

Study & Evaluation Scheme

Of

B.A.B.Ed (Integrated)

[Applicable w.e.f. Academic Year 2016-17]



TEERTHANKER MAHAVEER UNIVERSITY

N.H.-24, Delhi Road, Moradabad, Uttar Pradesh-244001

Website: www.tmu.ac.in



TEERTHANKER MAHAVEER UNIVERSITY

(Established under Govt. of U. P. Act No. 30, 2008)

Delhi Road, Bagarpur, Moradabad (U.P)-244001

Study & Evaluation Scheme

Of

B.A.B.Ed (Integrated) 4Years

SUMMARY

Programme	:	B.A.B.Ed (Integrated)
Duration	:	Four year course
Medium	:	English And Hindi Both
Minimum Required Attendance	:	75%
Maximum credits	:	194
Minimum credits required for the degree	:	190

Evaluation of theory Papers	:	<table border="1"><thead><tr><th>External</th><th>Internal</th><th>Total</th></tr></thead><tbody><tr><td>60</td><td>40</td><td>100</td></tr></tbody></table>	External	Internal	Total	60	40	100
External	Internal	Total						
60	40	100						

Internal Evaluation of theory Papers	:	<table border="1"><thead><tr><th>Class Test I</th><th>Class Test II</th><th>Class Test III</th><th>Attendance</th><th>Assignment</th><th>Total</th></tr></thead><tbody><tr><td colspan="3">Best two out of the three</td><td></td><td></td><td></td></tr><tr><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td><td>40</td></tr></tbody></table>	Class Test I	Class Test II	Class Test III	Attendance	Assignment	Total	Best two out of the three						10	10	10	10	10	40
Class Test I	Class Test II	Class Test III	Attendance	Assignment	Total															
Best two out of the three																				
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Evaluation of Practical	:	<table border="1"><thead><tr><th>External</th><th>Internal</th><th>Total</th></tr></thead><tbody><tr><td>50</td><td>50</td><td>100</td></tr></tbody></table>	External	Internal	Total	50	50	100
External	Internal	Total						
50	50	100						

Duration of examination	:	<table border="1"><thead><tr><th>External</th><th>Internal</th></tr></thead><tbody><tr><td>3 hrs</td><td>1.5 hrs</td></tr></tbody></table>	External	Internal	3 hrs	1.5 hrs
External	Internal					
3 hrs	1.5 hrs					

To qualify the course a student is required to secure a minimum of 45% marks in aggregate including the semester end examination and teachers continuous evaluation.(i.e. both internal and external).

A candidate who secures less than 45% of marks in a course shall be deemed to have failed in that course. The student should have secured at least 45% marks in aggregate to clear the semester.

Question Paper Structure

1. The question paper shall consist of six questions. All six are compulsory. First question shall be of short answer type (not exceeding 50 words). Question No. 1 shall contain 8 parts representing all units of the syllabus and students shall have to answer any five (weightage 2 marks each).
2. Remaining question will be one from each unit with internal choice. The student has to answer one of the two in each question. The weightage of Question No.2 to 6 shall be 10 marks each.
3. Usually each question in the examination should be designed to have a numerical component, where part of syllabus.

Semester - I										
Sr. No	Course Code	Course Opted	Course Name	Periods			Credit	Evaluation Scheme		
				L	T	P		Internal	External	Total
1	BAEI-101/102	Foundation Course Core (Any One)	Foundation English	4	-	-	4	40	60	100
			सामान्य हिन्दी							
2	BAEI-103	Core Course -I (Political Science)	Political Theory	4	-	-	4	40	60	100
3	BAEI-104	Core Course -I (Economics)	Introduction to Statistics	4	-	-	4	40	60	100
4	BAEI-105	Core Course -I (History)	Political History of Medieval India (1200 to 1526 A.D.)	4	-	-	4	40	60	100
5	BAEI-106	Core Course -I (English Lit)	Poetry	4	-	-	4	40	60	100
7	BAEI-108	Core Course -I (Hindi Lit)	प्राचीन एवं मध्यकालिन काव्य	4	-	-	4	40	60	100
Total				16	-	-	16	160	240	400

Semester - II

Sr.No	Course Code	Course Opted	Course Name	Periods			Credit	Evaluation Scheme		
				L	T	P		Internal	External	Total
1	BAEI 201	Core Course-I	Environmental Education	4	-	-	4	40	60	100
2	BAEI 202	Core Course-I	Fundamentals of Computers	4	-	-	4	40	60	100
3	BAEI 203	Core Course -II (Pol. Sc.)	National Movement & Constitution Of India	4	-	-	4	40	60	100
4	BAEI 204	Core Course -II (Economics)	Micro Economics	4	-	-	4	40	60	100
5	BAEI 205	Core Course -II (History)	Political History Of Medival India (1526-1740 AD)	4	-	-	4	40	60	100
6	BAEI 206	Core Course -II (Eng. Literature)	Prose	4	-	-	4	40	60	100
7	BAEI 208	Core Course –II (Hin Literature)	Hindi Natak Aur Rangmanch	4	-	-	4	40	60	100
Total				28	-	-	28	280	420	700

Semester - III								
Course Code	Course Name	Periods		Credit		Evaluation Scheme		
		L	T	P	C	Internal	External	Total
Compulsory Course								
BAEI311 (Education)	Childhood and Growing UP	4	-	-	4	40	60	100
BAEI312	Physical , Health & Yoga Education	2	-	4	4	40	60	100
BAEI399	English Communication & Soft Skills – I	3	-	2	4	50	50	100
Elective: Select any three								
BAEI303 (Pol. Sci.)	Indian Political Thought	5	-	-	5	40	60	100
BAEI304 (Eco.)	Macro Economics	5	-	-	5	40	60	100
BAEI305 (History)	Political History Of Modern India (1740-1964 A.D.)	5	-	-	5	40	60	100
BAEI306 (Eng. Lit.)	Drama	5	-	-	5	40	60	100
BAEI307 (Sanskrit)	नाटक गद्यकाव्य काव्यशास्त्रच	5	-	-	5	40	60	100
BAEI308 (Hindi. Lit.)	आधुनिक हिन्दी काव्य	5	-	-	5	40	60	100
BAEI309 (Home. Sci.)	Introduction To Textiles	5	-	-	5	40	60	100
Total		24	-	6	27	250	350	600

Semester - IV									
Sr. No	Course Code	Course Name	Periods		Credit		Evaluation Scheme		
			L	T	P	C	Internal	External	Total
Compulsory Course									
1	BAEI411 (Education)	Information & Communication Technology	2	-	-	2	40	60	100
2	BAEI412 (Education)	Learning and Teaching	4	-	-	4	40	60	100
3	BAEI499	English Communication & Soft Skills – II	3	-	2	4	50	50	100
Elective: Select any three									
4	BAEI403 (Pol. Sci.)	Western Political Thought	5	-	-	5	40	60	100
5	BAEI404 (Eco.)	National Income Analysis Money & Banking	5	-	-	5	40	60	100
6	BAEI405 (History)	Political History Of Ancient India B.C. 600 A.D. 606	5	-	-	5	40	60	100
7	BAEI406 (Eng. Lit.)	Fiction	5	-	-	5	40	60	100
8	BAEI407 (Sanskrit)	व्याकरणम् निबन्धः गद्यनाटयसाहित्येतिहासः	5	-	-	5	40	60	100
9	BAEI408 (Hindi Lit.)	हिन्दी कथा साहित्य	5	-	-	5	40	60	100
10	BAEI409 (Home Sci.)	Child Development	5	-	-	5	40	60	100
Practicum									
11	BAEI451 (EPC)	Understanding the ICT	-	-	4	2	50	50	100
Total			24	-	6	27	300	400	700

Semester – V									
Sr. No	Course Code	Course Name	Periods			Credit	Evaluation Scheme		
			L	T	P		Internal	External	Total
Compulsory Course									
1	BAEI511 (Education)	Contemporary India and Education	4	-	-	4	40	60	100
2	BAEI512 (Education)	Language Across the Curriculum	2	-	-	2	40	60	100
3	BAEI599	English Communication & Soft Skills – III	3	-	2	4	50	50	100
Elective: Select any three									
4	BAEI503 (Pol. Sci.)	International Politics	5	-	-	5	40	60	100
5	BAEI504 (Eco)	Indian Economy	5	-	-	5	40	60	100
6	BAEI505 (History)	Political History Of India A.D. 606 - A.D. 1206	5	-	-	5	40	60	100
7	BAEI506 (Eng. Lit.)	History Of English Literature	5	-	-	5	40	60	100
8	BAEI507 (Sanskrit)	वेद-उपनिषद्-आर्षकाव्यम्-अलंकाराश्च	5	-	-	5	40	60	100
9	BAEI508 (Hindi. Lit.)	अद्यतन हिन्दी एवं कौरवी लोक काव्य	5	-	-	5	40	60	100
10	BAEI509 (Home Sci.)	Fundamentals Of Food & Nutrition	5	-	-	5	40	60	100
Practicum									
11	BAEI551 (EPC)	Understanding the Self	-	-	4	2	50	50	100
Total			24	-	6	27	300	400	700

Semester - VI

Sr. No	Course Code	Course Opted	Course Name	Periods			Credit	Evaluation Scheme		
				L	T	P		Internal	External	Total
Compulsory Course										
1	BAEI611 (Education)	Gender, School and Society	2	-	-	2	40	60	100	
2	BAEI699	English Communication & Soft Skills – IV	3	-	2	4	50	50	100	
Elective: Select any three										
3	BAEI603 (Pol. Sci.)	Comparative Government & Politics	4	-	-	4	40	60	100	
4	BAEI604 (Economics)	Public Finance & International Trade	4	-	-	4	40	60	100	
5	BAEI605 (History)	History Of Modern World (1453-1950 A.D.)	4	-	-	4	40	60	100	
6	BAEI606 (Eng. Lit.)	Indian Writers in English	4	-	-	4	40	60	100	
7	BAEI607 (Sanskrit)	गद्यकाव्यम्-नीतिकाव्यम्-व्याकरणम्-छन्दश्च	4	-	-	4	40	60	100	
8	BAEI608 (Hindi. Lit.)	हिन्दी निबन्ध तथा अन्य गद्य विधाएं	4	-	-	4	40	60	100	
9	BAEI609 (Home Sci.)	Dietetics & Therapeutic nutrition	4	-	-	4	40	60	100	
Pedagogy Course (Select any Two Papers And Internship)										
10	BAEI621 (Education)	Pedagogy of English	2	-	-	2	40	60	100	
11	BAEI622 (Education)	Pedagogy of Hindi	2	-	-	2	40	60	100	
12	BAEI623 (Education)	Pedagogy of Sanskrit	2	-	-	2	40	60	100	
13	BAEI624 (Education)	Pedagogy of Home Science	2	-	-	2	40	60	100	
14	BAEI625 (Education)	Pedagogy of Social Studies	2	-	-	2	40	60	100	
School Internship										
18	BAEI631	Preliminary School Engagement				6	3	50	50	100
Total			21	-	8	25	340	460	800	

Semester – VII						
S.No.	Course Code	Course/Paper	Credits	Evaluation Scheme		
				Internal	External	Total Marks
Practical						
1.	BAEI 751 (Education)	School Internship	16	50	50	100
2	BAEI 752 (Education)	Evaluation of Teaching Skill-I	1	50	50	100
3	BAEI 753 (Education)	Evaluation of Teaching Skill-II	1	50	50	100
	Total		18	150	150	300

Semester – VIII									
Sr.No	Course Code	Course Name	Periods			Credit	Evaluation Scheme		
			L	T	P		Internal	External	Total
Core Courses									
1	BAEI801 (Education)	Guidance and Counseling	2	-	-	2	40	60	100
2	BAEI802 (Education)	Knowledge and Curriculum	4	-	-	4	40	60	100
3	BAEI803 (Education)	Assessment for Learning	4	-	-	4	40	60	100
4	BAEI804 (Education)	Inclusive Education	2	-	-	2	40	60	100
5	BAEI805 (Education)	Human Values And Ethics	2	-	-	2	40	60	100
Practicum									
6	BAEI851 (EPC)	Reading and reflection text	-	-	4	2	50	50	100
7	BAEI 852 (EPC)	Drama and Arts Education	-	-	4	2	50	50	100
Total			14		8	18	300	400	700

Foundation English

Course Code – BAEI-101/BA-101/BSC-101-BSCEI-101/BED 108

L	T	P	C
4	-	-	4

Objectives: To enable the pupil teacher to-

- Understand the importance of reading, writing and speaking with intelligible and usage of English in day to day conversation and official work.
- Develop Communication skill to enable the students to express fluently in English.
- Develop basic skills and competencies for formal and informal communication and comprehension.
- Provide sufficient practice in reading, writing, listening & speaking the language.

Unit I:

Functional Grammar- Pattern & Parts of Speech, Subject- Predicate, Noun, Pronoun, Adjective, Adverb, Verb, Verb phrase, Conjunction, Interjection.

Unit II:

Vocabulary: Word formation, Prefix Suffix, Compound words, Synonyms, Antonyms, Homophones & homonyms . How to lookup dictionary

Unit III

Requisites of sentence Writing: A good sentence, Fragmented Sentences, Rambling sentences, Parallel Comparison, Loose and periodic sentences, Paragraph writing- Principles, writing of single paragraph on different topics.

Unit IV

Communication: Meaning & Importance of communication, Process of Communication Channels of Communication, Barriers to effective Communication.

Unit V

Writing Skill: Forms of letters, Classification of letters, Format of social/ formal letters. Letters of application, Social letters & friendly letters.

Practicum: Workshop on Functional Grammar & Communication Skill.

Text Books:

- Martin & Wren - High School English Grammar & Composition, S.Chand & Co. Delhi.
- Lewis Norman - Word Power made easy, W.R.Goyal. Publication & Distributors Delhi.

Reference Books:

- RamanMeenakshi&SharmaSangeeta, TechnicalCommunication-Principles&Practice-O.U.P. New Delhi. 2007.
- Mohan Krishna & Banerji Meera, Developing Communication Skills – Macmillan India Ltd. Delhi
- Rosen Blum M., How to Build Better Vocabulary – Bloomsbury Publication. London.

* Latest edition of all the suggested books are recommended.

सामान्य हिन्दी

Course Code- BAEI 102/ BA-102/BSC-102-BSCEI-102/BED 109

उद्देश्य—

L	T	P	C
4	-	-	4

- छात्रों में भाषा को समझने तथा मूल्यांकन करने की दृष्टि बढ़ाना
- शब्द संरचना प्रक्रिया के प्रति छात्रों का ध्यानाकर्षण कराना।
- छात्रों को प्रयोजनमूलक हिन्दी की व्यापकता से अवगत कराना।
- हिन्दी भाषा की व्यवहारिक उपयोगिता का परिचय देना।

पाठ्य-विषय—

Unit-1 हिन्दी ध्वनियों का स्वरूप—

- स्वर और व्यंजन
- संज्ञा, सर्वमान, क्रिया, विशेषण, क्रिया विशेषण
- वाक्य संरचना

Unit-2 हिन्दी शब्द संरचना—

- पर्यायवाची, समानार्थक, विलोमार्थक, अनेकार्थक, अनेक शब्दों के स्थान पर एक शब्द समूहार्थक शब्दों के प्रयोग, निकटार्थी शब्दों के सूक्ष्म अर्थ-भेद, समानार्थक शब्दों के भेद, उपसर्ग, प्रत्यय

Unit-3 वर्तनी, विराम चिन्ह एवं संशोधन

- वर्तनी सम्बन्धी अशुद्धियाँ, मात्राओं की अशुद्धियाँ
- वर्तनी सम्बन्धी अशुद्धियों के कारण, वर्तनी सम्बन्धी अशुद्धियों के सुधारने उपाय।
- विराम चिन्ह-पूर्ण विराम, प्रश्नवाचक चिन्ह सम्बन्धन या आश्चर्य चिन्ह, निर्देशक चिन्ह, अवतरण चिन्ह

Unit-4 लेखन सम्बन्धी कौशल

- लिखित भाषा शिक्षण के उद्देश्य
- लेखन की विभिन्न विधियाँ, लेखन के दोष
- निबन्ध लेखन, कहानी लेखन
- राष्ट्रीय-अन्तरराष्ट्रीय तात्कालिक घटनाक्रमों पर लेखन

Unit-5 हिन्दी पत्राचार एवं लेखन

- औपचारिक पत्राचार
- अनौपचारिक पत्राचार
- राष्ट्रीय-अन्तरराष्ट्रीय तात्कालिक घटनाक्रमों पर लेखन

सन्दर्भ—

- 01- राजभाष हिन्दी- गोविन्द दास- हिन्दी साहित्य सम्मेलन, प्रयाग।
- 02- राष्ट्रभाषा आन्दोलन- गोपाल परशुराम-महाराष्ट्र सभा।
- 03- विराम चिन्ह- महेन्द्र राजा जैन- किताबघर, दिल्ली
- 04- प्रशासनिक एवं कार्यालयी हिन्दी- रामप्रकाश, राधाकृष्ण प्रकाशन, दिल्ली।
- 05- प्रयोजनमूलक कामकाजी हिन्दी- कैलाश चन्द्र भाटिया, तक्षशिला प्रकाशन, दिल्ली
- 06- प्रशासनिक हिन्दी टिप्पण, प्रारूपण एवं पत्र लेखन- हरिमोहन, तक्षशिला प्रकाशन, दिल्ली

Semester-1
POLITICAL THEORY (POLITICAL SCIENCE)

Course Code- BAEI 103/BA-103

LTPC
4004

- Unit I-** Definition, nature and scope and Political Science with reference to traditional, behavioural and post behavioural development.
- Unit II-** Theories of the origin of the state (Social contract, Historical, Evolutionary and Marxist). Theories of the function of the State (Liberal, Welfare and Socialist).
- Unit III-** Sovereignty : Evolution of the concept; Essential attributes; Austinian theory; Pluralist criticism, Power and Authority and influence.
- Unit IV-** Citizenship, Rights and Political obligation, Liberty, Equality, Law and Punishment.
- Unit V-** Democracy : Liberal; Pluralist; Elitist and Marxist views of Democracy. Concept of Political Economy, Totalitarianism, Revolution.

RECOMMENDED READINGS :

1. David Held, Political Theory and Modern State, London, Polity, 1994.
2. T.W. Hinsley, Sovereignty, Cambridge, OUP, 1986.
3. J.M. Barbalet, Citizenship, Mitton Keynes, Open University Press, 1988.
4. Sygmont Baumann, Freedom, Mitton Keynes, Open University Press, 1988.
5. Jeremy Waldron, (Ed.) Theories of Rights, New Delhi, OUP, 1984.
6. Bryan S. Turner, Equality, Chichester, Ellist Harwood Ltd, London, Tavstock.
7. Graeme Duncan, (Ed.) Democratic Theory and Practice, Cambridge, OUP, 1983.
8. Harold Laski, Grammar of Politics, London, Allen and Unwin, 1948.
9. David Held, (Ed.), Political Theory Today, London, Policy, 1991.
10. Stephan L. Wasly, Political Science : The Discipline and its Dimensions, Calcutta, 1970.
11. V.L. Lenin, State and Revolution, (Selected Works) Moscow, Progress Publisher, 1971.
12. Sir E Barber, Principles of Social and Political Theoy, Calcutta, Oxford University Press, 1976.
13. F. Thakurdas, Essays on Political Theory, New Delhi, Gitanjali, 1982.
14. S.P. Verma, Modern Political Theory , New Delhi, Vikas, 1983.

* Latest edition of all the suggeted books are recommended.

Semester-1

INTRODUCTION TO STATISTICS (ECONOMICS)

Course Code- BAEI 104 /BA-104

LTPC

4004

- Unit I-** **Basic Concept** – Populations, Sample, Parameter, Frequency Distribution, Cumulative Frequency, Graphic and diagrammatic representation of data, Techniques of data collection, Sampling Vs Population, Primary and Secondary data.
- Unit II-** **Central Tendency and Dispersion** : Measures of central tendency : Mean, Median, Mode, Geometric mean and Harmonic mean, Measures of dispersion, Range, Mean Deviation and Standard deviation.
- Unit III-** **Correlation** : Simple, Coefficient of correlation – Karl Pearson and Rank correlation, Partial and Multiple correlation Analysis.
- Unit IV-** **Regression Analysis** : Estimation of regression line in a bivariate distribution interpretation of regression coefficients.
- Unit V-** **Times Series and Index Numbers** : Time series analysis concepts and components-Determination of regular, trend and seasonal indices, Index numbers-concept, price relative, quantity relative, value relative, problems in the construction and limitations of index numbers. Tests for ideal index number.

Note

- (i) Emphasis should be on the application of the formulae instead of their derivations.
- (ii) One-half of the questions will be on Theory and the other half on Numerical Problems.
- (iii) Use of calculator is not prohibited.

Books Recommended

1. Gupta, S.C. and V.K. Kapoor (1993) – "Fundamentals of Applied Statistics"
2. Speigal, M.R. (1992) – "Theory and Problems of Statistics"
3. Nagar, A.L. and R.K. Das (1993) – "Basic Statistics"
4. Goon, A.M., M.K. Gupta and B. Dasputa (1993) "Fundamentals of Statistics"
5. Elhans, D.N. – "Fundamentals of Statistics "
6. सिंह, एस0पी0 – "प्रारम्भिकी सारंख्यकीय"

* Latest edition of all the suggested books are recommended.

Semester-1

POLITICAL HISTORY OF MEDIEVAL INDIA 1200-1526 A.D. (HISTORY)

Course Code- BAEI 105/BA-105

LTPC

4004

UNIT-1 :

1. Significant source material of medieval India : Archaeological literary and historical
2. Historiography - Different Approaches
3. Rise of Turks, causes of Success of Arab invasion and its impact.

UNIT - 2 : Slave Dynasty :

1. Aibak - Early career, achievements as a commander, difficulties, an assessment.
2. Iltutmish -Early life, problems, achievements, an estimate, the successors and the rule of forty.
3. Razia - Her state policy, causes of her downfall, an assessment.
4. Balban - Early life and accession, his problems, theory of kingship, achievements, an estimate.
5. Causes of downfall of slave dynasty.

UNIT - 3

Khaliji Dynasty : Jalaluddin Firoz Shah Khaliji - Early life and career, significant events of his reign, foreign policy, estimate. Alauddin Khaliji - Early career and accession difficulties theory of kingship Hindu policy Domestic policy revolts and its remedies Administrative system Price control and Market regulations, foreign policy southern conquest mongol invasion and its effects an assessment.

UNIT - 4 : Tughlaq Dynasty :

1. Ghiasuddin Tughlaq - Domestic policy, foreign policy, death of Ghiasuddin.
2. Mohammad-bin-Tughlaq- Domestic policy schemes of Mohd. Tughlaq, Revenue reforms, Administrative reforms, foreign policy, Deccan policy, revolts significance of his reign.
3. Firoz Shah Tughlaq - Early life, accession, was Firoz an usurper?, Domestic policy, foreign policy Administrative reforms, an estimate Invasion of Timur, causes and its

effects. Causes of downfall of Tughlaq dynasty.

4. Sayyid Dynasty : Khizr Khan - Victories, achievements, character. Mubarak Shah - His achievements. Alam Shah - Administrative achievements.
5. Lodhi Dynasty : Bahlol Lodhi - Accession, main events of reign character, assessment. Sikander Lodhi - Main events of his life, foreign policy Ibrahim Lodhi - Domestic policy, foreign policy, causes of failure, an estimate.

UNIT - 5

1. Nature of state, different theories of kingship.
2. Causes of downfall of Delhi Sultanate.
3. Central and provincial administration, army organization.
4. Development of literature and architecture.

Books Recommended

- (1) दिल्ली सल्तनत – ए०एल० श्रीवास्तव
Delhi Sultanate - A.L. Srivastava
- (2) दिल्ली सल्तनत – एल०पी० शर्मा
Delhi Sultanate - L.P. Sharma
- (3) पूर्व मध्यकालीन भारत – ए०बी० पाण्डये
Early Medieval India - A.B. Pandey
- (4) Foundation of Muslim Rule in India - A.B.M. Habibullah
- (5) Medieval Indian History - Ishwari Prasad
- (7) History of Qaraunah Truks in India - Ishwari Prasad
- (8) Growth of Khalji imperialism - Ishwari Prasad
- (9) Alauddin's Market Regulation - B.P. Saxena
- (10) Chronology of Mohd. Tughlaq - N.H. Rizvi
- (11) Firoz Shah Tughlaq - K.K. Basu
- (12) Sikandar Lodhi as a founder - A. Halim
- (13) The Administration of Sultanate of Delhi - I.H. Quraishi
- (14) Some Aspects of Muslim Administration - R.P. Tripathi
- (15) खिलजी वंश का इतिहास – के०एस० लाल
- (16) दिल्ली सुल्तनत – के०ए० निज़ामी

Latest edition of all the suggested books are recommended.

Semester-I
CORE COURSE-I POETRY (ENGLISH LITERATURE)

Course Code- BAEI 106/BA-106

LTPC
4004

Unit-I: Forms of poetry

1. The sonnet
2. The elegy
3. The ode
4. The epic
5. The ballad
6. The lyric
7. The dramatic monologue
8. Allegory

Unit-II: Stanza forms

1. The heroic couplet
2. The blank verse
3. The spenserian stanza
4. Terza rhyme

Unit-III

William Shakespeare :	‘True Love’
John Donne :	‘Present in Absence’
Michael Drayton :	‘Since there’s no help left....’

Unit-IV

Alexander Pope	‘Lines on Addison from The Dunciad’
Thomas Gray	‘Elegy Written in a Country Churchyard’
William Blake	‘London’

Unit-V

William Wordsworth :	‘The World is too much with us’
Robert Bridges	‘Nightingales’
W.B.Yeats	‘Lake Isle of Innisfree’

Books Recommended

1. Handbook of Applied Grammar, Trans. & Precis Writing by Mundha, Purnima Anil Prakash Book Depot, Bareilly.
2. Collection of 20th Century English Essays & Short Stories by Jabakusum Singh, Alka Ag. Prakash Book Depot, Bareilly.
3. Gems of English Poetry for B.A. by Priti Gautam, M. Namboori, Prakash Book Depot, Bareilly.

4. Poetry for B.A. I (Self Help Series) by Priyali Dutta, Prakash Book Depot, Bareilly.
 5. Textbook of Prose for B.A. I by Sandhya Saxena, S. Singh, Prakash Book Depot, Bareilly.
 6. Prose for B.A. I (Self Help Series) by Priyali Dutta, Prakash Book Depot, Bareilly.
- * Latest edition of all the suggested books are recommended.

Semester-I

प्राचीन एवं मध्यकालीन काव्य (हिन्दी साहित्य)

Course Code- BAEI 108/BA-108

LTPC

4004

निर्धारित कवि-कबीर (30 साखी तथा 05 पद), जायसी (पद्मावत का एक खण्ड), सूरदास (20 पद), तुलसीदास (20 छन्द), बिहारी (30 दोहे), घनानन्द (20 छन्द), भूषण (20 छन्द)।

द्रुत पाठ – सहरपता, अब्दुर्रहमान, चन्दरवरदाई, अमीर खुसरो, मीराबाई।

कबीरदास : साखी

गुरुदेव को अंग : सतगुरु की महिमा अनंत, गूंगा हूवा बावला, दीपक दीया तेल भरि,
जाका गुरु भी अंधाला, नां गुर मिल्या व सिष भया, माया दीपक नर
पतंग, सतगुरु हम सूं रीझ कर।

सुमिरण कौ अंग : कबीर कहता जात हूँ, भगति भजन हरि नांव है, कबीर सूता क्या करै
काहे न देखै जागि।

बिरह कौ अंग : चकवी बिछुटी रैणि की, बहुत दिनन की जोवती, यहु तन जारौं मसि
करूं,

हंसि हंसि कंत न पाइए, नैनां अंतर आव तूं, कबीर देखत दिन गया, कै
बिरहनि कूं मीच दे, कबीर तन मन यौ जल्या, बिरह भुवंगम तन बसै,
अषणियाँ झाँई पड़ी, बिरहनि ऊभी पंथ सिरि।

परचा कौ अंग : पारब्रह्म के तेज का, अंतरि कंवल प्रकासिया, पिंजर प्रेम प्रकासिया, पांणी
ही तैं हिम भया, जब मैं था तब हरि नहीं, मानसरोवर सुभर जल, कबीर
कंवल प्रकासिया।

रस कौ अंग : कबीर हरिरस यौं पिया, राम रसाइण प्रेम रस, कबीर भाठी कलाल की।
संतो भाई आई ज्ञान की आंधी, जतन बिनु मिरगन खेत उजारे, रहना
नहीं देश बिराना है, काहे री नलिनी तू कुम्हलानी, दुलहिनि गावहु मंगल
चार।

जायसी

पद्मावत का मानसरोदक खण्ड (सम्पूर्ण)

सूरदास

- विनय : आजु हौं एक एक करि, अविगत गति कछु कहत न आवै, रै मन मूरख जनम गंवायौ, गोविन्द प्रीति सबनि की मानत, जा दिन मन पंछी उडि जैहैं, अपुनपौ आपुन ही बिसरयौ, प्रभु कौ देखौ एक सुभाई ।
- वात्सल्य : सोभित कर नवनीत लिये, खेलत मैं को काको गुसैया, देखो भाई दधिसुत में दधि जात
- श्रृंगार : बूझत स्याम कौन तू गोरी, निसिदिन बरसत नैन हमारे, अंखियां हरि दरसन की भूखी, मधुवन तुम कह रहत हरे, निरगुन कौन देस को बासी, ऊधौ अंखियां अति अनुरागी, आयो घोष बड़ो व्यापारी, मोहन मांग्यो अपनो रूप, ऊधौ मोहि ब्रज बिसरत नाही, अति मलीन वृषभान कुमारी, लरिकाई को प्रेम आलि कैसे करके छूटत ।

तुलसीदास

- विनयपत्रिका : ऐसी मूढता या मन की, ऐसो को उदार जग माही, केसव कहि न जाइ का कहिये, हे हरि कस न हरहु भ्रम भारी, हरि तुम बहुत अनुग्रह कीन्हों, अब लौं नसानी अब न नसइहौं, माधव मोह—फाँस क्योँ टूटै ।
- कवितावली : अवधेश के द्वारे सकारे गई, बर दंत की पंगति कुंद कली, कीर के कागर ज्यों नृप चीर, रावरे दोष न पायन को, पातभरी सहरी सकल सुत, पुर तें निकसी रघुबीर बधू, सीस जटा उर बाहु विसाल, बालधी बिसाल बिकराल ।
- दोहावली : एक भरोसो एक बल, जो घन बरसै समय चिर, चढत न चातक चित कबहुं, बध्यों बधित पर्यो पुन्य जल, बरसि परुष पाहन पयद् ।
- बिहारी मेरी भवबाधा हरौ, नीकी दर्ई अनाकनी, जमकरि मुंह तरहरि, या अनुरागी चित्त की, मोहनि मूरति स्याम की, तजि तीरथ हरि राधिका, चिरजीवों जोरी जरै, अजौ तर्थाँना ही रह्यौ, स्वारथ सुकृतु न श्रम वृथा, नर की अरु नल नीर की, बढत—बढत सम्पत्ति सलिल, बसै बुराई जासु तन ।

छकि रसाल सौरभ सने, तिय तिरसौंहे मन किये, ज्यों—ज्यों बढत विभावरी, जुवति जोन्ह में मिलि, जोग जुगति सिखए सबै, मंगलबिंदु सुरंग मुख, खेलन सिखए अलि भले, रससिंगार मंजनु किये, चमचमात चंचल नयन, अरुन बरन तरुनि चरन, दृग उरझत टूटत कुटुम, पिय के ध्यान गहि गही, कहत सबै बैंदी दिये, मंजुन करि खंजन नयनि, औरे ओप कनीनिकनि, कर मुंदरी की आरसी, मैं मिसहा सोयो समुझि, बतरस लालच लाल की, हेरि हिंडोरे गगन तें।

घनानंद

अति सूधो सनेह को मारग है, भोर तें साँझ लौं कानन और, झलकै अति सुंदर आनन गौर, हीन भये जल मीन अधीन, घन आनन्द जीवन रूप सुजान, इस बांट परी सुधि रावरे भूलनि, पूरन प्रेम को मंत्र महा पन, पहिले अपनाय सुजान सनेह सों, घनआनन्द जीवन मूल सुजान की, आसा—गुमन बांधि कै भरोसो सिल धरि छाती, कंत रमें उर अंतर मैं, मरिबो बिसराम गनै वह तो, कारी कूर कोकिला कहाँ को बैर, एरे बीर पौन तेरा सबै ओर गौन, बैरी वियोग की हूकन जारत, पर काजहि देह की धारि फिरौ, एकै आस एकै विसवास प्रान गहे बास, रावरे रूपकी रीति अनूप, चोप चाह चावनि चकोर भयौ चाहत ही।

भूषण

शिवा बावनी 25 पद

साजि चतुरंग बीर रंग में तुरंग चढ़ि, बाने फहराने घहराने घंटा गजन के, बढल न होंहिं दल दच्छिन घमंड माहिं, बाजि गजराज सिवराज सैन साजत ही, ऊँचे घोर मंदर के अंदर रहनवारी, उतरि पलंग ते न दियो है धरा पै पग, अंदर ते निकसी न मंदर को देख्यो द्वार, सोंधे को अधार किसमिस जिनको अहार, साहि सिरताज और सिपाहिन में पातसाह, किवले की ठौर बाप बादसाह साहजहाँ, हाथ तसबीह लिए प्राप्त उठै बन्दगी को, कैयक हजार जहाँ गुर्जबरदार ठाढ़े, सबन के ऊपर ही ठाढ़ो रहिबे के जोग, राना भो चमेली और बेला सब राजा भये, कूरम कमलकमधुज है कदम फूल, देवल गिरावते फिरावते निसान अली, साँच को न मानै देवी देवता न जानै अरु, कुभकन्न असुर औतारी अवरंगजेब,

छूटत कमान और तीर गोली बानन के, उतै पातसाह जू के गजन के
ठट्ट छूटे, जीत्यो सिवराज सलहेरि को समर सुनि।

सन्दर्भ/सहायक पुस्तकें – प्राचीन एवं मध्यकालीन काव्य

1. कबीर एक अनुशीलन डॉ० रामकुमार वर्मा
2. कबीर की विचारधारा डॉ० त्रिगुणायत-साहित्य निकेतन कानपुर
3. कबीर व्यक्तित्व एवं कृतित्व चंद्रमोहन सिंह, ज्ञान लोक इलाहाबाद
4. कबीर साहित्य की परख आचार्य परशुराम चतुर्वेदी-भारती भण्डार, इलाहाबाद
5. सूर साहित्य हजारी प्रसाद द्विवेदी-विश्वविद्यालय प्रकाशन वाराणसी
6. सूरदास और उनका साहित्य हरबंश लाल शर्मा-भारत प्रकाश मंदिर, अलीगढ़
7. सूर की काव्य साधना गोविन्द राम शम्भू- नेशनल पब्लिशिंग हाउस नई दिल्ली
8. तुलसीमानस रत्नाकर भाग्यवती सिंह-सरस्वती पुस्तक सदन माता कटरा आगरा
9. तुलसी दर्शन बलदेव प्रसाद मिश्र हिन्दी साहित्य सम्मेलन प्रयाग
10. जायसी का पद्मावत : काव्य तथा दर्शन – गोविन्द त्रिगुणायत, साहित्य निकेतन, कानपुर
11. बिहारी की वाग्बिभूति विश्वनाथ प्रसाद मिश्र
12. बिहारी और उनका साहित्य हरबंश लाल शर्मा

काव्य शास्त्र

13. अलंकार पारिजात : नरोत्तम स्वामी – लक्ष्मी नारायण अग्रवाल प्रकाशन आगरा
14. नूतन काव्य प्रकाश – डॉ० उपेन्द्र त्रिपाठी – साहित्य रत्नालय, कानपुर
15. काव्य कौमुदी – डॉ० बालकृष्ण गुप्त, साहित्य निकेतन कानपुर
16. अलंकार, रस, छन्द, परिचय – भारत भूषण त्यागी, लायल बुक डिपो, ग्वालियर
17. काव्य लोक गोपीनाथ शर्मा, किताब महल, इलाहाबाद
18. काव्य के रूप – गुलाब राय-आत्माराम एण्ड संस, दिल्ली

* Latest edition of all the suggested books are recomm

Semester – II

ENVIRONMENTAL EDUCATION

Course Code – BAEI 201 (Common with BA 201/ BSCEI 201/ BSC 201/ BED 403)	L	T	P	C
	4	-	-	4

Objectives:

- To understand and reflect on the concept and characteristics of environmental education from various aspects.
- To develop awareness understanding and concern about environment and associated problems, and to develop knowledge, skills, attitudes, motivation and commitment to work individually and collectively towards their solutions and prevention of new ones.
- To do teaching learning about the environment, through the environment and for the environment.
- To develop special skill needed to link theoretical understanding with practical/applied aspects.

Unit I

- Nature, need and scope of environmental education and its conservation
- Environmental education: a way of implementing the goals of environmental protection.
- Types of environmental Pollution.
- Role of individual in prevention of pollution: air and water
- Role of individual in conservation of natural resources: water, energy and food
- Role of information technology and media in environment awareness/consciousness

Unit – II

- Causes and effects of environmental hazards.
- Global and local environmental pollution and its remedies.
- Green house affect an impending catastrophe.
- Ozone layer depletion- environmental threat.
- Acid rain.
- Pillar melting and significant features.
- Rise of sea level and their implications.

Unit – III

- Salient features of environmental awareness through education.
- Programs of Environmental Education for secondary school children.
- Programs of Environmental Education for attitude changes among the children.

Unit IV

- Organic farming
- Agricultural waste: Their impact and management
- Rain water harvesting and water resource management

- Biomedical waste management
- Changing patterns of energy and water consumption.

Unit – V

- Biodiversity-conservation of genetic diversity.
- An important environment priority.
- Learning to live in harmony with nature.
- Role of school in environmental conservation and sustainable development.

Suggested readings:

- Falmer Press CEE (1987). Joy of Learning: Handbook of Environmental Education Activities: CEE Bhruca E. (2004). Textbook
- NCERT (2005). National Curriculum Framework. New Delhi: NCERT.
- NCERT (2005). Syllabus for Elementary Classes, Volume I. New Delhi: NCERT.
- NCERT (2007/2013). Looking Around Us, EVS Textbooks (3-5), New Delhi: NCERT.
- NCERT (2008). Source Book on Assessment for Classes I–V, Environmental Studies, New Delhi: NCERT.
- UNESCO (1990). An Environmental Education Approach to the Training of Middle Level Teachers: A Prototype Program: UNESCO, UNEP International EE Program.
- UNICEF (2008). Best Practice Guidelines for teaching Environmental Studies in Maldivian Primary Schools: UNICEF.

FUNDAMENTALS OF COMPUTERS

L T P C
4 0 0 4

Course Code: BAEI 202

(Common with BCS- 301/BCS- 401/ BAG 206/ BSC 202/ BA202/ BSCEI 202)

Course Contents:

Unit I

Concepts in Computer Application: Definition of Electronic Computer, History, Generations, Characteristic and Application of Computers, Classification of Computers, Functional Component of Computer: CPU, I/O devices, Type of Memory & Memory Hierarchy, Firmware and Human ware.

Unit II

Programming Language Classification & Number System: Generation of Languages, Introduction to 4GLs. Translators: Assembler, Compiler, and Interpreter. Number System: Decimal, Octal, Binary and Hexadecimal & their Conversions. Various Codes: BCD, ASCII and EBCDIC and Gray Code.

Unit III

Concepts in Operating System, Office Tools and Data Management: Elementary Concepts in Operating System, textual Vs GUI Interface, Introduction to DOS, MS Windows, MS office Tools, MS WORD, MS EXCEL, MS Power Point.

Unit IV

Data Communication & Networks: Basic Concepts in Computer Networks, Networking of Computers- Introduction of LAN and WAN, Network Topologies. Internet and Web Technologies: Hypertext Markup Language, DHTML, WWW, Gopher, FTP, Telnet, Web Browsers, Net Surfing, Search Engines, Email.

Unit V

IT Industry Trends: Careers and Applications in India Basic Awareness of NICNET and ERNET. Application of IT to Areas like E Commerce, electronic governance, Multimedia, and Entertainment. Information Representation: Introduction to Information representation in Digital Media, Text, image, graphics, Animation, Audio, Video etc., Introduction to JPEG, MPEG, MHEG, MP3 & AVI.

Text Books

1. Sinha P.K., Computer Fundamentals
2. Yadav, D S, Foundations of IT, New Age, Delhi
3. Rajaraman, Introduction to Computers, Prentice-Hall India

Reference Books

1. Peter Nortans, Introduction to Computers, TME
2. Leon & Leon, Fundamental of Information Technology, Vikas Publishing
3. Lehngart, Internet 101, Addison Wesley

* Latest editions of all the suggested books are recommended.

NATIONAL MOVEMENT AND CONSTITUTION OF INDIA (Pol. Sc.)

L	T	P	C
4	0	0	4

Course Code: BAEI 203
(Common with BA 203

Course Contents:

UNIT-I

The birth and growth of Nationalism in India. The Indian National Congress; the Moderates and the Extremists; Landmarks of Indian National Movement : Non-Cooperation, Civil Disobedience and Quit India Movements; The Independence Act 1947.

UNIT II

The making of the Indian Constitution; Salient Features of the Constitution;

UNIT III

Fundamental Rights and Duties; Directive Principles of State Policy; Indian Federal System; Centre-State Relations.

UNIT IV

The Union Government; The President; The Prime Minister; The council of Ministers; The Parliament; The Supreme Court.

UNIT-V

State Government; The Legislature; The Executive; The High Court; Panchayati Raj System in India.

*Latest Edition books are recommended.

Micro Economics(Economics)

Course Code: BAEI 204
(Common with BA 204)

L	T	P	C
4	0	0	4

Course Contents:

Unit I

Basic Concepts: Nature and Scope of Economics, Methodology in Economics, Concept of Equilibrium, Various types of Equilibrium.

Unit II

Consumer's Behaviour: Consumer's equilibrium (Hick & Slutsky) Giffin goods. Indifference curve analysis, theory of demand. Elasticity of demand, price, income and cross, Consumer's surplus, Engel's Law.

Unit III

Theory of Production and Costs: Factors of Production, Production function, iso-quant, Factor substitution. Laws of returns, Returns to scale. Nature of cost and their inter-relation: Equilibrium of the Firm, Perfect competition, Monopoly and price discrimination. Measure of Monopoly Power, Role of time element. Various forms of markets. Price and output determination under perfect competition. Monopoly and Monopolistic competition.

Unit IV

Factor Pricing: Marginal productivity theory of Distribution, Theories of wage determination, Wages and collective Bargaining, Wage differentials, Rent Scarcity Rent, Differential rent, Quasi rent, Interest-Classical and Keynesian theories. Profit – innovation, Risk and Uncertainty theories.

Unit V

Welfare Economics: Problems in measuring welfare, Classical welfare Economics, Pareto criterion, Concept of Social Welfare function.

Books Recommended

1. Mansfield,E.(1997) "Microeconomics"
2. Ray,N.C. (1975)- "An Introduction to Microeconomics.
3. Stonier, A.W. and D.C. Hague (1972) " A textbook of Economics theory"
4. Varian, H.R. (2000) – "Intermediate Microeconomics: A Modern Approach"
5. झिंगन, एम०एल०– "उच्चतर आर्थिक सिद्धान्त"
6. आहूजा, एच०एल०– "व्यष्टिपरक आर्थिक विश्लेषण"

POLITICAL HISTORY OF MEDIEVAL INDIA
1526-1740 AD (HISTORY)

Course Code: BAEI 205

L T P C

(Common with BA 205)

4 0 0 4

Course Contents:

Unit I Sources –

1. Archaeological, literary and historical works.
2. Historiography - different approaches.
3. North India – Political scene.

Unit II Babur –

1. Invasion, conquests, personality.
2. Humayun - Struggle, exile, restoration.
3. Shershah Suri - Civil, military and revenue administration achievements.

Akbar –

1. Conquests, rajput policy, religious policy.
2. Deccan plicy, revolts, consolidation of empire.
3. Revenue administration, mansabdari system, estimate of Akbar.

Unit-III Jahangir –

Accession, twelve ordinances, revolts, influence of Nurjahan, Deccan policy, character of Nurjahan, Estimate of Jahangir.

Shahjahan –

Accession, early revolts, N.W.F. policy, Deccan policy, Central Asian policy, War of succession.

Unit-IV Aurangzeb –

Early career, military exploits, religious policy, Deccan policy, Rajput policy, Revolts and reaction, Causes of failure of Aurangzeb character and personality.

Unit-V Rise of Maratha Power under Shivaji, relations with Mughals, Sambhaji, Rajaram.

1. Later Mughals and emergence of new states - Awadh and Haiderabad.
2. Invasion of Nadirshah and Ahmad Shah Abdali.
3. Causes of downfall of Mughal Empire.

Administration-Central, provincial, military, administration, revenue administration. 1. Law and justice. 2. Development of education and literature. 3. Architecture, painting.

Recommended Books

1. मुगल कालीन भारत – ए०एल० श्रीवास्तव
Mughal Empire in India – S.R. Sharma
2. उत्तर मध्यकालीन भारत – ए०बी० पाण्डेय
Later Medieval India – A.B. Pandey
3. मुगल साम्राज्य का उत्थान और पतन – आर०पी० त्रिपाठी
Rise and fall of Mughal Empire – R.P. Tripathi
4. Shershah and his times – K.R. Kanoongo
5. Humayun Badshah – S.K. Banerji
6. अकबर महान भाग-1,2 और 3 – ए०एल० श्रीवास्तव
7. Akbar the Great Mughal – V.A. Smith
8. Akbar the Great Vol. 1, II & III – A.L. Srivastava
9. जहाँगीर – बेनी प्रसाद
10. शाहजहाँ – बनारसी प्रसाद सक्सेना
11. औरंगजेब – जदुनाथ सरकार
12. शिवाजी – जी०एस० सरदेसाई

* Latest edition of all the suggested books are recommended.

Semester-II
PROSE (ENGLISH LITERATURE)

L T P C
4 0 0 4

Course Code: BAEI 206
(Common with BA 206)

Course Contents:

Unit-I

Theory of Prose
Types of Prose
Types of Prose Style
Autobiography/Biography and Memoir
Travelogue

Unit-II

Periodical Essay
Formal Essay
Familiar Essay
Poetic Prose (Euphuism)
Prose of Thought

Unit-III

Bacon 'Of studies'
Richard Steele 'Recollections of childhood'
Joseph Addison 'Sir Roger at church'
Charles Lamb 'The convalescent'

Unit-IV

Doctor Johnson 'Letter To Lord Chesterfield'
G.K.Chesterton 'On Running After One's Hat'
R.L.Stevenson 'An Apology For Idlers'
A.G.Gardiner 'On Shaking Hands'

Unit-V

Robert Lynd 'A Disappointed Man'
J.B.Priestley 'On Doing Nothing'
Hilaire Belloc 'On Spellings'
E.V.Lucas 'Bores'

Recommended Books

1. A Handbook of Writing Skills by Kalpna Rajput Prakash Book Depot Bareilly
2. An Anthology of Literary Essays for B.A. II by Nidhi Agarwal Prakash Book Depot Bareilly
3. George Orwell : Animal Farm by Nidhi Agarwal, Kshiti Sharma Prakash Book Depot Bareilly
4. George Orwell : Animal Farm by S.C. Mundhra Prakash Book Depot Bareilly
5. Form & Aspects of Drama (B.A. II) by Kalpana Rajput Prakash Book Depot Bareilly
6. A Concise History of English Literature (Paper I)
7. A Short History of English Literature (Paper I)

* Latest edition of all the suggested books are recommended.

Semester-II

हिन्दी नाटक और रंगमंच (हिन्दी साहित्य)

L T P C

4 0 0 4

Course Code: BAEI 208
(Common with BA 208)

निर्धारित पाठ्यक्रम

(क) नाटक – ध्रुवस्वामिनी—जयशंकर प्रसाद,

आधे—अधूरे—मोहन राकेश

(ख) एकांकी – औरंगजेब की आखिरी रात (डॉ० राम कुमार वर्मा)

स्ट्राइक (भुवनेश्वर)

भोर का तारा (जगदीश चन्द्र माथुर)

नये मेहमान (उदयशंकर भट्ट)

सूखी डाली (उपेन्द्र नाथ 'अशक')

द्वितीय पाठ—

(क) भारतेन्द्र हरिश्चन्द्र, हरिकृष्ण प्रेमी, लक्ष्मीनारायण मिश्र, धर्मवीर भारती

(ख) हिन्दी रंगमंच का सामान्य परिचय

सन्दर्भ/सहायक पुस्तकें – हिन्दी नाटक और रंगमंच

1. हिन्दी नाटक : इतिहास के सोपान – गोविन्द चातक, तक्षशिला प्रकाशन, नई दिल्ली
2. हिन्दी नाटक : आजकल – जयदेव तनेजा, तक्षशिला प्रकाशन, नई दिल्ली
3. आधुनिक हिन्दी नाटक और रंगमंच – लक्ष्मी नारायण लाल, साहित्य भवन, इलाहाबाद
4. हिन्दी नाटक – बच्चन सिंह, राधाकृष्ण प्रकाशन, दिल्ली
5. आधुनिक हिन्दी नाट्यकारों के सिद्धान्त – निर्मला हेमन्त, राधाकृष्ण प्रकाशन, दिल्ली
6. प्रसाद के नाटक : सृजनात्मक धरातल और भाषिक चेतना – गोविन्द चातक, तक्षशिला प्रकाशन, नई दिल्ली
7. नाटककार जगदीश चन्द्र माथुर – गोविन्द चातक राधा कृष्ण प्रकाशन, दिल्ली
8. हिन्दी एकांकी की शिल्प विधि का विकास – सिद्धनाथ कुमार
9. प्रतिनिधि जयशंकर प्रसाद – (सं०) सत्येन्द्र तनेजा, राधाकृष्ण प्रकाशन, दिल्ली
10. ध्रुवस्वामिनी – वस्तु एवं शिल्प – सुरेश नारायण

* Latest edition of all the suggested books are recommended

EDUCATION SYLLABUS FOR III SEMESTER

CHILDHOOD AND GROWING UP

Course Code – BAEI301
(Common with BEDS101/BSCEI301)
Objectives:

L	T	P	C
4	0	0	4

- The students will be able to understand the psychology as a scientific discipline and its application in education & acquire knowledge and to understand the stages of human development and development tasks with special reference to adolescent's learners & develop understanding of process of children learning in the context of various theories of learning and development of personality and identify the types and traits of personality with the concept of intelligence and the process of memory.

Outcomes- The students will learn about the concept, different theories, role of family, school and society.

Unit I : Introduction to Concept and Process of Childhood Development :

- Meaning of Childhood development, Principles of development
- Study of Life span-Prenatal, early childhood, middle childhood, adolescence & adulthood and stage specific characteristics.
- Meaning of cognition and its role in learning
- Facilitating Holistic development for self and society
- Procedure for studying Children-Observation, Interview and Case Study.

Unit II : Theories of Childhood Development and their Significance :

- Erik Erikson's Psychosocial Theory,
- Piaget's Cognitive Theory,
- Arnold Gesell's Maturation Theory,
- Bandura's Social Learning Theory,
- Bronfen Brenner's Ecological Theory,
- Vygotsky's Socio-cultural Theory
- Noam Chomsky's Processing Theory

Unit III : Childhood and Adolescence :

- Defining Childhood and Adolescence as a distinct stage
- Adolescence special feature and challenges
- Characteristics and developmental task of Childhood and Adolescence
- Socialization of Childhood and Adolescence in different culture.
- Role of media in the life of adolescents with special reference to use of internet (Social networking sites, E-mails, Browsing).

Unit IV: Family School and Community:

- The Family-Meaning, function of the family, family as a social system, different styles of child rearing, Socioeconomic and Ethnic variation in Child Rearing, Cultural Influences of family.
- School –Meaning and Function of school, school transition in childhood and adolescence, helping adolescence in school adjustment. Teacher student interaction, peer relation and its importance, Cultural value of peer groups.
- Community- Meaning and Function of Community, case study of a community-linked programme at local/national/international level.

Unit V : Issues and Concern in Childhood and Adolescence :

- Children with difficult circumstances and Understanding of them-Juvenile delinquency, maladjustment, depression in adolescence.
- Marginalized Children-Child labour, Overweight/Underweight children, Children growing up in poverty, HIV affected children, Orphans.
- Approaches to intervention and therapy for well being-Preventive and Promotive Approach, Individual counseling and family therapy.

Assesment :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED:

- Anastasi, A. & Urbina, S. (1997). Psychological Testing (Seventh edition). Indian Reprint, Delhi Pearson Education.
- Atwata, E. (1988). Adolescence. New Jersey: Prentice Hall.
- Berk, L.E (2004) Child Development (6th edition) Allyn & Bacon. Boston,
- Berk, L E (2000) Child Development (8th edition) PHI learning Pvt Ltd, New Delhi
- Bhargava, V.(2005) Adoption in India: Policies and Experiences. New Delhi: Sage Publications
- Elizabeth B. Hurlock Developmental Psychology Tata McGraw-Hill Publishing Company Ltd.
- Erikson, E.H. (1968). Identity: Youth & Crises. London: Faber & Faber.
- Reeta Chauhan (2017), Childhood & Growing up, Agarwal Publication.
- Sage व्यास हरिष्वन्द्र एवं शर्मा "अधिगम और विकास के मनोसामाजिक आधार, राजस्थान हिन्दी ग्रंथ अकादमी जयपुर – 4
- गुप्ता, एस.पी., गुप्ता, अलका, (2007), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद
- पाठक, पी.डी., (2007), शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा
- मंगल, एस.के.,(2008), शिक्षा मनोविज्ञान, प्रिंटिस हॉल ऑफ इण्डिया प्राइवेट लिमिटेड, नई दिल्ली
- मूरजानी जानकी, नारंग, दर्शन कौर एवं मणिका मोहन, बाल विकास का मनोविज्ञान, अपोलो प्रकाशन, जयपुर

*** Latest edition of all the suggested books are recommended.**

EDUCATION SYLLABUS FOR III SEMESTER PHYSICAL, HEALTH AND YOGA EDUCATION

Course Code – BAEI312

(Common with BEDS204/BSC301/BSCEI302/BA312)

L	T	P	C
2	0	4	4

Objectives : To make students aware about the concept of holistic health & the various dimensions and determinants of health with school health programme and its importance.

Outcomes- The student will learn about various aspects of health, yoga & stress management.

Unit:-I Health

- Introduction, Definition and Meaning of health & health education
- Dimensions of health & Determinants of health
- Meaning & Importance of balanced diet
- School health programme and role of teacher in development of health

Unit: -II Physical Fitness

- Definition, Meaning and Types of physical fitness
- Factors affecting physical fitness
- Benefits of Physical Fitness
- Importance of physical activities at school level
- Principles of physical fitness

Unit:-III Health Problems in India

- Communicable and Non Communicable Diseases
- Obesity, Malnutrition, Explosive Population.
- Personal and Environmental Hygiene for schools
- Objectives of school health services, Role of health education in schools

Unit:-IV Yoga

- Introduction, Meaning and mis-concepts of Yoga
- Introduction to Ashtang Yoga
- Classification of Yoga
- Importance of Yogasanas, Pranayama and Shudhikriya

Unit V: Meditation & Stress Management

- Meditation: Meaning, Nature & Relationship with mind.
- Importance of Meditation at school level
- Stress: Meaning, Nature, Types and Factors
- Role of Meditation in Stress Management.

Practical: As per the topic mentioned above the concerned faculty will give them practical exper as well as practical assignment and this will be evaluated as an integral part of the internal assessment.

BOOKS RECOMMENDED:

- Dr. Ajmer Singh (2003).Essentials of physical Education. Ludhiana: Kalyani publishers.
- Daryl Syedentop (1994). Introduction to physical education, fitness and sports (2nd ed.). London: Mayfield publishing company.
- Dr. A.K.Uppal and Dr. G. P. Gautam (2004). Physical education and Health. Delhi: Friends publisher.
- Dr. Sopan Kangane and Dr. Sanjeev Sonawane (2007). Physical Education (D. Ed.). Pune: Nirali publication.
- Krishna Patel (2017-18). Physical Health and Yoga Education, Agarwal Publication, Agra.
- Rajeev Jain Trilok (2016).Sampoorn Yog Vidhya, Bhopal: Manjul Pub.
- C.S Gore(2011). Yoga and Health, New Delhi: Sports Publication.
- Wazir Singh (2013). Yoga and Health Promotions in Schools, New Delhi: Srishti Book Distributors.
- I.N Singh.(2015). The Complete Book of Yoga & Health, New Delhi: The Reader Paradise.
- Dr. Sanjay R. Agashe (2013). Introduction to Health Education, New Delhi: Khel Sahitya Kendra.
- Dr. Anil Kumar Tripathi (2015). Fundamentals of Health Education, New Delhi: Khel Sahitya Kendra,
- Prof A.M Moorthy(2005). Management of Health Education(Part-II), Delhi: Friends publisher.

*** Latest edition of all the suggested books are recommended.**

ENGLISH COMMUNICATION SYLLABUS FOR III SEMESTER

ENGLISH COMMUNICATION & SOFT SKILLS – I

Course Code – BAEI399

(Common with BSC399/BSCEI399/BA399)

Objectives- The make students aware about the significance of english language with improvement in their pronunciation.

Outcomes-

1. Students will realise the significance of English for their career progression
2. Benchmarking the students in the first semester to observe their progression in terms of LSRW
3. Students will be able to understand distinct sounds and improve pronunciation
4. Students will improve their English vocabulary of daily usage
5. Students will be able to form simple sentences to talk about themselves, friends and relatives.
6. Students will be able to imbibe the pre-requisites of personality development.

Module -1: Introduction to English language

- a) Role and significance of English language in the present scenario
 - b) English Language: Its relevance for the Indian industry
 - c) Introduction to Listening, Speaking, Reading, Writing (LSRW) and benchmarking of the class
- [Note: As part of classroom activity, a guest lecture from an industry representative/Director (CRC) and maintaining progress card for each student on LSRW for future reference]

Module -2: Phonetics& Functional Grammar

- a) Pronunciation and daily usage correction (speak with differences between p/b, s/sh, f/ph, t/d, v/w sounds)
 - b) Parts of speech, articles, tenses, verbs and modals
 - c) Practice of daily use words, numerals and tongue twisters
 - d) Vocabulary building, Construction of simple sentences: Basic sentence pattern, subject and Predicate
- [Note: As part of classroom activity, language games, tongue & jaw exercises, simple passages from the newspapers for oral drills in the classroom and practice tests (written and oral)]

Module -3: English Communication- About Myself

- a) Let's talk, making conversation, meeting and greeting
- b) Introducing myself, my family and my friends
- c) My opinions, my likes and dislikes
- d) Life at college, hostel and workplace

[Note: As part of classroom activity, use the Workbook for reference for classroom and home assignments, carry out practice tests (written and oral)]

Module -4: Personality Development-I

- a) First impression: Dressing sense, good manners, speaking well and respectably
- b) Positive Attitude: Being happy and alert, a good listener and a good friend
- c) Consultation among peers: Soliciting advice and giving advice
- d) Goal setting, confidence building & handling rejection

[Note: As part of classroom activity, refer Workbook for classroom and home assignments, carry out practice tests (written and oral)]

Evaluation & Assessment: Students will be evaluated on all the four parameters of LSRW

<i>External Exam</i>	<i>Internal Assessment</i>	<i>Total</i>
50	50	100

Internal Assessment: 50

<i>Best 2 out of Three CTs</i>	<i>Attendance</i>	<i>Workbook Assignments & Viva</i>	<i>Total</i>
20	10	10+10	50

Viva to be carried out by external English faculty from within the university

BOOKS RECOMMENDED:

1. ILFS Bi-lingual Course in Basic English, ILFS Skill Development Corporation.
2. English Grammar Composition & Usage by J.C. Nesfield, Macmillan Publishers.
3. The Business letters by Madan Sood, Goodwill Publishing House, New Delhi.
4. Communication Skills by Sanjay Kumar & PushpLata, Oxford University Press.

*** Latest edition of all the suggested books are recommended.**

POLITICAL SCIENCE SYLLABUS FOR III SEMESTER

INDIAN POLITICAL THOUGHT

Course Code: BAEI303
(Common With BA303)

L T P C
5 0 0 5

Objectives-To make students aware about the sources as well as features of the ancient Indian Political Thought based on different approaches.

Outcomes- The students will come to know about the contributions made by different scholars as well as revolutionaries of India for sake of their motherland.

Unit-I Traditions of Ancient Indian Political Thought:-

- Sources & Features of Ancient Indian Political Thought.
- Manu: Sociol Laws
- Kautilya: Theory of the state.

Unit-II Renaissance Thought:-

- Rammohan Ray: Religious & Social reform
- Pandita Ramabai: Gender

Unit-III Early Nationalism:-

- Dadabai Naoroji: Drain Theory & Poverty.
- Ranade M G : The rolre of the State & Religious Reform.

Unit-IV Religious Nationalism:-

- Savarker V D : Hindutva Or Hindu Culture Nationalism.
- Mohammad Iqbal: Islamic Communitarian Nationalism.

Unit-V Democratic Egalitarianism:-

- Gandhi-Swaraj and Satyagraha
- Jawaharlal Nehru- Democratic Socialism
- Dr. Ambedkar B R – Annihilation of caste system.
- M.N. Roy : Radical Humanism

Assesment :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED:

1. B.R. Purohit, Development of Political thought, Rajasthan Hindi Granth Academy, Jaipur-2000
2. Purshottam Nagar, Indian Modern Social and Political Thought, Rajasthan Hindi Granth Academy, Jaipur-2000
3. V.R. Mehta, Foundations of Indian Political Thought, Manohar Publishers and Distributors, New Delhi-1999.
4. पुखराज जैन—भारतीय राजनीतिक विचारक, साहित्य भवन पब्लिकेशन, आगरा
5. मधुकर श्याम चतुर्वेदी—भारतीय राजनीतिक विचारक, कॉलेज बुक हाउस जयपुर
6. वी०पी० वर्मा—आधुनिक भारतीय राजनीतिक विचारक लक्ष्मीनारायण पब्लिकेशन्स, आगरा

* Latest edition of all the suggested books are recommended.

ECONOMICS SYLLABUS FOR III SEMESTER

MACRO ECONOMICS

Course Code: BAEI304
(Common with BA304)

L T P C
5 0 0 5

Objectives-To make students aware about Macro Economics, its performance, structure, behaviour in economic system and to impart knowledge about different theories of employment, trade cycles, distribution etc.

Outcomes-The students will be able to understand the functions of demand and supply in the market with knowledge of different activities of business.

Unit I: Introduction : Meaning and Limitations Of Macro Economics, Integration with Micro Economics, Macro Statics and Macro Dynamics, National Income- Concept, Component and Measurement Of National Income, Social Accounting Technique.

Unit II: Theory Of Employment: Say's Law of Market & Classical Theory of Employment, Keynes Objection Of the Classical Theory, Aggregate Demand and Aggregate supply functions. Keynes's Theory Of Employment, Effective Demand, Consumption Function, Average and Marginal Propensity to consume the investment multiplier and accelerator. Equilibrium between saving and investment.

Unit III: Trade Cycles: Nature and Characteristics, Monetary and Non Monetary Theories of Trade cycles. Interaction Of Multiplier and Accelerator. Samuelson and Hicksian Approach.

Unit IV: Monetary Policies: Objectives and instruments Of Monetary Policy. Monetary Policy in developing economy. Objectives and instruments of Fiscal Policy. Fiscal Policy in developing and developed economy. Interaction of Monetary Policy and Fiscal Policy.

Unit V: Macroeconomic Theories Of Distribution: Classical and New Classical theories of Distribution. Economic Systems- capitalism, Socialism and mixed economy.

Assesment :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED:

1. Ackley, G(1976) – “Macroeconomics: Theory and Policy”
2. Gupta, S.B.(1994)- “Monetary Economics”
3. Keynes, J.M.(1936)- “The General Theory Of Employment, Interest and Money”
4. Powelson, J.P.C.(1960)-“National Income and Flow Of Funds Analysis”.

*** Latest edition of all the suggested books are recommended.**

HISTORY SYLLABUS FOR III SEMESTER

POLITICAL HISTORY OF MODERN INDIA 1740 - 1964 A.D.

Course Code: BAEI305
(Common With BA305)

L T P C
5 0 0 5

Objectives- To make students aware about the advent of Europeans with ideology, governance and policies.

Outcomes-The students will learn about different foreigners and their ideology on which their governance, policies are based.

UNIT – 1 : Foreigners up to Dalhousie:-

- Advent of Europeans in India.
- Policies and Programme of Expansion, Instruments of Expansion (Diplomacy & Wars).
- Governor General of Bengal - Warren Hasting to Cornwallis.
- Anglo - Mysore Relations & Carnatic War
- Anglo - Maratha Struggle.
- William Bentinck and his Policies.
- Army and Police Administration.
- Dalhousie and his policies.

UNIT - 2 : Ideology:-

- Ideology of Raj and Racial Attitudes
- First war of Independence of 1857 - Causes, Nature, Ideology, Programme, Leadership, People's Participation.
- British Repression and Response, Failure & impact of the First war of Independence of 1857.

UNIT - 3 : Governance :-

- British Relations with Princely States.
- Policies of Lord Canning, Lytton, Ripon & Curzon.
- The Acts - 1858, 1892, 1919 & 1935.
- Emergence of Organized Nationalism - Formation of Indian National Congress and its Programme.
- Trends till 1919 - Partition of Bengal, Swadeshi Movement.

UNIT - 4: Revolution verses Politics:-

- Gandhian Movement - Nature, Programme, Social Composition.
- The Revolutionary Movements.
- Pre-Partition Politics - Simon Commission, August Offer, Cripps Mission, Cabinet Plan.
- Communal Politics and Partition of India - Mountbatten Plan, C. Rajgopalacharya Plan.

UNIT – 5 Emergence of New India:-

- Transfer of Power.
- Vision of New India - Planned Economy, Working of J.L. Nehru as Prime Minister.
- Development of Science and Technology in Modern India.

Assesment :- Five assignments (one from each unit)

BOOKS RECOMMENDED:

- (1) Advanced History of Modern India - Vol. I - III, G.S. Chabra.
- (2) Modern India - Sumit Sarkar
- (3) Freedom Struggle - Bipan Chandra
- (4) Modern India - S.B. Chaudhary

*** Latest edition of all the suggested books are recommended.**

ENGLISH LITERATURE SYLLABUS FOR III SEMESTER

DRAMA

Course Code: BAEI306
(Common With BA306)

L T P C
5 0 0 5

Objectives-To make student aware about the usefulness of drama as a way of walking in someone else shoes and develop the depth of concentration necessary for inventive role play activities.

Outomes- The student will able to explore their personal values and to appreciate the values and attitudes of their own other communities.

Unit I

- Theory of Drama
- Characteristics of Drama
- Structure of Drama
- Elements of Drama

Unit II

- Tragedy & various types
- Comedy & various types
- Tragi –Comedy
- Drama of Ideas
- Poetic Drama
- The Problem Play

Unit III

- Shakespeare: Othello

Unit IV

- Congreve: The way of the World

Unit V

- G.B.Shaw : Candida

NOTE:-

1. Life Sketch of Writers, Role Play, Character Sketch.
2. Students would be required to attempt critical explanation of extracts from the texts prescribed above.

Assesment :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED:

- a. David Green Edit: The Winged World (An Anthology of Poems. MacMillan)
- b. Palgrave's Golden Treasury Oxford University Press
- c. W.P. Ker: Form and Style in Poetry MacMillan
- d. A.C. Bradely : Shakespearen Tragedy Macmillan
- e. H.J. Grierson : Metaphysical Poems and Lyrics of the 17th Century OUP
- f. K.D. Sethna : Sri Aurobindo on Shakespeare Pondicherry : Sri Aurobindo Ashram

*** Latest edition of all the suggested books are recommended.**

SANSKRIT SYLLABUS FOR III SEMESTER

नाटक गद्यकाव्य काव्यशास्त्राच्च

Course Code: BAEI307
(Common With BA307)

L T P C
5 0 0 5

उद्देश्य—इस पैपर में विद्यार्थी अभिज्ञानशकुन्तलम और शुकनासोपदेश जैसी महान रचनाओं आ अध्ययन करेंगे और अपना चारित्रिक विकास करेंगे

परिणाम— विद्यार्थी वर्तमान में संस्कृत की प्रासंगिकता को बढ़ायेंगे और अपना सर्वांगिण विकास कर भाषा के विकास में अपना योगदान देंगे।

Unit-I—

अभिज्ञानशकुन्तलम्,— मूलपाठस्य व्याख्यात्मकअध्ययनम् चतुर्थाडक—पर्यन्तम्

Unit-II—

शुकनासोपदेश— व्याख्यात्मकअध्ययनम्

Unit-III—

उभयोर्ग्रन्थस्योः समीक्षात्मकप्रश्नाःसूक्तिव्याख्या च

Unit-IV—

साहित्य दर्पण— आचार्य विश्वनाथ अलङ्कारा— अनुप्रास यमकश्लेष, उपमा, रूपकमि,

Unit-V—

साहित्य दर्पण— आचार्य विश्वनाथ अलङ्कारा — उत्प्रेक्षा सन्देह, भ्रान्तिमान, विभावना, विशेषोक्तिश्च

Assesment :- Five assignemnts (one from each unit)

संस्तुत ग्रन्थाः—

1. कुमारसम्भवम् (पंचमसर्गः), कालिदासः, हिन्दी संस्कृत टीका सहितम् डॉ० राजेश्वर शास्त्री मुसलगांवकर
2. कुमारसम्भवम् —कालिदासः, हिन्दी संस्कृत टीका सहितम्—आचार्य शेषराज शर्मा रेग्मी
3. रघुवंश—कालिदासः, हिन्दी संस्कृत टीका सहितम्—आचार्य शेषराज शर्मा रेग्मी
4. साहित्यदर्पणः—विश्वनाथ :-चौखम्बा, वाराणसी
5. कालिदास—अपनी बात—प्रो० रेवा प्रसाद द्विवेदी

*** Latest edition of all the suggested books are recommended.**

HINDI LITERATURE SYLLABUS FOR III SEMESTER

आधुनिक हिन्दी काव्य

Course Code: BAEI308
(Common With BA308)

L T P C
5 0 0 5

उद्देश्य— विद्यार्थियों को छायावादी काव्य के विषय में ज्ञान प्राप्त होगा और छायावाद को हिन्दी साहित्य का दूसरा स्वर्ण युग क्यों कहा जाता है इस विषय में जान पायेंगे तथा छायावादी काव्य में प्रसाद, पंत निराला और महादेवी वर्मा की कविताओं का अध्ययन करेंगे।

परिणाम — विद्यार्थियों में देशप्रेम तथा स्त्री के प्रति सम्मान और प्रकृति पर आधारित कविताओं को जानेंगे तथा स्मरण एवं चिन्तन शक्ति का विकास करेंगे।

UNIT-I:

मैथिलीशरण गुप्त – साकेत का अष्टम सर्ग

जयशंकर प्रसाद— बीती विभावरी जाग री, आंसू के प्रारम्भिक पांच छन्द अरुण यह मधुमय देश हमारा, पेशोला की प्रतिध्वनि।

सूर्यकान्त त्रिपाठी निराला – सरोज स्मृति, भिक्षुक

UNIT- II:

सुमित्रानन्दन पन्त – नौका विहार, बादल, अल्मोड़े का बसन्त, द्रुत झरो जगत के जीर्ण पत्र, मौन निमंत्रण।

UNIT-III:

महादेवी वर्मा – मैं नीर भरी दुख की बदली, पंथ रहने दो अपरिचित, विरह का जल जात जीवन, यह मंदिर का दीप, चिर सजग आंखें उनींदी।

UNIT-IV:

रामधारी सिंह दिनकर – आलोक धन्वा, परम्परा, पाप, राजर्षि अभिनन्दन, विपथगा।

UNIT-V:

द्रुतपाठ – श्रीधर पाठक, माखनलाल चतुर्वेदी, बालकृष्ण शर्मा 'नवीन' सुभद्रा कुमारी चौहान।

Assesment :- Five assignemnts (one from each unit)

नोट:— इकाइयो से महत्वपूर्ण व्याख्या एवं आलोचनात्मक प्रश्न।

संदर्भ/उपयोगी ग्रन्थ—

1. आधुनिक कवियों की काव्य साधना—राजेन्द्र सिंह और गौड़—श्रीराम मेहरा एण्ड संस, आगरा।
2. हिन्दी के आधुनिक प्रतिनिधि कवि—द्वारिका प्रसाद सक्सेना—विनोद पुस्तक मंदिर, आगरा।
3. आधुनिक हिन्दी काव्य के नवरत्न—रमेश चन्द्र शर्मा—सरस्वती प्रकाशन, कानपुर
4. प्रसाद का काव्य—प्रेम शंकर
5. प्रसाद की कला—गुलाबराय
6. प्रसाद—रामरतन भटनागर
7. प्रसाद—नन्ददुलारे बाजपेयी

* Latest edition of all the suggested books are recommended.

HOME SCIENCE SYLLABUS FOR III SEMESTER

INTRODUCTION TO TEXTILES

Course Code: BAEI309
(Common With BA309)

L T P C
5 0 0 5

Objectives-To make students aware about different textiles, yarn and weaves, finishes, dyeing and printing and also their selection.

Outcomes- The students will learn about various varieties of textiles, yarn yarn and weaves, finishes, dyeing and printing and also their selection.

Unit I -- Introduction to Textiles

- Characteristics , uses and Classification of textiles fibres.
- Importance, manufacturing process and properties (Physical and Chemical) of following fibres: Cotton, Linen, Wool, Silk, Rayon, Nylon.

Unit II -- Yarn and Weaves

- Construction of yarn
- Types of Yarn
- Basic Weaves

Unit III -- Finishes

- Importance of Finishes
- **Basic finishes** - Bleaching , Seizing, Tentring, Calendaring, Mercerizing and Sanforising
- Functional finishes - Resin finish, Crease resistance, and Water proofing, Stain and soil resistance.

Unit IV - Dyeing and Printing - Methods and Style

- Block Printing , Stencil Printing
- Roller Printing, Screen Printing
- Batik, Tie and Dye

Unit V -- Selection of Fabrics

- Buying
- Factors affecting selection of Fabric
- Use and Care of fabrics
- Storage of fabrics
- Consumer problems

Assesment :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED

1. Introduction to textiles ` Joseph Mayory
2. वस्त्र विज्ञान एवं धुलाई कला बेला भार्गव, यूनिवर्सिटी बुक हाउस, जयपुर
3. वस्त्र विज्ञान एवं परिधान व्यवस्था अलका अग्रवाल एवं मंजू पाटनी, स्टार पब्लिकेशन्स, आगरा
4. Grooming, Selection and care of clothes S. Pandit & E.Tanplag

*** Latest edition of all the suggested books are recommended.**

EDUCATION SYLLABUS FOR IV SEMESTER

INFORMATION AND COMMUNICATION TECHNOLOGY

Course Code: BAEI411

(Common with BEDS202/BSCEI401)

L	T	P	C
2	0	0	2

Objectives: The students will be able to understand the meaning, nature and scope of ICT in Education and the changes occurring due to implication of ICT in Education and get acquainted with e-learning & development in ICT.

Outcomes-The student will learn about ICT in education and its importance.

Unit- I

- ICT meaning, importance and tools of ICT.
- Relevance of ICT in education [Radio, Television, Computer].
- Use of Audiovisual Media
- Role of ICT in Construction of Knowledge.

Unit-II

- Educational Communication: Concept, elements, types and barriers. Components of effective Communication in teaching.
- Enhancing professional competencies of teachers through the application of ICT such as Micro teaching, programmed instruction, CAI.
- Multimedia: Electronic media, print media and mass media.

Unit III

- Online educational resources: Concept, features and application.
- E- mail
- Teleconferencing,
- Social networking
- Online libraries.

UNIT-IV

- Computer- Definition, Main Units.
- Characteristics, Classification of Computer.
- Computer Hardware-input-output devices.
- Functional knowledge of operating computer.

Unit V

- ICT and curriculum enrichment – child centered curriculum, activity centered curriculum, web based resources.
- ICT in educational administration and management :- e- learning On-line admission.
- E content, e magazine, e journal, edusat
- Concept of technology in education, components- Hardware and Software , Difference between software and Hardware.
- Select gadgets of ICT and their educational implication-CCTV, O.H.P.& L.C.D Projector

Assesment :- Five assignemnts (one from each unit)

Books Recommends :

- Assessment and Evaluations - P.G. Pnog.
- Information and communication - Kishore, Chavan.
- Information Technology - Dyne, Nandkishore.
- ABC to internet- Crumlish Christian.
- ICT strategies for school - Mohenty Laxman.
- NCF 2005.
- NCFTE 2009.
- NCERT position Paper on Educational Technology.
- National policies on ICT in School Education.
- Computer and Communication Technology—Smita
Srivastava

*** Latest edition of all the suggested books are recommended.**

EDUCATION SYLLABUS FOR IV SEMESTER

LEARNING AND TEACHING

L	T	P	C
4	0	0	4

Course Code: BAEI412
(Common with - BEDS201/BSCEI402)

Objectives: To make students aware about understanding about the learner and the teaching-learning process to bring effectiveness in the learning outcomes, gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social constructivist theories and be acquainted with group dynamics and various roles of the teachers in teaching learning process.

Outcomes-The student will learn about the process of knowing and learning with different approaches to learning and also differences in individual learners with classroom dynamics and role of teacher and teaching as a complex activity.

Unit I: Process of Knowing and Learning:

- Concept and meaning of Education, Goals of Education.
- Differentiate between information, knowledge, belief and truth.
- Learning : Meaning, nature, characteristics, principles & types
- Factors affecting Learning : maturation, attention, interest, fatigue, school related factors
- Motivation : definition, types and techniques, Maslow's theory

Unit II : Approaches to Learning :

- Concept, theories and educational applicability of following approaches to learning
- Behaviorist Approach : Thorndike's theory of Trial & Error; Pavlov's theory of Classical Conditioning; Skinner's theory of Operant Conditioning
- Humanistic Approach : Roger's Social Learning Theory
- Cognitive Approach : Bruner's theory of Discovery Learning and Kurt-Lewin's Field theory
- Constructivism : cognitive constructivism and social constructivism (concept and features)

Unit III: Differences in Individual Learners :

- Intra and Inter Individual differences : meaning, dimensions and factors
- Intelligence : nature, theories- Thurstone's Theory, Guilford's three Dimensional theory (S.I. Model), Gardner's theory of Multiple intelligence and assessment
- Personality : meaning and types, Allport's Trait theory.
- Freud's Psychoanalytical theory
- Creativity : concept, factors and nurturing creativity

Unit IV : Classroom Dynamics and Role of teacher :

- Classroom climate and group dynamics
- Development of inter personal relationships, use of socio-metric techniques,
- Teacher as a leader of group and facilitator of learning

- Teacher's accountability
- Professional ethics and code of conduct for teachers in formal schools

Unit V: Teaching as a Complex Activity:

- Concept of Teaching : meaning, definition, characteristics, forms
- Levels of Teaching : memory, understanding, reflective
- Basic teaching skills and competencies
- Strategies and techniques of teaching

Assesment :- Five assignemnts (one from each unit)

Boosk Recommended :

- Bower and Hilgard (5th ed.) (1986) *Theories of Learning* New Delhi: Prentice Hall
 - Bruner, J.S. (1967) *A Study of Thinking*, New York: John Wiley
 - Chand, Tara and Prakash, Ravi (1997) *Advanced Educational Psychology* New Delhi: Kanishka Publications
 - Chauhan, S.S. (6th ed. Revised) (1998) *Advanced Educational Psychology* New Delhi: Vikas Publishing House
 - Kundu, C.L. and Tutoo, D.N. (2000) *Educational Psychology*. New Delhi: Sterling Publishers Pvt. Ltd.,
 - Kuppuswamy, B. (1998) *Advanced Educational Psychology* New Delhi Sterling Publishers
 - Mangal, S.K. (1998) - *Advanced Educational Psychology*, Prentice hall of India, New Delhi. New York.
 - Basics in Education-Textbook for B.Ed course, NCERT-2014.
 - Dr. A.B. Bhatnagar (2016), *Learning and Teaching*, R. Lal Publication. Meerut
 - व्यास हरिष्चन्द्र एवं शर्मा अधिगम और विकास के मनोसामाजिक आधार, राजस्थान हिन्दी ग्रंथ अकादमी जयपुर
- 4
- कुलश्रेष्ठ एस.पी., 2007-08, शैक्षिक तकनीकी के मूल आधार, अग्रवाल पब्लिकेशन, आगरा
 - ऑवेरॉय डॉ. एस. सी, 1999, शिक्षक तकनीकी के मूल तत्व, आर्य बुक डिपो, करोल बाग, नई दिल्ली

*** Latest editions of all the suggested books are recommended.**

EDUCATION SYLLABUS FOR IV SEMESTER

English Communication & Soft Skills – II

Course Code – BAEI499
Commund with : BA499

L T P C
3 0 2 4

Objective: To build vocabulary, make simple sentences and communicate freely in simple English and overall professional development.

Outcomes-

- Gradual but significant improvement in student's progression in terms of LSRW to be noted
- Students will improve their English vocabulary of daily usage
- Students will be able to understand the world around them and communicate in diverse situations
- Students will be able to imbibe the requisites of personality development for demonstrating good manners in society
- Students will be able to exhibit basic etiquettes of personal communication

Module -1: Basic Communication & Soft Skills

- a) Reading comprehension
- b) Building conversational skills
- c) Verbal & Non-verbal communication

[Note: As part of classroom activity, review and recap the last semester and carry out (oral and written) practice test to update the progress card of each student, refer to the Workbook]

Module -2: Vocabulary: Building Blocks

- a) Word Formation: Prefix, suffix, conversion and compounding
- b) Homophones and one-word substitution
- c) Words often confused and misused
- d) Idiomatic phrase, Antonyms and Synonyms

[Note: As part of classroom activity, organise and learning language games, initiate the learning of 5 new words per class]

Module-3: English Communication: World around Me

- a) Market place, Bus stop, Bank, Post Office
- b) Village, Town and City
- c) Eating out: Stall, Dhaba and Restaurant

[Note: As part of classroom activity, refer Workbook for classroom and home assignments, carry out practice tests (written and oral)]

Module -4: Personality Development-II

- a) Etiquettes: Telephone, e-mail and at a wedding or social gathering
- b) Public dealing: Making enquiries and requesting for help, handling difference of opinion, giving directions, instructions and getting assistance
- c) Expressions: Giving compliments, making complaints, Feeling sorry and saying thank you
- d) Entertainment: Radio, music, television, and computers

[Note: As part of classroom activity, refer Workbook for classroom and home assignments, carry out practice tests (written and oral)]

Evaluation & Assessment: Students will be evaluated on all the four parameters of LSRW

<i>External Exam</i>	<i>Internal Assessment</i>	<i>Total</i>
50	50	100

Internal Assessment: 50

<i>Best 2 out of Three CTs</i>	<i>Attendance</i>	<i>Workbook Assignments & Viva</i>	<i>Total</i>
20	10	10+10	50

Viva to be carried out by external English faculty from within the university

BOOKS RECOMMENDED:

1. ILFS Bi-lingual Course in Basic English, ILFS Skill Development Corporation
2. English Grammar Composition & Usage by J.C. Nesfield, Macmillan Publishers
3. The Business letters by Madan Sood, Goodwill Publishing House, New Delhi
4. Communication Skills by Sanjay Kumar & PushpLata, Oxford University Press
5. Newspapers

*** Latest editions of all the suggested books are recommended.**

POLITICAL SCIENCE SYLLABUS FOR IV SEMESTER WESTERN POLITICAL THOUGHT

Course Code: BAEI403
(Common with BA403)

L T P C
5 0 0 5

Objectives-To make students aware about the sources of western political thought as propounded by different scholars of the world.

Outcomes-The students will be able to know about social setup based on different approaches around the world at different times.

Unit I: Classical Western Political Thought

- Plato: Theory of Forms, Critique of Democracy, Justice.
- Aristotale: Citizenship, State Justice, Virtue.

Unit II: Early Medieval to the Beginning of Modern Thought.

- St. Augustine: Earthly City & Heavenly city, Evil, Freewill Moral Action.
- Machiavelli: Statecraft, Virtue, Fortuna.

Unit III: Liberal Thought:-

- Thomas Hobbes: Human Nature, Social Contract. Liberty, State,
- John Locke: Natural Rights, Consent, Social Contract, State.
- Rousseau: Social Institutions and moral man, Equality, Liberty & general will.

Unit IV: Liberal Democratic Thought

- Jeremy Bentham : Utilitarianism
- John Stuart Mill: Individual liberty, Representative Government.

Unit V: Philosophical Idealism & its critique.

- Hegel : Individual Freedom, Civil Society, State.
- Karl Marx: Alienation, Surplus Value. Materialist Conception of History, State.

Assesment :- Five assignments (one from each unit)

BOOKS RECOMMENDED:

1. Sir, E. Baker, Greek Political Theory : Plato and his predecessors, New Delhi, B.L. Publications, 1964.
2. K.C. Brown (Ed.) the Cambridge History of Political Thought 1450-1700, Cambridge, Cambridge University Press-1991.
3. H.J. Laski, Political thought from Locke to Bentham, Oxford, Oxford University Press-1920.
4. हरिदत्त वेदालंकर-पाश्चात्य राजनीतिक विचारक
5. बी०एल० फड़िया-पाश्चात्य राजनीतिक विचारक साहित्य भवन पब्लिकेशन, आगरा
6. जे०पी० सूद-प्रमुख राजनीतिक विचारक के नाथ एण्ड कम्पनी मेरठ

* Latest editions of all the suggested books are recommended.

ECONOMICS SYLLABUS FOR IV SEMESTER

NATIONAL INCOME ANALYSIS MONEY & BANKING

Course Code: BAEI404
(Common with BA404)

L T P C
5 0 0 5

Objectives-To make students aware about a variety of measures of national income and output and also the role of money.

Outcomes-The students will be able to understand the functions of money and banking in an economy.

Unit I:

National Income Analysis: Concept and methods of measurement; Circular flow of product and income. Government and foreign sectors in national income accounts. Determination of National income under classical and Keynesian system. Monetary theories of trade cycle.

Unit – II:

Value of Money: Fisher and Cambridge approaches. Income-expenditure approach. Keynes quantity theory.

Unit-III:

Prices: inflation, deflation, monetary approach. Keynesian approach. Non-monetary theories of inflation. A brief discussion of relationship between inflation and unemployment (Phillips curve and modified Philip's curve), Okun's law and concept of stagflation.

Unit IV;

Banking: Types and function. Structure and management, assets and liabilities, creation of money. Commercial Bankings: Principles and Practices.

Central Banking: Instrument of monetary control and other functions of Central Banks. Indian Monetary Market: Structure, concept and sources of change in money supply. Reserve Bank of India, regulatory and promotional functions.

Unit – V:

Foreign Exchange: Concept, demand and supply of foreign exchange, external value of money-gold standard, exchange rate determination, purchasing power parity, theory, International monetary institution-IMF and IBRD. Exchange Control, Objectives and Methods.

Assesment :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED

1. Manihara, K.K. – Monetary Theory
2. Crowther, G. – An Outline of Money
3. Halm, G.N. – Monetary Theory / Mudra Siddhant (in Hindi)
4. Makinen, Gale – Money; The Price Level and Interest Rate
5. Dilard, D. – Keynes Ka Arthashatra
6. Ghosh, Alak – Indian Economy
7. Rudra Dutt & Sudaram - Indian Economy
8. Samuelson, P.A. – Economics

*** Latest editions of all the suggested books are recommended.**

HISTORY SYLLABUS FOR IV SEMESTER

POLITICAL HISTORY OF ANCIENT INDIA B.C. 600-A.D. 606

Course Code:BAEI405
(Common With:BA405)

L T P C
5 0 0 5

Objectives-To make students aware about historical sources, foreign invasions and Magadh, Moryan and Gupta empire.

Outcomes-The students will be able to understand historical sources, foreign invasions and Magadh, Moryan and Gupta empire.

UNIT-I Historical Sources & Foreign Invasions

- Sources of Ancient Indian History.
- Political condition of Northern Indian During 6th Cent. B.C.
- Sixteen Mahajanapadas, b- Ten Republics
- Persian and Alexander's invasion on India and Its effects.

UNIT-II Rise of Magadhan Empire.

- Rise of Magadhan Empire.
- Haryanka dynasty [Bimbisara, Ajatshatru and his successors].
- Saisunga dynasty [Saisunga, Kalasoka].
- Nanda dynasty [origin, Mahapadanaanda, successors and causes of downfall].

UNIT-III Mauryan Empire & Age of Trade & Commerce

- The Mauryas [Origin, Early life & conquests of Chandragupta Maurya, Bindusara, Sources for the history of Asoka, Conquests, Extent of Empire, Dhamma Policy, Successors & Causes of Downfall].
- The Sungas, The Kanvas, The Satavahanas.
- King Kharvela of Kalinga.

UNIT-IV Foreign Invasions

- The Indo-Greeks.
- The Indo-Synthians & the Indo-Parthians.
- The Kushanas [Kuzul & Vima Kadphysis, Kanishka, his successors].

UNIT-V Gupta Period & Their Inherent State.

- The Guptas [Chandragupta I, Samudragupta, Historicity of Ramagupta, Chandragupta II, Kamargupta, Skandagupta, Successors and causes of Downfall].
- Brief History of the following.
- The Vatakas.
- The Maukharis.
- The Later Guptas.
- Huna Invasions of India.

Assesment :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED:-

- 1- Pandey, V.C.: प्राचीन भारत का राजनैतिक और सांस्कृतिक इतिहास. (भाग 1 एवं भाग 2)
- 2- Raichaudri, H.C.: प्राचीन भारत का राजनैतिक इतिहास.
- 3- Goyal Sriram.: प्राचीन भारत का इतिहास (भाग 1 भाग 2 एवं भाग 3).
- 4- Raichaudri H.C.: Political History of Ancient India.
- 5- Pandey, V.C. & A. Pandey : A New History of Ancient India.

*** Latest editions of all the suggested books are recommended.**

ENGLISH LITERATURE SYLLABUS FOR IV SEMESTER

FICTION

Course Code: BAEI406
(CommonWith: BA406)

L T P C
5 0 0 5

Objectives- To enable the students to communicate effectively and appropriately in real life situation and develop an interest in the appreciation of literature.

Outcomes- Students will develop literary love and extravagant vocabulary together with better concentration and retention.

Unit-I

History of Novel

- Elements of Novel [Plot, characterization, Narrative Technique and Structure]
- Elements of Short Story

Unit-II

- Picaresque Novel, Historical Novel, Gothic Novel
- Epistolary Novel, Regional Novel, Detective Novel
- Science Fiction, Space Fiction

Unit-III

- Jane Austen : Pride and Prejudice

Unit-IV

- Charles Dickens : David Copperfield

Unit-V

- Thomas Hardy: The Return of the Native.

NOTE:-

1. Life Sketch of Writers, Role Play, Character Sketch.
2. Students would be required to attempt critical explanation of extracts from the texts prescribed above.

Assesment :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED

1. D. Thakur: Selected Short Stories. MacMillan
2. E.M. Forster: Aspects of the Novel
3. John Peck: How to study a Novel. Palgrave
4. S.A. Narayan. Edit. The Joy of Reading. Orient Longman
5. R. Scholes etal. edit. The Elements of Literature. OUP
6. Elain Showalter; Teaching Literature. Black Well Publishing
7. Addison and Steele — Spectators Papers.

*** Latest editions of all the suggested books are recommended.**

SANSKRIT SYLLABUS FOR IV SEMESTER

व्याकरणम् निबन्ध गद्यनाट्यसाहित्येतिहासः

Course Code: BAEI407
(CommonWith: BA407)

L T P C
5 0 0 5

उद्देश्य- संस्कृत संसार की प्राचीन भाषा है संस्कृत में अथाह ज्ञान समाहित है इससे विद्यार्थी ज्ञान प्राप्त करेगे और संस्कृत के महान ऋषि मुनियों के विचारों से लाभावित होंगे।

परिणाम –संस्कृत की कीर्ति को विद्यार्थी विश्व में फैलाएगे और अपने चरित्र का निर्माण करेगें ।

UNIT-I: – लघुसिद्धान्तकौमुदी– अजन्तप्रकरणम् (116 से 169 सूत्रा तक) सूत्राव्याख्या

UNIT-II: – लघुसिद्धान्तकौमुदी– अजन्तप्रकरणम् (116 से 169 सूत्रा तक) रूपसिद्धि सञ्ज्ञापरिचयश्च युष्मद्, सस्मद्, तद्

UNIT-III: – संस्कृतभाषया निबन्धलेखनम्

UNIT-IV:–नाट्य साहित्येतिहास भासस्य नाटकानि, अभिज्ञानशाकुन्तलम्, मालविकाग्निमित्रम्, विक्रमोर्वशीयम्, मुद्राराक्षम्, परिचय कर्तव्यम्

UNIT-V: - नाट्य साहित्येतिहास, मृच्छकटिकम्, मालतीमाधवम्, महावीरचरितञ्च–प्रसन्नतरघवम्, परिचय कर्तव्यम्

Assesment :- Five assignemnts (one from each unit)

संस्तुत-ग्रन्था-

1. लघुसिद्धान्तकौमुदी–(संज्ञासन्धिप्रकरणे) वरदराजः, हिन्दीटीकाकर्त्री–डॉ० प्रेमा अवस्थी
2. बृहद् अनुवादचन्द्रिका–चक्रधर हंस नौटियालः
3. अनुवादकला–चारुदेव शास्त्री
4. अनुवादचन्द्रिका–डॉ० यदुनन्दनमिश्रः
5. निबन्धपथप्रदर्शक–वी०एस० आष्टे

*** Latest editions of all the suggested books are recommended.**

HINDI LITERATURE SYLLABUS FOR IV SEMESTER

हिन्दी कथा साहित्य

Course Code: BAEI408
(CommonWith: BA408)

L T P C
5 0 0 5

उद्देश्य— विद्यार्थियों को उपन्यास और कहानी विधा के विषय में ज्ञान प्राप्त होगा साथ ही इन विधाओं के माध्यम से उनमें चित्रित समाज के विषय में जान पायेंगे और अपनी कल्पना शक्ति का विकास करेंगे।

परिणाम —विद्यार्थियों का चारित्रिक निर्माण होगा और साहित्य के प्रति अनुराग उत्पन्न होगा जिससे वह लेखन या शिक्षण के माध्यम से समाज सेवा करेंगे साथ ही आत्म निर्भर होंगे।

UNIT-I:

उपन्यास – चित्रलेखा (भगवती चरण वर्मा),

UNIT-II:

रागदरबारी (श्रीलाल शुक्ल)

UNIT-III:

कहानी – कफन (प्रेमचन्द), गुण्डा (जयशंकर प्रसाद), यही सच है (मन्नू भण्डारी), चीफ की दावत (भीष्म साहनी),

UNIT-IV:

मारे गये गुलफाम उर्फ तीसरी कसम (फणीश्वर नाथ रेणु), राजा निरवंसिया (कमलेश्वर) पिता (ज्ञानरंजन), पचीस चौका डेढ़ सौ (ओमप्रकाश वाल्मीकि).

UNIT-V:

द्रुत पाठ – शैलेश मटियानी, अमरकांत, सेवाराम यात्री, मृदुला गर्ग

नोट:— महत्वपूर्ण व्याख्या एवं आलोचनात्मक प्रश्न।

Assesment :- Five assignemnts (one from each unit)

संदर्भ/सहायक पुस्तके—

1. हिन्दी उपन्यास एवं यथार्थवाद—त्रिभुवन सिंह—हिन्दी प्रचारक पुस्तकालय, वाराणसी
2. उपन्यास कला के तत्व—श्री नारायण अग्निहोत्री—हिमालय पाकेट बुक्स, दिल्ली
3. उपन्यास और लोकजीवन—रेल्फ फॉक्स पीपुल्स पब्लिशिंग हाउस, नई दिल्ली—12
4. नयी कहानी: परिवेश एवं परिप्रेक्ष्य – डॉ० रामकली सराफ विश्वविद्यालय प्रकाशन वाराणसी।
5. हिन्दी कहानी : प्रक्रिया और पाठ—सुरेन्द्र चौधरी, राधाकृष्ण, दिल्ली।

*** Latest editions of all the suggested books are recommended.**

HOME SCIENCE SYLLABUS FOR IV SEMESTER

CHILD DEVELOPMENT

Course Code: BAEI409
(CommonWith: BA409)

L T P C
5 0 0 5

Objectives-To make students aware about the process of child development together with various components and types of childrens.

Outcomes- The students will learn about stages of child development, types of childrens and impact of personality and other components.

Unit I -- Introduction to Child development

- Definitions and scope of child development
- Principles of Development
- Stages of development and developmental tasks of each stage.
- Factors affecting development.

Unit II -- Development with Characteristics from Birth to Adolescence

- Physical Development
- Motor Development
- Emotional Development
- Language Development
- Social Development
- Mental Development

Unit III - Play and work

- Types of Importance of Play
- Difference between Play and Work

Unit IV - Personality

- Concept and Definitions
- Factors Affecting Personality Development

Unit V - Exceptional Children

- Physically Challenged
- Mentally Challenged
- Problem Children
- Gifted Children
- Juvenile delinquents - Meaning, Causes and preventive measures.

Assesment :- Five assignments (one from each unit)

BOOKS RECOMMENDED:-

1. बाल विकास एवं बाल मनोविज्ञान डा० प्रीति वर्मा (विनोद पुस्तक मंदिर, आगरा)
2. बाल विकास : बाल मनोविज्ञान भाई योगेन्द्रजीते (विनोद पुस्तक मंदिर, आगरा)
3. Child Psychology S.P. Chaube
4. Child Development Hurlock E.B.
5. Development Behaviour Gale R.F.
6. एडवांस बाल विकास (स्टोर पब्लिकेशन्स आगरा) डा० कमलेश शर्मा

*** Latest editions of all the suggested books are recommended.**

PRACTICUM FOR IV SEMESTER

ENHANCING PROFESSIONAL CAPACITIES (EPC)

Understanding the ICT

Course Code – BAEI451
(Common with –BEDS451)

L	T	P	C
0	0	4	2

Objectives: The students will be able to have fundamental knowledge about computer. Understand & appreciate ICT as an effective learning tool for learners & understand ICT for smooth working as a teacher.

Outcomes- The student will learn to use ICT as a resource.

Activities

A workshop on ICT for 10-15 days may be organized or a provision of one period/week may be made daily in the time-table to learn and to practice in computer labs. Student-teachers are expected to learn the following:

- Use of audio-visual media like T.V. Radio Video in education.
- Educational use of print media like newspaper.
- Functional knowledge of operating computers- word processing, power point, excel, etc.
- Creation & operation of e-mail account.
- Effective browsing of the internet for selecting relevant information.
- Developing PPT slide show for classroom use
- Use of available software or CDs with LCD projection for subject learning interactions
- Generating demonstrations using computer software.

Evaluation

The assessment will be done in two components: Internal 50% and External 50%

- The External assessment shall be done by the external examiner appointed by the controller of examination of university.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

Practical	Internal Examiner (Marks 50)	External Examiner (Marks 50)
Performance	10	20
File Work	20	20
Viva	10	10
Attendance	10	-

EDUCATION SYLLABUS FOR V SEMESTER

CONTEMPORARY INDIA AND EDUCATION

Course Code – BAEI511

L	T	P	C
4	0	0	4

Common with: BEDS102/BSCEI501)

Objectives : To make students aware to understand concept of education and history of Education, understand the national goals according to Indian Constitution, understand diversity of Indian society, understand educational heritage, develop understanding of policy frameworks for public education, understand issues of contemporary Indian society.

Outcomes-The students will be able to get a glimpse of Education in Indian Society and the philosophy of educational thinkers with the concerned issues in education.

Unit I : Education and Indian Society :

- Education : Concept, process, basis and nature, Concept of education at different stages and functions of education
- Indian Constitution and national goals: Preamble, fundamental rights and duties, Concepts of democracy, socialism, secularism and national integration, Constitutional provision.

Unit II : Philosophical and Educational Thoughts:

- Relationship between Philosophy and Education
- Thoughts on Education – Idealism, Naturalism, Pragmatism, Realism, Humanism-features and their educational implications
- Eclectic tendencies in education

Unit III: Philosophical and Educational Thoughts of Thinkers:

- Thinkers on Education – Western thinkers-Plato, Rousseau, Froebel, Montessori, Dewey
- Indian thinkers –Mahatma Gandhi, Ravindra Nath Tagore, Swami Vivekananda, Shri Aurobindo Ghosh, J. Krishnamurti

Unit IV: Policy Frameworks for Public Education :

- Commission and policies : Recommendations of Indian Education Commission, NPE 1986 and its review (P.O.A., 1992), National Curriculum Framework (NCF) for school education 2005, Knowledge Commission 2005.
- Programme for children.- Integrated Child Developmental Scheme (ICDS);
- Integrated Programme for Street Children, Child-line service.

Unit V : Issues and concerns in education :

- Different forms of diversity and inequality, its implication for education – Religion, caste and tribe; sex, class and others
- Education and economic development, education and scientific development, Role of education equality in social change.
- Meaning and Concept of liberalization, globalization and privatization and its impact on education, national integration, vocationalization of education and skill development.
- Laws, Policies and Programmes for Children within the framework of Human Rights

Assesment :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED:

- Anand, C.L. *et al The teacher and education in emerging Indian society*, New Delhi: NCERT
- Sharma, R.A. *Philosophical and Sociological Foundation of Education*, Lal Book Depot, Meerut
- Pandey, R. *Teacher in Emerging Indian Society*, Alok Prakashan, Allahabad
- Pathak, P.D. & Tyagi, G.S.D. *Principle of Education*, Vinod Pustak Mandir, Agra
- G.O.I. (1966) *Report of education commission : Education and national development*, New Delhi: Ministry of Educaiton
- G.O.I. (1986) *National policy of education*, New Delhi: MHRD
- G.O.I. (1992) *National policy of education* New Delhi: MHRD
- G.O.I. (2009) *The right of children to free and compulsory education Act 2009*
- G.O.I. (2011) *Sarva Shiksha Abhiyan : Framework for implementation based on the right of children to free and compulsory education Act 2009*
- Kumar, K. *Politics of education in colonial India*, Rout ledge
- Naik, J.P. and Narullah, S. *A students' history of education in India* Macmillan
- NCERT (2005). *National curriculum framework for school education*, New Delhi : NCERT.
- NCERT (2006). *Position paper – National focus group on gender issues in education*, New Delhi : NCERT
- Saxena, N.R.S. *Principles of education*, Meerut : International Publishing House.

*** Latest editions of all the suggested books are recommended.**

EDUCATION SYLLABUS FOR V SEMESTER

LANGUAGE ACROSS THE CURRICULUM

Course Code – BAEI512

(Common with : BEDS103, BSCEI512)

L	T	P	C
2	0	0	2

Objectives : To make students aware to develop sensitivity to the language diversity existing in the classroom. Understand nature of classroom discourse and develop strategies for using oral language in the classroom. Develop listening and speaking ability. Understand interplay of language and society. Prepare background for sound reading. Understand multilinguism in the class.

Outcomes-The students will learn about society, language development and different related skills.

Unit I : Language and Society :

- Relationship between language and society : identity, power and discrimination
- Multilinguism: differential status of Indian classroom language, dialects vs standard language.

Unit II : Language Development and Acquisition :

- Theories of language development and its implementation in teaching, Psychological basis of language.
- Language acquisition: stages, language and thought, Language acquisition and cognitive development, language in different contexts.

Unit III : Classroom Discourse :

- Classroom discourse : meaning, nature and medium,
- Importance and elements of oral language, Strategies for using oral language: Discussion and questioning as tools for learning, debates, seminars.
- Role of teacher in classroom discourse.

Unit IV : Reading, Listening and Speaking :

- Need and importance of Reading, Listening and Speaking
- Types of reading : Skimming and scanning, strategies for effective reading : loud and silent readings,
- Analyzing text of different nature, Developing listening skills, articulation of different sounds, stress, rhythm, tonal variations and intonation,
- Speech defects – lispings, slurring, stuttering and stammering and role of teacher in their resolution.

Unit V : Developing Writing Skills :

- Need and importance of writing,
- Making reading writing connections,
- Strategies of writing for children – note taking, erryizing, Analysing children's writings, Text book analysis.

Assesement :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED

- Agnihotri, R.K. Multilingualism as a classroom resource. In K.Heugh, A. Seigruhn & P.Pluddemann (Eds.) *Multilingual education for South Africa*, Heinemann Educational Books.
- Eller, R.G. Johnny can't talk, either : The perpetuation of deficit theory in classrooms, -*The Reading Teacher*, 670-674
- Sinha, S. Acquiring literacy in schools. *Seminar*, 38-42
- Thwaite, A. and Rivalland, J.How can analysis of classroom talk help teachers reflect on their practices? *Australian Journal of Language and Literacy*, 32 (1), 38
- Anderson, R.C. Role of reader's schema in comprehension, learning and memory. In
- R.C. Anderson *et al. (eds) Learning to read in American schools: Basal readers and content texts*. Psychology Press.
- Grellet, F. *Developing reading skills : A practical guide to reading comprehension exercises*. Cambridge University Press.
- Snehalata Chaturvedi Language Across the Curricular, Agarwal Publication. Agra

*** Latest editions of all the suggested books are recommended.**

ENGLISH COMMUNICATION SYLLABUS FOR V SEMESTER

ENGLISH COMMUNICATION & SOFT SKILLS-III

Course Code: BAEI599
(Common with: BA599/BSCEI599)

L T P C
3 0 2 4

Objective: To make students aware about job oriented, presentation and interview skills and business correspondence.

Outcomes : The students will learn job oriented, presentation and interview skills and business correspondence.

Module -1 Functional Grammar-II

- a) Sentence construction: Simple, Complex and Compound
- b) Application writing
- c) Paragraph writing, essay writing and precis writing
- d) Pre-testing of oral and writing skills

[Note: As part of classroom activity, Review and recap of last semester and update progress of each student refer Module 3 of Workbook]

Module-2 Professional Skills

- a) Biodata, CV and resume writing
- b) Joining Letter, Cover Letter & Resignation letter
- c) Inter-Office Memo, Formal Business Letter, Informal Notes
- d) Minutes of the Meeting, Reporting Events, Summary Writing

[Note: As part of classroom activity, use of standard templates and scenario buildings, practice sessions in classroom and homework assignments, refer to Workbook]

Module -3 Presentation Skills

- a) Power-point presentations & presentation techniques
- b) Body language
- c) Describing people, places and events
- d) Extempore speech and Just-a minute sessions

[Note: As part of classroom activity, practice sessions carried out in class on different topics of the domain expertise, refer to Workbook]

Module -4 Interview Skills

- a) Developing skill to (a) Debate (b) Discussion, Basics of GD & styles of GD
- b) Discussion in groups and group discussion on current issues
- c) Steps to prepare for an interview and mock interviews

[Note: As part of classroom activity, language games, extensive coverage of contemporary issues for GDs, facing mock interview sessions with faculty, respective TPOs and Director CRC]

Evaluation & Assessment: Students will be evaluated on all the four parameters of LSRW

<i>External Exam</i>	<i>Internal Assessment</i>	<i>Total</i>
50	50	100

Internal Assessment: 50

<i>Best 2 out of Three CTs</i>	<i>Attendance</i>	<i>Workbook Assignments & Viva</i>	<i>Total</i>
20	10	10+10	50

Viva to be carried out by external English faculty from within the university

BOOKS RECOMMENDED:-

1. ILFS Bi-lingual Course in Basic English, ILFS Skill Development Corporation
2. Communication Skills for Engineers and Scientists by Sangeeta Sharma & Binod Mishra, PHI Learning Private Limited, New Delhi.
3. Professional Communication by Malti Agarwal, Krishna Prakashan Media (P) Ltd., Meerut.
4. Communication Skills by Sanjay Kumar & PushpLata, Oxford University Press
5. The Business letters by Madan Sood, Goodwill Publishing House, New Delhi

*** Latest editions of all the suggested books are recommended.**

INTERNATIONAL POLITICS SYLLABUS FOR V SEMESTER

INTERNATIONAL POLITICS

Course Code: BAEI503
(Common with BA503)

L T P C
5 0 0 5

Objectives-To make students aware about the various aspects of politics such as its elements, policies, armament and role of different organization.

Outcomes- The students will be able to understand the various approaches and theories together with the role of power, arms and different organizations.

Unit-I International Politics:-

- Meaning, Nature and Scope of International Politics; Theories and Approaches: Traditional Vs Scientific, Behavioral, Idealist, Realist Systems, Game, Communication; Decisionmaking.

Unit-II The Modern state system

- Power and its elements; National Interest; Balance of Power; Collective security; Role of Ideology.

Unit-III Foreign Policy:-

- Its determinants; Instruments of Foreign Policy – Diplomacy, Propaganda, Economic Instruments and War.

Unit-IV Arms Control and Disarmament:-

- Cold War; Détente; New-Cold War; Post-Cold War International Politics; Non-alignment and Non-aligned Movement; Problems of the Third World.

Unit-V International Law & Global Organizations:

- International Law; Global Organization: The U.N.; Regional Organizations: The European Union; S.A.A.R.C.; A.S.E.A.N.

Assesment :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED :

1. L.M.Goodrich, United Nation in changed world, New York, Columbia University Press, 1974.
2. M.S.Rajan (ed.), United Nations at Fifty and Beyond, New Delhi, Lancer Books 1996.
3. R.A.Folk, Law, Morality and War in the Contemporary World, New York, Frederick A Praegar, 1963.
4. W.D. Coplin, Introduction to International Politics, Chicago, Markham 1971.
5. Mahendra Kumar: International Politics.

*** Latest editions of all the suggested books are recommended.**

ECONOMICS SYLLABUS FOR V SEMESTER INDIAN ECONOMY

Course Code: BAEI504
(Common with BA504)

L T P C
5 0 0 5

Objectives-To make students aware about the various welfare schemes and also the challenges ahead of the Indian economy.

Outcomes- The students will be analyze the condition of Indian economy at global level and the strategies adopted to cope up with.

Unit – I

Nature and Structure of Indian Economy: Growth and composition. Sectoral development of the Indian Economy and their interrelationship. Utilization of resource-human and natural. Problems of population and population policy of India.

Unit - II

Planning in India:- Need, objectives and strategy of planning in India. Poverty, unemployment, its nature and extent. Employment policy.

Unit - III

Agriculture:- Trends in production and productivity, reforms, tenurial system, distribution of land, ceiling consolidation of holdings. Agriculture labour and problem wages, employment and under-employment. Capital agriculture financial and physical. Problems of irrigation and supply of inputs. Organizational issues. Market cooperative farming. Community development project agricultural and rural development programmes. Technology Change in Agriculture strategy: Agricultural production strategy. Price policy in agriculture.

Unit - IV

Industry and Service Sector: Growth and Structure of industry. Industrial and licensing policies of major industries, large, small and cottage industries. Industrial finance, foreign, capital and multinationals, industrial labour - wages and wage regulation, social security, housing, industrial peace, trade Union movement. Service Sector - Nature, structure and Development.

Unit - V

Economy of Uttar Pradesh: Nature, Structure and Development of U.P.'s Economy. U.P. Economy through plans. Demographic Scenario of U.P. Infrastructure, energy, transport and water resources. Decentralization of planning in U.P. industrial development in U.P. Public Sector Units, Small scale Industries, informal Sector, Hurdles and Prospects. Agriculture, Employment, Poverty, Inter-Regional Disparities and Policy Issues.

Assesment :- Five assignments (one from each unit)

BOOKS RECOMMENDED:

1. Alak Ghosh - Indian Economy
2. Rudra Dutt & Sundaram - Indian Economy
3. Government of Indian Annual - Economic Survey
4. Five year Plans, Govt. of U.P.

*** Latest editions of all the suggested books are recommended.**

HISTORY SYLLABUS FOR V SEMESTER

POLITICAL HISTORY OF INDIA FROM AD-606 AD1206

Course Code: BAEI505

L T P C

(Common with BA505)

5 0 0 5

Objectives-To make students aware about early regional states of India and the Rajput and Muslim period.

Outcomes- To student will learn about early regional states of India and the Rajput and Muslim period.

UNIT-I Early Regional States of India of Harsha:-

Harsha and his contemporaries

- Shashanka
- Bhaskarvarman
- Yashovarman of Kanauj.
- LalitaDitya.
- Muktapad of Kashmir.

UNIT II Rajput & Their different States.

- Origin of Rajputs.
- The GurjaraPratihars- Origin, Nagabhata I, Vatsaraja, Nagabhata II, Mihirbhoja, Mahendrapala I, Mahinpala I.
- The Palas- Dharmapala, Devapala.
- The Senas- Vijyasena, Lakshmansena.

UNIT III Four Powerful Rajput State.

- The Chandellas - Yashovarman, Dhanga, Vidyadhara and Kirtivarman.
- The Paramaras (Munja, Bhoja)
- The Ghahamanas (Arnoraja, Vighararaja IV, Prithviraja III)
- The Gahadawalas (Govindachandra, Jayachandra)

UNIT-IV Kalachuris & Chaulukyas

- The Kalachuris [Gangeyandeva, Lakshmikarna].
- The Western Chaulukyas [Jayasimha, Siddharaja, Bhima II]

UNIT-V Muslims Invasions : Arab Invasion on Sindh.

- Excursions of Mahmud of Ghanzi.
- Invasions Mohammad Ghuri.
- Causes of the Defeat of the Indians.

Assesment :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED:-

- 1- Pathank, Vishuddhananda: mRrj Hkkjr dk jktuSfrd bfrgkIA
- 2- Rao, R.& Pradeep Rao: xq.kksRrj ;qxhu Hkkjr dk jktuSfrd bfrgkIA
- 3- Pandey, V.C. & A. Pandey: A New History of Ancient India.
- 4- Ray H.C.: Dynastic History of Northern India.
- 5- Majudar, R.C.: History of Bengal.
- 6- Puri, B.N.: History of GurjaraPratiharis.
- 7- Dixit, R.K.: Chandellas of Jejakabhukti.
- 8- Gangoly, D.C.: History of Paramaras. 9- Niyogi, Roma: History of Gahawalas
- 10- Srivastava, B.N.:Harsha and His Times.

*** Latest editions of all the suggested books are recommended.**

ENGLISH LITERATURE SYLLABUS FOR V SEMESTER

HISTORY OF ENGLISH LITERATURE

Course Code: BAEI506
(Common with BA506)

L T P C
5 0 0 5

Objectives-To understand the philosophical movements and ideas that permeated a particular culture at a particular time and to intellectually and emotionally deepen the understanding of our history, society and each of our lives.

Outcomes- The students will learn the historical development English literature and understand the twofold nature of textual analysis.

Unit-I From Renaissance to Seventeenth Century

- Renaissance and Reformation
- Miracle and Morality Plays
- University Wits
- Metaphysical Poetry
- Neo classicism
- Elizabethan Songs and Sonnets

Unit - II : Eighteenth Century and the Romantic Age

- Growth of the Novel
- Precursors of Romanticism
- Romanticism and the French Revolution
- Growth of Romantic Literature (Prose, Poetry , Drama and Novel)

Unit - III : Nineteenth Century

- Characteristics of Victorianism
- Growth of Victorian Literature (Prose, Poetry, Drama and Novel)
- Pre-Raphaelite Poetry

Unit - IV : The Twentieth Century

- Trends in Twentieth century literature : Twentieth century Novel.
- Twentieth Century Drama, Problem Play

Unit V : The Twenty First Century

- Growth of Postcolonial literature : Feminism, Post modernism etc.

Assesment :- Five assignments (one from each unit)

BOOKS RECOMMENDED:-

1. Birjadesh Prasad: A Background to the Study of English Literature; MacMillan, Delhi, Revised 1999
2. M.H. Abrams: A Glossary of Literary Terms, MacMillan
3. W.H. Hudson: An outline History of English Literature
4. Martin Gray: A Dictionary of English Literary Terms
5. Ifor Evans: A History of English Literature
6. Sri Aurobindo: The Future Poetry. Sri Aurobindo Ashram, Pondicherry.

*** Latest editions of all the suggested books are recommended.**

SANSKRIT SYLLABUS FOR V SEMESTER

वेद-उपनिषद्- आर्षकाव्यम्-अलंकराश्च

Course Code: BAEI507
(Common with BA507)

L T P C
5 0 0 5

उद्देश्य- विद्यार्थी वेद और संस्कृति का अध्ययन करेंगे तथा महाभारत को पढ़कर अपने चरित्र का विकास करेंगे।

परिणाम –विद्यार्थी धर्म और अधर्म के विषय में जान कर अपने चरित्र का विकास करेंगे।

UNIT-I:- वेदसूक्तवाहन

अग्निसूक्तम्-ऋग्वेद 1/1, अक्षसूक्तम् ऋग्वेद 10/34 (व्याख्यात्मकअध्ययनम्)

UNIT-II:- वेदसूक्तवाहन

संज्ञानसूक्तम् ऋग्वेदे 10/191

UNIT-III:- कठोपनिषद् (प्रथम अध्यायः) (व्याख्यात्मकअध्ययनम्)

UNIT-IV:- महाभारते यक्षयुधिष्ठिर-संवादः
(व्याख्यात्मकअध्ययनम्)

UNIT-V:-काव्यदीपिका

अलंकारः –अनुप्रासः, यमकः, श्लेष, उपमा, रूपकम्: उत्प्रेक्षा, सन्देह, भ्रन्तिमान, विभावना, विशेषोक्तिश्च

Assesment :- Five assignemnts (one from each unit)

संस्तुत ग्रन्थ :-

- 1- वेदामृतम्- ग्रन्थम कानपुर
- 2- कठोपनिषद्- डॉ. आद्याप्रसार मिश्र अक्षयवट प्रकाशन इलाहबाद
- 3- कठोपनिषद – साहित्य भण्डार मेरठ
- 4- कठोपनिषद- ज्ञानप्रकाश मेरठ
- 5- यक्षयुधिष्ठिर संवाद- साहित्य भण्डार मेरठ
- 6- यक्षयुधिष्ठिर संवाद- ज्ञानप्रकाश मेरठ
- 7-काव्यदीपिका – कान्तिचन्द्र भट्टाचार्य, साहित्य भण्डार मेरठ
- 8- साहित्य दर्पण – आचार्य विश्वनाथः चौखम्बा वाराणसी

*** Latest editions of all the suggested books are recommended.**

HINDI LITERATURE SYLLABUS FOR V SEMESTER

अद्यतन हिन्दी एवं कौरवी लोक काव्य

Course Code: BAEI508
(Common with BA508)

L T P C
5 0 0 5

उद्देश्य— विद्यार्थी हिन्दी साहित्य के आधुनिक काल के विषय में ज्ञान प्राप्त करेंगे और अज्ञय, नागार्जुन, भवानी प्रसाद मिश्र, मुक्तिबोध आदि महान कवियों के साहित्य का अध्ययन करेंगे तथा आधुनिक काल के एक खण्ड प्रयोगवाद की विशेषताओं को जानेंगे

परिणाम—विद्यार्थी साहित्य के माध्यम से बदलते हुये समाज के विषय में जानेंगे और अपना विकास करेंगे साथ देश के विकास में अपना हितपूर्ण योगदान देंगे।

Unit-I

निर्धारित कवि –

सच्चिदानन्द हीरानन्द वात्स्यायन 'अज्ञेय' – नदी के द्वीप, दीप अकेला, उधार, साम्राज्ञी का नैवेद्य दान, कलगी बाजरे की।

शमशेर बहादुर सिंह – उषा, लौट आ ओ धार, पीली शाम, अमन का राग, मुक्तिबोध की मृत्यु पर गजल।

Unit-II

नागार्जुन – सिंदूर तिलकित भाल, अकाल के बाद, बादल को घिरते देखा।

भवानी प्रसाद मिश्र – गीत बेचता हूँ, सतपुड़ा के जंगल, कमल के फूल।

Unit-III

गजानन माधव मुक्तिबोध – ब्रह्मराक्षस।

चौधरी पृथ्वी सिंह बेधड़क – मानवता भजन संव 01, 10, 53 तथा गीत सं 05

Unit-IV

कृष्ण चन्द्र शर्मा – लोकगीत – 'लोक जीवन के स्वर' के अध्याय 05 से 'राष्ट्रीय आन्दोलन' गीत सं 02 तथा शिक्षा का महत्व – गीत संख्या 04

Unit-V

द्रुत पाठ— केदारनाथ अग्रवाल, शिवमंगल सिंह 'सुमन', दुष्यन्त कुमार, धर्मवीर भारती, नरेश मेहता।

नोट:— महत्वपूर्ण व्याख्या एवं आलोचनात्मक प्रश्न।

Assesment :- Five assignments (one from each unit)

संदर्भ—

1. समकालीन हिन्दी कविता—विश्वनाथ प्रसाद तिवारी, राधाकृष्ण प्रकाशन, नई दिल्ली।
2. समकालीन हिन्दी कविता—ए0 अरविन्दाक्षन, राधाकृष्ण प्रकाशन, नई दिल्ली।
3. पाश्चात्य साहित्य सिद्धान्त एवं विविधवाद—गायकवाड, साहित्य रत्नालय, कानपुर।
4. नागार्जुन की कविता—अजय तिवारी
5. लोक साहित्य विज्ञान—डॉ० सत्येन्द्र : राजस्थानी ग्रन्थागार, जोधपुर।
6. लोक जीवन के स्वर : डॉ० कृष्ण चन्द्र शर्मा : कुरु लोक संस्थान, मेरठ।

*** Latest editions of all the suggested books are recommended.**

HOME SCIENCE SYLLABUS FOR V SEMESTER

FUNDAMENTALS OF FOOD & NUTRITION

Course Code: BAEI509

L T P C

(Common with BA509)

5 0 0 5

Objectives-To make students aware about food and nutrition with its constituents, groups, methods, food adulteration and poisoning.

Outcomes- The student will learn about food and nutrition with its various constituents, groups, methods food adulteration and poisoning.

Unit I Introduction of foods and Nutrition

- Definitions –Foods, Nutrition and Nutrients.
- Classification.
- Functions of food.

Unit II Essential Constituents of Food

- Sources, Functions, Requirements, Digestion, Absorption and Deficiency Diseases.
- Protein, Carbohydrate, Lipids, Vitamins, Minerals, Water.

Unit III Basic Food Groups

Importance of basic food groups in the diet, nutritive combination of food stuffs and their importance in diets like cereals and millets, pulses, nuts and oil seeds, vegetables, fruits, Milk and Milk products, Egg, fish, meat and other flesh foods. Fats and oils, Sugar and jiggery, Spices and condiments.

Unit IV Methods of cooking

- Various types of Cooking Methods.
- Relation of Nutritive value while preparation and cooking.

Unit V Food Adulteration & Food Poisoning

- Food Adulteration- Meaning and common adulterants in food.
- Food Poisoning- Meaning, Causes and Effects on Human Health.

Assesment :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED

1. Nutrition and Dietetics Shubhangini A Joshi
2. Hand book of Foods and Nutrition M. Swaminakhan
3. Normal and Therapeutic Nutrition Proudfit & Robinson
4. आहार एवं पोषण विज्ञान (स्टार पब्लिकेशन्स, आगरा) डा० ललिता शर्मा
5. आहार एवं पोषण विज्ञान के मूल सिद्धान्त एस० पी० सुखिया
6. भारतीय खाद्यानों के पोषण मूल्य (स्टार पब्लिकेशन्स आगरा) डा० अनिता सिंह

*** Latest editions of all the suggested books are recommended.**

PRACTICUM FOR V SEMESTER UNDERSTANDING THE SELF (PRACTICUM)

Course Code: BAEI551

**L T P C
0 0 4 2**

Objectives: To make students explore various aspects of his/ her own self. Understand the concept of self development and self efficacy. Facilitate development of skills of self expression-oral as well as written. Develop holistic and integrated concept of self through workshops. Development social-sensitivity among student-teachers.

Outcomes- The students will learn different skills about various aspects.

Activities :

- Workshop for Personality grooming.
- Maintaining a reflective journal of practice teaching period
- Sharing of experiences where one has faced stereotyping
- Preparation of a report on concept & meaning of self in context of Indian/Western philosophy.
- Organizing at least two programme for the welfare of community like Literate India, Quit Mal-nutritious, Beti Bachao Beti Padhao, Green India, Clean India, Clean water e.t.c.

Evaluation

The assessment will be done in two components: Internal 50% and External 50%

- The External assessment shall be done by the external examiner appointed by the controller of examination of university.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

Practical	Internal Examiner (Marks 50)	External Examiner (Marks 50)
Performance	10	20
File Work	20	20
Viva	10	10
Attendance	10	-

EDUCATION SYLLABUS FOR VI SEMESTER

GENDER, SCHOOL AND SOCIETY

Course Code – BAEI611

(Common with : BEDS401/BSCEI601)

L	T	P	C
2	0	0	2

Objectives: To make students aware to develop understanding of some key concepts and terms and relate them with their context in understanding the power relations with respect to Educating and Education. Develop an understanding of the paradigm shift from Women studies to Gender Studies based on the historical backdrop. Reflect on different theories of Gender and Education and relate it to power relations. Changing Perspectives with Legal Provisions: Right to Inheritance etc.

Outcomes- The students will learn about gender and different issues related with it and will be able to develop a new outlook.

Unit I

- Gender, Sex, Sexuality
- Patriarchy, Masculinity and Feminism
- Gender bias, Gender Stereotyping, and Empowerment
- Equity and Equality in Education w.r.t. relation with caste, class, religion, ethnicity, disability and region with respect to Gender: Present status in India and prospects
- Polyandrous, Matrilineal and Matriarchal Societies in India :Relevance and Status of Education

Unit II

- Paradigm shift from Women's studies to Gender studies
- Historical backdrop: Some landmarks from social reform movements
- Theories on Gender and Education and their application in the Indian context
- Socialisation theory
- Gender difference
- Structural theory
- Deconstructive theory

Unit III

- Power Control in Patriarchal, Patrilineal, Matriarchal and Matrilineal Societies: Assessing affect on Education of Boys and Girls
- Gender Identities and Socialisation Practices in: Family, other formal and informal organisation.
- Schooling of Girls: Inequalities and Resistances (issues of Access, Retention and Exclusion).
- Collection of folklores reflecting socialisation processes.

Unit IV

- Changing Perspectives with Legal Provisions: Right to Inheritance etc
- Social Construction of Masculinity and Femininity
- Patriarchies in interaction with other social structures and identities

Unit V

- Reproducing Gender in School: Curriculum, Text-books, Classroom Processes and Student-Teacher interactions
- Overcoming Gender Stereotypes
- Working towards gender equality in the classroom: Need and Strategies Empowerment of Women: Strategies and Issues

Assesment :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED:

- Ambasht, et al Developmental Needs of Tribal People, NCERT
- Bhattacharjee, Nandini. Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human
- Development: Theory, Research and Applications in India. Sage: New Delhi.
- Frostig, M, and Maslow, P. Learning Problems in the Classroom: Prevention and Remediation. Grune & Stratton: New York.
- Geetha, V .Gender. Stree: Calcutta.
- Ghai, A. Inclusive education: A myth or reality In Rajni Kumar, Anil Sethi &
- Ghai, Anita .Gender and Inclusive education at all levels In Ved Prakash & K. Biswal (ed.) Perspectives on education and development: Revising Education commission and after, National University of Educational Planning and Administration: New Delhi
- Jeffery, P. and Jeffery, R. Killing My Heart's Desire: Education and Female
- Autonomy in Rural India. in Nita Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp 125-171.

*** Latest editions of all the suggested books are recommended**

ENGLISH COMMUNICATION SYLLABUS FOR VI SEMESTER

ENGLISH COMMUNICATION & SOFT SKILLS-IV

Course Code – BAEI699
(Common with BA699, BSC699)

L T P C
3 0 2 4

Objective: To inculcate behavioural skills in students for the Corporate World

Outcomes:

1. Notable improvement in student's progression in terms of LSRW.
2. Students will be able to imbibe good practices of self-discipline and professionalism required in the corporate world.
3. Students will be able to develop the art of public speaking.
4. Students will be able to learn behavioural skills suitable for the corporate world.

Module -1 Fundamentals of Time Management & Managing Change

- a) Time Management
- b) Managing People and managing change
- c) Team building, Leadership and taking decisions
- d) Stress Management

[Note: As part of classroom activity, refer to the Workbook, guest lecture by management faculty]

Module -2 Public Speaking

- a) Art of public speaking
- b) Welcome speech
- c) Farewell Speech
- d) Vote of thanks

[Note: As part of classroom activity, extensive practice sessions in class and home assignments]

Module -3 Personality Development-III

- a) Rude vs Polite Behaviour
- b) Ethics and human values
- c) Concern for environment
- d) Crisis Management

[Note: As part of classroom activity, refer to the Workbook, guest lecture by management faculty and industry representative]

Module -4 Oral Practice

- a) Debate
- b) Just-a-minute
- c) Group Discussions
- d) Mock Interviews

[Note: As part of classroom activity, extensively test the oral skills and update the progress card of each student]

Evaluation & Assessment: The students will be evaluated on all four parameters of LSRW

<i>External Exam</i>	<i>Internal Assessment</i>	<i>Total</i>
50	50	100

Internal Assessment: 50

<i>Best 2 out of Three CTs</i>	<i>Attendance</i>	<i>Workbook Assignments & Viva</i>	<i>Total</i>
20	10	10+10	50

Viva to be carried out by external English faculty from within the university

BOOKS RECOMMENDED:

1. ILFS Bi-lingual Course in Basic English, ILFS Skill Development Corporation
2. Communication Skills for Engineers and Scientists by Sangeeta Sharma & Binod Mishra, PHI Learning Private Limited, New Delhi.
3. Professional Communication by Malti Agarwal, Krishna Prakashan Media (P) Ltd., Meerut.
4. Communication Skills by Sanjay Kumar & PushpLata, Oxford University Press
5. The Business letters by Madan Sood, Goodwill Publishing House, New Delhi

*** Latest editions of all the suggested books are recommended.**

POLITICAL SCIENCE SYLLABUS FOR VI SEMESTER

COMPARATIVE GOVERNMENT & POLTICS

Course Code – BAEI603
(Common with BA603)

L T P C
4 0 0 4

Objectives-To make students aware about the unique features of different constitutions of different countries.

Outcomes-The students will be able to understand the ideologies of different nations, unique features of their constitutions.

Unit-I Comparative poltiics :

- Meanings, scope and nature. Evolution of comparative politics comparative method, Types of comparison (Vertical-Horizontal), Types of constitutions, Constitutionalism.

Unit II United Kingdom :

- General Features; Constitutional Conventions; The Crown; Parliament; Cabinet System; The Rule of Law; The Party System.

Unit III United States of America:-

- U.S.A : General Features; Federalism; President; Congress; Federal Judiciary; Method of Amendment of Constitution; Party System.

Unit IV Switzerland : -

- Main Features; Federal Executive; Federal Legislature; Judicial System; Devices of Direct Democracy; Method of Amendment in the Constitution.

Unit V France :

- Making of the Constitution of the Fifth Republic and its characteristics; The President and the Government; The National Assembly and the Senate; The. Judicial System and Administrnative Law; The Party System.

Assesment :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED:

1. Kamrava Mehran : Understanding Comparative politics, Prentice hall of India Pvt.Ltd., New Delhi 2000
2. Charles, A. Geared: American Government and Politics.
3. H. C. Huiton: An Introduction to Chinese Politics. London, David and Charles, 1973.
4. H.J.Laskhi : American Democracy : A commentary and An Interpretation, London Unwin 1984.
5. C. Leys, Politics in Britain: An Introduction, London, Heinemann, 1983.
6. W. Zhang, Transforming China: Economic Reforms and its Political Implication, New York, St. Martin's Press, 2000.

*** Latest editions of all the suggested books are recommended.**

ECONOMICS SYLLABUS FOR VI SEMESTER

PUBLIC FINANCE & INTERNATIONAL TRADE

Course Code – BAEI604
(Common with BA604)

L T P C
4 0 0 4

Objectives-To make students aware about different types of taxation and expenditures in an economy with knowledge about foreign exchange and also the effectiveness of the policies.

Outcomes-To students will be familiarize with various methods of finance and will also know about international trade.

Unit – I

Introduction: Private and Public Goods, Principle of maximum social advantage. Government Budget: Preparation and classification, Sources of Public Revenue, Taxation Satisfaction of Public wants, the benefit approach, the ability to pay approach, incidence and effects of taxation.

Unit – II

Public Expenditure: Wagner's law, Wiseman-Peacock hypothesis, the critical limit hypothesis. Classification of Public Expenditure: Effects of public expenditure on production and distribution.

Public Debt: Classification, effects, burden, repayment and management.

Unit – III

Fiscal Policy: Stability and Economic growth. Indian Public Finance: Sources of income – Central, State, Indian Tax System, Public expenditure in India, Indian Federal Finance.

Unit – IV

International Trade: Theory of comparative cost. Refinements-Opportunity cost. Reciprocal demand analysis. Terms of Trade: Concepts and measurement. Free trade and production. Tariff and non-tariff methods.

Unit – V

The balance of payments: Equilibrium and disequilibrium. Foreign trade of India and trade policy.

Assesment :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED:

1. H. Dalton – Public Finance
2. H.L. Bhatia – Public Finance
3. Alen and Brownley – Public Finance
4. Samuelson, P.A. – Economics

*** Latest editions of all the suggested books are recommended.**

HISTORY SYLLABUS FOR VI SEMESTER

HISTORY OF MODERN WORLD (1453-1950 A.D.)

Course Code - BAEI605
(Common with BA605)

L T P C
4 0 0 4

Objectives-To make students aware about the different reforms and revolutions around the world.

Outcomes- The student will be able to learn about different reforms and revolutions around the world.

Unit I Age of Reforms & Revolutions.

- Renaissance-Emergence, nature and Impact.
- The Reformation and Counter Reformation – Cause mature of reformation, results
- American war of Independence – Causes, Events results.
- French Revolution – Cause, Events, Impact on the World.

Unit II Napoleon Age.

- Napoleonic Era, Early achievements if Napoleon's reforms as first consul, Napoleon as Emperor of France, Continental system, Cause of Napoleon's downfall.
- Vienna Congress – main principles and reconstruction of Europe.

Unit III Unification in Europe:-

- The Unification of Italy-Different steps of unification.
- Unification of Germany – Steps of German Unification, Bismark's policy of Blood and Iron.

Unit IV World War First & Prevailing Circumstances.

- Eastern Question-Struggle of Freedom in Greece, Revolt of Egypt. The Crimean War Cause and Effects.
- First World War-Cause, Events, Results.
- Paris Peace Settlements, Assessment of Versailles Paris Settlement.
- Russia Revolution of 1917.

Unit V Between The World Wars:-

- The Nazi Germany-Causes of Rise of Hitler and Nazi party, Cause of rise of Fascism in Italy.
- Rise of Japan as Modern World Power-Divide of Shogun Govt. Restoration of Meiji Emperor, Foreign Policy of Japan (1919-1945) and rise of Modern China – Revolution of 1911, Sun-Yat-Sen, Kuo-Min-Tang & Chiang-Kai Sekh.

Assesment :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED:

1. J.E. Swain : History of World Civilisation
2. C.D. Hazen : Modern European History
3. जैन एवं माथुर : आधुनिक विश्व इतिहास (1500–2000)
4. मैजेनिस, एलिस, ऐपल एवं कौनरेड : संसार का इतिहास

*** Latest editions of all the suggested books are recommended.**

ENGLISH LITERATURE SYLLABUS FOR VI SEMESTER

INDIAN WRITERS IN ENGLISH

Course Code – BAEI606
(Common with BA606)

L T P C
4 0 0 4

Objectives-To make students aware of the works of famous Indian writers and Indian culture.

Outcomes- The students will develop and analytical abilities fundamental skills.

Unit-I Poetry

- Sarojini Naidu : 'Palanquin Bearers'
- Nissim Ezekiel : 'A Poem of Dedication'
- Jayant Mahapatr : 'Hunger'

Unit - II Poetry

- Vikram Seth : 'Unclaimed'
- A.K. Ramanujan : 'Anxiety'
- Keki N Daruwala : 'The Unrest of Desire'

Unit III - Drama

- Mahesh Dattani : 'Tara'

Unit - IV : Fiction

- Mulk Raj Anand : The Untouchable

Unit - V : Prose

- Mahatma Gandhi : Hind Swaraj, Chapters VIII [The condition of India], XIII (What is True Civilization) & XVIII (Education)

Assesment :- Five assignemnts (one from each unit)

NOTE:-

1. Life Sketch of Writers
2. Critical Appreciation, Character Sketch.
3. Students would be required to attempt critical explanation of extracts from the texts prescribed above.

SANSKRIT SYLLABUS FOR VI SEMESTER

गद्यकाव्यम्—नीतिकाव्यम्—व्याकरणम्—छन्दश्च

Course Code –BAEI607
(Common with BA607)

L T P C
4 0 0 4

उद्देश्य—इस प्रश्न पत्र के माध्यम विद्यार्थी शिवराज विजय और नीतिषतकम रचनाओं का अध्ययन करेंगे और साथ ही अंलकार आदि के विषय में ज्ञान प्राप्त करेंगे।

परिणाम—विद्यार्थी नीति का अध्ययन कर अपने चरित्र का निर्माण करेंगे और संस्कृति और आगे बढ़ायेगे

Unit-I

शिवराज विजय:— अम्बिकादत्तव्यास (व्याख्यात्मकअध्ययनम्) प्रथमोनिःश्वासः

Unit-II

भर्तृहरिकृत—नीतिशतकम् (व्याख्यात्मकअध्ययनम्)

Unit-III

लघुसिद्धाताकौमुदी— कृदन्तप्रकरणम्

तव्यत्, अनीयर, अच्यत्, ण्यत्, ण्वुल, तृच, अण, क्त्वा, ल्यप, शत्, शानच, (धातुप्रत्यययोः योगेन शब्द निर्माणम्)

Unit-IV

छन्दसां लक्षणम्— आर्या, अनुष्टुप, इन्द्रवज्रा, उपेन्द्रवज्रा, उपजाति, वंशस्थ द्रुतविलम्बितम् (उदाहरणानि पाठ्यपुस्तकेभ्यः यथा अभिज्ञानशाकुन्तलम्, नीतिशतकम् इत्यादि ग्रन्थेभ्यः)

Unit-V

छन्दसां लक्षणम्— वसन्ततिलका, मन्दाक्रान्ता, शिखरिणी, शाद्रुलविक्रीडितम् स्रग्धरा च (उदाहरणानि पाठ्यपुस्तकेभ्यः यथा अभिज्ञानशाकुन्तलम्, नीतिशतकम् इत्यादि ग्रन्थेभ्यः)

Assesment :- Five assignemnts (one from each unit)

संस्तुत—ग्रन्था :-

- 1— कृदन्तसूत्रावली: — लघुसिद्धान्तकौमुद्याः कृदन्तांशसंकलनम् — डॉ ब्रजेश कुमार शुक्ल
- 2— वृत्तरत्नाकरः— साहित्य भण्डार मेरठ
- 3— भर्तृहरिकृत — नीतिशतकम्— साहित्य भण्डार मेरठ
- 4— अम्बिकादत्त व्यास :- शिवराज विजयः प्रथमो निःश्वास — साहित्य भण्डार मेरठ
- 5— रचनानुवादकौमुदी— छन्द परिचय— डॉ0 कपिल देव द्विवेदी, विश्वविद्यालय प्रकाशन

*** Latest editions of all the suggested books are recommended.**

HINDI LITERATURE SYLLABUS FOR VI SEMESTER

हिन्दी निबन्ध तथा अन्य गद्य विधाएँ

Course Code – BAEI608
(Common with BA608)

L T P C
4 0 0 4

उद्देश्य—विद्यार्थी हिन्दी साहित्य की महत्वपूर्ण विधा निबन्ध और अन्य गद्य विधाओं के विषय में ज्ञान प्राप्त करेंगे तथा महावीर प्रसाद द्विवेदी, बालमुकुन्द गुप्त, रामचन्द्र शुक्ल, हजारी प्रसाद द्विवेदी, नन्ददुलारे बाजपेयी, विद्यानिवास मिश्र, रामविलास शर्मा आदि महान विद्वानों के विचारों से अभिभूत होंगे।

परिणाम—विद्यार्थी अपने चरित्र और भविष्य को उज्ज्वल बनायेंगे।

निर्धारित पाठ्यक्रम—

Unit-I निबन्ध—

शिवशम्भु के चिट्ठे (बालमुकुन्द गुप्त)

कवियों की उर्मिला विषयक उदासीनता (आचार्य महावीर प्रसाद द्विवेदी)

Unit-II निबन्ध—

लज्जा और ग्लानी, रामचन्द्र शुक्ल

कूटज— हजारीप्रसाद द्विवेदी

Unit-III निबन्ध

छायावाद – नन्ददुलारे बाजपेयी

तुम चन्दन हम पानी— विद्या निवास मिश्र

सौन्दर्य की उपयोगिता— रामविलास शर्मा

Unit-IV

गद्य विधाएँ— भक्तिन (महादेवी वर्मा) सुधिया उस चन्दन वन की (विष्णुकान्त शास्त्री) अपोलो का रथ (श्री कान्त वर्मा) समन्वय और सह अस्तित्व (विष्णु प्रभाकर) अपनी अपनी हैसियत (हरिशंकर परसाई)

Unit-V

द्रुत पाठ— कुबेरनाथ राय, शरद जोशी, विवके राय, रघुवीर सहाय.

Assesment :- Five assignemnts (one from each unit)

संदर्भ—

1. हिन्दी का गद्य साहित्य – रामचन्द्र तिवारी, विश्वविद्यालय प्रकाशन वाराणसी
2. हिन्दी के प्रतिनिधि निबन्धकार – द्वरिकाप्रसाद सक्सेना
3. हिन्दी निबन्धकार –द्वरिकाप्रसाद सक्सेना
4. हिन्दी निबन्ध के आधार स्तम्भ—डा० हरिमोहन, तक्षशिला प्रकाशन, नई दिल्ली
5. प्रतिनिधि हिन्दी निबन्धकार – तक्षशिला प्रकाशन, नई दिल्ली
6. सहित्य में गद्य की नई विधायें— कैलाश चन्द भाटिया तक्षशिला प्रकाशन, नई दिल्ली
7. हिन्दी रेखाचित्र— डा० हरिवंश लाल वर्मा, हिन्दी समिति ३०प्र० लखनऊ
8. स्वातंत्रयोत्तर हिन्दी व्यंग्य निबन्ध एवं निबन्धकार— डा० बापूराय देसाई, चिन्तन प्रकाशन नौबस्ता, कानपुर
9. हिन्दी साहित्य में निबन्ध एवं निबन्धकार— डा० गंगाप्रसाद गुप्त
10. हिन्दी की हास्य व्यंग्य विधा का स्वरूप एवं विकास— इन्द्रनाथ मादान
11. हिन्दी के व्यक्तिक निबन्ध— रामचन्द्र महेन्द्र
12. सहित्यक विधायें: पुर्नविचार— हरिमोहन

*** Latest editions of all the suggested books are recommended.**

HOME SCIENCE SYLLABUS FOR VI SEMESTER

DIETETICS AND THERAPEUTIC NUTRITION

Course Code – BAEI609
(Common with BA609)

L T P C
4 0 0 4

Objectives-To make students aware about balanced diet, dietetics, therapeutic nutrition, malnutrition, various life styles and dietary modification.

Outcomes-The students will learn about balanced diet, dietetics, therapeutic nutrition, malnutrition, various life styles and dietary modification.

Unit I Introduction:

- Definitions – Balanced Diet, Dietetics and Therapeutic nutrition.
- Meal planning, factors affecting Meal planning, Recommended Dietary Allowances (R.D.A.)

Unit II Malnutrition

- Concept and Definitions
- Causes and Factors Affecting.

Unit III Nutrition During Lifecycle:

- Nutrition during infancy.
- Nutrition during childhood.
- Nutrition for adolescence.
- Nutrition for Adults.
- Nutrition during Old age.
- Nutrition during Pregnancy and Lactation.

Unit IV Therapeutic Nutrition:

- Importance of Therapeutic Nutrition.
- Different types of Diets with respect to Consistency
- Therapeutic Adaptation to Normal diet.

Unit V Dietary modification for the following diet:

- Acute and chronic Fever
- Diarrhea and Constipation
- Underweight and Over weight
- Diabetes Mellitus
- Hypertension
- Jaundice

Assesment :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED

1. Nutrition and Dietetics Shubhangini A Joshi
2. Hand book of Foods and Nutrition M. Swaminakhan
3. Normal and Therapeutic Nutrition Proudfit & Robinson
4. आहार एवं पोषण विज्ञान (स्टार पब्लिकेशन्स, आगरा) डा० ललिता शर्मा
5. आहार एवं पोषण विज्ञान के मूल सिद्धान्त एस० पी० सुखिया

*** Latest editions of all the suggested books are recommended.**

EDUCATION SYLLABUS FOR VI SEMESTER

PEDAGOGY OF ENGLISH

Course Code – BAEI621
(Common with: BEDS132/232)

L	T	P	C
2	0	0	2

Objective : To make students understand, read, write, and speak with intelligible pronunciation using present day English and current usages. Explain the concept of English and its elements. Define linguistic skills and process of development among pupils. Conduct pedagogical analysis and develop teaching skills. Explain the concept of evaluation and methods of evaluating the performance of students. Critically explain various teaching methods. Develop various competencies in English language.

Outcomes- The students will be able to understand English language, its grammar and its usage.

Unit I

- The nature and characteristic of English language.
- Aims and objectives of teaching English at the secondary and higher secondary stage.
- Present position of English in the school curriculum and its importance in India.
- General principles of English curriculum construction
- Board principles of teaching English.

Unit II

- Methods: Translation method, the direct method, substitution method, look and learn method, bilingual method, structural approach.
- The procedures of teaching prose, poetry, translation and composition.

Unit III

- Place of Grammar in teaching of English.
- Advantages and disadvantage of teaching Grammar.
- Audio-visual Aids in teaching of English.
- Low cost and no-cost teaching aids. In teaching of English.
- Qualities of a good English teacher.

Unit IV

- Evaluation: meaning and importance.
- Tools and devices of evaluation.
- Comprehensive and continuous evaluation in English.
- Preparation of achievement test.

Unit V

- Lesson planning- in English prose, poetry, translation and composition.
- A critical appraisal of the existing secondary school curriculum in English.

Assesment :- Five assignments (one from each unit)

BOOKS RECOMMENDED:

- Chaturvedi, M.G. A contractive study of Hindi – English phonology”.
- Frisby, A.W. Teaching English : Notes and comments in teaching English.
- Gimson, A.C. An Introduction to the pronunciation of English : Edward Arnold, Second Edition, London.
- Sharma, R.A.; Teaching of English, R.Lall book Depot, Meerut.
- Gupta, P.K.; Teaching of English, R.Lall book Depot, Meerut.

*** Latest editions of all the suggested books are recommended.**

EDUCATION SYLLABUS FOR VI SEMESTER

PEDAGOGY OF HINDI

Course Code – BAEI622
(Common with : BED131/231)

L T P C
2 0 0 2

Objective To make students understand define the nature, need & principles of teaching Hindi language. Explain different methods of teaching of Hindi. Demonstrate the use of various audio visual aids. Explain objectives and steps of teaching prose, poetry & grammar of Hindi. Explain the meaning of evaluation and its techniques to assess the performance in Hindi.

Outcomes- The students will able to understand Hindi language, its grammar and its usage.

Unit I

- The nature and characteristics of Hindi language, it's phonology, morphology and syntax.
- The importance of Hindi in the school curriculum in India.
- Aims and objectives of teaching Hindi at secondary and Higher secondary stages.

Unit II

- General principles of curriculum construction.
- A critical appraisal of the existing secondary school curriculum in Hindi.
- General Principles of Teaching Hindi.
- Problems of teaching Hindi at school level.

Unit III

- Audio - visual Aids for teaching of Hindi.
- Use of test book and criteria of a good text book of Hindi.
- Qualities of a good Hindi teacher.
- Language (Hindi) room and library.

Unit IV

- Methods of developing listening, speaking, reading and writing skills.
- Methods and techniques of improving pronunciation and correcting spelling mistakes.
- Methods of teaching prose, poetry, drama, story, composition and grammar.
- Planning of lessons for prose, poetry, drama, story, composition and essay writing.
- Use of literary activities in teaching of Hindi.

Unit – V

- Evaluation : meaning and importance.
- Comprehensive and continuous evaluation (CCE) in Hindi.
- Diagnostic tests and remedial teaching.
- Preparation of achievement test.

Assesment :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED:

- Chhatriya. K. Matra Bhasha Shikshan, Vinod Pustak, Mandir, Agra. Mangal, Uma ; Hindi Shikshan, Arya Book Depot, Delhi.
- Pandey, R.S. Hindi Shikshan, Vonod Pustak Mandir, Agra.
- Singh, N.K. madhyamic Vidhyalayon mein hindi shikshan, Rajasthan Hindi granth
- भटनागर, मिनाक्षी: हिन्दी शिक्षण, श्री विनोद पुस्तक मन्दिर, आगरा।
- शर्मा, मार्तण्ड: हिन्दी शिक्षण, शारदा पुस्तक भवन, इलाहाबाद ।

*** Latest editions of all the suggested books are recommended**

EDUCATION SYLLABUS FOR VI SEMESTER

PEDAGOGY OF SANSKRIT

Course Code – BAEI623
(Common with : BEDS133/233)

L T P C
2 0 0 2

Objectives: To make students explain the nature, need & principles of teaching Sanskrit language. Describe different methods of teaching Sanskrit. Demonstrate the use of various audio visual aids. Explain the objectives and steps of teaching prose, poetry, composition & grammar of Sanskrit. Define the meaning of evaluation and different techniques of evaluation. Organize co-curricular activities related to Sanskrit. (Shloka Recitation, Lecture, Dramatization and other competitions).

Outcomes- The students will be able to understand Sanskrit language, its grammar and its usage.

Unit I

- Sanskrit: its phonology, morphology and syntax and importance of Sanskrit in Indian society.
- The position of Sanskrit in the school curriculum: its literacy, cultural and linguistic value, its relations with modern Indian language.
- Aims and objectives with specification of teaching Sanskrit (cognitive, affective and psychomotor domains) in behavioral terms.

Unit II

- Need, bases and principles of curriculum construction.
- Precaution in developing curriculum of Sanskrit.
- Evaluation of present secondary school curriculum of Sanskrit and Suggestions for improvement.

Unit III

- Teaching Methods: Pathshala method, Bhandarkar Method, Textbook Method, Direct method and the Elective method.
- Oral work and pronunciation, recitation of passages from prose and poetry, their aims and teaching methods.
- Text book of Sanskrit- Characteristics and Evaluation procedure of text book.

Unit IV

- Teaching aids of Sanskrit, Qualities of a good Sanskrit teacher.
- Lesson plans for teaching of prose, poetry, grammar.
- Composition, translation, drama, rapid reading and spelling in Sanskrit.

Unit V

- Evaluation in teaching of Sanskrit and its need.
- Formative and Summative Evaluation.
- Comprehensive and continuous Evaluation in Sanskrit.
- Preparation of achievement test.

Assessment :- Five assignments (one from each unit)

BOOKS RECOMMENDED

- शर्मा शिखा "संस्कृत शिक्षण" अग्रवाल पब्लिकेशन, आगरा।
- पाण्डेय डॉ० रामशकल, संस्कृत शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
- वत्स डॉ० वी०एल० "संस्कृत शिक्षण" विनोद पुस्तक मन्दिर, आगरा।
- मित्तल डॉ० संतोष "संस्कृत शिक्षण", आर०लाल बुक डिपो, मेरठ।

*** Latest editions of all the suggested books are recommended**

EDUCATION SYLLABUS FOR VI SEMESTER

PEDAGOGY OF HOME SCIENCE

Course Code – BAEI624

(Common with: BEDS137/237)

L	T	P	C
2	0	0	2

Objectives: To make students develop a board understanding of the principles and procedures used in Modern Home Science education. Develop their essential skills for practicing modern Home science education. Develop their skills necessary for preparing international accessories. Prepare acceptance lesson models which lay down this procedure to the adopted for preparing designs of lessons.

Outcomes- The students will learn Home Science as a resource its usage.

Unit I

- The concept of Home Science: Meaning and components; place of home science in secondary education.
- Aims and objectives of teaching of Home Science at secondary and higher-secondary level.
- Writing objectives in behavioral term.
- Correlation of Home Science with other school subjects.

Unit II

- Foods, Nutrition and Health.
- Child Care.
- Fiber and Fabric.
- Home Management - importance of planning, principles of budget making.
- Hygiene and sanitation.

Unit III

- General principles and methods of teaching Home Science - project method, discussion method, demonstration, practical, individual work.
- Micro-teaching skills - explanation, questioning, illustration, stimulus - variation and black board writing.

Unit IV

- Development and designing of curriculum.
- Teaching aids - classification, importance and uses.
- Concept of lesson plan, preparation of lesson plan.
- Criteria of Good text book.
- Planning of space and equipment of Home Science laboratory.

Unit V

- Evaluation in Home Science - Meaning and importance.
- Comprehensive and continuous evaluation (CCE) in Home Science.
- Evaluation devices - Written, oral, observation, practical work, assignment.
- Preparation of achievement test.

Assesment :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED :

- Sharma B.L. and Saxena B.M., Teaching of Home Science, R.L. Book Depot, Meerut.
- शर्मा एण्ड सक्सेना "गृहविज्ञान शिक्षण" आर०लाल बुक डिपो, मेरठ।
- डॉ० महिमा गुप्ता, "गृहविज्ञान शिक्षण" आर०लाल० बुक डिपो मेरठ।
- जे०पी०शैरी, " गृहविज्ञान शिक्षण", – अग्रवाल पब्लिकेशन्स, आगरा।

*** Latest editions of all the suggested books are recommended**

EDUCATION SYLLABUS FOR VI SEMESTER

PEDAGOGY OF SOCIAL SCIENCE

Course Code – BAEI625
(Common with : BED134/234)

L	T	P	C
2	0	0	2

Objectives: The students will learn to develop the knowledge about the basic principles governing the construction of social science curriculum. Develop the classroom skills needed for teaching of social science using modern methodology. Acquire the ability to plan for instruction. Acquire the ability to develop instructional support materials.

Outcomes- The students will learn Social Science as a resource its usage.

Unit I

- The need for teaching social science in school. Concept of social science and how it differs from other social science like History, Civics, Economic, Geography and Sociology.
- Objectives of teaching social science at secondary and higher secondary levels. Discipline - oriented teaching of social science and social reconstruction approach.
- Principles of designing social science curriculum with weight-age to be given for each component subject studies areas, approaches to organizing social science curriculum in terms of correlation, integration, unit and chronological approaches.

Unit II

- Meaning and importance of instructional strategies for teaching social science in term of specific method like lecture, lecture - cum discussion, project and source method, socialized recitation and supervised studies.
- Lesson Planning- Herbartian Evaluation, NCERT and RCEM Approaches
- Lesson Planning - specification to clarify planning wise lesson, unit and year plans, micro-teaching lesson plans for developing the, skills of introduction, explanation, black board writing, questioning, stimulus variation and providing illustration with relevant examples.
- Knowledge of key concepts of Geography, Economics, History and civics subjects at secondary school level.

Unit III

- Resources : Primary and Secondary, Library, Natural flora and fauna, People, Institutions
- Audio-visual aids - need, types and its uses in Social Science teaching.
- Qualities of a good social science teacher.

Unit IV

- Arranging and organizing field trips to places of cultural importance through planning, preparing, executing, recording and follow-up the field trip for learning the under lying importance of the subject.
- Team teaching.
- Organization of social studies club.

- Organization of thought provoking programmes like Quizzes, word searches etc.

Unit V

- Purpose of evaluation in social Science, formative & summative evaluations and their features.
- Diagnostic test and remedial teaching. Objective and essay type.
- Comprehensive and continuous Evaluation in Social Science.
- Preparation of achievement test.

Assesment :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED :

- Sharma, R.A. 'Teaching of social studies' - R.Lal Book Depot, Meerut.
- Saxena, Mishra & Mohanti, 'Teaching of Social Science' R.Lall Book Depot, Meerut.
- Sahu, Surendra Kumar, 'Teaching of social science'.
- Wesley, E.b. Teaching Social studies in high school.
- Bining & Bining, 'Teaching social studies in secondary school'.
- राठौर, डॉ०कुसुमलता, "सामाजिकविज्ञानशिक्षण", आर०लाल बुक डिपो, मेरठ।
- मंगल एवं सिसौरिया, "सामाजिक अध्ययन शिक्षण"
- सिंह एवं राजपूत, " सामाजिक विज्ञान और उनका शिक्षण"
- त्यागी, गुरुसरनदास, "सामाजिक अध्ययन का शिक्षण" विनोद पुस्तक मन्दिर, आगरा।

*** Latest editions of all the suggested books are recommended**

PRELIMINARY SCHOOL ENGAGEMENT (PSE)

Course Code – BAEI631

L T P C
0 0 6 3

Objectives of the Course:

- To learn the nuances of the practice of teaching in a School using appropriate methods, materials and skills
- To evaluate school textbooks and other resource material critically in the context of Children's development and pedagogic approach used.
- To develop a repertoire of resources which can be used by the intern later in his/her teaching – textbooks, children's literature, activities and games, planning excursions
- To reflect critically on practice by visiting a learning centre.

School Experience: Details during Internship (4 weeks)

- The student-teacher is expected to critically reflect and discuss these practices and engage in activities like maintenance of records and registers, preparation of lesson and unit plans using different artefacts and technology, classroom management, activities related to school- community- parent interface, and reflections on self development and professionalization of teaching practice.

Evaluation

The assessment will be done in two components: Internal 50% and External 50%

- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

School engagement and practical shall be evaluated as follows:

		Internal Marks
1.	Observation of Teaching and preparation of report	20
2.	Evaluation of teaching skills (through microteaching)	30
	Total	50

- The External assessment shall be done by the external examiner appointed by the controller of examination of university.

Practical	External Examiner (Marks 50)
Performance	20
File Work	20
Viva	10
Total	50

School Internship

Course Code - BAEI751

Credit 16

Objectives of the Course:

- To observe children and the teaching learning process in a systematic manner.
- To relate and communicate with children.
- To learn the nuances of the practice of teaching in a School using appropriate methods, materials and skills
- To develop a repertoire of resources which can be used by the intern later in his/her teaching – textbooks, children’s literature, activities and games, planning excursions
- To reflect critically on practice by visiting a learning centre.

Practical/Field Engagement :

This semester shall entail a school internship of 16 weeks where in the 1st week will be exclusively dedicated to observing a regular class room with a regular teacher and would include peer observations, teacher observation. In the next 15 weeks of internship the student teacher shall be engaged in teaching experience. Next 12 weeks (06 weeks for each of the two school subjects) shall be devoted for teaching of subjects lessons with daily lesson plan. 25 lessons each shall be taught at Upper Primary and secondary levels. During next 01 week students shall carry out the duties of concerned subject teacher as per the school time table. Last 02 weeks shall be devoted to post teaching activities. Activities during this period shall be evaluated as follows :

S.No.	Components	Internal Marks	External Marks
1.	Evaluation based on the observations by Head of the school during teaching practice & pupil teacher participation in school activities.	-	50
2.	PPT Presentation of Internship	10	-
3	Achievement Test Report (ATR)(In one subject)	10	-
4.	Case Study	10	-
5.	Use of Teaching Learning Material	05	-
6.	Peer Group observation	05	-
7.	Scout-Guide Camp	10	-
	Total	50	50

EVALUATION OF TEACHING SKILL-I & II

Course Code- BAEI752

L T P C
0 0 2 1

Objective of this paper is to assess subjective knowledge, teaching skills and teaching efficiency of the pupil teachers:

Evaluation of Teaching Skill

The assessment will be done in two components: Internal 50% and External 50%

- The External assessment shall be done by the external examiner appointed by the Controller of Examinations of University.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the Principal.

Subject: I

Practical	Internal Examiner (Marks 50)	External Examiner (Marks 50)
Lesson Plan	20	20
Knowledge & Presentation	10	10
Teaching Aids	10	10
Viva	10	10
Total	50	50

EVALUATION OF TEACHING SKILL-I & II

Course Code- BAEI753

L T P C
0 0 2 1

Objective of this paper is to assess subjective knowledge, teaching skills and teaching efficiency of the pupil teachers:

Evaluation of Teaching Skill

The assessment will be done in two components: Internal 50% and External 50%

- The External assessment shall be done by the external examiner appointed by the Controller of Examinations of University.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the Principal.

Subject: II

Practical	Internal Examiner (Marks 50)	External Examiner (Marks 50)
Lesson Plan	20	20
Knowledge & Presentation	10	10
Teaching Aids	10	10
Viva	10	10
Total	50	50

EDUCATION SYLLABUS FOR VIII SEMESTER

GUIDANCE AND COUNSELLING

Course Code – BAEI801

L	T	P	C
2	0	0	2

(Common with : BEDS416/BSCEI801)

Objectives: To make students aware about concepts of guidance and counseling. Develop an understanding of educational, vocational and personal guidance. Assess the needs of an individual for solving problems. Use testing devices and techniques of guidance. Describe collection and dissemination of occupational guidance for better carrier option. Explain problems faced by students and to develop right attitude and ability in the contemporary society.

Outcomes- The students will learn the role and importance of guidance and counselling in their life.

Unit – I Concept of Guidance

- Meaning and concept of Guidance.
- Need & Importance of Guidance.
- Principles of Guidance.
- Types of Guidance - Educational, vocational and personal.

Unit – II Concept of Counselling

- Meaning, concept, need and importance of counselling.
- Counselling and other terms (Guidance, advice, teaching, Interview).
- Principles and process of counselling. Role of counselor.
- Types of counseling (Directive, non directive, eclectic).
- Aims to study career information at different school levels.

Unit – III Meaning and concept of career information.

- Meaning of career and career information, rules of career building and components of career information.
- Meaning, need and importance of occupational information need and importance.
- How to obtain occupational information.

Unit – IV Career Information and Training

- Sources, techniques (Standardized, Non Standardized), methods, filling-up and evaluation of career information.
- Recommendation about teacher education primary and secondary level of schools.
- Role of NCERT.
- Role of NCTE.

Unit – V Personal Social Information and Resource Centre.

- Case Study.
- Sociometry.

- Guidance Services at central and state level.
- Problems of guidance and India.

Assesment :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED:

- Aggarwal, J. C., Educational & Vocational Guidance and Counseling, Jalandhar: Doaba House.
- Bhatia, K. K., Principles of Guidance and Counseling, Ludhiana: Vinod Publications.
- Bhatnagar, R. P.; Rani. S. Guidance and Counseling in Education and Psychology.
- Gibson, R.L. and Mitchell Introduction to counseling and Guidance. New Delhi: Bachelor of Education PHI Learning Pvt. Ltd.
- Joneja G. K. Occupational Information in Guidance, NCERT publication
- Oberoi S.C Educational, Vocational Guidance and Counseling
- Rao S. N.Counseling and Guidance.
- Safaya, B.N., Guidance & Counseling, Chandigarh: Abhishek Publications.
- Sharma R A Fundamentals of Guidance and Counseling
- Sharma, R. N. Guidance and Counseling
- Sidhu, H. S., Guidance and Counseling, Twenty First Century, Patiala.
Sodhi, T.S. & Suri, S. P., Guidance and Counseling, Patiala: Bawa Publication.
- Dr. S.C. Oberai Guidance and Counseling, R. Lal Publication.
- Dr. S.C. Oberai Career guidance & career information, R. Lal Publication.

*** Latest editions of all the suggested books are recommended**

EDUCATION SYLLABUS FOR VIII SEMESTER

KNOWLEDGE AND CURRICULUM

Course Code – BAEI802

L T P C
4 0 0 4

(Common with : BEDS203/BSCEI802)

Objectives: To make students aware about the epistemological and sociological bases of education. Differentiate between different epistemological terms. Comprehend modern child centered education. Focus on the historical changes introduced by industrialization and democracy. Conceptualize nationalism, universalism and secularism in relation to education.

Outcomes- The students will learn the role and importance of child centred education, sociological basis, concept and role of text books.

Unit I : Knowledge Generation and Child-centred Education :

- Knowledge meaning and facets
- Process of knowing, Different ways of knowing
- Organization of knowledge in schools
- Forms of knowledge: Concrete and abstract, local and universal, theoretical and practical
- Teacher autonomy and accountability
- Learner autonomy
- Concept of child centered education : Activity, discovery, dialogue with reference to Rousseau, Dewey, Tagore, Gandhi,

Unit II : Sociological Bases of Education :

- Social bases of education in the context of society, culture and modernity with reference to historical changes by industrialization and democracy
- Values in the emerging social context
- Education in relation to modern values like equity and equality, opportunity and social justice and dignity with reference to Ambedkar. Critical multiculturalism and democratic education
- Interrelationship of nationalism, universalism and secularism with education with reference to Tagore and Krishnamurti.

Unit III : Concept of Curriculum :

- Meaning and Nature of curriculum, its need in schools.
- Difference in curriculum framework, curriculum and syllabus
- Significance of core curriculum in Indian context, meaning and concerns of hidden curriculum
- Translation of syllabus into textbooks

Curriculum visualization at national, state, school and class level

Unit IV : Curriculum Determinants and Curriculum Development :

- Broad determinants of curriculum making (at the national and state level) : priorities, socio-political-cultural-geographical-economic diversities, international contexts

- Considerations in curriculum development : (at the school level) – structure of characteristics, relevance and teachers’ experiences, specificity of educational objectives, issues like gender differences and inclusiveness.
- Process of curriculum making, formulating aims and objectives, criteria for selecting knowledge, organizing fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects, selecting and organizing learning situations.

Unit V : Curriculum and Textbooks Evaluation :

- Understanding the relationship between curriculum, syllabus and textbooks.
- Criteria of development of learning resources.
- Analysis of textbooks, children’s literature, and teacher’s handbooks etc.
- Criteria and process of curriculum evaluation.
- Salient features of NCF 2005 and NCFTE 2010, analysis of these documents w.r.t. aspects like foundations, concerns and changes made with important considerations.

Assesment :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED :

- Dewey, J. *Democracy and Education*, Couries Daver Publications
- Freire, P. *Pedagogy of Freedom : Ethics, democracy and civic courage*, Rowman and littlefield
- Hirst, Paul H. *Knowledge and curriculum*, Routledge publication
- Kelly, A.V. *The curriculum: Theory and practice*. Sage publications
- श्रीवास्तव, एस0एस0 एवं चतुर्वेदी, एम0जी0 *पाठ्यचर्या और शिक्षण विधियाँ*। जयपुर : शिक्षा प्रकाशन
- यादव, सियाराम *पाठ्यक्रम विन्यास*। आगरा : अग्रवाल प्रकाशन
- Letha, Ram Mohan *Curriculum, instruction and evaluation*, Agra :Agarwal Publication
- Schilvest, W.H. *Curriculum: Prospective paradigm and possibility*, Macmillan
- Tyler, R.W. *Basic principles of curriculum and instruction*
- Taba, Hilda .*Curriculum Development. Theory and Practice*, Har Court, Brace and Wald, New York
- Kelley, A.B. *The curricular Theory & Practice*. Harper and Row, U.S
- Basics in Education-Textbook for B.Ed course,NCERT
- Poonam Madan *Knowledge and curriculum*, Agarwal Publication.

*** Latest editions of all the suggested books are recommended**

EDUCATION SYLLABUS FOR VIII SEMESTER ASSESSMENT FOR LEARNING

Course Code – BAEI803

L	T	P	C
4	0	0	4

(Common with : BEDS404/BSCEI803)

Objectives: The students will be able to understand the nature of measurement and evaluation. Develop and use various tools and techniques of evaluation for scholastic achievement. Understand the process of test development and their standardization. Know the Process and interpret students' performance according to the test results. Use of elementary statistical methods for analysis and interpretation of data.

Outcomes- The students will learn about the concept of assessment, tools, trends, and basic statistics in evaluation.

Unit-I Concept of Assessment:-

- Meaning & concept of assessment.
- Measurement, and Evaluation.
- Principles of Assessment.
- Classification of assessment: Base on purpose (Prognostic, Formative, Summative and Diagnostic).

Unit-II Assessment Tools

- Quantitative and qualitative Tools.
- Constructing an achievement test- blue-print, item-analysis, try out. □
- Standardization of test – objectivity, reliability validity, norms

Unit-III Continuous and Comprehensive Evaluation (CCE)

- Continuous and Comprehensive Evaluation: Concept, Need and Process.
- Assessment of affective learning: Attitude, values, interest, self – concept;
- Grading: Concept, types and Application
- Indicators for grading Psycho-Social dimensions of assessment.

Unit-IV Trends in Assessment:-

- Continuous and Comprehensive Evaluation
- Marking system vs Grading system
- Semester system (C B C S) Choice Based Credit System
- Open book examination and question bank

Unit-V Basic Statistics in Evaluation:-

- Graphical representation of data

- Measure of Central Tendency: Mean , Median, Mode
- Measure of variability Range. Standard Deviation
- Correlation : Rank order method and product moment method.

Assesment :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED

- Lal, Raman Bihari and Joshi suresh chemd, Educational Measurement. Evaluation and statistics, R.Lall Book Depot Meerut.
- Bhatnagar, A.B., mental measurement and evaluation, R.Lall Book Depot meerut. Agarwal, S.N., Educational and Psychological Measurement, Vinod pustak Bhandar, Agra.
- Stanly, J.C. and Hoppins, KD, measurement and evaluation, prentice hall, New Delhi.
- Thoondike R.L. and Hogen.E., Measurement and evaluation in Psychology and evaluation, John willey New Delhi.
- Thorndike, E.L.,and E.P. ,Hagen Measurement and Evaluation in Psychology and Education. Johan Wiley and Sons Inc. New York
- Delpit, L.D. The silenced dialogue: Power and pedagogy in educating other people's children. Harvard Educational Review, 58(3), 280–299.
- Vipin Asthana Assessment for Learning, Agarwal Publication Agra.

*** Latest editions of all the suggested books are recommended**

EDUCATION SYLLABUS FOR VIII SEMESTER INCLUSIVE EDUCATION

Course Code – BAEI804
(Common with : BEDS402/BSCEI804)

L T P C
2 0 0 2

Objectives: To make students understand the nature of Inclusive, Integrated and Special education. Understand inclusive instruction design and collaborative instruction to promote inclusion. Organize inclusive classroom. Appreciate the education of children with special needs. Identify the children of special need.

Outcomes- The students will learn about inclusive education, diversity, disability and special children.

Unit-I

- Inclusive Education: concept, objective and need.
- Development of Inclusive Education in India.
- Legal provision of Inclusive Education in India.
- Efforts for Inclusive Education.

Unit-II

- Diversity – Meaning and Definition.
- Disability – Legal Definition and discrimination based on disability.
- Inclusive Education in Education: Curriculum, Linking individual objectives and the classroom curriculum.
- Inclusive Lesson planning.

Unit-III

- Exceptional, Learning Disable, Health Impaired, Orthopedic Handicapped and Delinquent children in Inclusive Education.
- Emotional disturbed, Speech Impaired children, visually Impaired children and Hearing Impaired children in Inclusive Education.

Unit-IV

- Socially- economical-educational disadvantaged.
- Government efforts to address these problems.

Unit-V

- Classroom management in Inclusive Education.
- Strategy for adapting diversities in Inclusive Education.
- Family and its functions in Inclusive Education.

Assesment :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED

- Corbett Jenny- Supporting inclusive Education, Routledge falmer, Montgomery,D. Special need in ordinary school; children with learning , difficulties, cassel Educational Ltd. London.
- Hallahan and Kauffman J.M. Exceptional Children and youth ohio: Columbus Charles E Merrill Publishing co. A Bell and Howell co Loreman, Tim; deppeler J. and Harrey D. Inclusive Education- A Practical guide to supporting diversity in the class. London: Ront Ledge Falmer.
- UNESCO The Salmanca Statement and Framework for Action on special needs education Paris, UNESCO
- The person with Disability Act Ministry of law, Justice and Company Affairs, Government of India, New Delhi, Chapter V.
- मदन सिंह, समावेशी शिक्षा, आर०लाल बुक डिपो मेरठ।

*** Latest editions of all the suggested books are recommended**

EDUCATION SYLLABUS FOR VIII SEMESTER

HUMAN VALUE AND ETHICS

Course Code – BAEI805
(Common with : BEDS405/BSCEI805)

L T P C
2 0 0 2

Objectives: To make students understand the need and importance of value –Education. Understand the process of value education. Differentiate the indicator of values. Appreciate role of values in life. Understand the different methods of value education.

Outcomes- The students will develop ethics related with various field and will become good citizens of India.

Unit-I

- **Ethics and Human Values** – Definition – Good Behaviour, Conduct and Character; Importance, Respects for Elders, Use and Relevance in Present-day Society. Need of Values Education for a Teacher.

Unit II

- **Indian Constitution and Values** – Fundamental Rights and Duties -Freedom,Equality, Fraternity, Justice; Directive Principles of State Policy; Our National Emblem.

Unit – III

- **Religious and Cultural Values**–Values embedded in Hinduism, Islam, Christianity, Buddhism, Jainism, Sikhism; Religious Tolerance; Importance of a Family,

Unit – IV

- **Professional Ethics**–Need and Importance – Goals – Dignity of Labour – Ethical Values in Different Professions – Management, Teaching, Civil Services, Politics.

UNIT-V

- **Health and Nutrition:** Food Habits; Exercise; Communicable Diseases; Risk Behaviour - Substance Abuse – Drugs, Alcohol, Tobacco.

Assesment :- Five assignemnts (one from each unit)

BOOKS RECOMMENDED

- पाण्डेय, बृजेश,मूल्यपरक शिक्षा : वर्तमान परिदृश्य, भारतीय आधुनिक शिक्षा.
- पाण्डेय, रामशक्ल, एवं मिश्रा, करुणा शंकर, मूल्य शिक्षण, विनोद पुस्तक मंदिर, आगरा
- मिश्रा, रेणु, मूल्यपरक शिक्षा, राजस्थान बोर्ड शिक्षण पत्रिका, अंक : 3-4, खण्ड 44-45
- लोढा, महावीरमल, नैतिक शिक्षा के विविध आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
- Board of Education Fountain. Peace Education UNICEF. NY: UNICEF.
- Eisler, J.Comprehensive conflict result program New York: N. Y. City.

- Learning the Way of Peace: A Teacher's Guide to Peace Education ,UNESCO, New Delhi

*** Latest editions of all the suggested books are recommended**

PRACTICUM FOR VIII SEMESTER

READING AND REFLECTING ON TEXTS

Course Code – BAEI851

L	T	P	C
0	0	4	2

(Common with : BEDS451)

Objectives: The students will be able to develop study – habits. Stengthing the skill of reading & writing summarization. Develop skill of summarization.Develop skill of note-taking. Develop the ability to pronounce correctly. Strength the ability of communication correctly.

Outcomes-The students will develop various skills and habits.

Activities

- Student-teachers are expected to sit in the library regularly and to review at least 05-books of different categories in about 500 words each. These may be as follows –
- Review of text books related to core courses
- Review of reference Book related to core courses
- Review of text Books related to Pedagogy courses
- Review of reference to Book related to Pedagogy courses.
- Review of Policy Documents, Autobiography, Commission Reports, etc.
- Review of studies about school, historical books and other educational miscellaneous books.
- Presentation of the work done.

Evaluation

The assessment will be done in two components: Internal 50% and External 50%

- The External assessment shall be done by the external examiner appointed by the controller of examination of university.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

Practical	Internal Examiner (Marks 50)	External Examiner (Marks 50)
Performance	10	20
File Work	20	20
Viva	10	10
Attendance	10	-

DRAMA & ART EDUCATION

Course Code: BAEI852
(Common with : BEDS151)

L T P C
0 0 4 2

Objectives: The students will enhance awareness of the rich cultural litage, artist & artisans.

- Gain direct experiences. Develop motor skill. Make students believe in the dignity of labour. To nurture develop students creativity and aesthetic sensibilities for responding to the beauty in different at forms. Enhance understing of different art forms & their impact on human mind. Overall development by integrating curricular & co-curricular activities.

Outcomes- The students will develop different skills.

Activities

- An artist or artisam may be invited to organize a workshop on Art & Aestretics. The student-teachers may be asked to prepare atleast 5-items of different categories- Paper meshing, Pot Decoration, Wall hanging, Paper cutting, Flower making, Candle Making, Embroidery, Soft toys making, Weaving or printing of textiles, Making of poster, Making of Rangoli, Making of Puppets etc.
- Visit to place of art, exhibitions & cultural Festivals & preparation of a report.
- Interpretation of art work, movies & other media & preparation of a report on local cultural & art forms,
- Theme based project covering social, economic, cultural & socienscientific aspect.
- Street drama based on any social issue.

Evaluation

The assessment will be done in two components: Internal 50% and External 50%

- The External assessment shall be done by the external examiner appointed by the controller of examination of university.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

Practical	Internal Examiner (Marks 50)	External Examiner (Marks 50)
Performance	10	20
File Work	20	20
Viva	10	10
Attendance	10	-

