

B.A. B.Ed. III Year

SECTION - A **Theory Paper**

Teaching subjects of B.A. III Year Class (Any three subjects)

Total Marks : 300

1. Hindi	Paper I :	अद्यतन हिन्दी एवं कौरवी लोक नृत्य (13)
	Paper II :	हिन्दी निबन्ध तथा अन्य गद्य विधाएं (314)
2. English	Paper I:	History of English Literature (309)
	Paper II:	Indian Writing in English rose (10)
3. Sanskrit	Paper I :	वेद-उपनिषद्-आर्षकाव्यम्-अलंकाराश्च (330)
	Paper II:	गद्यकाव्यम्-नीतिकाव्यम्-व्याकरणम्-छन्दश्च (331)
4. History	Paper I:	Political history of Indian (1740-1947) (315)
	Paper II(A):	History of Indian Culture (316)
		OR
	Paper II (B)	History of Modern World (1453-1950 A.D.)
5. Political	Paper I:	Principles of Public Administration (338)
Science	Paper II:	Indian Political Thought (339)
6. Economics	Paper I:	Economics of Growth and Development (345)
	Paper II:	Quantitative Methods (346)
7. Home	Paper I:	Fundamentals of Foods and Nutrition (317)
Sciecne	Paper II:	Dietetics and Therapeutic Nutrition (318)

SECTION - B

Teaching Subjects of B.Ed. III Year Class (Any one)

- | | |
|--|-------------|
| 1. Career Information in career Guidance (E-321) | =100 Marks |
| OR | |
| 2. Educational Administration & Management (E-322) | = 100 Marks |

SECTION - C

Practical Work

Practical Activities

a) Assignment (4x10)	= 40 Marks
b) Micro Teaching	= 30 Marks
c) Criticism Lesson	= 15 Marks
d) Scout and Guiding Camp	= 15 Marks
Total Marks	= 100 Marks

बी0ए0बी0एड0 (तृतीय वर्ष) हिन्दी साहित्य पाठ्यक्रम
प्रथम प्रश्न पत्र
अद्यतन हिन्दी एवं कौरवी लोक काव्य

50 अंक

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।

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

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

गजानन माधव मुक्तिबोध – ब्रह्मराक्षस।

चौधरी पृथ्वी सिंह बेधड़क – मानवता भजन संव 01, 10, 53 तथा गीत सं0 05

कृष्ण चन्द्र शर्मा – लोकगीत – 'लोक जीवन के स्वर' के अध्याय 05 से 'राष्ट्रीय आन्दोलन' गीत सं0 02 तथा शिक्षा का महत्व – गीत संख्या 04

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

प्रथम पक्ष –

(क) अनिवार्य दस वस्तुनिष्ठ / अतिलघुत्तरी प्रश्न। (प्रश्न पत्र के सम्पूर्ण पाठ्यक्रम से) (10x1=10)

(ख) अनिवार्य पांच लघुत्तरी प्रश्न (प्रश्न पत्र के द्रुत पाठ के पाठ्यक्रम से) (5x2=10)

इकाई-1, अज्ञेय, शमशेर बहादुर सिंह, नागार्जुन के निर्धारित काव्यांशों से सम्बन्धित व्याख्या (2x4=8)

इकाई-2, भवानी प्रसाद मिश्र, मुक्तिबोध, कृष्णचन्द्र शर्मा, पृथ्वी सिंह बेधड़क के निर्धारित काव्यांशों से सम्बन्धित व्याख्या (2x4=8)

इकाई-3, अज्ञेय, शमशेर बहादुर सिंह, नागार्जुन पर आधारित आलोचनात्मक प्रश्न (7x1=7)

इकाई-4, भवानी प्रसाद मिश्र, मुक्तिबोध, कृष्णचन्द्र शर्मा, पृथ्वी सिंह बेधड़क के पर आधारित आलोचनात्मक प्रश्न। (7x1=7)

बी0ए0बी0एड0 (तृतीय वर्ष) हिन्दी साहित्य पाठ्यक्रम
द्वितीय प्रश्न पत्र
हिन्दी निबन्ध तथा अन्य गद्य विधाएं

50 अंक

निर्धारित पाठ्यक्रम –

(क) निबन्ध – शिवशम्भु के चिट्ठे (बालमुकुन्द गुप्त), कवियों की उर्मिला विषयक उदासीनता (आचार्य महावीर प्रसाद द्विवेदी), लज्जा और ग्लानि (आचार्य रामचन्द्र शुक्ल), कुटज (आचार्य हजारी प्रसाद द्विवेदी), छायावाद (नन्ददुलारे बाजपेयी), तुम चंदन हम पानी (विद्यानिवास मिश्र), सौन्दर्य की उपयोगिता (रामविलास शर्मा)

ख– गद्य विधायें – भक्तितन (महादेवी वर्मा), सुधियां उस चन्दन वन की (विष्णुकान्त शास्त्री), अपोलो का रथ (श्रीकांत वर्मा), समन्वय और सह अस्तित्व (विष्णु प्रभाकर), अपनी-अपनी हैसियत (हरिशंकर परसाई)

द्रुत पाठ – कुबेरनाथ राय, शरद जोशी, विवेकी राय, रघुवीर सहाय

प्रथम प्रश्न

(क) अनिवार्य दस वस्तुनिष्ठ / अतिलघुत्तरी प्रश्न । (प्रश्न पत्र के सम्पूर्ण पाठ्यक्रम से)	(10x1=10)
(ख) अनिवार्य पांच लघुत्तरी प्रश्न (प्रश्न पत्र के द्रुत पाठ के पाठ्यक्रम से)	(5x2=10)
इकाई-1, निर्धारित निबन्धों की व्याख्याएँ	(2x4=8)
इकाई-2, निर्धारित गद्य विधाओं की व्याख्याएँ	(2x4=8)
इकाई-3, निर्धारित निबन्धों पर आधारित आलोचनात्मक प्रश्न ।	(7x1=7)
इकाई-4, निर्धारित गद्य विधाओं पर आधारित आलोचनात्मक प्रश्न	(7x1=7)

सहायक पुस्तकें

1. हिन्दी का गद्य साहित्य – रामचन्द्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी
2. हिन्दी के प्रतिनिधि निबन्धकार – द्वारिकाप्रसाद सक्सेना
3. हिन्दी निबन्धकार – द्वारिकाप्रसाद सक्सेना
4. हिन्दी निबन्ध के आधार स्तम्भ – डॉ. हरिमोहन, तक्षशिला प्रकाशन, नई दिल्ली।
5. प्रतिनिधि हिन्दी निबन्धकार– तक्षशिला प्रकाशन, नई दिल्ली।
6. साहित्य में गद्य की नई विधायें – कैलाश चन्द्र भाटिया, तक्षशिला प्रकाशन, नई दिल्ली।
7. हिन्दी रेखाचित्र – डॉ. हरवंश लाल वर्मा, हिन्दी समिति, उ0प्र0 लखनऊ
8. स्वातंत्रयोत्तर हिन्दी व्यंग्य निबंध एवं निबंधकार – डॉ. बापूराव देसाई, चिंतन प्रकाशन, नौबस्ता, कानपुर
9. हिन्दी साहित्य में निबंध एवं निबंधकार – डॉ0 गंगा प्रसाद गुप्त
10. हिन्दी की हास्य व्यंग्य विधा का स्वरूप एवं विकास – इन्द्रनाथ मदान
11. हिन्दी के व्यक्तिक निबंध – रामचरण महेन्द्र
12. साहित्यिक विधायें : पुर्नविचार – हरिमोहन 17

B.A. B.Ed. III year
ENGLISH LITERATURE
Paper-I
(History of English Literature)

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.
Q. No. 1 Five short answer questions based on the entire course.

10 marks

Q.No. 2 to 5 . Four long answer questions based on the entire course

4x10 = 40 Marks

List of books recommended

(1) History of English Literature by Legouis & Cazamian (published by Macmillan Books)

(2) A Background to the History of English Literature by Bijadash Prasad
(Published by Macmillan Books)

(3) History of English Literature by Hudson

B.A. B.Ed. III
ENGLISH LITERATURE
INDIAN WRITINGS IN ENGLISH PAPER-II

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)

Q.N.1. [a] Five short answer questions based on the entire course

5 marks

[b] Two passage for explanation

5 marks

Q.N.2&3. Long answer type questions on any two of the prescribed
writers and poets

10+10=20 marks

Q.N.4&5. Long answer type questions on the prescribed texts.10+10=20

बी.ए. बी.एड. तृतीयवर्षम्
(B.A. B.Ed. - Third year)

प्रथमप्रश्नपत्रम्
(First Paper)

अंकाः – 50

वेद-उपनिषद्-आर्षकाव्यम्-अलंकाराश्च
Veda-Upanishad-Arshkavyam-Alankarashecha

प्रथमो वर्गः (I Unit)

वेदसूक्ताहन

अग्निस्सूक्तम्-ऋग्वेदे 1/1, अक्षसूक्तम् ऋग्वेदे 10/34 संज्ञानसूक्तम् ऋग्वेदे 10/191
(व्याख्यात्मकमध्ययनम्)

द्वितीयो वर्गः (II Unit)

कठोपनिषद् (प्रथम अध्यायः)
(व्याख्यात्मकमध्ययनम्)

तृतीयो वर्ग (III Unit)

महाभारते यक्षयुधिष्ठिर-संवादः
(व्याख्यात्मकमध्ययनम्)

चतुर्थो वर्गः (IV Unit)

काव्यदीपिका

अलंकाराः – अनुप्रासः, यमकः, श्लेष, उमा, रूपकम्,
उत्प्रेक्षा, सन्देह, भ्रान्तिमान, विभावना, विशेषोक्तिश्च

संस्तुत-ग्रन्थाः –

1. वेदामृतम् – ग्रन्थम, कानपुर
2. कठोपनिषद् – डॉ. आद्याप्रसार मिश्र, अक्षयवट प्रकाशन, इलाहाबाद
3. कठोपनिषद्- साहित्यभण्डार, मेरठ
4. कठोपनिषद् – ज्ञानप्रकाशन, मेरठ
5. यक्षयुधिष्ठिर संवाद- साहित्य भण्डार, मेरठ
6. यक्षयुधिष्ठिर संवाद – ज्ञानप्रकाशन, मेरठ
7. काव्यदीपिका – कान्तिचन्द्र भट्टाचार्य, साहित्य भण्डार, मेरठ
8. साहित्यदर्पणः- आचार्यः विश्वनाथः चौखम्भा, वाराणसी

बी.ए. बी.एड. तृतीयवर्षम्
(B.A. B.Ed. - Third year)

द्वितीयप्रश्नपत्रम्
(Second Paper)

अंकाः – 50

गद्यकाव्यम्-नीतिकाव्यम्-व्याकरणम्-छन्दश्च
Gadyakavyam-Neetikavyam_Vyakaranam-Chhandashcha

प्रथमो वर्गः (I Unit)

शिवराजविजयः- अम्बिकादत्तव्यासः (व्याख्यात्मकमध्ययनम्) प्रथमो निःश्वासः

द्वितीयो वर्गः (II Unit)

भर्तृहरिकृत-नीतिशतकम्
(व्याख्यात्मकमध्ययनम्)

तृतीयो वर्गः (III Unit)

लघुसिद्धान्तकौमुदी-कृदन्तप्रकरणम्

तव्यत्, अनीयर्, अर्चु यत्, ण्यत्, ण्वुल्, तृच, अण्, क्त्वा, ल्यप्, शतृ, शानच्,
(धातुप्रत्यययोः योगेन शब्द निर्माणम्)

चतुर्थो वर्गः (IV Unit)

वृत्तरत्नाकरः

छन्दसां लक्षणम् – आर्या, अनुष्टुप्, इन्द्रवज्रा, उपेन्द्रवज्रा, उपजातिः, वंशस्थ, द्रुतविलम्बितम्
वसन्ततिलका, मन्दाक्रान्ता, शिखरिणी, शाद्रूलविक्रीडितम्, स्रग्धरा च
(उदाहरणानि पाठ्यपुस्तकेभ्यः यथा अभिज्ञानशाकुन्तलम्, नीतिशतकम् इत्यादि ग्रन्थेभ्यः)

संस्तुत-ग्रन्थाः –

1. कृदन्तसूत्रावलिः (लघुसिद्धान्तकौमुद्याः कृदन्तांशसंकलनम्) – डॉ. बृजेशकुमार शुक्लः
2. वृत्तरत्नाकरः – साहित्य भण्डारः, मेरठ
3. भर्तृहरिकृत – नीतिशतकम् – साहित्यभण्डारः, मेरठ
4. अम्बिकादत्त व्यासः – शिवराजविजयः (प्रथमो निःश्वासः) साहित्य भण्डारः, मेरठ
5. रचनानुवादकौमुदी (छन्दः परिचय) डा. कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी

B.A. B.Ed. (PART-III) HISTORY
PAPER I : POLITICAL HISTORY OF INDIA (1740–1947)

UNIT-I

- 1- Expansion and Consolidation of British rule with special reference to Bengal, Mysore, Maratha.
- 2- William Bentinck and his Policies.
- 3- Dalhousie and his Policies.

UNIT-II

- 1- Economic Changes: Land Revenue Settlements; permanent settlements, ryotwari, malwary peasantry and recurrent famines.
- 2- Revolt of 1857. Causes, Nature, Ideology, Programme, Leadership, People's participation, failure and impact.
- 3- British Relations with Princely States.

UNIT-III

- 1- Policies of Lord Canning, Lytton, Ripon and Curzon.
- 2- The Acts – 1858, 1892, 1919 and 1935.
- 3- Emergence of Organized Nationalism – Formation of Indian National Congress and its Programme.
- 4- Moderates: Extremists, Swadeshi, Revolutionary movements.

UNIT-IV

- 1- Gandhian Movement: Non-Cooperation, Civil Disobedience, Quit India.
- 2- Pre-Partition Politics – Simon Commission, August offer, Cripps Mission, Cabinet Plan.
- 3- Communal Politics, Partition and independence of India – Mountbatten Plan, C. Rajgopalachari Plan, Transfer of Power.

PAPER II(A)
B.A. B.Ed. (PART-III) History
PAPER II HISTORY OF INDIAN CULTURE

UNIT-I

- 1- Indus Valley Civilisation – Sources of Information, Social Life, Religious Life, Town Planning,
- 2- Vedic Period – Social, Religious Conditions, Varana Ashram System, Status of Women.
- 3- Jainism – Causes for the Religious Upheaval, Teachings of Mahacira & Principles of Jainism.
- 4- Buddhism – Rise and Growth, Doctrines of Buddhism, Causes of Downfall.

UNIT-II

- 1- Mauryan period Art and Architecture.
- 2- Sung and Kushana period – Art and Architecture.
- 3- Gupta period – Art, Architecture and Culture.
- 4- Post Gupta Temple Architecture, sculpture and painting.

UNIT-IV

- 1- Social and Religious Reformation Movement – Arya Samaj, Brahma Samaj, Theosophical Society, Ramkrishna Mission, Bahavi, Deoband, Ahmadiya and Aligarh Movements.
- 2- Development of Modern Education and Press.
- 3- Colonial Architecture – New Towns, Volonial forts, Architecture in 20th Century.

OR

PAPER II (B): HISTORY OF MODERN WORLD (1453-1950 A.D.)

Unit I

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

Unit II

1. Napoleonic Era, Early achievements if Napoleon's reforms as first consul, Napoleon as Emperor of France, Continental system, Cause of Napoleon's downfall.
2. Vienna Congress – main principles and reconstruction of Europe.
3. The Unification of Italy-Different steps of unification.
4. Unification of Germany – Steps of German Unification, Bismark's policy of Blood and Iron.

Unit III

1. Eastern Question-Struggle of Freedom in Greece, Revolt of Egypt. The Crimean War-Cause and Effects.
2. First World War-Cause, Events, Results.
3. Paris Peace Settelements, Assessment of Varsailles Paris Settlement.
4. Russia Revolution of 1917.

Unit IV

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

B.A. B.Ed. Political Science
B.A. B.Ed. III

Paper-I

PRINCIPLES OF PUBLIC ADMINISTRATION

Unit-I

Meaning, nature and scope of Public Administration; Relation of Public Administration to other Social Sciences; Public and Private Administration; the role of Public Administration in the Modern State; Responsive Administration.

Unit-II

Bases of Organization – Primacy of the Fundamental base; Principles of Organization; Hierarchy; Span of Control; Delegation of Authority; Centralisation and Decentralization; Control over Administration; Legislative, Executive and Judicial.

Unit-III

The Chief Executive; Line, Staff and Auxiliary Agencies; The Department; Public Corporations; Independent Regulatory Commissions; Field services / agencies; Bureaucracy.

Unit-IV

Personnel Administration: Recruitment, Training and Promotion; Position Classification; Public Relations; Financial administration; budget, audit.

B.A. B.Ed. Political Science
B.A. B.Ed. III

Paper-II(A)

INDIAN POLITICAL THOUGHT

Unit-I

Manu, Bhisma, Kautilya, Sukra.

Unit-II

The Indian Renaissance; Raja Ram Mohan Roy; Gopal Krishna Gokhale; MahadeoGovindRanade.

Unit-III

BalGangadharTilak; AuribindoGhosh; SwamiVivekanand.

Unit-IV

M.K. Gandhi; Jawaharlal Nehru; M.N. Roy; Jai Prakash Narain.

OR

B.A. B.Ed. Political Science
B.A. B.Ed. III

Paper II(B)

INTERNATIONAL POLITICS

Unit-I

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

Unit-II

The Modern state system; Power and its elements; National Interest; Balance of Power; Collective security; Role of Ideology; Foreign Policy – its determinants; Instruments of Foreign Policy – Diplomacy, Propaganda, Economic Instruments and War.

Unit-III

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-IV

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

Economics
B.A. B.Ed. Part-III

Paper-I Economics of Growth and Development

Unit-I

Economic growth and economic development: Meaning; Diverse structure and common characteristics of developing nations; obstacles to development, Economic and non-economic factors in economic development, Growth models: Classical, Marx, Schumpeter and Harbord-Domer.

Unit-II

Dualistic economic theories: Lewis model of labour surplus economy; Rosenstein Rodan's theory of big push, Leibenstein's Critical minimum effort thesis, Nelson's low level equilibrium trap; balanced versus unbalanced growth, Rostow's stages of Economics growth.

Unit-III

Towards an equitable world economy: Trade and Economic development: Terms of trade, concepts, measurement, movements and prospects, international finance and financial restructuring, south-south cooperation, W.T.O. and developing countries.

Unit-IV

Development and planning: need, concept, types, planning and the market, Formulation of plans. Objectives, strategy, and achievements of five year plans, Planning in India. Problem of poverty, inequality and regional imbalance in India.

Books Recommendation:

1. Todaro, M.P. – Economic Development in the Third World
2. Htirwal, A.P. – Growth and Development
3. Ghatak, S. – Development Economics
4. Meier, G.M. (Eds.) – Leading issues in Economic Development
5. Salvatore, D and E. Dowling – Development Economics, Schaum, Outline series in Economics.

Economics
B.A. B.Ed. Part-III

Paper-II Quantitative Methods

Unit – I

Elementary Mathematical Concepts: Algebraic expression, equations and identities; simultaneous equations; ratio, proportion and variation; meaning of first differential coefficient, rules of simple differentiation; rules of simple integration and definite integration, trigonometric ratios, equations of straight line, slope and intercept form of a straight line.

Unit – II

Mathematical Concepts in Economics (to be taught with the help of simple Mathematics): Marginal analysis- Concept of margin: marginal utility, marginal cost, marginal product, marginal product, marginal rate of substitution (MRS), marginal rate of technical substitution (MRTS) etc.; Demand function, Cost and Revenue functions; concept of elasticity; Relation Between AR, MR and price elasticity of demand; Nature of curves; concave and convex; Maximization and minimization of a function; Consumer surplus and producer surplus; Concept of capital output ratio and incremental capital output ratio; Concept of equilibrium – partial and general.

Unit – III

Nature, scope and importance of Statistics for economists; Methods of data collection, classification, tabulation, graphic and diagrammatic representation of data. Measures of Central Tendency Arithmetic Mean, Median, Mode, Geometric Mean and Harmonic Mean Measures of Dispersion, Range, Mean Deviation, Standard Deviation, CO-variance, Coefficient of Variation, Skewness and Kurtosis.

Unit – IV

Relationship between two variables and correlation coefficient; Definition of index numbers and computation of simple indices; Time series: concept and components; Probability. Concept, Addition and Multiplication Theorems.

Books recommended:

1. R.G.D. Allen – Mathematics for Economics
2. Mehra&Madhani – Mathematics for Economics
3. Taro Yamane – Mathematics for Economics.

PAPER-I
B.A. B.Ed. IIIrd Year
HOME SCIENCE
FUNDAMENTALS OF FOODS AND NUTRITION

M.MARKS: 50

Code No: A-317

Objectives: This paper imparts the knowledge of –

- Importance of Food.
- Various Nutrients, food groups, their importance, sources, functions, requirements and deficiencies.
- Process of digestion and absorption of food.
- Different methods of cooking and retention of nutritive value of food while cooking.
- Food adulteration, food poisoning and their impact on human health.

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.

PAPER-II
B.A. B.Ed. IIIrd Year
HOME SCIENCE
DIETETICS AND THERAPEUTIC NUTRITION

M.MARKS: 50

Code No: A-318

Objectives: The course will enable the students-

- To learn and understand malnutrition, meal planning and dietetics.
- To understand importance and need of therapeutic nutrition.
- To learn the dietary requirements of phase of lifecycle.
- To plan and modify diets in various special conditions and diseases
-

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

REFERENCE BOOKS

- | | | |
|----|---|---------------------|
| 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 सिंहे |

B.A. B.Ed. IIIrd Year
Paper - V (B.Ed.)
ELECTIVE COURSE : CAREER INFORMATION IN
CAREER GUIDANCE
(Code -E-321)

COURSE OBJECTIVES

1. To develop an understanding of the need and importance of career information for the pupils.
2. To identify their role and function in locating , collecting , evaluating and disseminating career information for the use of pupils.
3. To develop an understanding of how one's ability, interests and aptitudes are related to world of work.
4. To know about the importance of developing the right attitudes and values at every stage of education.

COURSE CONTENTS

UNIT - I

- Meaning and concept of Guidance.
- Types - Educational, vocational and personal needs and principles.
- Counselling - need, functions and types.

UNIT - II

- Meaning of career and career information components of career information.
- Occupational information, information about education and opportunity and personal social information.

UNIT - III

- Aims to study career information at different school levels.
- Career information : Sources, methods of collection, classification and filling-up of information and evaluation of the information.

UNIT - IV

- Information about education and training opportunities for primary, elementary and secondary levels of school.

UNIT - V

- Personal social information at every school level.

UNIT - VI

Paper - V (B.Ed.)
OR
ELECTIVE COURSE : EDUCATIONAL
ADMINISTRATION AND MANAGEMENT
(Code -E-322)

COURSE OBJECTIVES

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

COURSE CONTENTS

UNIT - I

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

UNIT - II

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

UNIT - III

Communication in Educational Administration: Role of communication in effective management and administration.

- Methods of communication.

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

UNIT - IV

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

UNIT - V

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

PRACTICUM

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