

INDEX
B.A. B.ED Part-I

1. Scheme of Examination
2. Foundation Course
 - a) Hindi
 - b) English
3. Political Science
4. Sociology
5. History
6. Philosophical Perspectives of Educatio
7. Practical

B.A. B.Ed.- I
SCHEME OF EXAMINATION

Subject	Paper	Max. Marks	Total Marks	Min. Mark
<u>ARTS GROUP</u>				
Environmental Studies		75	100	40
Field Work		25	—	—
Foundation Course				
Hindi Language	I	75	75	26
English Language	I	75	75	26
1. Political Science	I	75	150	26
	II	75		26
2. Sociology	I	75	150	26
	II	75		26
3. History	I	75	150	26
	II	75		26
<u>B.ED. GROUP</u>				
4. Philosophical Perspectives of Education			100	33
<u>PRACTICUM</u>				
Community Activities			50 (Internal)	20



USE OF CALCULATORS

The Students of Degree/P.G. Classes will be permitted to use of Calculators in the examination hall from annual 1986 examination on the following conditions as per decision of the standing committee of the Academic Council at its meeting held on 31-1-1986-

1. Student will bring their own Calculators.
2. Calculators will not be provided either by the university or examination centres.
3. Calculators with, memory and following variables be permitted +, -, x, , square, reciprocal, expotentials log, square root, trigonometric functions, wize, sine, cosine, tangent etc. factiorial summation, xy, yx and in the light of objective approval of merits and demerits of the viva only will be allowed.


Hussain
Sturton
Wazir
P

UNIT-I THE MULTI DISCIPLINARY NATURE OF ENVIRONMENTAL STUDIES

Definition, Scope and

Importance Natural Resources:

Renewable and Nonrenewable Resources

- (a) Forest resources: Use and over-exploitation, deforestation, Timber extraction, mining, dams and their effects on forests and tribal people and relevant forest Act.
- (b) Water resources: Use and over-utilization of surface and ground water, floods drought, conflicts over water, dam's benefits and problems and relevant Act.
- (c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources.
- (d) food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity.
- (e) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources.
- (f) Land resources: Land as a resource, land degradation, man induced landslides soil erosion and desertification.

(12 Lecture)

UNIT-II ECOSYSTEM

(a) Concept, Structure and Function of an ecosystem

- Producers, consumers and decomposers.
- Energy flow in the ecosystem
- Ecological succession
- Food chains, food webs and ecological pyramids.
- Introduction, Types, Characteristics Features, Structure and Function of Forest, Grass, Desert and Aquatic Ecosystem.

(b) Biodiversity and its Conservation

- Introduction - Definition: genetic, species and ecosystem diversity
- Bio-geographical classification of India.
- Value of biodiversity: Consumptive use, productive use, social ethics, aesthetic and option value
- Biodiversity at global, National and local levels.
- India as mega-diversity nation.
- Hot spots of biodiversity.
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wild life conflict.
- Endangered and endemic species of India.
- Conservation of biodiversity: In situ and Ex-situ conservation of biodiversity.

(12 Lecture)

UNIT- III

(a) Causes, effect and control measures of

- Air water, soil, marine, noise, nuclear pollution and Human population.
- Solid waste management: Causes, effects and control measures of urban and industrial wastes.
- Role of an individual in prevention of pollution.
- Disaster Management: floods, earthquake, cyclone and landslides.

(12 Lecture)

(b) Environmental Management

- From Unsustainable to sustainable development.
- Urban problems related to energy.
- Water conservation, rain water harvesting, watershed management.
- Resettlement and rehabilitation of people, its problems and concerns.
- Environmental ethics: Issues and possible solutions.
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust.
- Wasteland reclamation
- Environment protection Act: Issues involved in enforcement of environmental legislation.
- Role of Information Technology in Environment and Human Health.

Part - I

SYLLABUS FOR ENVIRONMENTAL STUDIES AND HUMAN RIGHTS

MM. 75

इन्वारमेंटल साईसे के पाठ्यक्रम को स्नातक स्तर भाग-एक की कक्षाओं में विश्वविद्यालय अनुदान आयोग के निर्देशानुसार अनिवार्य रूप से शिक्षा सत्र 2003-2004 (परीक्षा 2004) से प्रभावशील किया गया है। स्वशासी महाविद्यालयों द्वारा भी अनिवार्य रूप से अंगीकृत किया जाएगा।

भाग 1, 2 एवं 3 में से किसी भी वर्ष में पर्यावरण प्रश्न-पत्र उत्तीर्ण करना अनिवार्य है। तभी उपाधि प्रदाय योग्य होगी।

पाठ्यक्रम 100 अंकों का होगा, जिसमें से 75 अंक सैद्धांतिक प्रश्नों पर होंगे एवं 25 अंक क्षेत्रीय कार्य (Field Work) पर्यावरण पर होंगे।

सैद्धांतिक प्रश्नों पर अंक - 75 (सभी प्रश्न इकाई आधार पर रहेंगे जिसमें विकल्प रहेगा)

- | | | |
|----------------------|---|--------|
| (अ) लघु प्रश्नोंत्तर | - | 25 अंक |
| (ब) निबंधात्मक | - | 50 अंक |

Field Work- 25 अंकों का मूल्यांकन आंतरिक मूल्यांकन पद्धति से कर विश्वविद्यालय को प्रेषित किया जावेगा। अभिलेखों की प्रायोगिक उत्तर पुस्तिकाओं के समान संबंधित महाविद्यालयों द्वारा सुरक्षित रखेंगे।

उपरोक्त पाठ्यक्रम से संबंधित परीक्षा का आयोजन वार्षिक परीक्षा के साथ किया जाएगा।

पर्यावरण विज्ञान विषय अनिवार्य विषय है, जिसमें अनुत्तीर्ण होने पर स्नातक स्तर भाग-एक के छात्र/छात्राओं को एक अन्य विषय के साथ पूरक की पात्रता होगी। पर्यावरण विज्ञान के

सैद्धांतिक एवं फील्ड वर्क के संयुक्त रूप से 33: (तीस प्रतिशत) अंक उत्तीर्ण होने के लिए अनिवार्य होंगे।

स्नातक स्तर भाग-एक के समस्त नियमित/भूतपूर्व/अमहाविद्यालयीन छात्र/छात्राओं को अपना फील्ड वर्क सैद्धांतिक परीक्षा की समाप्ति के पश्चात् 10 (दस) दिनों के भीतर संबंधित महाविद्यालय/परीक्षा केन्द्र में जमा करेंगे एवं महाविद्यालय के प्राचार्य/केन्द्र अधीक्षक, परीक्षकों की नियुक्ति के लिए अधिकृत रहेंगे तथा फील्ड वर्क जमा होने के सात दिनों के भीतर प्राप्त अंक विश्वविद्यालय को भेजेंगे।

UNIT- IV

General background and historical perspective- Historical development and concept of Human Rights, Meaning and definition of Human Rights, Kind and Classification of Human Rights. Protection of Human Rights under the UNO Charter, protection of Human Rights under the Universal Declaration of Human Rights, 1948. Convention on the Elimination of all forms of Discrimination against women. Convention on the Rights of the Child, 1989.

UNIT-V

Impact of Human Rights norms in India, Human Rights under the Constitution of India, Fundamental Rights under the Constitution of India, Directive Principles of State policy under the Constitution of India, Enforcement of Human Rights in India.

Protection of Human Rights under the Human Rights Act, 1993- National Human Rights Commission, State Human Rights Commission and Human Rights court in India. Fundamental Duties under the Constitution of India.

Reference/ Books Recommended

1. SK Kapoor- Human rights under International Law and Indian Law.
2. HO Agrawal- International Law and Human Rights
3. एस.के. कपूर –मानव अधिकार
4. जे.एन. पान्डेय – भारत का संविधान
5. एम.डी. चतुर्वेदी – भारत का संविधान
6. J.N.Pandey - Constitutional Law of India
7. Agarwal K.C. 2001 Environmental Biology, Nidi pub. Ltd. Bikaner
8. Bharucha Erach, the Biodiversity of India, Mapin pub. Ltd. Ahmedabad 380013, India, Email:mapin@icenet.net(R)
9. Bruinner R.C. 1989, Hazardous Waste Incineration. McGraw Hill Inc. 480p
10. Clark R.S. Marine pollution, Clanderson press Oxford(TB)
11. Cuningham, W.P.Cooper. T.H.Gorhani, E & Hepworth.M.T,200
12. Dr. A.K.- Environmental Chemistry. Wiley Eastern Ltd.
13. Down to Earth, Center for Science and Environment(R)
14. Gloick, H.P. 1993 Water in crisis. pacific institute for studies in Deve. Environment & Security. Stockholm Eng. Institute. Oxford University, Press. m473p.
15. Hawkins R.E. Encyclopedia of Indian Natural History, Bombay Natural History Society, Mumbai(R)
16. Heywood, V.H. & Watson, T.T.1995 Global Biodiversity Assessment, Cambridge Univ. Press 1140p
17. Jadhav H. & Bhosale, V.H. 1995 Environmental Protection and Law. Himalayapub. House, Delhi 284p
18. Mckinney M.L. & School R.M.1996, environmental Science systems & solutions, web enhanced edition, 639p
19. Mhadkar A.K. Matter Hazardous, Techno-Science publication(TB)
20. Miller T.G.Jr. Environment Science, Wadsworth publication co.(TB)
21. Odum E.P.1971, Fundamentals of Ecology, W.B. Saunders Co. USA, 574p
22. Rao M.N. & Datta, A.K. 1987, Waste water treatment. Oxford & IBH pub.co.pvt.Ltd 345p
23. Sharma B.K. 2001, Environmental chemistry, Goel pub. House, Meerut
24. Survey of the Environment, TheHidu(M)
25. Townsend C. Harper J. And Michael Begon, Essentials of Ecology, Blackwell Science(TB)
26. Trivedi R.K. Handbook of Environment Laws, Rules, Guidelines, Compliances and Standards, Vol I and II, Environment Media(R)
27. Trivedi R.K. and P.K. Goel, Introduction to air pollution, Techno-Science publication (TB)
28. Wanger K.D.1998, Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p

आधार पाठ्यक्रम
प्रश्न पत्र – प्रथम
हिन्दी भाषा

पूर्णांक – 75

नोट:

1. प्रश्न पत्र 75 अंक का होगा ।
2. प्रश्न पत्र अनिवार्य होगा ।
3. इसके अंक श्रेणी निर्धारण के लिये जोड़े जावेंगे
4. प्रत्येक इकाई के अंक समान होंगे ।

पाठ्य विषय–

- इकाई–1 पल्लवन, पत्राचार तथा अनुवाद एवं पारिभाषित शब्दावली ।
इकाई –2 मुहावरे–लोकोक्तियां, शब्दशुद्धि, वाक्य शुद्धि, शब्द ज्ञान–पर्यायवाची, विलोम, अनेकार्थी, समश्रुत (समोच्चारित) अनेक शब्दों के लिए एक शब्द ।
इकाई –3 देवनागरी लिपि की विशेषता, देवनागरी लिपि एवं वर्तनी का मानक रूप ।
इकाई–4 कम्प्यूटर में हिन्दी का अनुप्रयोग, हिन्दी में पदनाम ।
इकाई–5 हिन्दी अपठित, संक्षेपण, हिन्दी में संक्षिप्तीकरण ।

पाठ्यक्रम के लिये पुस्तकें–

1. भारतीयता के स्वर साधन धनंजय वर्मा – म.प्र. ग्रंथ अकादमी ।
2. नगरी लिपि और हिन्दी – अनंत चौधरी–ग्रंथ अकादमी पटना ।
3. कम्प्यूटर और हिन्दी – हरिमोहन – तक्षशीला प्रकाशन, दिल्ली

FOUNDATION COURSE

PAPER - II

ENGLISH LANGUAGE M.M. 75

UNIT-1 Basic Language Skills: Grammar and Usage.

Grammar and Vocabulary based on the prescribed text. To be assessed by objective / multiple choice tests.

(Grammar - 20 Marks
Vocabulary - 15 Marks)

UNIT-2 Comprehension of an unseen passage.

This should imply not only (a) an understanding of the passage in question, but also

(b) a grasp of general language skills and issues with reference to words and usage within the passage and (c) the Power of short independent composition based on themes and issues raised in the passage.

To be assessed by both objective multiple choice and short answer type tests.

05

UNIT-3 Composition : Paragraph writing

10

UNIT-4 Letter writing (The formal and the Informal)

10

Two letters to be attempted of 5 marks each. One formal and one informal.

UNIT-5 Texts :

15

Short prose pieces (Fiction and non fiction) short poems, the pieces should cover a range of authors, subjects and contexts. With poetry it may sometimes be advisable to include pieces from earlier periods, which are often simpler than modern examples. In all cases, the language should be accessible (with a minimum of explanation and reference to standard dictionaries) to the general body of students schooled in the medium of an Indian language.

Students should be able to grasp the contents of each piece; explain specific words, phrases and allusions; and comment on general points of narrative or argument. Formal Principles of Literary criticism should not be taken up at this stage.

To be assessed by five short answers of three marks each.

BOOKS PRESCRIBED -

English Language and Indian Culture - Published by M.P. Hindi Grant Academy Bhopal.

Dr. M. Chakraborty
Dr. M. Chakraborty
Govt VET Ph. Autonomous
College, Durg (C.G.)

इतिहास
प्रथम पत्र – प्रथम
(भारत का इतिहास प्रारंभ से 1206 ई. तक)

HISTORY OF INDIA FROM THE BEGINNING TO 1206 A.D.

उद्देश्य—इस पाठ्यक्रम का उद्देश्य को प्राचीन भारत के इतिहास के प्रमुख राजनीतिक, सामाजिक, आर्थिक एवं सांस्कृतिक पक्षों से परिचित कराना है जो कि यू.जी.सी. मानदंडों के अनुरूप है।

इकाई-1

1. भारतीय इतिहासों के स्रोतों का सर्वेक्षण।
2. भारत की भौगोलिक विशेषताएं
3. प्रागैतिहासिक – पूर्व पाषाण से नवपाषाण युग तक सभ्यता एवं संस्कृति
4. हड़प्पा सभ्यता— निर्माता, प्रसार, नगर योजना, राजनीतिक, सामाजिक, आर्थिक संरचना

इकाई-2

1. ऋग्वैदिक काल – राजनीतिक, आर्थिक, धार्मिक।
2. उत्तर वैदिक काल – राजनीतिक, सामाजिक, आर्थिक, धार्मिक।
3. महाकाव्य काल – सभ्यता एवं संस्कृति।
4. ईसा पूर्व छठवीं शताब्दी का भारत तथा बौद्ध एवं जैन धर्म

इकाई-3

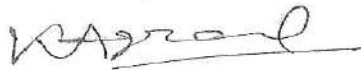
1. मगध साम्राज्य का उदय।
2. सिकन्दर का आक्रमण और उसका प्रभाव।
3. मौर्य साम्राज्यकी स्थापना – चन्द्रगुप्त मौर्य एवं अशोक के धम्म।
4. मौर्यकालिन प्रशासन अर्थव्यवस्था एवं कला तथा संस्कृति।

इकाई-4

1. मौर्योत्तरकाल— शुंग, मुषाण एवं सातवाहन।
2. संगमयुग— साहित्य, संस्कृति।
3. चौल एवं पाण्ड्य।
4. गुप्त साम्राज्य— प्रशासन, आर्थिक, सामाजिक दशा

इकाई-5

1. पल्लव, चालुक्य, वर्धन, वाकाटक, गुर्जर—प्रतिहार, पाल, सेन, राष्ट्रकूट।
2. भारत का दक्षिण पूर्व श्रीलंका से सम्बन्ध।
3. मोहम्मद बिन कासिम, गजनवी एवं गोरी का आक्रमण।
4. नारी की स्थिति – विवाह, सती प्रथा, परदा प्रथा, देवदासी प्रथा, जाति व्यवस्था, दास प्रथा



संदर्भ ग्रंथ -

1. रतिभानु सिंह नाहर - प्राचीन भारतीय इतिहास एवं संस्कृति
2. शांता शुक्ला - भारत का राजनीतिक इतिहास (राजपूत कालीन भारत)
3. द्विजेन्द्र नारायण एवं श्रीमाली - प्राचीन भारत
4. ओम प्रकाश - प्राचीन भारत
5. बी.एन.लुनिया - प्राचीन भारतीय संस्कृति
6. एस.आर.शर्मा - प्राचीन भारत प्रगैतिहासिक युग से 1200ई. तक
7. K.L Khurana - Ancient India from Earliest Time to 1206 A.D.
8. K.L Khurana - History of India Form Earliest Time to 1526 A.D.
9. Vincent Smith - Oxford History of India.
10. भार्गव - प्राचीन भारत
11. L. Prasad - Ancient India- India's Volley Civilization to 1200 A.D.

Wagral

इतिहास
प्रश्न पत्र – द्वितीय
विश्व का इतिहास (1453 सं 1789 ई. तक)

इकाई- 1

1. सामान्तवाद का पतन एवं आधुनिक युग का प्रारंभ
2. पुनर्जागरण
3. धर्म सुधार आन्दोलन
4. प्रति धर्म सुधार आन्दोलन

इकाई- 2

1. तीस वर्षीय कारण, परिणाम तथा प्रभाव
2. राष्ट्रीय राज्यों का उदय, स्पेन फ्रांस
3. राष्ट्रीय राज्यों का उदय, इंग्लैण्ड, रूस
4. पोलैण्ड का विभाजन

इकाई- 3

1. आधुनिक पाश्चात्य जगत के आर्थिक आधार
2. वाणिज्यवाद एवं व्यापारिक क्रान्ति
3. औद्योगिक क्रान्ति
4. उपनिवेशवाद का प्रारंभ

इकाई- 4

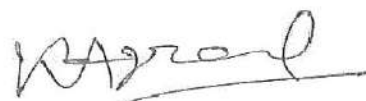
1. इंग्लैण्ड में गृह युद्ध : घटनाएं
2. इंग्लैण्ड में गृह युद्ध : कारण एवं परिणाम
3. गौरव पूर्ण क्रान्ति (1688)
4. केमलीन का शासन

इकाई- 5

1. लुई चतुर्दश : गृह नीति
2. लुई चतुर्दश : विदेश नीति
3. अमेरीका का स्वतंत्रता संग्राम
4. फ्रांस की क्रान्ति के कारण एवं नेशनल असेम्बली

संदर्भ ग्रंथ –

- | | |
|-----------------------|---------------------------------|
| 1. बी. एन. मेहता | – अर्वाचीन यूरोनद्ध |
| 2. बी. आई. पाल | – आधुनिक यूरोप |
| 3- K.L Khurana | - History of Modern World. |
| 4- Khurana and Sharma | - Modern Europe 1453- 1789 A.D. |



SOCIOLOGY

PAPER - I

INTRODUCTION TO SOCIOLOGY

M.M.: 75

UNIT-1 The Meaning of Sociology - The Sociological perspective - Sociology and socialsciences - The Scientific and humanistic Orientations of Sociological Study. Basic concepts - Society, Community, institution, association, group social structure, status and role.

UNIT-2 Institution, Family and Kinship, religion, Education, Politics. The Individual and society- Society.Culture and socialisation - Relation between individual and society - Social control, norms, values.

UNIT-3 Social Stratification and mobility Meaning forms and theories.

UNIT-4 Social Change Meaning and type evolution and progress factors of social change.

UNIT-5 Introduction to applied Sociology and Social Policy and action - Sociology and development, Sociology and professions.

ESSENTIAL READINGS :-

1. Bottomore T. B., Sociology - A guide to Problems and Literature, Bombay. George Allen and unwin (India) 1972.
2. Inkeles, Alex, What is sociology ? New Delhi, Prentice Hall of India 1987.
3. Jayram, N., Introductory Sociology, Madras Macmillan India 1988.
4. Johnson Harry M., Sociology of systematic Introduction New Delhi Allied Publishers 1995.

PAPER - II

FOUNDATIONS OF SOCIOLOGICAL THOUGHT

M.M.: 75

UNIT-1 The Pioneers : emergence of Sociology.

Comle : Positivism - Spencer - Social Darwinism, Superorganic evolution

UNIT-2 The Classical tradition Durkheim - Social Solidarity and Suicide. Weber authority and the protestant Ethic and the spirit of capitalism.

UNIT-3 Marx : Materialist Conception of history and class struggle.

UNIT-4 Pareto : Circulation of elites and logical and nonlogical action.

UNIT-5 Development of Sociological thought in India :-

Mahatma Gandhi Ahinsa, Satya Graha, Radha Kamal Mukerjee - The Concept Of Value.

ESSENTIAL READINGS -

Barres H.E. : Introduction to the history of sociology chicago the university of chicago press 1959.

Coser Lewis A : Master of sociological thought New york Harcourt Brace Jovanovich 1979.

Singh, yogendra - Indian sociology - social conditioning and emerging trends. New Delhi vistaar 1986.

Zeitlin, Irving - (Indian edition) Rethinking sociology : A critique of contemporary theory Jarapur Rawal 1998.

राजनीति विज्ञान

प्रथम प्रश्न पत्र

राजनीति सिद्धांत

पूर्णांक:-75

- इकाई -1 राजनीति विज्ञान- परिभाषा प्रकृति, क्षेत्र, अध्ययन पद्धतियां, परम्परागत और व्यवहार परक स्वरूप राजनीति सिद्धांत, महत्व।
सत्ता एवं प्रधिकार- अर्थ, परिभाषा, विशेषताएं एवं संबंध ।
- इकाई -2 राज्य- अर्थ, आवश्यक तत्व, राज्य की उत्पत्ति के विभिन्न सिद्धांत।
राज्य- एक प्रभारी परिपक्ष्य में ।
- इकाई -3 सम्प्रभुता, अर्थ, विशेषताएं, सिद्धांत, महत्व।
नागरीकता, अधिकार, स्वतंत्रता-अर्थ, परिभाषा, विशेषताएं एवं सिद्धांत।
- इकाई -4 समानता एवं न्याय - अर्थ, परिभाषा, विशेषताएं एवं संबंध।
- इकाई -5 विकास एवं कल्याणकारी राज्य- अवधारणा, विशेषताएं, कार्य, उपलब्धियां, चुनौतियां ।
सामाजिक परिवर्तन के सिद्धांत- अर्थ, परिभाषा, विशेषताएं।

अनुशंसित पुस्तकें-

1. जी.एन.सिंह- फंडामें. प्लस ऑफ पोलिटिकल साइंस एण्ड आर्गेनाइजेशन।
2. डी.हेल्ड - मॉडल्स ऑफ डेमोक्रेमी पोलिटिकल थ्योरी एवे मार्टन ट्रेड
3. आगी वार्डम ई. - पोलिटिकल थ्योरी
4. डी. मिलर - सोशल जस्टिस, सिटीजनशिप एण्ड नेइनल आइडेन्टिटीज
5. एस.एम. ओकिन - जस्टिस जेंडर एण्ड दी फ़ैमली
6. हरिहर राय एवं सिंह - राजनीति शास्त्र के नये आयाम
7. डॉ. बाबूलाल फाड़िया- राजनीति शास्त्र के सिद्धांत
8. डॉ. ओम नागपाल - राजनीति विज्ञान के मूल तत्व
9. डॉ. बी. आर पुरोहित - राजनीति शास्त्र के मूल सिद्धांत
10. एस. गया ग्वाली - पोलिटिकल थ्योरी आइडियाज एण्ड कांसेप्ट

New

द्वितीय प्रश्न पत्र
राज्य शासन एवं राजनीति

अंक 75

- इकाई -1** भारतीय संविधान का निर्माण एवं स्रोत -भारतीय संविधान की आधारभूत विशेषताएं, प्रस्तावना ।
मूल अधिकार, मौलिक कर्तव्य एवं राज्य के नीति निर्देशक तत्व ।
- इकाई-2** **केन्द्रीय शासन** - राष्ट्रपति, संसद, मंत्री मंडल एवं प्रधान मंत्री, गठन, नियुक्ति, अधिकार, शक्तियां एवं वास्तविक स्थिति ।
- इकाई-3** **राज्य शासन**-राज्यपाल, मंत्री परिषद् एवं मुख्य मंत्री नियुक्ति, गठन, अधिकार, शक्तियां एवं वास्तविक स्थिति केन्द्र राज्य संबंध - प्रशासनिक, न्यायिक एवं आर्थिक
- इकाई- 4** सर्वोच्च न्यायालय एवं संवैधानिक प्रक्रिया ।
गठन, क्षेत्रीयकार वर्तमान परिपेक्ष्य में बदलता स्वरूप
राजनीतिक दल - राष्ट्रीय एवं क्षेत्रीयअर्थ, परिभाषा, विशेषताएं एवं प्रकार
निर्वाचन आयोग एवं निर्वाचकीय सुधार एवं अध्ययन ।
गठन, कार्य अधिकार एवं निर्वाचकीय सुधार एवं अध्ययन ।
- इकाई- 5**भारतीय राजनीति के प्रमुख मुद्दे-
जाति, धर्म, भाषा, क्षेत्र एवं गरीबी उन्मूलन ।

अनुशासित पुस्तकें-

1. डी.डी. बसु - एन इंट्रोडक्शन दी कानस्टीट्यूशन आफ इंडियन
2. सी.पी.भांभरी - दी इंडियन स्टेट - 50 इयर्स
3. ग. चन्द्रा - फेडर्राजिम इन इंडिया द स्टडी ऑफ यूनियन स्टेट रिलेशन
4. बी. गल. पाडिया- स्टेट पालिटिल्स इन इंडिया
5. एस. कश्यप - अवर पार्लियामेंट
6. रजनी काठारी -राज्यों की राजनीति
7. डी. सी. जौहरी - भारतीय शासन एवं राजनीति
8. जैन फाडिया- भारतीय शासन एवं राजनीति
9. वीरकेशवर प्रसाद सिंह - भारतीय शासन
10. वी. कुप्पुग्याकी- सोशल चेंज इन इंडिया
11. इकबाल नारायण - स्टेट पॉलिटिक्स इन इंडिया ।

Sally

B.A. B.ED

PAPER - IV

PHILOSOPHICAL PERSPECTIVES OF EDUCATION

MARKS: 100

COURSE OBJECTIVES:

To enable the student-teacher to understand-

- (i) The relationship between philosophy and education and implications of philosophy on education;
- (ii) The importance and role of education in the progress of Indian society;
- (iii) The contribution of great educators to the field of education;
- (iv) The need to study education in a sociological perspective. The process of social change and socialization in order to promote the development of a sense of commitment to the teaching profession and social welfare;
- (v) Their role in creation of a new social order in the country and learn about various social welfare opportunities in which they can participate fully; and
- (vi) the means and measures towards the promotion of national integration and protection of human rights.

Course Outline

Unit - I: Aims of Education

- Education: Nature & its meaning, objectives/aims in relation to the time and place.
- Educational Aims in the Western Context: With specific reference to Western thinkers such as Russell & Dewey. Their impact on educational thoughts and class room practices in terms of progressive trends in education.
- Educational Aims in the Indian Context: With specific reference to Indian thinkers such as Gandhi & Tagore.
- Philosophy and Education: Significance of studying philosophy in understanding educational practices and problems.

Unit - II: Philosophical Systems

Major Philosophical Systems: their salient features and their impact on education.

- Realism with reference to Aristotle and Jainism.
- Naturalism with reference to the view of Rousseau and Rabindra Nath Tagore.

S.P. Vankar

- Idealism with reference to Plato, Socrates and Advaita Philosophy.
- Pragmatism with reference to Dewey's "Instrumentalism & Experimentalism".
- Humanism: Historical & Scientific and Buddhists.

Unit - III: Indian Thinkers

Educational thinkers and their contribution in developing principles of education.

- M.K. Gandhi: Basic tenets of Basic Education.
- Gijju Bhai: The world of the child.
- Swami Vivekananda: Man making education.
- Sri Aurobindo: Integral education, its basic premises, stages of development.
- J. Krishna Murthy: Child Centerd Education.

Unit - IV: Western Thinkers

- JJ Rousseau
- John Dewey
- Antonio Gramsci (Neo-Gramscian Theory)
- Paulo Friere (Democratic Education)

Unit - V: Contemporary Thought

- Critical and comparative study of the period and socio-political perspective of the Western and Indian Thinkers.
- Contemporary philosophical perspectives of Education, Modernization & Globalization in thought and education.

Suggested Readings:

1. Anand C.L. et al.: Teacher and Education in Emerging India, NCERT, New Delhi.
2. Anant Padmnabhan: Population Education in Classrooms, NCERT, New Delhi.
3. Bhatnagar, S.: Adhunik Bhartiya Shiksha Aur Uski Samasyayen. Lall Book Depot, Meerut.
4. Chakravorty M.: Gandhian Dimension in Education. Daya Publishing House, New Delhi.
5. Mani R.S.: Educational ideas and ideals of Gandhi and Tagore. New Book Society, New Delhi.

S. P. S. Khan

6. Ministry of Human Resource Development: National Policy on Education, 1986, New Delhi.
7. Mohanty, Jagannath: Indian Education in Emerging Society. Sterling Publication, New Delhi.
8. Pandey, Shyam Swaroop: Shiksha ki Darshanik evam Samajshastriya Prishtbhoomi. Vinod Pustak Mandir, Agra.
9. Pathak and Tyagi: Shiksha ke Samnya Siddhant. Vinod Pustak Mandir, Agra.
10. Pathak, RD. and Tyagi, I.S.D.: Shiksha ke Samanya Siddhant. Vinod Pustak Mandir, Agra.
11. Saxena, N. R. & Swaroop, Shikha: Shiksha ke Samanya Siddhant. Lall Book Depot, Meerut.
12. Singh B.P.: Aims of Education in India. Ajanta Publication, New Delhi.
13. Agrawal, J.C.: Nai Shiksha Niti. Prabhat Prakashan, Delhi.
14. Bhatnagar, R.P.: Technology of Teaching. International Publishing House, Meerut.
15. Freire, Paulo: Pedagogy of the oppressed, Translated by Myra Bergaman Ramos. The Continuum Publishing Corporation, New York, NY, 1987.
16. Freire, Paulo: The Politics of Education- Culture, Power, Liberation, Translated by Donoldo Mecedo, Bergin & Garvey, New York, NY, 1985.
17. Bhatnagar, Suresh: Shiksha Ki Samasyaen. Lall Book Depot, Meerut.
18. Bhooshan, Shailendra & Anil Kumar: Shikshan Taknik. Vinod Pustak Mandir, Agra.
19. Manav Sansadhan Vikas mantralaya: Rashtriy Shiksha Niti, 1986, New Delhi.
20. Safaya, Raghunath: School Sangathan. Dhanpat Rai & Sons, Delhi.
21. Sampath, K.: Introduction to Educational Technology. Sterling Publishers, New Delhi.
22. Saxena, N.R. & Swaroop: Shikshan Kala Ewam Paddatiyan. Lall Book Depot, Meerut.
23. Sharma & Sharma: Secondary Education and teacher Functions. Radha Prakashan Mandir, Agra.
24. Higher Education in India. Albach.

S. P. Bhatnagar

(Format A)

TEACHING REFLECTIVE LOG FORMAT

(This is to be completed daily during the week you teach)

Objectives for day:

Materials for day:

Instructional Strategies used (explain how the strategies were implemented):

What I did well:

What my students did well:

What I didn't do so well:

What my students didn't do so well:

What I would keep the same:

What I would Change:

What did I learn about teaching today? (If you had to modify your lesson to help students, briefly explain here):

SPurkay

(Format B)

SCORE SHEET FOR REFLECTION LOG ON FOCUS LESSON

(To be filled by the trainee, based on student reflection)

Name of the Trainee:

Duration:

Class:

Section:

Unit of teaching:

S.No.	CRITERION ON STUDENT RESPONSE	0	1	2	3	4
1	Ability to identify specific and/or varied instructional strategies.					
2	Examples to support the strategy.					
3	Connectivity across disciplines.					
4	Ability to identify learning styles.					
5	Examples to reflect according to learning styles.					
6	Ability to display personal reflections					
7	Examples reflected in support of personal reflection					
8	Group conformity					
9	Contribution to activity/strategy					
10	Acceptance in group/solo activity or Strategy					

Any other remarks by the trainee:

Mentor's Remarks:

Mentor's Signature

Trainee's Signature

S. Perveen

(Format C)

MENTOR'S EVALUATION REPORT OF TRAINEE

Name of the Trainee:.....

Period of Evaluation: From.....to.....

Focus Lesson No.:.....

Subject:.....

S.NO.	CRITERION	0	1	2	3	4
I	INSTRUCTIONAL STRATEGIES USED-					
1	Are appropriate for the topic/topics.					
2	Has scope for learner engagement.					
3	Has suitability of learning materials.					
4	Assess learner's understanding throughout the Lesson.					
5	Has effective displays.					
6	Are consistent with the objectives.					
II	LEARNER'S(LEARNING STYLES) IN CLASS-					
7	Identification of personalities and talents of learners					
8	Identification of learning styles of learners.					
9	Ensuring learner participation.					
10	Identification of learner's pace.					
III	LEARNING ENVIRONMENT-					
11	Learners are motivated, appreciated and involved.					
12	Learners are relaxed and confident.					
13	Management of classroom.					
14	Teacher-Student relationship					
15	Class control					
16	Overall performance					

Strengths of the Trainee:

(May use separate papers for detailed report)

Areas of Improvement:

(May use separate papers for detailed report)

Sign of Mentor with Name

S. Purkayastha

Weekly Reflective Diary Format

We learn by doing and reflecting on what we do. (John Dewey)

Use this template to record your observations weekly. This document will be turned in every Monday following each week in the field. The weeks you teach will have a different format to follow. Please note that your document will be longer than one page.

Name:

Date:

Analyze your observations to identify specific teaching and learning strategies you observed involving the classroom teachers and their students. You may include your behavior if you are involved in the teaching process. Include more than one strategy.

Instructional Strategies (Include more than one strategy)	Specific example describing how the strategy was implemented

Learning Styles observed	Specific examples how the learner was supported through instructional delivery

1. What have you learned about teaching this week?
2. What have you observed/learned about students and their learning this week?

Theory base observed	Specific example from classroom to apply/support theory

Personal Reflection: Reflect specifically on something you observed and connect to personal opinions.

Silva