources of the period of Delhi Sultanate. Turkish invasions and Rajput resistance. Establishment and consolidation of Delhi Sultanate. Khalji imperialism and Tughlaq innovations. Growth of Provincial kingdoms. Contribution of Bahamani and Vijayanagar kingdoms.

Section - B

A survey of the sources of the Mughal period. Foundations of the Mughal Empire. Rise of Sher Shah Suri and his administration. Expansion and consolidation of the Mughal empire under Akbar. Role of Nur Jahan 'Junta' in Mughal politics. Mughal policy towards Rajputs, Sikhs, Deccan kingdom, Marathas, Persia and Central Asia. Religious policy of the Mughals. Rise of Shivaji and expansion of the Marathas upto 1761. Fall of the Mughal Empire.

Section - C

A critical evaluation of the main features and processes of the polity, society, economy and culture during medieval times (c. 1200-1761 A.D). Nature of State. Growth of administrative and agrarian systems. Economy : agriculture, industry, trade, banking, urban centres. Society : social classes : ulema, nobility, peasantry, slavery. Status of women. Bhakti Movement, Maharashtra Dharma, Sufism, Sikhism. Developments in art, architecture, and literature. Efforts at cultural synthesis and growth of composite culture.


Dy. Registrar
(Academic)
University of Rajasthan
JAIPUR.
Kor

पथम प्रश्नपत्र : माध्यकालीन भारत का इतिहास (1200-1761 ईस्वी)

दोस्ली सल्तनत के काल के स्रोतों का सर्वेक्षण। तुर्की आक्रमण एवं राजपूत प्रतिरोध। दिल्ली सल्तनत की स्थापना एवं सुदृढीकरण। खलजी साम्राज्यवाद एवं तुगलकी नवप्रवर्तन। प्राचीन राज्यों का उदय। बहमनी एवं विजयनगर राज्यों का योगदान।

खण्ड - ५

मुगल काल के स्रोतों का सर्वेक्षण। मुगल साम्राज्य की स्थापना। शेरशाह सूरी का उत्कर्ष एवं उसका प्रशासन। अकबर के अधीन मुगल साम्राज्य का विस्तार एवं सुदृढीकरण। मुगल राजनीति में नूरजहाँ 'जुन्ता' की भूमिका। राजपूतों, सिक्खों, दक्कनी राज्यों, मराठों, फारस एवं मध्य एशिया के प्रति मुगलों की नीति। मुगलों की धार्मिक नीति। शिवाजी का उत्कर्ष तथा 1761 ईस्वी तक मराठों का विस्तार। मुगल साम्राज्य का पतन।

खण्ड - ७

मध्यकाल (1200 से 1761 ईस्वी) में राजशासन, समाज, अर्थव्यवस्था एवं संस्कृति की मुख्य विशेषताओं का आलोचनात्मक मूल्यांकन। राज्य की प्रकृति। प्रशासनिक एवं कृषिपरक व्यवस्थाओं का विकास। अर्थव्यवस्था। कृषि, उद्योग, व्यापार, बैंकिंग, नगरीय केन्द्र। समाज। सामाजिक वर्ग - उन्मत्त कुलीन वर्ग, कृषक वर्ग, दासप्रथा। स्त्रियों की स्थिति। भक्ति आंदोलन, महाराष्ट्र धर्म, सूफीवाद, सिक्ख धर्म। कला, स्थापत्य एवं साहित्य की प्रगति। सांस्कृतिक समन्वय हेतु प्रयास एवं सगुण संस्कृति का विकास।

Books Recommended (अनुशंसित पुस्तकें):

- K. S. Lal : *History of the Khaljis*, Allahabad, 1960.
: *Theory and Practice of Muslim State in India*, Delhi, 1999
Hermann Kulke (ed.) : *The State in India, 1000-1700 A.D.*, Delhi, 1997
A. Mahdi Husain : *The Tughlaq Dynasty*.
: *The Rise and Fall of Muhammad Bin Tughlaq*.
Salish Chandra : *Medieval India -- From Sultanaate to the Mughals*, Part I, Delhi Sultanate (1205-1526), Part II, Mughal Empire (1526-1748) Delhi, 1997 (also in Hindi).
K. M. Ashraf : *Life and Conditions of the People of Hindustan (1200-1550 A.D.)*, Delhi, 1970.
R. P. Tripathi : *Rise and Fall of the Mughal Empire* (also in Hindi), Allahabad, 1963
: *Some Aspects of Muslim Administration*, Allahabad, 1964

P. J. Jais
Dy. Registrar
(Academic)

University of Rajasthan
Jaipur

Jagan Baychaudhuri

Irfan Habib (ed.)

*Cambridge Economic History of India, Vol. I,
c. 1200-1750 A.D., Delhi, 1984*

John F. Richards

The Mughal Empire, Delhi, 1993

Jadunath Sarkar

Mughal Administration, Delhi, 1972

Irfan Habib

*Agrarian System of Mughal India, 1526-1707, Mumbai,
1963*

S. R. Sharma

*Religious Policy of the Mughal Empire (also in Hindi), Agra,
1972*

Burton Stein

Vijayanagar, 1989

*Peasant State and Society in Medieval South India, Delhi,
1980*

H.K. Sherwani

The Bahamani Kingdom

G. S. Sardesai

New History of the Marathas, Vol. I

A. L. Srivastava

Medieval Indian Culture (also in Hindi), Agra, 1964

राधेशरण

*मध्यकालीन भारत का सामाजिक एवं आर्थिक इतिहास, मध्यप्रदेश
हिन्दी ग्रंथ अकादमी, भोपाल, 2000*

राधेशरण

*मध्यकालीन भारत की सांस्कृतिक सभ्यता, मध्यप्रदेश हिन्दी ग्रंथ
अकादमी, भोपाल, 1998*

आरखण्ड चौबे एच

कन्देयालाल श्रीवास्तव

*मध्ययुगीन भारतीय समाज एवं संस्कृति, उत्तरप्रदेश हिन्दी संस्थान लखनऊ,
चतुर्थ संस्करण, 2005*

सतीश चन्द्र

*मध्यकालीन भारत : सल्तनत से मुगलों तक, भाग एक - दिल्ली
सल्तनत (1206-1526), भाग दो - मुगल सल्तनत (1526-1748)*

हरिशंकर वर्मा (स.)

*मध्यकालीन भारत, भाग-1 (750-1540), भाग -2 (1540-1761),
हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली*

ए.एल. श्रीवास्तव

मध्यकालीन भारतीय सांस्कृति (अनुवाद)

मनश्याम दत्त शर्मा

*मध्यकालीन भारतीय सामाजिक, आर्थिक एवं राजनीतिक संस्थाएँ,
राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर*

Ray / Jain
Dy. Registrar
(Academic)
University of Rajasthan
JAIPUR

PAPER II. MAINTRENDS IN THE CULTURAL HISTORY OF INDIA

Section - A

Meaning of Culture. Essence and characteristics of Indian Culture. Religion and Culture - Vedic religion, Buddhism and Jainism, Vaishnavism and Saivism - Bhakti Movement. Islam and Sufism in India. Philosophy and Culture. Upanishadic thought, Bhagvadgita

Section - B

Literature and Culture : significance of Ramayana, Mahabharata and Puranas. Contribution of Kalidas, Tulsidas, and Ravindranath Tagore. Social Institutions and Culture : Social ideals of ancient India - varna, ashrama, samskaras, purushartha. Social Reform Movements of the 19th and 20th centuries.

Section - C

Art and Culture : Characteristics of Indian Art. Styles of temple architecture. A brief study of temples at Abu, Khajuraho, Orissa, Pallava and Chola temples. Painting through the ages - rock paintings, Ajanta paintings, Mughal painting. Science and Culture. Contributions of Aryabhata, Varahamihira, Charaka and Susruta

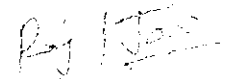
द्वितीय प्रश्नपत्र : भारत के सांस्कृतिक इतिहास की मुख्य धाराएँ

खण्ड - क

संस्कृति का अर्थ। भारतीय संस्कृति का प्रधान तत्त्व एवं विशेषताएँ। धर्म एवं संस्कृति - वैदिक धर्म, बौद्ध धर्म एवं जैन धर्म, वैष्णव धर्म एवं शैव धर्म। गणित आंदोलन। भारत में इस्लाम एवं सूफी मत। दर्शन एवं संस्कृति - उपनिषदों का चिन्तन, भगवद्गीता।

खण्ड - ख

साहित्य एवं संस्कृति : रामायण, महाभारत एवं पुराणों का महत्त्व। कालिदास, तुलसीदास एवं रवीन्द्रनाथ टैगोर का योगदान। सामाजिक संस्थाएँ एवं संस्कृति : प्राचीन भारत के सामाजिक आदर्श - वर्ण, आश्रम, संस्कार, पुरुषार्थ। 19^{वीं} एवं 20^{वीं} शताब्दी के समाज-सुधार आंदोलन।


Dy. Registrar
(Academic)
University of Rajasthan
JAIPUR
1952

भारतीय कला एवं संस्कृति - भारतीय कला की विशेषताएँ। मंदिर स्थापत्य की शैलियाँ। जायू, खण्डरत्ने, लोदी, चण्डिका एवं चोल मंदिरों का संक्षिप्त अध्ययन। काल के प्रवाह में चित्रकला - ग्रीक चित्रकला, अजात चित्रकला, गुप्त चित्रकला। विज्ञान एवं संस्कृति - आर्यमठ, बसंतमंदिर, धरक एवं शुक्र का योगदान।

Books Recommended (अनुशंसित पुस्तकें):

| | |
|----------------------|--|
| G. C. Pande | : Foundations of Indian Culture, Vol. I and II Meaning and Process of Culture |
| R. G. Bhandarkar | : Vaishnavism, Saivism and other Minor Religious Systems. |
| Rajbali Pandey | : Hindu Samikara (The Social and Religious Study of the Hindu Sacraments), (also in Hindi), Varanasi |
| A. L. Srivastava | : Medieval Indian Culture (also in Hindi). |
| V.S. Agrawala | : Indian Art, Varanasi |
| Krishna Dev | : Temples of North India (also in Hindi), NBT, New Delhi |
| K. R. Srinivasan | : Temples of South India (also in Hindi), NBT, New Delhi |
| A. L. Basham | : The Wonder that was India (also in Hindi) The Cultural History of India (ed.) |
| गोविन्दचन्द्र पाण्डे | : भारतीय परम्परा के मूल त्तर, मई दिल्ली, 1993 भारतीय समाज - तात्त्विक और ऐतिहासिक विवेचन, मई दिल्ली, 1994 |
| एन.के. देवराज | : भारतीय दर्शन, लखनऊ, 1963 |
| राजशेखरी पांडे | : हिन्दू संस्कार, वाराणसी |
| जयशंकर मिश्र | : प्राचीन भारत का सामाजिक इतिहास, पटना, 1999 |
| ए.एल. श्रीवास्तव | : मध्यकालीन भारतीय संस्कृति (अनुवाद) |
| वासुदेव शरण अग्रवाल | : भारतीय कला |
| पृथ्वीकुमार अग्रवाल | : प्राचीन भारतीय कला एवम् वास्तु, विश्वविद्यालय प्रकाशन, वाराणसी, 2002 |
| कृष्णदेव | : उत्तर भारत के मंदिर, नेशनल बुक ट्रस्ट, नई दिल्ली |
| के.आर. श्रीनिवासन | : दक्षिण भारत के मंदिर, नेशनल बुक ट्रस्ट, नई दिल्ली |
| रत्न प्रकाश | : प्राचीन भारतीय विज्ञान की परम्परा |
| ए.एल. माशम | : अद्भुत भारत (अनुवाद) |

Raj Jas
Dy. Registrar (Acad.)
University of Rajasthan
JAIPUR
KM

Political Science

B.A. B.Ed. Part-II 2022

प्रश्न-पत्रों की रूपरेखा

राजनीति विज्ञान के दो प्रश्न-पत्र होंगे। प्रत्येक प्रश्न-पत्र 3 घण्टे की अवधि का होगा तथा प्रश्न-पत्र के अधिकतम 100 अंक होंगे।

प्रत्येक प्रश्न-पत्र के तीन खण्ड होंगे। प्रथम खण्ड 20 अंकों का होगा। इस खण्ड में दो अंकों के 10 अनिवार्य प्रश्न होंगे। जिनमें से प्रत्येक प्रश्न का उत्तर परीक्षार्थी को अधिकतम 20-25 शब्दों में देना होगा।

द्वितीय खण्ड 20 अंकों का होगा। इस खण्ड में 05 अंकों के 04 अनिवार्य प्रश्न होंगे, जिनमें से प्रत्येक का उत्तर 150 शब्दों में अपेक्षित होगा।

तृतीय खण्ड 60 अंकों का होगा। इस खण्ड में तीन भाग होंगे। जिनमें प्रत्येक में 20 अंकों के दो निबंधात्मक प्रश्न होंगे। परीक्षार्थी से प्रत्येक खण्ड में से एक प्रश्न का उत्तर अपेक्षित होगा। प्रत्येक खण्ड से एक प्रश्न का चयन करते हुए कुल 03 प्रश्नों का उत्तर अपेक्षित होगा।

Scheme of Question Papers

There shall be two papers of political Science. Each question paper shall be of three hours duration and of 100 marks.

Each Question Paper shall consist of three Parts. Part I shall carry 20 marks and shall consist of 10 compulsory questions of 2 marks each to be answered in 20-25 words each.

Part II shall carry 20 marks and shall consist of 4 compulsory questions of 5 marks each to be answered in 150 words each.

Part III of the question paper shall carry 60 marks. This part shall be divided into 3 sections each comprising of 2 essay-type questions of 20 marks each. Candidates will be required to attempt one question from each section (3 questions in all, one from each section)

प्रथम प्रश्न- पत्र: प्रमुख राजनीतिक व्यवस्थाएँ

विद्यार्थियों से अग्रलिखित देशों की राजनीतिक प्रणालियों के महत्वपूर्ण पक्षों-विधायिका, कार्यपालिका, न्यायपालिका, राजनीतिक दल एवं वर्तमान प्रवृत्तियों का विश्लेषणात्मक और तुलनात्मक दृष्टिकोण से अध्ययन करने की अपेक्षा की जायेगी।

खण्ड 'क'

ब्रिटेन।

खण्ड 'ख'

संयुक्त राज्य अमेरिका।

खण्ड 'ग'

चीन, जापान, स्विट्जरलैण्ड।

अनुशंसित पुस्तकें:-

इकबाल नारायण : विश्व के संविधान।

Raj (Jal)

Dy. Registrar (Academic-I)
University of Rajasthan
Jaipur

- प्रमुदत्त शर्मा : संविधानों की दुनिया।
वाबूलाल फडिया : विश्व के प्रमुख संविधान।
पी.के. चड्ढा : विश्व के प्रमुख संविधान।
पुखराज जैन : विश्व के प्रमुख संविधान।
ए.सी. कपूर : मेजर कान्स्टीट्यूशन्स।
के.एल.कमल : चीन का संविधान एवं राजनीति

Paper-I : Selected Political System

Student will be expected to study the salient aspects-Legislature, Executive, Judiciary, Political Parties of the political systems of the following countries with an analytical and comparative perspective.

| | |
|---|------------|
| | Section -A |
| Britain | |
| | Section -B |
| U.S.A. | |
| | Section -C |
| Peoples Republic of China, Japan and Switzerland. | |

Suggested readings:

- Ogg & Zink : Modern Foreign Governments.
- Babulal Fadia : Vishwa Ke Pramukha Samvidhan.
- Iqbal Narain : Vishwa ke Samvidhan
- Chaddha , P.K : Vishwa Ke Pramukha Samvidhan(Adarsh Prakashan, Chaura Rasta, Jaipur).
- A.C Kapoor : Major Constitutions.
- R.C. Agarwal : World Constitutions.

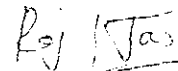
द्वितीय प्रश्न-पत्र: भारतीय राजनीतिक व्यवस्था

खण्ड 'क'

भारत में राष्ट्रीय आंदोलन- भारत में राष्ट्रवाद का उदय, भारतीय राष्ट्रीय कांग्रेस एवं मुस्लिम लीग की स्थापना, उदारवादी और उग्रवादी, गांधी व राष्ट्रीय आंदोलन, भारत में संवैधानिक विकास- भारत में शासन अधिनियम, 1919 (द्वैध शासन के विशिष्ट संदर्भ में), भारत शासन अधिनियम, 1935 (प्रांतीय स्वायत्तता के विशिष्ट संदर्भ में), संविधान निर्मात्री सभा।

खण्ड 'ख'

संविधान की प्रस्तावना, संघीय व्यवस्था, मौलिक अधिकार, राज्य नीति के निदेशक तत्त्व, संघीय कार्यपालिका: राष्ट्रपति, प्रधानमंत्री व मंत्रिपरिषद्, संघीय संसद, उच्चतम न्यायालय व न्यायिक पुनरावलोकन, न्यायिक सक्रियता, जनहित याचिका, संविधान सशोधन की प्रक्रिया, संघ- राज्य सम्बन्ध, संवैधानिक एवं विधिक आयोग-निर्वाचन आयोग, संघ लोक सेवा आयोग, राष्ट्रीय मानवाधिकार आयोग।



Dy. Registrar (Academic-I)
University of Rajasthan
Jaipur

खण्ड 'ग'

राज्यों का शासन: राज्य व्यवस्थापिका, राज्य कार्यपालिका: राज्यपाल, मुख्यमंत्री एवं मंत्री परिषद, कतिपय राज्यों को विशेष दर्जा और उसके प्रभाव, दलीय व्यवस्था, भारत में पंथनिरपेक्षता की प्रकृति, भारतीय राजनीतिक व्यवस्था के सम्मुख प्रमुख चुनौतियाँ—धर्मवाद, जातिवाद, साम्प्रदायिकता, नक्सलवाद, आंतकवाद, पंचायती राज एवं नगर निकाय, 73 वें व 74 वें संविधान संशोधन की महत्ता।

अनुशंसित पुस्तकें:—

N.D Palmer : The Indian Political System, Houghton Miffling, Boston, 1971

R.L. Hardgrave, Jr. : Indian Government and Politics (Harcourt Brance and World, Inc, New York, 1970)

Basu, D.D : Introduction to Constitution of India

Kashyab. Subash : Our Parliament

Zoya Hasan, E. Sridharan, R.Sudarshan (Editors): India's Living Constitution, Permanent Black, New Delhi, 2006

रजनी कोठारी: भारत में राजनीति, ओरिएन्ट लॉन्गमेन्स, नई दिल्ली, 1972

गोविन्द राम: भारतीय राज्य व्यवस्था

वी. एल. फडिया: भारतीय राज्य व्यवस्था

एस. एम. सईद: भारतीय राज्य व्यवस्था

बी. के. शर्मा: भारतीय संविधान

पी. के. चड्ढा: भारतीय राजनीतिक प्रणाली, आदर्श प्रकाशन, चौडा रास्ता, जयपुर

वासुकी नाथ चौधरी, युवराजकुमार: भारतीय शासन एवं राजनीति, ओरिएन्ट, ब्लैकस्वान, नई दिल्ली, 2011

Paper (II) – Indian Political System

Section – A

National Movement in India, Rise of Nationalism in India, Foundation of the Indian National Congress and Muslim League, Moderates and Extremists, Gandhi and National Movement.


Constitutional Development in India : Government of India Act 1919 (with special reference to Dyarchy) and Government of India Act 1935(with special reference to Provincial Autonomy)Constituent Assembly.

Section-B

Preamble of the Constitution, Federal system, Fundamental Rights, Directive Principles of State Policy, Union Executive: President, Prime Minister and the Council of Ministers, Union Parliament, Supreme Court and Judicial Review, Judicial Activism, PIL, Method of Amendment in the Constitution, Centre – State Relation, Constitutional/Statutory commission- ECI, UPSC, NHRC.

Section –C

Governance of States: State Legislature, State Executive: Governor, Chief Minister, Council of Minister, Special status to certain states and its implications, Party System, Nature of Secularism in India, Major challenges before the Indian Political System : Regionalism, Casteism, Communalism, Naxalism and Terrorism, Panchayati Raj and Municipalities, significance of 73rd and 74th constitutional amendment acts.


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University of Rajasthan
Jaipur
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Suggested Readings:-

- N.D Palmer : The Indian Political System, Houghton Miffling, Boston, 1971
R.L. Hardgrave, Jr. : Indian Government and Politics (Harcourt Brance and World, Inc, New York, 1970)
Basu, D.D : Introduction to Constitution of India
Kashyap, Subash : Our Parliament
Zoya Hasan, E. Sridharan, R.Sudarshan (Editors): India's Living Constitution, Permanent Black, New Delhi, 2006
रजनी कोठारी: भारत में राजनीति, ओरिएन्ट लॉन्गमेन्स, नई दिल्ली, 1972
गोविन्द राम: भारतीय राज्य व्यवस्था
बी. एल. फडिया: भारतीय राज्य व्यवस्था
एस. एम. सईद: भारतीय राज्य व्यवस्था
बी. के. शर्मा: भारतीय संविधान
पी. के. चड्ढा: भारतीय राजनीतिक प्रणाली, आदर्श प्रकाशन, चौडा रास्ता, जयपुर
वासुकी नाथ चौधरी, युवराजकुमार: भारतीय शासन एवं राजनीति, ओरिएन्ट, ब्लैकस्वान, नई दिल्ली, 2011

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Dy. Registrar (Academic-I)
University of Rajasthan
Jaipur

Public Admn

UNIVERSITY OF RAJASTHAN

Subject - Public Administration

| Scheme | Max. Marks | Mini Pass. Marks | Time |
|------------|------------|------------------|--------|
| Two Papers | 200 | 72 | |
| Paper - I | 100 | | 3 Hrs. |
| Paper - II | 100 | | 3 Hrs. |

Note : Each Paper shall consist of two parts.

Part-I would contain 10 compulsory short answer questions of 4 marks each to be answered in 50 words. Total Marks: 40

Part-II divided into three sections - each section contains 2 descriptive type question of 20 marks each. The candidates are required to attempt three questions selecting one question from each section. Total Marks: 60


Syllabus

Paper-I : Administrative Institutions in India

Section - A

Administrative Institutions in a Democratic and Socialist Society. The concepts of *Loiszez Faire*, Welfare State and Administrative etc.

Organization of Government : Legislature --- its role and reasons for its decline in modern times; Executive : Types and Relationship with Legislature.


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Judiciary : Functions and Role with special reference to the Power of Judicial Review, Judicial Activism.

Section - B

Democracy and Administration, Features of Democratic Administration, Role of Bureaucracy, Political Parties and Pressure Groups and their interaction with each other

Organization and administrative working of Finance Commission, ~~Planning Commission of India and the National Development Council.~~ Election Commission and the administration of elections in India.

Section - C

Organization and working of following Administrative Institutions

(1) University Grants Commission, (2) U.P.S.C., (3) Railway Board, (4) Reserve Bank of India, (5) Central Social Welfare Board.

Books Recommended :

A. Core Books :

1. Waldo : Administrative State.
2. Field : Government in Modern Society.
3. Paranjape : Planning Commission.
4. I.P.A. : Organisation of the Government of India.
5. शिवाउद्दीन खाँ एवं अरवि सिंह : प्रशासनिक संस्थाएँ
6. Dr. H.C. Sharma : Prashasnik Sansthayen.
7. Report of Finance Commission of India.
8. M.G. Gupta : Modern Government.

B. Books for Reference :

1. Garbin : Systematic Politics.
2. Salt : Political Institution - A Preface.

C. Journal :

1. Indian Journal of Public Administration, New Delhi.

Raj. Jais
Dy. Registrar
(Administrative)
University of Rajasthan
JAIPUR

प्रथम खण्ड

राज्यात्मिक तथा समाजवादी समाज में प्रशासनिक संस्थाएँ, अहस्तक्षेपवादी राज्य, कल्याणकारी राज्य तथा प्रशासकीय राज्य की अवधारणाएँ, सरकार का संगठन : अवस्थापिका—इसकी भूमिका तथा आधुनिक समय में इसके हास के कारण; कार्यपालिका : कार्यपालिका : अध्यक्षता : न्यायपालिका : कार्य तथा भूमिका-न्यायिक प्रणाली के अन्तर्गत के विशेष संदर्भ में, न्यायिक सक्रियता।

द्वितीय खण्ड

संघीय प्रशासन, लोकतांत्रिक प्रशासन के लक्षण, नौकरशाही की भूमिका। राजनीतिक दल तथा दबाव समूह तथा इनकी पारस्परिक अन्तर्क्रिया, भारत में वित्त आयोग, योजना आयोग तथा राष्ट्रीय विकास परिषद के संगठन व प्रशासनिक कार्य प्रणाली, निर्वाचन आयोग तथा भारत में निर्वाचन का प्रशासन।

तृतीय खण्ड

निम्नांकित प्रशासनिक संस्थाओं का संगठन तथा कार्य प्रणाली : 1. विश्वविद्यालय अनुदान आयोग, 2. संघ लोक सेवा आयोग, 3. रेलवे बोर्ड, 4. भारतीय रिजर्व बैंक, 5. केन्द्रीय समाज कल्याण बोर्ड।

अनुशंसित पुस्तकें :

(अ) मुख्य पुस्तकें :

1. टाण्डो एडमिनिस्ट्रेटिव स्टेट

2. टिल्ट गवर्नमेंट इन मॉडर्न सोसायटी

3. टाण्डो प्लानिंग कमिशन

4. टाण्डो आर्ट ऑफ गवर्नमेंट इन इण्डिया

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Jaipur

5. जियाउद्दीन खां एव अंतर सिंह : प्रशासनिक संस्थाएँ
 6. डॉ. एच.सी. शर्मा : प्रशासनिक संस्थाएँ
 7. रिपोर्ट ऑफ फाइनेंस कमिशन ऑफ इंडिया
 8. एम.जी. गुप्ता : माडर्न गवर्नमेंट
- (ब) संदर्भ पुस्तकें :
1. गार्बिन : डिस्टेम्पेटिक पॉलिटिक्स
 2. साल्ट : पॉलिटिकल इंस्टीट्यूशन : ए प्रीफेस
- (स) पत्रिकाएँ
1. इंडियन जर्नल ऑफ पब्लिक एडमिनिस्ट्रेशन, नई दिल्ली।

Paper-II : State Administration in India

Section - A

Present Status of State Administration in India. General background of State Administration in India. States with special reference to the State of Rajasthan.

The Office of the Governor—Powers, Functions and Role in State Administration, Relationship with Council of Ministers.

The Office of the Chief Minister—Powers, Functions, Role and Importance of the Office, Relationship with Council of Ministers.

Organization of the State Secretariat Organization and working of the Departments of Home, Finance and Agriculture in Rajasthan. Chief Secretary—its Role and Significance in State Administration.

Section - B

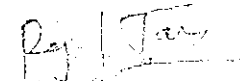
Organization and working of the following Boards Companies and Directorates in the State of Rajasthan :

- (a) Revenue Board
- (b) Rajasthan State Electricity Companies
- (c) Directorate of Agriculture
- (d) Directorate of Education.

Section - C

Personnel Administration : Role of the State Civil Services in Rajasthan (R.A.S., R.P.S. etc.), Organization and working of the Rajasthan Public Service Commission, Training of State Civil Services, Organisation and Functions of State Training Institutes in Rajasthan, Rajasthan Civil Service, Appellate Tribunal.

District Administration : Organization of District Administration. District Collector—Functions and Position


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(Academic)
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Jaipur
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Revenue Administration at the District and below level, the role of S.D.O., Tehsildar and Patwaris.

Books Recommended :

A. Core Books :

1. S.R. Maheshwari : Indian Administration
2. S.S. Khera : District Administration in India.
3. M.V. Pylee : Indian Constitution (Hindi also).
4. A.R.C. : Report on State Administration.
5. A. Zavier & Gupta : Organization of Government of Uttar Pradesh.
6. Dr. H.C. Sharma : Bharat Mein Rajya Prashasan.
7. सी.एच. सिंह एवं अन्य : राजस्थान में राज्य प्रशासन।

B. Reference Books :

1. D.P. Singh : Readings in Indian Administration.
2. S.L. Verma : Revenue Board in Rajasthan.
3. I.I.P.A. : Revenue Board.
4. Rajasthan Government Secretariat Manual.
5. Rajasthan Government : Report of Administrative Reforms Committee (Mathur Committee Report, 1963).
6. Rajasthan Government : Report of the Committee on Training, 1963.
7. H.C.M. Institute : Management of Higher Personnel of Public Administration.
8. I.I.P.A. : Indian Journal of Public Administration (State Administration Special Number July-September, 1976).
9. J.D. Shukla : State and District Administration in India.
10. B. Mehta : Dynamics of State Administration.
11. Annual Report of the Departments of the Government of Rajasthan, Jaipur.

C. Journals :

1. Indian Journal of Public Administration (New Delhi).
2. Prashashnika : H.C.M.R.I.P.A., Jaipur.
3. Management in Government, Delhi.

पाठ्यक्रम :

द्वितीय प्रश्न पत्र : भारत में राज्य प्रशासन
प्रथम खण्ड

भारत में राज्य प्रशासन की वर्तमान स्थिति, राजस्थान के विशेष संदर्भ में, भारत में

Raj (Tair)
Dy Registrar
(Academic)
University of Rajasthan
JAIPUR
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राज्य प्रशासन की सामान्य पृष्ठभूमि। राज्यपाल : कार्य, शक्तियाँ तथा राज्य प्रशासन में भूमिका, परिषद से संबंध। मुख्यमंत्री : शक्तियाँ, कार्य, भूमिका तथा इस पद का महत्त्व। परिषद से संबंध।

राज्य सचिवालय का संगठन, राजस्थान में गृह, वित्त तथा कृषि विभाग का संगठन तथा कार्यप्रणाली, मुख्य सचिव : राज्य प्रशासन में इसकी भूमिका तथा महत्त्व।

द्वितीय खण्ड

राजस्थान में निम्नलिखित मण्डलों, कम्पनियों तथा निदेशालयों का संगठन एवं कार्यप्रणाली :

- | | |
|--------------------------------------|---------------------|
| (अ) राजस्व मण्डल | |
| (ब) राजस्थान राज्य विद्युत कम्पनियाँ | |
| (स) कृषि निदेशालय | (द) शिक्षा निदेशालय |

तृतीय खण्ड

सेवीवर्गीय प्रशासन : राजस्थान राज्य में लोक सेवाओं (आर.ए.एस., आर.पी.एस. इत्यादि) की भूमिका, राजस्थान लोक सेवा आयोग का संगठन तथा कार्यप्रणाली, राज्य लोक सेवाओं का प्रशिक्षण, राजस्थान में राज्य प्रशिक्षण संस्थानों का संगठन एवं कार्य; राजस्थान सिविल सेवा अपीलीय न्यायाधिकरण जिला प्रशासन, जिला प्रशासन का संगठन, जिलाधीश—कार्य तथा पद स्थिति, जिला एवं अधीनस्थ स्तरीय राजस्व प्रशासन; एस.डी.ओ., तहसीलदार तथा पटवारी की भूमिका।

अनुशंसित पुस्तकें :

(अ) मुख्य पुस्तकें—

1. एस.आर. माहेश्वरी : इण्डियन एडमिनिस्ट्रेशन
2. एस.एस. खेत : डिस्ट्रिक्ट एडमिनिस्ट्रेशन इन इंडिया
3. एम.वी. पायली : इंडियन कॉस्टीट्यूशन (हिन्दी संस्करण भी)
4. ए.आर.सी. : रिपोर्ट ऑन स्टेट एडमिनिस्ट्रेशन
5. ए. जबीर एवं गुभा : उत्तर प्रदेश सरकार का संगठन
6. डॉ. एच.सी. शर्मा : भारत में राज्य प्रशासन
7. डॉ. सी.एम. सिंह एवं अन्य : राजस्थान में राज्य प्रशासन
8. रमेश के. अरोड़ा व गीता चतुर्वेदी : राज्य प्रशासन
9. सुरेन्द्र कटारिया : राज्य प्रशासन

(ब) संदर्भ पुस्तकें :

1. डी.पी. सिंह : इंडिया इन इंडियन एडमिनिस्ट्रेशन
2. एस.एल. वर्मा : रेवेन्यू बोर्ड इन राजस्थान

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3. आई.आई.पी.ए. : रेवेन्यू बोर्ड

4. राजस्थान गवर्नमेंट सैक्रेटेरिएट मैनुअल

5. राजस्थान गवर्नमेंट रिपोर्ट ऑफ एडमिनिस्ट्रेटिव रिफार्म्स कमेटी (माथुर कमेटी)

6. राजस्थान गवर्नमेंट : रिपोर्ट ऑफ दी कमेटी ऑन ट्रेनिंग, 1963

7. एच.सी.एम. इंस्टीट्यूट : मैनेजमेंट ऑफ हायर पर्सोनेल ऑफ पब्लिक एडमिनिस्ट्रेशन

8. आई.आई.पी.ए. : इंडियन जर्नल ऑफ पब्लिक एडमिनिस्ट्रेशन सितम्बर-दिसम्बर; जुलाई-सितम्बर, 1976

9. जे.डी. शुक्ला : स्टेट एण्ड डिस्ट्रिक्ट एडमिनिस्ट्रेशन इन इंडिया

10. बी. मेहता : डायबेम्ब्लिक्स ऑफ स्टेट एडमिनिस्ट्रेशन

11. एच.एल. रिपोर्ट ऑफ द डिपार्टमेंट ऑफ द गवर्नमेंट ऑफ राजस्थान, जयपुर

(स) पत्रिकाएँ :

1. इंडियन जर्नल ऑफ पब्लिक एडमिनिस्ट्रेशन (नई दिल्ली)

2. प्रशासनिका : एच.सी.एम. रोड, जयपुर

3. मैनेजमेंट इन गवर्नमेंट, दिल्ली

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Economics

B.A.B. Ed. ~~Part-II~~ Part-II 2020

| Scheme: | Min. Pass Marks | Max. Marks |
|---------|-----------------|------------|
| Arts | 72 | 200 |
| Science | 54 | 150 |

Each paper shall be of three hour duration and of 100 marks for Arts students and of 75 marks for Science students.

| | |
|------------|---|
| Paper – I | Introductory Macro Economics |
| Paper – II | (a) Elements of Statistics and Mathematics (b) History of Economic Thought |

Note: There will be two papers of Economics. Each paper shall consist of three parts. Part A shall contain question No I consisting of very short type X (Ten) questions. The candidate is required to answer each question in 20 words. Part B shall contain question No 2 consisting of V (five) question. The candidate is required to answer each question in 100 words. Part C shall contain three essay type questions (one from each section) with internal choice.

A candidate will be required to attempt five questions in all. All questions of Part A and Part B are compulsory while rest 3 questions are to be attempted from parts C selecting one question from each section. All questions carry equal marks. Each question will carry 20 marks for Arts students and 15 marks for Science students.

Paper-I

Introductory Macro Economics


Section- A

Macroeconomics, Meaning, Subject matter and Importance. Basic tenets of Classical, Keynesian, New-Classical and New –Keynesian economics, Macrocconomic variables, Circular flow of Income, National Income: Basic concepts, Measurement, Sectoral Accounts, Nominal and Real Aggregates.

Money function. Demand and Supply Quantity Theory of Money Transaction Approach. Cash Balance Approach. Keynes reformulation of the Quantity Theory of Money inflation Meaning and Impact. Theories of Inflation- Demand Pull (Keynesian and modern), Demand Push. Structural Theories of Inflation.

Section-B

Income and Employment Determination : Classical Modal and Keynesian Model, Consumption Function: Psychological Law of Consumption, Determinants of Consumption, Paradox of, Thrift, Investment Function: Determinants of investment, Marginal Efficiency of Capital and Marginal Efficiency of Investment, Concept of Multiplier and Accelerator.


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Section-C

Central Bank: Organizational set-up and functions of Central Bank (with special reference to RBI). Commercial Bank: Functions, Modern trends of Commercial Banking. Quantitative and Qualitative Credit control by RBI. Money Supply: Meaning & Definition, four measures (M_1 , M_2 , M_3 and M_4) Monetary Policy: Objectives, Targets and Indicators, Transmission Mechanism.

Recommended Books :

1. G.S. Gupta Macro Economics, Theory and Application, 4th Ed, McGraw Hill, New Delhi.
2. Dornbusch, Fisher and Startz: Macroeconomics, XI Edition, Indian Reprint, Tata McGraw-Hill, Publishing Company Ltd, New Delhi.
3. N. Gregory Mankiw, Macroeconomics, Worth Publishers (Latest Edition).
4. H.L. Ahuja. (Hindi and English edition) Macro Economics, Theory and Policy; S. Chand & Co. Ltd, New Delhi.
5. Suraj B. Gupta: Monetary Economics, S. Chand and Co. Ltd.
6. L.N. Nathuramka, Prarambhik Samashti Arthshastra, Ramesh Book Publishing House, Jaipur
7. Rana and Verma: Macroeconomic Analysis, Vishal Publications,
8. Richard T. Froyen, Macroeconomics, Theories and policies, (X Edition), Adapted by Pearson Education.

Paper –II (a): Elements of statistics and Mathematics

Duration: 3 hrs

Max Marks: 100

Section- A

Surds, Indices, Quadratic Equation, Logarithms, Permutation and Combination, Binomial Theorem, Arithmetic progression, Geometric Progression and Harmonic Progression. Analytical Geometry: Straight Line, Parabola and Hyperbola, Matrices and Determinants, solution of Simultaneous equations by Cramer's rule and Matrix Inverse. Simple differentiation, Partial differentiation (involving two independent variables). Maxima, minima point of inflexion. Simple Integration involving one independent variable, Application in Economics (Elasticity, Average, Marginal Concepts)


Section – B

Statistics-definition, nature and importance, Uses and relevance of statistical methods, Census and Sample survey, Methods of data collection and tabulation, Diagrammatic and Graphical representation of data; Measures of Central Tendency: Arithmetic Mean, Mode, Median, Geometric Mean, Harmonic Mean. Concept and Measures of Dispersion and Skewness.

Section – C

Simple Correlation: Karl Pearson's and Rank Correlation, Regression analysis, Fitting of Linear Regression lines using Least Square Method, Analysis of Time Series, Determination of trend by straight line trend equation, Index numbers, Interpolation (Binomial Expansion and Newton's method), Association of Attributes.

(Note: Use of non-programmable calculator is permitted)


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Books Recommended :

- 1 B.C. Mahta and G.M.K Madanani Elementary Mathematics for use in Economics Laxmi Narain Agarwal, Agra
- 2 S.C. Gupta. Statistical Methods. Sultan Chand and Sons. New Delhi
- 3 Murray R. Spiegel Theory and Problems of Statistics McGraw Hill Book London
- 4 S.C. Gupta and V.K. Kapoor Fundamentals of Applied Statistics. S Chand and New Delhi
- 5 Salvatore. D Mathematics and Statistics. Schaum's Series. Tata McGraw Hill
- 6 G.S. Monga Mathematics and Statistics for Economics, Vikas Publishing House. New Delhi
- 7 बी सी मेहता एवं जी एम के मदनानी अर्थशास्त्र में प्रारम्भिक गणित लक्ष्मीनारायण अग्रवाल आगरा।
- 8 कैलाशनाथनान्तर सांख्यिकी के मूलतत्त्व मीनाक्षीप्रकाशन मॅरठ।

Paper- II (b) History of Economic Thought

Section -A

Mercantilism Views on Trade Money, Prices. Wages and Employment Physiocracy: Natutal Order. Primacy of Agriculture. Net Product and Circulation of Wealth. Theory of taxation and role of government. Classical School : Adam Smith. Views on Division of Labour. Theory of Value, Capital accumulation Distribution, International trade. Economic Development Critiques of Adam Smith T.R. Malthus .Theory of Population .Theory of gluts. David Ricardo. Theory of Valve and Distribution. Foreign Trade. Economic Development and Theory of Rent

Section-B

Critities of the Classical School – Sismondi. Robert Owen, Friedrich List. J.S. Mill theory of value. Views on Production and Distribution Karl Marx: Efforts at Scientific Socialism Theory of Money Labor Theory of Value, Theory of Capital Accumulation and crisis Distribution. German Historical School and the Development of Marginalism. Neo-classical School: Marshall-Price Determination and Elasticity. Consumer Surplus costs: Economics Rent and Profit

Section C

Economic of Kautilya, Economic thought of Dadabhai Naroji, Mahatma Gandhi. G.K. Mehta, Deendayal Upadhayaya.

Books Recommended :

1. Louise Haney, History of Economic Thought, Surjit Publication, New Delhi
2. Enc Roll: History of Economic Thought, Faber and Faber (Rupa)
3. Gide and Rist: History of Economic Doctrine
4. M.R. blaug, Economic Theory in Retrospect: History of Economic Thought from Adam Smith to J.M. Keynes. (5th Edition), Cambridge University Press, Cambridge.
5. T.N. Hajela. History of Economic thought, Ane's Student Edition, Daryaganj, New Delhi.
6. B.N. Ganguli, Indian Economic Thought: A 19th Century Perspective, Tata McGraw Hill, New Delhi.
7. J.A. Schumpeter, History of Economic Thought. Oxford University Press.

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Sociology

B.A.-B.Ed. Part-II 2020

Scheme :


| | | | |
|-----------------|-----------------|------------|-----|
| Min. Pass Marks | 72 | Max. Marks | 200 |
| Paper-I | 3 hrs. duration | Marks | 100 |
| Paper-II | 3 hrs. duration | Marks | 100 |

नोट : समाजशास्त्र के दो प्रश्न-पत्र होंगे। प्रत्येक प्रश्न-पत्र 3 घण्टों में विभाजित होगा। प्रत्येक प्रश्न-पत्र के दो भाग होंगे। प्रथम भाग 40 अंको का होगा। इस भाग में दो अनिवार्य प्रश्न होंगे। 20 अंको के एक प्रश्न में, एक-एक अंक के 20 लघु प्रश्न होंगे तथा प्रत्येक प्रश्न का उत्तर परीक्षार्थी को अधिकतम 20 शब्दों में देना होगा। दूसरे अनिवार्य प्रश्न के अंतर्गत दो-दो अंको के 10 प्रश्न होंगे। प्रत्येक प्रश्न का उत्तर परीक्षार्थी को अधिकतम 40 शब्दों में देना होगा। निर्धारित शब्द सीमा से अधिक शब्दों में उत्तर देने पर अंक काटे जा सकेंगे। प्रश्न-पत्र के लिए निर्धारित कुल 3 घण्टों की अवधि में से अधिकतम 1 घंटे की अवधि प्रश्न-पत्र के इस भाग के लिए निर्धारित होगी।

प्रश्न-पत्र के इस प्रथम भाग के दोनों प्रश्न, 3 घण्टों में विभाजित पाठ्यक्रम के तीनों खण्डों से संबंधित होंगे। अर्थात् प्रश्न-पत्र के इस भाग में पूरे पाठ्यक्रम से संबंधित प्रश्न होंगे।

प्रश्न-पत्र के द्वितीय भाग में, पाठ्यक्रम के तीनों खण्डों में से प्रत्येक में से दो-दो निबन्धात्मक प्रकृति के प्रश्न होंगे। परीक्षार्थियों को प्रत्येक खण्ड में से कम से कम एक प्रश्न का चयन करते हुए, कुल 3 प्रश्न हल करने होंगे। प्रत्येक प्रश्न 20 अंकों का होगा। प्रश्न-पत्र का यह भाग 60 अंको का होगा।

Note: There shall be two papers in all, and each paper shall be of three hours duration and of 100 marks. Each paper shall consist of two parts. Part I shall carry 40 marks. There shall be 2 questions in Part-I, first question will consist of 20 short questions of 1 mark each, carrying a word limit of 20 words. The second question will consist of 10 questions of 2 marks each, carrying a word limit of 40 words. Marks may be deducted if the word limit is exceeded. This part of the question paper will be given maximum one hour duration and shall relate to all the three sections covering thereby the entire course. Part-II of the question paper shall be divided into three sections comprising 6 essay type questions of 20 marks each. Candidates will be required to attempt 3 questions selecting one question from each section. This part of the question paper shall be of 60 marks.


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Paper I: Social Research Methods

Max Marks: 100

Unit 1: Understanding Social Research

- Philosophy of Science
- Nature of Science
- Scientific Method
- Issues of objectivity & Subjectivity in Social Science
- Ethnography and Sociological Research

Unit 2: Methods of Research in Sociological Enquiry

- Types of Research : Pure & Applied
- Types of Sociological Method : Empirical, Historical, Evolutionary, Comparative
- Types of Research Design : Descriptive, Exploratory, Explanatory, Experimental
- Difference between Survey & Research

Unit 3: Tools and Techniques of Data Collection and Analysis

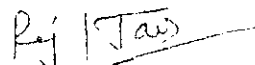
- Sampling Procedure : Types, Probability Non-Probability
- Tools of Data Collection : Observation, Questionnaire, Schedule, Interview Guide
- Source of Data : Primary and Secondary
- Nature of Central Tendency: Mean, Median, Mode.

Essential Readings: (in English) :

1. Ahuja, Ram. 2002: Research Methods, Jaipur: Rawat Publications
2. Bajaj & Gupta. 1972: Elements of Statistics. New Delhi: S. Chand and Co. Publication
3. Goode, W.G. and Hatt, P.K. 1952: Methods in Social Research. New York.
4. Kothari, C.R. 1989: Research Methodology: Methods and Techniques. Bangalore: Wiley Eastern.
5. Mann, Peter H. 1988: Methods of Social Investigation, Delhi: Disha Publications.
6. Punch, Keith. 1996: Introduction to Social Research, London: Sage.
7. Selltitz, C. & Jahoda, M. & Others, 1965: The Theory and Methods of Social Research. London.
8. Shipman, Martin. 1988: The Limitations of Social Research. London: Sage.
9. Wilkinson, T.S. & Bhandarkar, P.L. 1977: Methodology & Techniques of Social Research, Bombay: Himalaya Publishing House.
10. Young, P.V. 1988: Scientific Social Surveys and Research, New York.

Essential Readings: (in Hindi) :

1. रावत, हरिकृष्ण, 2013: सामाजिक शोध की विधियाँ, जयपुर: रावत पब्लिकेशन्स
2. शर्मा, वीरेन्द्र प्रकाश 2009: समाजशास्त्रीय अनुसंधान के तर्क एवं पद्धतियाँ, जयपुर: पंचशील प्रकाशन
3. नागर, कैलाश नाथ, 2010, सांख्यिकी के मूल तत्व, मेरठ: मीनाक्षी प्रकाशन.


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Paper II: Sociology of Village

Max Marks: 100

Unit 1: Introduction to Rural Sociology

- Concept of Rural Sociology & its Development
- Basic Concepts : Village, Peasant Society, Agrarian Structure, Little, Great & Multiple traditions, Rural-Urban Continuum
- Features of Economy & Polity in relation to village

Unit 2: Social Structure of Village

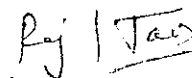
- Family, Caste, Kinship and Gender
- Religion and Village Life
- Formal and Informal Administrative Structures : Village Panchayats, Caste Panchayat

Unit 3: Change in Indian Village Structure

- Agrarian Distress in Villages : Suicide, Indebtedness, Poverty
- Agrarian Movement in India
- Impact of Urbanization & Globalization in Village Systems

Essential Readings: (in English) :

1. Desai A.R., 1959: Rural Sociology India, Popular Prakashan, Bombay.
2. Rao M.S.A., 1874: Urban Sociology in India, Orient Longman, New Delhi.
3. Desai A.R., 1979: Rural Sociology India in Transition, Popular Prakashan, Bombay.
4. D'Souza Alfred, 1978: The Indian City, Poverty, Ecology and Urban Development, Manohar Publication, New Delhi.
5. Ramkrishana Mukarjee, 1957: The Dynamics of Rural Society, Berlin.


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Philosophy

B.A. B.Ed. Part-II 2020

Scheme :

| | | |
|------------|--------------------|----------------|
| Two Papers | Min. Pass Marks 72 | Max. Marks 200 |
| Paper I | 3 hrs. duration | Max. Marks 100 |
| Paper II | 3 hrs. duration | Max. Marks 100 |

General Instructions:

- (1) There shall be two question papers: Paper I and Paper II.
- (2) Both the question papers will be in two parts: Part I & Part II
- (3) Part I of the question paper will be of 40 marks in total. This part will consist of twenty compulsory short questions, with 2 marks each. The word limit for these questions shall be upto 50 words. These questions will cover the entire units and there will be no unit wise division of the questions asked in this part.
- (4) Part II of the question paper will be of 60 marks and students will required to write detailed answer in the answer sheet only. If syllabus (course contents) of a paper is divided into two units i.e. Unit A and Unit B, then in this part of the question paper six questions will be asked in total: three questions from each unit. Student will be asked to attempt three questions in total and at least one question from each unit. Each question will be of 20 marks. If syllabus (course contents) of a paper is divided into three Units i.e. Unit A, B & C then in the Part II of the question paper, which consist of Essay type questions, six questions will be asked in total: two questions from each Unit. Students will be required to attempt three questions in total and one question from each Unit. The ideal word limit for these questions is 500-600 words.

Paper I : Logic (Western)

Unit: A

1. Nature of Logic
2. Deduction and induction
3. Sentence and proposition
4. Truth and validity
5. Uses of language
6. Informal Fallacies
7. Laws of thought

Unit: B

1. Aristotelian classification of categorical propositions, square of opposition and the question of existential import, conversion, observation, contraposition.
2. Categorical syllogism: figures and moods, rules of validity, fallacies.
3. Boolean interpretation of propositions, Venn diagram technique of testing the validity of syllogisms.

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Unit: C

1. Truth-functions: negation, conjunction, disjunction, implications and equivalence.
2. Arguments and argument-forms, truth-table technique for testing the validity of arguments form and classification of statements forms.
3. Mill's methods of experimental enquiry
4. The method of deduction in propositional logic introduction of rules & simple derivation.

Suggested Readings:

- I.M. Copi : *Introduction to logic* (Hindi Translation by Pandey and Mishra and another translation available from Pearson)
- S.K. Seth and Nilima Mishra : *Tarkshastra*, Lokabharti, Allahabad

Paper II: Ethics (Indian and Western)

Unit: A


1. Introduction: Concerns and presuppositions, theory of karma.
2. Dharma: its meaning, definition, classification
3. Niskama Karma Yoga, Sthitprajna, Lokasamgraha
4. Purusarthas and their inter-relation, purusartha: sadhana and sadhaya Mulya.
5. Buddhist ethics: the four noble truths and the eight-fold path. Brahmaviharas
6. Jaina ethics : anuvratas and mahavratas. Tri ratna

Unit: B

1. Nature and scope of ethics.
2. Introduction: concerns and presuppositions; free will.
3. Teleological ethics: egoism; hedonism; utilitarianism.
4. Deontological ethics: Kant.
5. Intuitionism : Butler
6. Virtue ethics: Socrates. Plato and Aristotle.
7. Theories of punishment.

Suggested Readings :

- I.C. Sharma : *Ethical Philosophies of India.*
- S.K. Maitra : *The Ethics of the Hindus.*
- Surama Dasgupta : *Development of Moral Philosophy in India.*
- M. Hiriyanna : *The Indian Conception of Values.*
- P.V. Kane : *The History of Dharmasastras Vol.I* (Hindi translation available)
- W. Lillie : *An Introduction to Ethics.* Philippa Foot (ed.) *Theories of Ethics.*
- J.N. Sinha : *A Manual of Ethics* (Hindi translation available)
- दिवाकर पांडेय : भारतीय नीतिशास्त्र
- संगमलाल पांडेय : नीति दर्शन का सर्वेक्षण
- वेद प्रकाश वर्मा : नीतिशास्त्र के मूल सिद्धान्त


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PSYCHOLOGY*B.A. B.Ed.* ~~Part-II~~ Part-II 2021**SCHEME OF EXAMINATION :**

| Faculty | Max. Marks | Min. Passing Marks |
|---------|------------|--------------------|
| Arts | 200 | 72 (Th.54 Pr.18) |
| Science | 150 | 54 (Th.36 Pr.18) |

| Paper | Nomenclature | Duration | Max. Marks | |
|-------|--------------------------|----------|------------|---------|
| | | | Arts | Science |
| I | Abnormal Psychology | 3 Hrs. | 75 | 50 |
| II | Psychological Statistics | 3 Hrs. | 75 | 50 |
| | Practical | 3 Hrs. | 50 | 50 |

NOTE:-

- There will be three papers in Psychology. Each paper will be of 3 hours. There will be a common paper for Arts and Science. In I and II Papers there will be 3 Sections A, B and C and will cover the entire course content of the paper

Section-A Will contain 10 questions of 20 words each. Each question will be of 1.5 marks for Arts students and 1 mark for Science students. Thus, Part-A will be of 15 marks for Arts students and of 10 marks for Science students.

Section-B Will contain 7 questions of 50 words each, out of which students are required to attempt 5 questions. Each question will be of 3 marks for Arts students and of 2 marks for Science students. Thus, Part-B will be of 15 marks for Arts student and of 10 marks for Science students

Section-C Will contain 3 long questions each with internal choice. Each question will be of 15 marks for Arts students and 10 marks for Science students. Thus, Part-C will be of 45 marks for Arts students and 30 marks for Science students.

For clarification the distribution of marks is tabulated as below:-

| Arts | | | |
|-------------|--------------------------|-------|-------|
| Section | No. of Questions | Marks | Total |
| A | 10 | 1.5 | 15 |
| B | 5 (out of 7) | 03 | 15 |
| C | 3 (with Internal Choice) | 15 | 45 |
| Total marks | | | 75 |

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| Science | | | |
|-------------|--------------------------|-------|-------|
| Section | No. of Question | Marks | Total |
| A | 10 | 01 | 10 |
| B | 5 (Out of 7) | 02 | 10 |
| C | 3 (with internal choice) | 10 | 30 |
| Total Marks | | | 50 |

2. Use of simple calculator will be allowed for statistical portions of all papers.

Paper I - Abnormal Psychology

Section: A

1. Mental Disorder : Definition, Indicators of Abnormality, DSM-5 and ICD - 10 Classification Systems, Mental Health Professionals.
2. Causal Factors and Viewpoints : Risk Factors and Causes: Necessary, Sufficient and Contributor y causes; Diathesis - Stress Models, Biological, Psychological and Social perspectives.
3. Clinical Assessment and Diagnosis : Basic elements in Assessment, Physical and Psychosocial Assessment.

Section: B

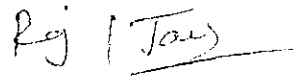
4. Anxiety, Obsession Compulsion and Trauma and Stress or Related Disorders : Types, Clinical Picture and Causal Factors .
5. Mood Disorders and Suicide : Types, Clinical Picture and Causal Factors.
6. Somatic Symptoms and Dissociative Disorders : Types, Clinical Picture and Causal Factors

Section: C

7. Feeding and Eating Disorders : Types, Clinical Picture and Causal Factors.
8. Schizophrenia and Other Psychotic Disorders : Types, Clinical picture and Causal Factors.
9. Psychological Treatment / Therapies : Behavioral Therapy, Cognitive and Cognitive -Behavioral Therapy, Humanistic-Existential Therapies, Psychodynamic Therapies .

Books Recommended :

- Butcher, J . N . , Hooley, J . M . & Mineka , S. (2017) . *Abnormal Psychology* . Noida : Pearson India Education.
- Oltmanns, T . F. & Emery, R . E . (2017) . *Abnormal Psychology* . Noida : Pearson India Education.
- David, B . H . & Durand V . M . (2007) . *Abnormal Psychology : An Integrated Approach* . New Del hi : Thomson .
- Ray, W . J . (2015) . *Abnormal Psychology* . New Del hi :Sage.


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Paper II - Psychological Statistics

Section-A

1. Introduction: Nature and Scope of Statistics and Psychological Data; Application of Statistics in Psychology; Nature and Levels of Measurement - Categorical and Continuous Variables.
2. Frequency Distribution: Drawing of Frequency Distribution. Bivariate Frequency Distribution, Graphical Representation of Grouped Data-Histogram, Polygon.
3. Measurement of Central Tendency: Purpose and Types; Characteristics and Computation of Mean, Median and Mode.

Section-B

4. Measures of Variability: Concept and Uses; Characteristics and Computation of Range, Quartile Deviation, Average Deviation and Standard Deviation.
5. Correlation: Concept and Types- Pearson's Product Moment Correlation (for Ungrouped Data by Assumed Mean and Actual Mean); Spearman's Rank Order Correlation.
6. Hypothesis Testing and Inferences Making: Population and Sample. Types of Sampling, Standard error of Mean, 't' test (Independent group), Interpretation of 't' values, levels of Significance.

Section-C

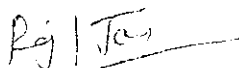
7. Non Parametric Tests: Nature and Assumptions of Distribution-free Statistics: Chi-Square: Equal Probability, 2 x 2 Contingency Table; Median Tests.
8. ANOVA: Purpose and Assumptions of ANOVA. One way ANOVA
9. Computer Analysis: Preparation of Data, Uses of SPSS.

Books Recommended :

- Broota K.D. (1992): *Experimental design in behavioural research*. New Delhi: Wiley Eastern.
- Garrett, H. (1981). *Statistics in psychology and education*. Mumbai: Vakil Febber and Simons.
- Minimum, E.W., King, B.M. & Bear. G. (1993). *Statistical Reasoning in Psychology and Education*. New York: John Wiley.
- Siegel, S. (1994). *Non-parametric Statistics*. New York: McGraw Hill.

Practical

1. Assessment of Mental Health
2. Assessment of State and Trait Anxiety
3. Measurement of Depression
4. Measurement of Coping – Styles
5. Assessment of Family Pathology
6. Word – Association Test
7. Eight-State Questionnaire
8. Neuropsychological Assessment
9. Stress: Measurement and Analysis of Group Data (Mean and Median)
10. Stress: Measurement and Analysis of Group Data ('t'test)


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B.A. B.Ed. Part – II

DRAWING & PAINTING

SCHEME :

| Theory Paper I | Duration | M.M. | Min. Pass Marks |
|--|----------|------------|-------------------|
| History of Indian Painting and Sculpture | 3 hrs. | 90 | 32 ^{1/2} |
| Practical Paper II | | | |
| Part A- Study from Bust (Portrait) | 3 hrs. | 45 | 32 ^{1/2} |
| Part B-Creative Portrait (Rendering) | 3 hrs. | 45 | |
| Submission of Practical Works(A & B) | | 20 | 07 |
| Total | | 200 | 72 |

Paper I : History of Indian Painting and Sculpture

Note : The paper consist of two parts :-

Part –I: Carries 30 marks and consist of 15 short type questions of 2 marks each.

Part –II: Carries 60 marks divided into three sections 4 questions of 15 marks each with internal choice. Candidates are required to attempt four questions selecting one question from each section. Each answer should be limited in 700-800 words.

Section – A

Prehistoric Rock Paintings, Art of Indus Valley Civilization, Jogimara, Ajanta, Bagh, Sigiriya Cave Paintings.

Pal and Apbhransh Painting.

Rajasthani School – Mewar, Kishangarh, Jaipur and Bundi style of painting.

Pahari School - Basohli and Kangra style of Painting.

Section – B

Company School

Raja Ravi Varma, Bengal School – Abanindranath Tagore, Nandlal Bose

Other Indian Artist – Yamini Roy, Rabindranath Tagore and Amrita Shergil

Section –C

History of Indian Sculpture – Maurya Period – Ashoka Pillars, Yakshni of Didarganj and Yaksh Murtishilp.

Sunga Period – Sanchi

Kushan Period, Gandhara and Mathura Sculpture.

Sculptures of Gupta Period.

Books Recommended:

1. Studies in Indian Art - V.S. Agarwal, Varansi, 1965
2. History of Fine Arts in India & Ceylon - Vincent A. Smith (edited by K. K. Malalwala). Bombay. 1930
3. History of Indian and Indonesian Art - A.K. Coomaraswamy, London, 1927
4. Indian Painting - Percy Brown, Calcutta, 1918
5. Survey of Indian Sculpture - S.K. Saraswati, Calcutta, 1957
6. Kala Vilas - Dr. R.A. Agarwal, D.S.A. Books international, Meerut, 2015
7. Fundamental of Indian Arts - S. Das Gupta.
8. भारतीय चित्रकला का संक्षिप्त इतिहास – शर्मा, लोकेश चन्द्र, कृष्णा प्रकाशन भीड़िया (राजि),
9. भारतीय मूर्तिकला – राय कृष्ण दास, नागरी प्रचारिणि सभा, काशी
10. भारतीय चित्रकला का संक्षिप्त इतिहास – अविनाश बहादुर वर्मा, प्रकाश बुक डिपो, बरेली, 1988
11. भारतीय चित्रकला – राय कृष्ण दास, भारती भोमदार लीडर प्रेस, इलाहाबाद, 2023 ए.डी
12. भारतीय चित्रकला – दाचस्पति गैरोला, मित्र प्रकाशन प्राइवेट राय कृष्ण दास, नागरी प्रचारिणि सभा, काशी

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Paper- II Part-A : Study from Bust (Portrait)

Medium –Water/ Oil Colour

Size ½ Imperial

Duration : 4 hrs.

Max. Marks : 10

Study from bust (Portrait Painting) showing broad masses of light and shade, clearly bringing out the modelling of the figure and drapery.

Part – B : Creative Portrait (Rendering)

Two Dimensional Creative Portrait should be rendered with emphasis on stylization, colour scheme and textures etc.

Medium –Any Medium

Size ½ Imperial

Duration : 2 hrs.

Max. Marks : 15

Books Recommended :

1. Anatomy and Drawing by Victor Perard, Publisher J.V. Navlakhi, Bombay.
2. Human figure by Vanderpol, Publisher J.V. Navlakhi, Bombay.

Note : Life Model will sit in front of the candidate for four hours with a rest of 15 minutes when required by the model. First session of four hours should be devoted for the study of portrait. There will be a break of one hour after first session. Second session will be of two hours for practical of Creative Portrait (Rendering). Both the parts should be completed on the same day. The student should be allowed to use any style of composition in the examination.

Submission of Practical work :

Max. Marks : 20

Min. Pass Marks : 7

- (a) Five plates from bust study in colour and three plates from bust study in pencil or charcoal.
- (b) Five Plates from creative portrait in colour and three plates from creative portrait in pencil or charcoal.
- (c) A sketch book of not less than 50 sketches.

Instruction for submission :

Note : Submission work will be submitted to the Head of the Department of Drawing and Painting of the College fifteen days before the commencement of examination. The marks in the submission will be awarded by the subject teacher (internal). However, the external examiner shall be empowered to review the work of the submission in case there is a drastic difference between the marks of the examination and submission. Submission work will be retained till the declaration of the result and returned to the Candidate from the Department thereafter. If no claim is made within two months of the declaration of the result, the submission will be destroyed.

Note:

- (a) Candidate should pass in theory as well as in practical paper separately.
- (b) There should be minimum 10 hours for the regular study including two hours for sketching.
- (c) Minimum three demonstrations should be arranged by the subject teacher during the session for each practical paper.
- (d) The Department should also arrange for an Educational tour to Ancient Art centres like Ajanta, Ellora, Elephanta, Khujraho, Mahabalipuram etc. once a year.
- (e) Practical examination will be conducted at the centres and the practical work will be examined by external examiner. The examiner will examine the work after books in consultation with and internal examiner who is the subject teacher of the Department of Drawing and Painting. University may centralize the practical examinations at few well equipped Departments to hold examination economically.

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Geography

BAF B.A. Pt - II

Scheme of Examination

| Faculty | Min. Pass Marks | Max. Marks |
|---------------------|---------------------|-----------------------|
| Arts/Social Science | 72 | 200 |
| Science | 54 | 150 |
| Paper I | Resources Geography | Arts 75 Science 50 |
| Paper II | Human Geography | Arts 75 Science 50 |
| Practical | 18 | Arts 50 Science 50 |

Notes

1. Students are permitted to use the stencils, simple calculator and log tables wherever needed in both theory and practical examinations.
2. There will be a common paper for Arts and Science.
3. Q.1 will be compulsory and will cover the entire course of the paper.
Q. No. 1 of 20% marks of the maximum marks be set in two parts.
(a) Part (a) will have ten items for locating on a map (to be supplied by examination centre) carrying 10% marks of the maximum marks and candidates shall attempt any five items.
(b) Part (b) will have 10 short answer questions carrying 10% marks of the maximum marks and candidates shall attempt any five items.
4. Remaining 9 questions carrying equal marks will be set with three questions from each section of the syllabus.
5. Candidate will attempt 5 questions in all including question No. 1 selecting at least one question from each section.
6. Practical examination will be conducted by the board of examiners.
7. The candidate will have to pass in theory and practical separately.
8. The non-collegiate candidates will have to attend a practical training camp of 48 hours at a college affiliated to the University of Rajasthan, Jaipur notified by the University from time to time in which Geography subject is taught on payment of fee fixed by the University. The candidates appearing at examination from any examination centre located in Jaipur City will attend the practical camp at the University Post Graduate Department on payment of fee fixed by the University. The candidate will procure Certificate of successful completion of practical training camp from the College/Department of Geography and produce the same at the time of practical examinations.

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Paper I: Resources Geography

Section A

Nature, scope and significance of resources geography, definition and classification of resources: renewable and non renewable resources, resource classification of Zimmerman. Natural Resources: Distribution, exploitation, uses and conservation of forest, water, soils, fisheries, mineral resources, energy resources (coal, petroleum, natural gas and non-conventional energy resources).

Section B

Human resources: Population growth, distribution and density, causes of inequalities, population-resources relationship and problems, Agricultural resources: fisheries and cereal crops: rice, wheat, maize and barley; beverages: tea, coffee and tobacco, commercial crops: cotton, rubber, jute, sugarcane, silk and artificial fibres. Agricultural regions of the world.

Section C

Concepts of Resources utilization, their conservation. environmental and cultural constraints in resource utilization, water conservation and rainwater harvesting, soil and forest resources conservation, land capability classes, resources regions of the world, resources regions of the India, economic regions of the India, sustainable development.

Recommended Readings:

- Alexander, E.W. 1938: Economic Geography. Prentice Hall India, New Delhi.
Bunting B.C., 1987: The Geography of Soil. Prentice hall; New York.
कौशिक, एस.जी. 2010: संसाधन भूगोल। रस्तोगी पब्लिकेशन्स, मेरठ।
मथुर, वी. 1998: संसाधन भूगोल। रस्तोगी प्रकाशन, मेरठ।
Mitchell, Bruce. 1979: Geography and Resource Analysis. Longmans, London.
Park, C.C. 2001: The Environment-Principles and applications. Routledge, London.
Robinson, O.W. 1932 : Soils, their Origin, Constitution and Classification. London.
Shafi, M. 2004: Agricultural Geography. Pearson India.

Paper II: Human Geography

Section A

Definition, aims and scope of human geography, relation of human geography with other social sciences. Principles of human geography, essential facts of human geography

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according to Brunhes and Huntington, schools of man-environment relations: determinism
possibilism and neo determinism

Section B

Human races: evolution and migration, zone-strata theory, classification of races: types,
characteristics and distribution. human races in India, tribes of the world: eskimos, bushman,
pigny, masai, badduian and khingiz: tribes in India: bhils, nagas, santhal, gond, gujar of
Jammu and Kashmir and toda. Population growth and theories, distribution and density of
world population

Section C

Migration of population: causes, types and impact: population regions and population policies
in India. Rural settlements: factors affecting development of rural settlement, types and
patterns of rural settlements, building materials and house types, urban settlements: process
of urbanization, urban problems in India, impact of human activities on environment

Recommended Readings:

- Chandna, R.C. 2000: Geography of Population. Kalyani Publishers; New Delhi.
Dohrs, F.E. and Summners, L.W. (eds.) 1967: Introduction to Geography. Thomas Crowell
Co., New York.
Dear, M.J. and Flusty, S. (ed.) 2002: The spaces of Post modernity, Readings in Human
Geography. Blackwell Publishers Ltd., Oxford.
Fellmen, Getis and Getis, J. 1998: Human Geography-Landscape of human activities
Longman, London.
Husain, M. 2012: Human Geography. Rawal Publications, Jaipur.
हारुन, एम 2006: संसाधन भूगोल। वसुधरा प्रकाशन, गोरखपुर।
Leong, G.C. and Morgan, E.C. 1982: Human and Economic Geography. Oxford University
Press, Oxford 2nd Edition.
कौशिक, एस.डी. 2012: मानव भूगोल। रस्तोगी पब्लिकेशन्स, मेरठ।
मौर्य, एस.डी. 2005: जनसंख्या भूगोल। शारदा पुस्तक भवन, एलाहाबाद।
पण्डा, पी.पी. 2001: जनसंख्या भूगोल। मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल।
राय, वी.पी. एच श्रीवास्तव, वी.के. 2006: मानव भूगोल। वसुधरा प्रकाशन, जयपुर।
Singh, R.L. 2005: Fundamentals of Human Geography. Sharda Pustak Bhawan, Allahabad.

Practicals

Scheme of examination

Min. Pass Marks: 18

Max. Marks: 50

| | Bifurcation of Marks | Time |
|----------------------------|----------------------|------------|
| Written test | 24 | 3 hrs |
| Field survey and viva voce | 10+04 | 2 1/2 hrs. |
| Record and viva voce | 10+04 | |

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N.B. 1. There shall be 6 questions in written paper selecting at least two questions from each section. Candidates are required to attempt 3 questions selecting 1 question from each section. All questions carry equal marks.

Section A

Definition of cartography, types of cartographic symbols and their uses, drawing instruments and materials, classification and representation of data with the help of squares, rectangles, circles, spheres, ring, pyramids, wheel diagrams, traffic flow diagram, isochronic chart.

Section B

Classification and uses of maps, drawing of isopleth, choropleth, chorochromatic, choroschematic and dot maps (simple, multiple and multi-colour), measures of central tendency and dispersion: mean, median, mode, quartiles, standard deviation

Section C

Elements of map reading. History of topographical maps in India, Scheme of topographical mapping in India as per National Map Policy, 2005. Conventional symbols and interpretation of physical and cultural features on topographical maps.
Prismatic Compass survey: equipments, methods of measurement of bearings, correction of bearings, record of survey closing error and its corrections.

Recommended Readings:

- Monkhouse, F. J. and Wilkinson, F.J. 1985: Maps and Diagrams. Methuen, London
Mahmood, A. 1998: Statistical Methods in Geographical Studies. Rajesh Publication, New Delhi (fourth revised edition).
Raisz, E. 1962: General Cartography. John Wiley and Sons, New York. 5th edition.
Singh, R.L. and Singh, Rana, P.B., 1991: Elements of Practical Geography. Kalayani Publishers, New Delhi.
Sarkar, A. K. 1997. Practical Geography: A Systematic Approach. Orient Longman, Kolkata.
शर्मा, जे.पी. 2011: प्रयोगात्मक भूगोल की रूपरेखा। स्वतंत्री प्रब्लिकेशन्स, मेरठ।
Singh, L.R. 2006: Fundamentals of Practical Geography. Sharda Pustak Bhawan, Allahabad.
Venkatramiah, C., 1997: A Text book of Surveying. University Press, Hyderabad.

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Home Science

Examination Scheme :

- Each Theory paper will contain nine questions having three questions from each unit. Candidates are required to attempt five questions in all selecting at least one question from each unit. Each question will be of 10 marks.

BA Home Science Part II

| Paper | Subjects | Duration of exam | Maximum marks | Minimum marks | No. of hrs/wk |
|------------------|-----------------------|------------------|---------------|---------------|---------------|
| Theory Paper III | Human Development | 3hrs | 50 | 18 | 4 |
| Practical III | Human Development | 3hrs | 50 | 18 | 2 |
| Theory Paper IV | Textiles and Clothing | 3hrs | 50 | 18 | 4 |
| Practical IV | Textiles and Clothing | 3hrs | 50 | 18 | 2 |
| | | Total | 200 | 72 | 12 |

B.A. PART-II

HUMAN DEVELOPMENT (THEORY PAPER III)

Maximum Marks: 50

Minimum marks: 18

Teaching workload: 4 hrs /week

Total teaching workload: 96

Human Development and Family Studies is concerned with the study of the human lifespan from conception and onwards. In this program students would study various stages of life; prenatal, Infancy childhood, adolescence, adulthood and ageing. There is a special reference to ECCE, developmental disorders, family relationships and its dynamics. This program covers the biological and environmental, psychological and social factors that are understood to explain patterns of human behavior over the lifespan.

The program helps in understanding how people develop throughout their lives, and how Heredity and Environment can influence possibilities for individuals. This is important and useful knowledge for everyone.

Basic knowledge of Human Development is an important background for those wishing to go into professions such as social work, nursing and teaching. There is a need for more research in the context of family and lifespan development in our country, and we are looking for students

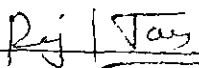
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| with vision and innovative ideas to join us in innovative studies when they reach postgraduate level. | |
| Objectives:- | |
| <ol style="list-style-type: none"> 1. To acquaint the student with the scope and foundation of human development. 2. To understand development through different life span stages. 3. To learn regarding the significant developmental tasks of each stage. | |
| Contents | Hours |
| UNIT I | |
| <ul style="list-style-type: none"> • Definition and scope of Human Development as a field of study. | 6 |
| <ul style="list-style-type: none"> • Principles of development | 4 |
| <ul style="list-style-type: none"> • Role of Heredity and environment and learning and maturation in development. | 4 |
| <ul style="list-style-type: none"> • Factors affecting development. | 6 |
| UNIT II | |
| Development from conception to adolescence: | |
| <ul style="list-style-type: none"> • Physical development | 6 |
| <ul style="list-style-type: none"> • Motor development | 5 |
| <ul style="list-style-type: none"> • Socio-emotional development | 8 |
| <ul style="list-style-type: none"> • Language and cognitive development | 8 |
| UNIT III | |
| <ul style="list-style-type: none"> • Importance and objectives of early childhood education; impact of deprivation and early stimulation | 8 |
| <ul style="list-style-type: none"> • Definitions, functions and types of families; changing roles and challenges faced by Indian Families | 8 |
| <ul style="list-style-type: none"> • Understanding differently abled children; definitions, meaning and classification | 10 |
| <ul style="list-style-type: none"> • Major development tasks, achievements and problems of adulthood and aging. Need for care and support for aging individuals. | 10 |
| References : | |
| <ol style="list-style-type: none"> 1. Santrock JW (2007). Lifespan Development. Tata – McGrawHill. New Delhi. 3rdEd. 2. Bee H (1995). The developing child. Harper Collins College Publisher. 3. Berk L (2006). Child development. Allyn & Bacon. New York. 4. Cole M and Cole SR (1996). The Development of Children. W.H. Freeman and Company. 5. Rice F (1992). Human Development: A Life Span Approach. Prentice Hall. 6. Rice FP. Marriage and Parenthood. Allyn and Bacon Inc. Toronto. 7. Vidhya Bhushan and Sachdeva (2000). Introduction to Sociology. | |
| HUMAN DEVELOPMENT – PRACTICAL III | |
| Maximum marks: 50 | |


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Minimum marks: 18

Teaching workload: 1 practical/ week (2 hours/ practical)

Total teaching workload: 24 practicals/ batch

Learning Outcomes

Students will gain insight into the growth patterns, developmental characteristics and activities of children in a practical situation. They will also learn to understand significant issues related to adolescents, adults and ageing people.

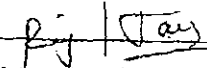
Objectives :

1. Students will gain insight into the growth patterns, developmental characteristics and activities of children in a practical situation.
2. They will also learn to understand significant issues related to adolescents, adults and ageing people.

| Contents | Hours |
|---|-------|
| 1. Anthropometric measurement of children from birth to 6 years. Plotting and interpretation of data as per WHO norms. | 4 |
| 2. Interviewing mothers of young infants regarding breast feeding schedules, supplementary foods and weaning practices. | 3 |
| 3. Organizing and conducting play and creative activities of children in a nursery school. | 3 |
| 4. Preparation and conduction of various activities to enhance overall development of children: physical, motor, language, cognitive, social and emotional. | 4 |
| 5. Focus group discussion with adolescents to understand their aspirations, educational and career choices. | 3 |
| 6. Market survey of story books and toys for children. Assessment of the above in terms of quality, cost, durability, safety, attractiveness and developmental appropriateness. | 2 |
| 7. Preparation of a brief questionnaire to identify the problems faced by adults and aging people in communities. Report the information as individual case profile. | 3 |
| 8. Preparation of a scrap book on relevant issues of human development. | 2 |

Examination scheme :

1. **Major problem - 20 Marks**
 Planning and preparation of various activities to enhance overall development.
 Preparation of interview schedule of feeding for interviewing's mothers of infants.
 Organizing and conducting play.
2. **Minor Problem - 10 Marks**
 FGD
 Preparation of a brief questionnaire to identify problems of ageing peoples.
 Plotting of graph on the basis of anthropometric measurements of children from 02-06 years and its interpretations
3. **Internal - 20 Marks**


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TEXTILES & CLOTHING (THEORY PAPER IV)

Maximum Marks: 50

Minimum Marks: 18

Teaching workload: 4 hrs /week

Total teaching workload: 96 hours/year

Learning outcome:

After completing the course the student will possess the basic knowledge of different processes involved from the raw material to the finished textiles, along with the properties and use which will further help them in the selection of clothes. Knowledge of technical textiles helps in broadening their vision as usage of textiles is not only limited to apparel wear. The course helps the students in selection of apparel for themselves and others. With the backing of knowledge of design principles and elements, a base is prepared for the subject and arouses the interest to further pursue in the area. The students also become aware of the rich traditional heritage of Indian textiles.

After finishing the course the students will have the basic knowledge in the area of textiles and clothing and will be able to identify her own specialization in the field

Objectives:

The course will lead to :

1. Acquaint students with basic knowledge of textiles and clothing.
2. Familiarize the students to make purchase decisions in selection of clothing.
3. Update the students with the recent innovations in the field.
4. Impart knowledge regarding traditional textiles and embroideries of India

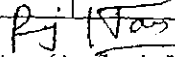
Contents**Hours****Unit - I****Textile Study**

| | |
|---|----|
| 1. Fiber <ul style="list-style-type: none"> • Classification • Properties and their importance to the consumer with special reference to the care. • Natural Fibers <ol style="list-style-type: none"> (a) Cotton (b) Wool (c) Silk (d) Jute • Manmade Fibers <ol style="list-style-type: none"> (a) Polyester (b) Polyamide (c) Rayon | 15 |
| 2. Yarn <ul style="list-style-type: none"> • Simple Yarn • Novelty yarn | 3 |


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| <ul style="list-style-type: none"> • Textured yarn | 10 |
| 3. Fabric : Different construction methods : <ul style="list-style-type: none"> • Weaving • Parts of loom • Steps in weaving • Types of weaves: Plain Twill Satin • Knitting • Felting • Lacing • Braiding | 2 |
| 4. Technical textiles <ul style="list-style-type: none"> • Categories and use in daily life <ol style="list-style-type: none"> i. Mobiltech ii. Agrotech iii. Geotech iv. Meditech | |
| Unit - II Apparel Selection and Care | |
| 5. Finishing <p><u>Basic Finishes</u></p> <ul style="list-style-type: none"> • Bleaching • Sizing • Desizing • Singeing • Tentering <p><u>Functional finishes</u></p> <ul style="list-style-type: none"> • Wash and wear • Mercerising • Sanoforizing • Flame retardant • Water resistant • Moth proofing | 10 |
| 6. Dyeing and Printing <ul style="list-style-type: none"> • Classification of dyes <ol style="list-style-type: none"> i. Natural ii. Synthetic • Classification of printing <ol style="list-style-type: none"> i. Direct ii. Resist iii. Discharge | 6 |
| 7. Selection of suitable fabrics and garments for different ages - infants, toddlers, pre-school children, school going children, adolescents | 10 |
| | 5 |
| | 3 |
| | 2 |


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| <p>8. Climate, occasion, occupation, fashion, figure</p> <p>9. Clothing for people with special needs: maternity and lactation, old age and physically challenged.</p> <p>10. Selection of readymade garments</p> <ul style="list-style-type: none"> • Appearance- Size, design, line and colours, • Fabric- Durability, ease of care • Workmanship- Cutting, sewing and finishing • Cost & Fitting <p>11. Labelling</p> <ul style="list-style-type: none"> • Textile fiber symbols • Care labelling symbols <p>12. Care and storage of</p> <ul style="list-style-type: none"> • Cotton • Silk • Wool | |
| <p>Unit - III Designing & Traditional Textiles</p> | |
| <p>13. Elements of design -Line, form, colour and texture.</p> <p>14. Principle of design - Proportion, Harmony, Balance and Emphasis</p> <p>15. Traditional textile</p> <ul style="list-style-type: none"> • Woven: Brocade • Printed ; Sanganer, Bagru, Kalamkari • Dyed ;Bandhani, Patola • Embroidered ;Kasuti, Kantha, Phulkari, Chikankari, Kutch | <p>15</p> <p>15</p> |
| <p>References :</p> <ol style="list-style-type: none"> 1. Susheela Dhantiyagi "Fundamentals of Textiles and their care" Orient Longman Ltd. 4th edition 1983 Reprinted 1994 2. Shrivastave. K.N and Gupta.M "Paramparagat Bhartiya Vastra" Hindi Granth Academy, 2011 3. Bela Bhargava (2003) " Vastra Vigyan avam dhulai kriya" University Book House Jaipur 4. Joseph, M. L. (1988), Essentials of Textiles, 5th edition, Holt Rinehart and Winston, New York. 5. Ruby Jain (2006). "Basic Stitching Processes" CBH Publications | |
| <p>TEXTILES AND CLOTHING (PRACTICAL IV) Maximum marks: 50 Minimum marks: 18 Teaching workload: 1 practical/ week (2 hours/ practical) Total teaching workload: 24 practical/ batch</p> | |


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Course Outcome: The beneficiary of the course will be equipped to differentiate between different types of fabrics. They will be able to master the art of garment construction as they will have hands on experience in all basic seams, finishing of edges in form of hems and curves and fullness techniques. They will also be able to do surface ornamentation with embroidery and tie and dye.

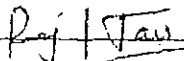
Objectives

| Contents | Hours |
|--|--------------|
| Textiles | |
| Make a Scrap book of the following | |
| 1. Fiber samples <ul style="list-style-type: none"> • Cotton fiber from - (Muslin, 2x2 Rubia , 2x1 poplin, Khadi) • Silk fiber from -(Georgette, Chiffon, Crepe, Tussar, Mulberry,) • Wool fiber from - Felt (wool) • Jute fibre from Gunny Bags & Ropes • Nylon fibre from Plastic Cord • Polyester fibre from Sewing Thread • Rayon fibre from Artificial Silk Dupatta | 5 |
| 2. Yarn : Ply, textured and metallic yarn | |
| 3. Fabric Samples: Woven, Knitted and Non woven - Felt (wool) | |
| 4. Collection of care labels washing, ironing, dry-cleaning, bleaching | |
| 5. Fiber symbols (cotton, wool, silk) | |
| 6. Technical textiles : Bandages & Scotch Brite | 10 |
| Clothing | |
| 7. Clothing techniques (sample of each) <ul style="list-style-type: none"> • Simple stitches – hemming and tacking • Seam – plain, French and run and fell • Dart – straight and curve • Tucks – Pin tucks • Pleat – knife, box • Gathers – simple gathers • Finishing of curve – piping and facing • Placket opening – continuous wrap & two piece placket • ix Garment construction - 'A' line frock with any sleeve and Collar • x Embroider the frock using few basic stitches | 3 6 |
| 8. Tie & dye prepare two sample through any 2 techniques | |
| 9. Product design – construction of any one product <ul style="list-style-type: none"> • Two cushion covers • Shoulder Bag with any fastener • Pouch with zip | |

Examination scheme

Major problem – 20marks

Construct any one garment


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Drafting and cutting of a garment -
Stitching and finishing of a garment -
Minor Problem - 10 marks
Identification of textile yarn / fabrics -
Tie and dye one sample using two colours and two different techniques / two samples of
any clothing techniques -
Internal - 20 marks

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B.A. PART II
INDIAN MUSIC(VOCAL)

| | | | |
|------------|---------------------|----------------|---------------|
| Paper - I | 3 hrs.duration | Max.Marks 40 | Min. Marks 15 |
| Paper – II | 3 hrs.duration | Max.Marks 40 | Min. Marks 15 |
| Practical | 1 hr. per candidate | Max. Marks 120 | Min. Marks 43 |

Teaching Hours

Practical

6 Hours Per Week

Theory

Paper -I 2 Hours Per Week

Paper -II 2 Hours Per Week

Total Teaching Hours for practical – 06, Theory - 04 Hours Per Week

Note : (1) Each theory paper will contain nine questions having three question in each section. Candidates are required to attempt five questions in all selecting atleast one question from each section.

(2) Candidate must pass separately in each of the theory and practical.

❖ Candidates must pass separately in each of the paper Theory and Practical wherever prescribed.

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Theory:-

Paper – I

Principles of Indian Music (Vocal)
Common with Instrumental

Section –A

Paper: I

3 hrs. duration

Max. Marks-40 Min. Marks-15

- (a) Definitions and explanations of the following terms: Ragalap, Roopakalaap, Alpatva, Bahutva, Alapti, Avirbhav and Tirobhav, Swasthan Niyam & Aadhunik aalap gayan.
- (b) Shruti and Swarsthanas according to Bharat and Pt. Bhatkhande.
- (c) Placement of Shuddha swaras on the wire of veena according to Pt. Ahobal and Pt. Bhatkhande.
- (d) Comparative study of the swaras of North and South Indian Music.

Section –B

- (a) To write the thekas with dugun and chaugun in the following talas : Dhamar, Tilwada, Ektal, Chautal, Rupak, Punjabi, Sooltal, Jhumra, Tivra.
- (b) Critical and comparative study of the ragas prescribed for practical course: Malkauns, Vrindavani-Sarang, MiyanMalhar, Bahar, Bhairav, Ramkali, Shuddha-Kalyan, Jaijaiwanti, Khamaj and Hameer.

Section –C

- (a) Define the terms of Gat, Jhala, Ghaseet, Jod-alap, Jamjama, Krintan, Meend, Khatka, Murkiand Gamak.
- (b) Notation writing in prescribed ragas.
- (c) Writing Alaps and Tanas / Todas in different Ragas.

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- (d) Recognition of Ragas from given notes.

Theory:-

Paper – II

History of Indian Music (Vocal)
Common with Instrumental

Paper: II

3 hrs. duration

Max. Marks-40 Min. Marks-15

Note : The paper will contain five questions, having three questions in each section. Candidates are required to attempt five questions in all selecting atleast one question from each section.

N.B. Candidate must pass separately in each of the theory and practical paper.

Section – A

- Study of Gram Moorchana.
- Modern Shudha Scales of Karnatak and Hindustani Music.
- Major and Minor Scales of Western Music.
- Staff Notation.

Section – B

- Frequencies of the Musical notes.
- Classification of Ragas according to Rag-Ragini Paddhati.
- Life sketches, contribution and style of the following musicians :
Allauddin Khan, Amir Khan, Kesar Bai Kerkar, Pt, Omkar Nath Thakur, Vilayat Khan, Nikhil Banerjee.

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Section -C

- (a) Theory of Mela and Janya ragas and 72 Melas of Pt. Vyankatmukhi, 10 Thatas of Bhatkhande, 32 Thatas according to the Swaras of Hindustani Music.
- (b) Use and description of the following instruments pakhawaj, Veena and flute.
- (c) A short essay on any subject of general musical interest.

Practical Vocal

There shall be one practical paper. (conducted by two different Examiners : External and Internal)

(Non-collegiate candidates have to attend compulsory a practical course of forty eight hours at university allotted centres)

Presentation of Ragas & Viva-voce

Duration of Exam. : 1 hour per candidate

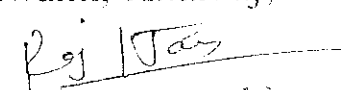
Max. Marks 120, Min. Marks. 43

(Critical and Comparative study of Ragas & Tala and to sing or play all the Ragas according to syllabus).

Detailed Course:

1. To sing given musical piece and to recognize the ragas & swaras when sing.
2. To show the difference of ragas through swarvistar in all the ragas.
3. Knowledge of bolas and Thekas on Hand Palm and to recognize on Tabla prescribe Talas in syllabus as - Dhamar, Tilwara, Jhaptal, Punjabi, Sootal, Jhoomra, Ektal, Chautal, Teevra and Roopak.
4. To sing Aroh, Avroh, Pakad and Swar Vistar of the following ragas- Malkauns, Vrindavani-Sarang, MiyanMalhar, Bahar, Bhairav, Ramkali, Shuddha-Kalyan, Jajaiwanti, Khamaj, Tilak-Kamod, Hameer.

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5. With the accompaniment of Tabla to sing BadaKhyal and ChhotaKhyal with sufficient varieties of Tanasin the following four ragas: Malkauns, Vrindavani-Sarang, Bhairav, Miyan-Malhar.
6. With the accompaniment of Tabla to sing Tarana /Chhotakhyal with tana and in any four ragas of the following.
 (i) Khamaj (ii) Bahar (iii) Tilak-Kamod (iv) Ramkali
 (v) ShuddhaKalyan (vi) Jaijaiwanti.
7. With the accompaniment of Tabla to sing a composition, composed in other than Trital with Tanas, in any two ragas mentioned in clause 4, but not selected under clause 5 & 6.
8. To sing Bhajan in any Ragas to prescribe insyllabus.

Books Recommended :

- (1) Kramik Pustak Malika parts 2,3 and 4 Sangeet Karyalaya, Hathras.
- (2) Tan Malika parts 2 and 3 (Purvardh) by Raja Bhaiya Poochwale, Sangeet Karyalaya, Hathras.
- (3) Tan Sangrah by S.N. Ratanjankar.
- (4) Sitar Marg by S. Bandopadhyaya.
- (5) Sitar Shiksha by B.N. Bhatt.
- (6) Sitar Parts 1 to 3 by B.N. Bhimpure.
- (7) Saral Violin Parichaya by G.N. Goswami, Goswami Printers, Narahi, Lucknow.
- (8) Ragvigyan by N.V. Patwardhan, Part 1 and part II, Sangeet Karyalaya, Hathras.
- (9) A Short survey of the Music of the Northern India by Pt. V.N. Bhatkhande.
- (10) संगीत के जीवन पृष्ठ by S.Rai.
- (11) Vadya Shastra by Shri Harish Chandra Srivastava.
- (12) Hamare Sangeet Ratna, Sangeet Karyalaya, Hathras.
- (13) Sangeet Visharad by Basant.
- (14) Comparative study of the Music of the 15th, 16th and 17th Centuries by Pt. V.N. Bhatkhande Sangeet Karyalaya, Hathras.
- (15) Sangeet Kaumudi-Vikramaditya. Singh Nigam.
- (16) Tan Malika Pt. III (Uttararddha) by Raja Bhaiya Poochwale.
- (17) Hindustani Music- Its physics and aesthetics by G.S. Ranade, Sangeet Karyalaya, Hathras.

- (18) Origin of Ragas – Bandopaddhyaya.
- (19) The Music of India by H.A. Popley.
- (20) Hindustani Sangeet Paddhati (Shastra) by Pt. Bhatkhande,
Parts 1 to 4.
- (21) Sangeet Mani Part-I,II- Maharani Sharma
- (22) SangeetSwarit- Ramakantdivedi
- (23) Swaranjali- Dr. Sharda Mishra
- (24) RaagRoopanjali- Prof. PushpaVasu

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B.A. PART II
INDIAN MUSIC (INSTRUMENTAL)

| | | | |
|------------|---------------------|----------------|---------------|
| Paper - I | 3 hrs. duration | Max.Marks 40 | Min. Marks 15 |
| Paper – II | 3 hrs. duration | Max.Marks 40 | Min. Marks 15 |
| Practical | 1 hr. per candidate | Max. Marks 120 | Min. Marks 43 |

Teaching Hours

Practical

6 Hours Per Week

Theory

Paper -I 2 Hours Per Week

Paper -II 2 Hours Per Week

Total Teaching Hours for practical – 06, Theory - 04 Hours Per Week

Note : (1) Each theory paper will contain nine questions having three question in each section. Candidates are required to attempt five questions in all selecting atleast one question from each section.

(2) Candidate must pass separately in each of the theory and practical.

❖ Candidates must pass separately in each of the paper Theory and Practical wherever prescribed.

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Theory:-

Paper – I

Principles of Indian Music (Instrumental)
Common with Vocal

Section –A

Paper: I

3 hrs. duration

Max. Marks-40 Min. Marks-15

- (a) Definitions and explanations of the following terms: Ragalap, Roopakalaap, Alpatva, Bahutva, Alapti, Avirbhav and Tirobhav, Swasthan Niyam & Aadhunik aalap gayan.
- (b) Shruti and Swarsthanas according to Bharat and Pt. Bhatkhande.
- (c) Placement of Shuddha swaras on the wire of veena according to Pt. Ahobal and Pt. Bhatkhande.
- (d) Comparative study of the swaras of North and South Indian Music.

Section –B

- (a) To write the thekas with dugun and chaugun in the following talas : Dhamar, Tilwada, Ektal, Chautal, Rupak, Punjabi, Sooltal, Jhumra, Tivra.
- (b) Critical and comparative study of the ragas prescribed for practical course: Malkauns, Vrindavani-Sarang, Miyan Malhar, Bahar, Bhairav, Ramkali, Shuddha-Kalyan, Jaijaiwanti, Khamaj and Hameer.

Section –C

- (a) Define the terms of Gat, Jhala, Ghaseet, Jod-alap, Jamjama, Krintan, Meend, Khatka, Murki and Gamak.

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- (b) Notation writing in prescribed ragas.
(c) Writing Alaps and Tanas / Todas in different Ragas.
(d) Recognition of Ragas from given notes.

Theory:-

Paper – II

History of Indian Music (Instrumental)
Common with Vocal

Paper: II

3 hrs. duration

Max. Marks-40 Min. Marks-15

Note : The paper will contain five questions, having three questions in each section. Candidates are required to attempt five questions in all selecting atleast one question from each section.

N.B. Candidate must pass separately in each of the theory and practical paper.

Section – A

- (a) Study of Gram Moorchana.
(b) Modern Shudha Scales of Karnatak and Hindustani Music.
(c) Major and Minor Scales of Western Music.
(d) Staff Notation.

Section –B

- (a) Frequencies of the Musical notes.
(b) Classification of Ragas according to Rag-Ragini Paddhati.
(c) Life sketches, contribution and style of the following musicians :
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Section –C

- (a) Theory of Mela and Janya ragas and 72 Melas of Pt. Vyankatmukhi, 10 Thatas of Bhatkhande, 32 Thatas according to the Swaras of Hindustani Music.
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5. With the accompaniment of Tabla to play Vilambitgat and Drutgat with sufficient varieties of Tanas / Todas and Jhala in the following four ragas: Malkauns, Vrindavani-Sarang, Bhairav, Miyan-Malhar.
6. With the accompaniment of Tabla to play Drutgat with tana and Todas Jhala in any four ragas of the following.
(i) Khamaj (ii) Bahar (iii) Tilak-Kamod (iv) Ramkali
(v) Shuddha Kalyan (vi) Jaijaiwanti.
7. With the accompaniment of Tabla to play a composition, composed in other than Trital with Todas, in any two ragas mentioned in clause 4, but not selected under clause 5 & 6.
8. To play a Dhun / Bhajan in any Ragas to prescribe in syllabus.

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- (18) Origin of Ragas – Bandopaddhyaya.
- (19) The Music of India by H.A. Popley.
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- (22) Sangeet Swarit- Ramakant divedi
- (23) Swaranjali- Dr. Sharda Mishra
- (24) Raag Roopanjali- Prof. Pushpa Vasu

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