

**B.A. B.Ed. 2nd Year**

**SECTION - A**  
**Theory Paper**

Teaching subjects of B.A. 2nd Year Class (Any three subjects)

Total Marks : 300

Hindi	Paper I :	आधुनिक हिन्दी काव्य (213)	Paper II :	हिन्दी कथा साहित्य (214)
English	Paper I :	Drama (209)	Paper II :	Fiction (210)
Sanskrit	Paper I :	नाटक गद्यकाव्य काव्यशास्त्रच्च(230)	Paper II :	व्याकरणम् निबन्धःगृचाट्यसाहित्येतिहासक (231)
History	Paper I :	Political history of Medieval India (215) 1206 - 1526 A.D.)	Paper II :	Political History of Medieval India (216) (1526 - 1740 AD)
Political Science	Paper I :	An outling history of Western Political Thought (238)	Paper II :	Comparative Government (239)
Economics	Paper I :	National Income Analysis Money & Banking (245)	Paper II :	Public Finance and International Trade (246)
Home	Paper I :	Introduction to Textile (217)	Paper II :	Child Development (218)

**SECTION - B**

**Teaching Subjects of B.Ed. 1st Year Class**

Paper III : Teacher in Emerging Indian Society (219)	= 100 Marks
Paper IV : Development of Education System in India (220)	= 100 Marks

**SECTION - C**

Games/ Sports and Physical Education (ABC002) (Compulsory paper) 50 marks

**SECTION - D**

**Practical Work**

**Practical Activities**

a) Assignment (12x5)	= 60 Marks
b) Games & Sports	= 20 Marks
c) Case Study	= 20 Marks

---

**Total Marks**

**= 100 Marks**

---

बी0ए0बी0एड0 (द्वितीय वर्ष) हिन्दी साहित्य पाठ्यक्रम  
प्रथम प्रश्न पत्र  
आधुनिक हिन्दी काव्य

50 अंक

निर्धारित कवि – मैथिलीशरण गुप्त – साकेत का अष्टम सर्ग

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

सूर्यकान्त त्रिपाठी निराला – सरोज स्मृति, भिक्षुक

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

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।

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

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

प्रथम प्रश्न पत्र–

(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, मैथिलीशरण गुप्त, जयशंकर प्रसाद तथा सूर्यकान्त त्रिपाठी निराला के निर्धारित काव्यांशो से सम्बन्धित व्याख्या (2x4=8)

इकाई-2, सुमित्रानन्दन पन्त, महादेवी शर्मा तथा रामधारी सिंह दिनकर के निर्धारित काव्यांशो से सम्बन्धित व्याख्या (2x4=8)

इकाई-3, मैथिलीशरण गुप्त, जयशंकर प्रसाद तथा सूर्यकान्त त्रिपाठी निराला पर आधारित आलोचनात्मक प्रश्न (7x1=7)

इकाई-4, सुमित्रानन्दन पन्त, महादेवी शर्मा तथा रामधारी सिंह दिनकर पर आधारित आलोचनात्मक प्रश्न। (7x1=7)

सन्दर्भ/सहायक पुस्तकें– प्राचीन एवं मध्यकालीन काव्य

1. आधुनिक कवियों की काव्य साधना – राजेन्द्र सिंह और गौड़ – श्रीराम मेहरा एण्ड संस, आगरा
2. हिन्दी के आधुनिक प्रतिनिधि कवि – द्वारिका प्रसादसक्सेना – विनोद पुस्तक मंदिर, आगरा
3. आधुनिक हिन्दी काव्य के नवरत्न – रमेश चन्द्र शर्मा – सरस्वती प्रकाशन, कानपुर।
4. छायावादी कवियों की गीत दृष्टि – डॉ० उपेन्द्र – युगवाणी प्रकाशन, कानपुर।
5. प्रसाद का काव्य – प्रेम शंकर
6. प्रसाद की कला – गुलाबराय
7. प्रसाद की कविता – भोलानाथ तिवारी, साहित्य भवन, इलाहाबाद
8. प्रसाद – रामरतन भटनागर
9. प्रसाद – नन्द दुलारे बाजपेयी
10. पंत का काव्य – डा० उपेन्द्र – हिमालय पॉकेट बुक्स, दिल्ली
11. पंत जी का नूतन काव्य दर्शन – डॉ० विशम्बर उपाध्याय
12. सुमित्रा नन्दन पंत – डॉ. नगेन्द्र – नेशनल पब्लिशिंग हाउस, दिल्ली
13. पंत का काव्य – प्रेमलता बाफना
14. सुमित्रानन्दन – शची रानी गुर्तू

**बी0ए0बी0एड0 (द्वितीय) हिन्दी साहित्य पाठ्यक्रम**  
**द्वितीय प्रश्न पत्र**  
**हिन्दी कथा साहित्य**

50 अंक

निर्धारित पाठ्यक्रम – (क) उपन्यास – चित्रलेखा (भगवती चरण वर्मा), रागदरबारी (श्रीलाल शुक्ल)  
ख, कहानी – कफन (प्रेमचन्द), गुण्डा (जयशंकर प्रसाद), यही सच है (मन्नू भण्डारी), चीफ की दावत (भीष्म साहनी), मारे  
गये गुलफाम उर्फ तीसरी कसम (फणीश्वर नाथ रेणु), राजा निरवंसिया (कमलेश्वर) पिता (ज्ञानरंजन), पचीस चौका डेढ़  
सौ (ओमप्रकाश वाल्मीकि)

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

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, उपन्यासों की निर्धारित व्याख्याएँ	(2x4=8)
इकाई-2, निर्धारित कहानियों से व्याख्याएँ	(2x4=8)
इकाई-3, उपन्यासों पर निर्धारित आलोचनात्मक प्रश्न ।	(7x1=7)
इकाई-4, कहानियों पर आधारित आलोचनात्मक प्रश्न	(7x1=7)

**सन्दर्भ/सहायक पुस्तकें— प्राचीन एवं मध्यकालीन काव्य**

1. हिन्दी उपन्यास की प्रवृत्तियाँ – शशि भूषण सिंहल
2. हिन्दी उपन्यास पहचान एवं परख – इन्द्रनाथ मदान
3. आधुनिक हिन्दी उपन्यास – भीष्म साहनी
4. हिन्दी उपन्यास एवं यथार्थवाद – त्रिभुवन सिंह – हिन्दी प्रचारक पुस्तकालय, वाराणसी
5. उपन्यास कला के तत्व – श्री नारायण अग्निहोत्री, हिमालय पाकेट बुक्स, दिल्ली
6. उपन्यास और लोकजीवन – रेलफ फाक्स पीपुल्स पब्लिशिंग हाउस, नई दिल्ली 12
7. उपन्यास – शिल्प और प्रवृत्तियाँ – डॉ. सुरेश सिन्हा
8. हिन्दी उपन्यास – डा0 सुषमा धवन
9. हिन्दी उपन्यास का उद्भव और विकास – डॉ0 प्रताप नारायण टण्डन
10. हिन्दी उपन्यासों में चरित्र चित्रण का विकास – डा0 रणवीर राणा
11. कहानी कला : सिद्धान्त और विकास – डॉ0 सुरेश चन्द्र शुक्ल , हिमालय पाकेट बुक्स, दिल्ली
12. आज की हिन्दी कहानी – डा0 धनन्जय, अभिव्यक्ति प्रकाशन, इलाहाबाद
13. कहानी का रचना विधन – डॉ0 जगन्नाथ प्रसाद शर्मा– हिन्दी प्रचारक पुस्तकालय, वाराणसी
14. नयी कहानी : परिवेश एवं परिप्रेक्ष्य – डा0 रामकली सराफ विश्वविद्यालय प्रकाशन, वाराणसी
15. कुछ हिन्दी कहानियाँ : कुछ विचार – विश्वनाथ त्रिपाठी– राजकमल, नई दिल्ली।
16. हिन्दी कहानी : प्रक्रिया और पाठ– सुरेन्द्र चौधरी, राधाकृष्ण दिल्ली
17. हिन्दी कहानियों की शिल्प विधि का विकास – लक्ष्मीनारायण लाल – साहित्य भवन, इलाहाबाद।

**B.A. B.Ed. 2nd year**  
**ENGLISH LITERATURE**  
**Paper-I**  
**(DRAMA)**

**Unit-I**

Development of Drama

Elementsof Drama

**Unit-II**

Tragedy

Comedy

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

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

7.5 marks

[b] Three passages for explanation

7.5 marks

Q.N.2. Long answer questions on any two of the prescribed

3 playwrights

10+10=20 marks

Q.N.4. Five short questions on development, elements and forms of Drama

5 marks

Q.N.5. Two analytical questions of 250 words each on the plays prescribed

5+5=10 marks

**B.A. B.Ed. 2nd year**  
**ENGLISH LITERATURE**  
**PAPER-II**  
**(FICTION)**

**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

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

10 marks

Q.N.2-4. Three Long answer questions on prescribed novelists and  
novelists

10+10+10=30 marks

Q.N.5. Two questions one on Unit I and one on Unit II

10 marks

## SANSKRIT

### B.A. B.ED. - IInd YEAR

प्रथमप्रश्नपत्राम्

प्रथमो वर्गः

द्वितीये वर्गः

तृतीया वर्गः

चतुर्थो वर्गः

नाटकं गद्यकाव्य काव्यशास्त्राच्च

अभिज्ञानशाकुन्तलम्—मूलपाठस्य व्याख्यात्मकमध्ययनम् (चतुर्थाडक—पर्यन्तम्)

शुकनासोपदेशः व्याख्यात्मकमध्ययनम्

उभयोर्ग्रन्थयोः समीक्षत्मकप्रश्नाः सूक्तव्याख्या च

साहित्यदर्पणः— आचार्यः विश्वनाथः अलङ्काराः—अनुप्रासः, यमकः, श्लेषः, उपमाः, रूपकम्, उत्प्रेक्षा, सन्देहः, भ्रान्तिमान्, विभावना, विशेषोक्तिश्च

## SANSKRIT

### B.A. B.ED. - IInd YEAR

द्वितीयप्रश्नपत्राम्

प्रथमो वर्गः

द्वितीये वर्गः

तृतीया वर्गः

चतुर्थो वर्गः

व्याकरणम् निबन्ध गद्यनाट्यसाहित्येतिहासः

लघुसिद्धान्तकौमुदी—अजन्तप्रकरणम् (116 से 169 सूत्रा तक) (सूत्राव्याख्या)

(116 से 169 सूत्रा तक) लघुसिद्धान्तकौमुदी—अजन्तप्रकरणम् (रूपसिद्धिः सञ्ज्ञापरिचयश्च)  
(युष्मद्, सस्मद्, तद्)

संस्कृतभाषया निबन्धलेखनम्

नाट्यसाहित्येतिहासः भासस्य नाटकानि, अभिज्ञानशाकुन्तलम्, मालविकाग्निमित्रम्, विक्रमोर्वशीयम्, मुद्राराक्षसम्, मृच्छकटिकम्, मालतीमाधवम्, महावीरचरितम्—प्रसन्नतरघवम्, परिचयः कर्तव्यम्।

## HISTORY

### B.A. B.Ed. PART – II

**Paper I : Political History of Medieval India  
1206 – 1526 A.D.**

- 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.

**6. 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-3: 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. **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-4 :

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 – एल० पी० शर्मा  
Delhi Sultanate – L.P. Sharma
- (3) पूर्व मध्यकालीन भारत – ए०बी० पाण्डेय  
Early Medieval India – A.B. Pandey
- (4) Foundation of Muslim Rule in India – A.B.M. Habibullah
- (5) Medieval India History – Ishwari Prasad
- (6) History of Qaraunah Truks in India – Ishwari Prasad
- (7) Growth of Khalji imperialism – Ishwari Prasad
- (8) Alauddin's Market Regulation – B.P.Saxena
- (9) Chronology of Mohd. Tughlaq – N.H. Rizvi
- (10) Firoz Shah Tughlaq – N.H. Rizvi
- (11) Sikandar Lodhi as a founder – A. Halim
- (12) The Administration of Sultanate of Delhi – I.H. Quraishi
- (13) Some Aspects of Muslim Administration – R.P.Tripathi
- (14) खिलजी वंश का इतिहास – के०एस० लाल
- (15) दिल्ली सल्तनत – के०ए० निजामी



## HISTORY

### B.A. B.Ed. PART – II

#### Paper II : Political History of Medieval India 1526 – 1740 A.D.

##### UNIT-1 : Sources –

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

##### UNIT-2 : 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 policy, revolts, consolidation of empire.
3. Revenue administration, mansabdari system, estimate of Akbar.

##### UNIT-3 : 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.

##### Aurangzeb –

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

##### UNIT-4 : 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.

##### Books Recommended

- (1) मुगल कालीन भारत – ए०एल० श्रीवास्तव
- (2) Mughal Empire in India – S.R. Sharma
- (3) उत्तर मध्यकालीन भारत – ए०बी० पाण्डेय

Later Medieval India – A.B. Pandey

- (4) मुगल साम्राज्य का उत्थान और पतन – आर० पी० त्रिपाठी  
Rise and fall of Mughal Empire – R.P. Tripathi
- (5) Shershah and his times – K.R.Kanoongo
- (6) Humayun Badshah – S.K. Banerji
- (7) Akbar the Great Mughal – V.A. Smith
- (8) अकबर महान भाग – 1, 2 और 3 – ए०एल० श्रीवास्तव  
Akbar the Great Vol, I, II & III – A.L. Srivastava
- (9) जहांगीर – बेनी प्रसाद
- (10) शाहजहां – बनारसी प्रसाद सक्सेना
- (11) औरंगजेब – जदुनाथ सरकार
- (12) शिवाजी – जी०एस० सरदेवाई
- (13) मध्यकालीन भारत – डा० के०सी० जैन

**B.A. B.Ed. Political Science**  
**B.A. B.Ed. II**

**Paper I**

**AN OUTLINE HISTORY OF WESTERN POLITICAL THOUGHT**

**Unit I**

Plato; Aristotle; Cicero.

**Unit II**

Main characteristics of Medieval Political Thought and the Church-State controversy; St. Thomas Aquinas; Machiavelli; Jean Bodin.

**Unit III**

Thomas Hobbes; John Locke; J.J. Rousseau; Jeremy Bentham; J.S. Mill.

**Unit IV**

Herbert Spencer; Karl Marx; T.H. Green; H.J. Laski.

**B.A. B.Ed. Political Science**  
**B.A. B.Ed. II**

**Paper II**

**COMPARATIVE GOVERNMENT**

**Unit I**

**United Kingdom:**

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

**Unit II**

**U.S.A.**

General Features; Federalism; President; Congress; Federal Judiciary; Method of Amendment of Constitution; Party System.

**Unit III**

**Switzerland:**

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

**Unit IV**

**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 Administrative Law; The Party System.

**Economics**  
**B.A. B.Ed. Part-II**

**Paper I<sup>st</sup>**

**National Income Analysis Money & Banking**

**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.

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

**Unit III**

**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 - IV**

**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.

**Books Recommendation:**

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

**Economics**  
**B.A. B.Ed. Part-II**

**Paper II<sup>nd</sup>**

**Public Finance and International Trade**

**Unit – I**

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.

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

**Books recommended:**

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

**B.A. B.Ed. PART-II**  
**HOME SCIENCE**

**Paper I :**

**INTRODUCTION TO TEXTILES**

**Code No. A-217**

**M.Marks : 50**

**Objectives :** This paper imparts knowledge -

- To make students acquainted with different types of fibres.
- To learn and understand different types of yarns, their construction and basic weaves.
- About basic finishes applied on fabrics.
- To develop the skills in different techniques of printing and dyeing.
- To develop the awareness of selecting, caring and storage of fabrics.

**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

**REFERENCE BOOKS**

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

**B.A. B.Ed. PART-II**  
**HOME SCIENCE**

**Paper II :**

**CHILD DEVELOPMENT**

**Code No. A-218**

**M.Marks : 50**

**Objectives :** The course will enable the students -

- To understand the meaning and importance of child development.
- To understand different development tasks in children.
- To recognize the importance and role of play in child development.
- To understand the personality.
- To learn about different types of characteristics, problems and care of children

**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.

**REFERENCE BOOKS**

- |    |  |                  |
|----|--|------------------|
| 1. | बाल विकास एवं बाल मनोविज्ञान<br>(विनोद पुस्तक मंदिर, आगरा) | डा० प्रीति वर्मा |
| 2. | बाल विकास : बाल मनोविज्ञान<br>(विनोद पुस्तक मंदिर, आगरा)   | भाई योगेन्द्रजीत |
| 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  |



**B.A. B.Ed. IInd Year**  
**Paper - III (B.Ed.)**  
**PAPER III - TEACHER IN EMERGING INDIAN**  
**SOCIETY**  
(Code -E-219)

**COURSE OBJECTIVES**

To enable the students - teacher understand :

1. about the relationship between Philosophy and Education and implications of philosophy on education.
2. the importance and role of education in the progress of Indian society.
3. the contribution of great educators to the field of education.
4. the need to study education in a sociological perspective. The process of social change and socialization to promote the development of a sense of commitment to teaching profession and social welfare.
5. their role in the creation of a new social order in the country and learn about various social welfare opportunities in which they can participate helpfully.
6. the means and measures towards the promotion of National integration and protection of human rights.

**COURSE CONTENTS**

It consists of units, each unit attempting to realize one objective.

**UNIT - I**

- Education : nature and meaning - its objective in relation to the time and place.
- Education in the western context : with specific reference to Rousseau, Pestalozzi, Dewey, Russell, their impact on educational thought and class room practices, in terms of progress trends in education.
- Indian thought and its contribution to educational practices.

**UNIT - II**

- Philosophy and education : significance of studying philosophy in understanding educational practices and problems.
- Major philosophical systems - their salient features and their impact on education.
  - a. Realism with reference to Aristotle and Jainism
  - b. naturalism with reference to the views of Rousseau and Rabindra Nath Tagore
  - c. Idealism with reference to Plato, Socrates and Advaita Philosophy.
  - d. Pragmatism with reference to Dewey "Instrumentation and Experimentalism"

### **UNIT - III**

- Educational thinkers and their contribution in developing principles of education.
- M.K. Gandhi : Basic tenets of Basic education.
- Swami Vivekananda : Man making education
- Sri Aurobindo : Integral education, its basic premises, stages of development.
- Froebel : The play way method.
- Montessori - Teh didactic apparatus.

### **UNIT - IV**

- Knowledge about the directive principles in Indian Constitution, various articles mentioned in the constitution that are related to education meaning of secularism, social goals, democracy and socialistic pattern of society, meaning of the term "National integration and Emotional Integration", factors contributing for achieve them.

### **UNIT - V**

- Sociological basis of education , education as an agent of social change, education as a means of National Welfare through the immediate welfare of the society, education and human resource development.

### **UNIT - VI**

- Meaning of National integration and its need, role of teachr and educational institution in achiving National Integration through democratic interaction, explanation of cultural heritage, contributions of different religions (Hinduism, Buddhism,Sikhism, Islam, Christianity and Jainism) for the same cause and human upliftment, equal communication, philosophy of celebration of Indian festivals.

### **UNIT - VII**

- Meaning of a new social order, eradication of illiteracy, objectives of NAEP, provisions made and channels started for educating socially, culturally and economically deprived, State's new programes and Nation's programmes like NCC, NSS, etc.

#### ***Recomended Books :***

1. Education in Emerging Indian Society : N.R. Sawarup Saxena
2. उदीयमान भारतीय समाज में शिक्षा : एन.आर. स्वरूप सक्सेना व शिखा चतुर्वेदी
3. उदीयमान भारतीय समाज में शिक्षक : डा० रामशकल पाण्डेय
4. Teacher in Developing India : Dr. Ram Shakal Pandey
5. उदीयमान भारतीय समाज में शिक्षा : गिरीश पचौरी

**B.A. B.Ed. IInd Year**  
**Paper - IV (B.Ed.)**  
**PAPER -IV : DEVELOPMENT OF EDUCATIONAL**  
**SYSTEM IN INDIA**  
(Code -E-220)

**COURSE OBJECTIVES**

To enable student teacher to :

1. understand that development of education is influenced by socio-political forces of the time.
2. acquire knowledge of characteristics features of ancient, medieval and British system of education in India and or their strengths and limitations.
3. understand the contribution of various major committee and commissions on education set up from time to time.
4. appreciate the development in Indian education the post independence era.

**COURSE CONTENTS**

**UNIT - I**

- Educatuion in India during (a) Vedic, (b) Buddhist and (c) Medieval periods./

**UNIT - II**

- Macaulay's minutes and Bentinck's resolution of 1835, Adam's report and its recommendations.
- Wood's Dispatch - 1854.
- Lord Curzon's educational policy, Growth of national consciousness, National education movement.

**UNIT - III**

- Recommendations of Indian Education Commission - 1882, its infleunce on teh subsequent development of education.
- Essential features of Sadler Commission Report - 1917.
- Wardha scheme of education - 1937.

**UNIT - IV**

- University Educatuion Commission (1948-49).
- Secondary Education Commission (1952-53).
- Indian Education Commission (1964-66).
- National Policy of Education (1986).
- Revised National Policy 1986 with modification made in 1992.

**UNIT - V**

**Development of teacher education in India**

- Objectives
- Problems of teacher education in India.

- Role and functions of N.C.T.E.

### **UNIT - VI**

- Primary education and its major problems (Universalization, wastage and stagnation).
- Secondary education and its major problems (Expansion and vocationalization).
- Higher education and its major problems (Autonomy and privatization)

#### ***Recommended Books :***

1. Modern Indian Education and its problems : Suresh Bhatnagar &
2. भारत शिक्षा का विकास : सुरेश भटनागर
3. भारतीय शिक्षा का परिदृश्य : डॉ. गुरसरन दास त्यागी
4. Development of Indian system of Education : Dr.R.S. Pandey
5. भारतीय शिक्षा उसकी समस्यायें प्रवृत्तियां और नवाचार : डॉ. अखिलेश चौबे
6. भारतीय शिक्षा का इतिहास व समस्यायें : रंगत बिहारी लाल

**B.A. B.Ed. IInd Year**  
**QUALIFYING COURSE**  
**GAMES / SPORTS AND PHYSICAL EDUCATION**  
**(ABC-002)**

**Unit 1 : Anatomy and Physiology :**

Cell : Structure and Functions, Different system (Muscular, Skeletal, Circulatory, Respiratory, digestive and Nervous system), (Effect fo exercise on various systems)  
definition Scope and importance , need for public awareness.

**Unit II : Sociological Aspects :**

**Introduction :** Society and sports, Social Institutions, Games and Sports as Men's Cultural Heritage, National Integartion, International Integration.

**Unit III : Yoga :**

Introduction, Asanas : Lying, Sitting, Standing, Pranayama

**Unit IV : Physical Fitness :**

Introduction, Components of Physical Fitness, Development of Physical Fitness components, Factors influencing Physical Fitness

**Unit V : First Aid :**

Introduction, Types of First Aid, Prerequisite Qualities of First Aider, First Aid box, Types of Sports injuries and their First Aid Treatment

**PRACTICAL**

**UNIT - I :**

Rules and Regulations of Games / Sports.

**UNIT - II :**

Layout of Play field/ Court. Ap[aratus and Infrastructures required for the Games/ Sport.

**UNIT III :**

Fundamental skills of the Game / Sport.