



Anand Vihar College For Women, Bhopal

Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Index

S.No	Related Document
1	Choice Based Credit System

1.2.1

B.Ed. - II & IIIth Sem.
elective papers.

BARKATULLAH UNIVERSITY, BHOPAL

Syllabus & Course Structure

BACHELOR OF EDUCATION (B.Ed.)

B.Ed. Course Scheme of Examination - Semester Scheme

Semester - I

Course/Paper	Hours per week	Total marks	Internal (Formative)		External (Summative)	
			Max.	Min.	Max.	Min.
Group A : Core Course						
CC 1 : Childhood & Growing Up	6	100	25	9	75	27
CC 2 : Education in India -Status, Problems and Issues	6	100	25	9	75	27
CC 3 : Language across the curriculum - Part 1	4	50	15	6	35	12
CC 4 : Curriculum Development & School	6	100	25	9	75	27
EPC 1 : Reading and Reflecting on Texts	2	50	20	7	30	11
Total		400	110	40	290	104

Note: Assignments & Tasks for Courses 1,2,3,4

BARKATULLAH UNIVERSITY, BHOPAL

Syllabus & Course Structure

BACHELOR OF EDUCATION (B.Ed.)

B.Ed. Course Scheme of Examination - Semester Scheme

Semester - III

Course/Paper	Hours per week	Total marks	Internal (Formative)		External (Summative)	
			Max.	Min.	Max.	Min.
Group A : Core Course						
CC 1 : Pedagogy of a School Subject (Part-II)		50	15	06	35	12
2. School Internship		350	150	54	200	72
3. EPC 1- Educational Psychology Practical		50	10	04	40	14
Total		450	175	64	275	98

Note: Twenty weeks (four weeks) practice Teaching & (Sixteen weeks) internship school.

INTERNSHIP IN TEACHING

The activities and the allotment of marks for internship in teaching in each method of teaching school subjects are as following

S.No.	Particulars	Sem.-III Marks	
		Max.	Min.
1.	Micro Teaching under simulated conditions (Eight Skills)	16×3= 48	17
2.	Lesson planning (Practice Teaching)	100	36
3.	Execution of the lesson in the actual class room situation & school work	100	36
4.	Unit Plan	40	14
5.	Unit Test Administration Evaluation and interpretation	40	14
6.	Resource unit/instructional kit/workbook /working models	12	04
7.	Observation Records	10	04
	Total	350	125

BARKATULLAH UNIVERSITY, BHOPAL
Syllabus & Course Structure

BACHELOR OF EDUCATION (B.Ed.)

B.Ed. Course Scheme of Examination - Semester

Scheme

Semester - IV

Course/Paper	Hours per week	Total marks	Internal (Formative)		External (Summative)	
			Max.	Min.	Max.	Min.
Group B : Core Course						
CC 1 : Gender, School & Society	6	100	25	09	75	27
2. Educational Technology & ICT	6	100	25	09	75	27
3. Creating an inclusive school	6	100	25	09	75	27
4. Optional course : (Any one of the subject mentioned below)	6	100	25	09	75	27
a. Value Education	---	---	---	---	---	---
b. Futureology in Education	---	---	---	---	---	---
c. Health and Physical	---	---	---	---	---	---
d. Guidance and Counseling in School	---	---	---	---	---	---
e. Environmental Education	---	---	---	---	---	---
f. Action Research	---	---	---	---	---	---
EPC 3 : Understanding the self	2	50	20	07	30	11
EPC 4 : Understanding of ICT	2	50	20	07	30	11
Total		500	140	50	360	130

Note: Assignments & Tasks for Courses 1,2,3,4

BARKATULLAH UNIVERSITY BHOPAL
CC 4. Optional Course:
(Any One of the Subject mentioned below)

(a) Value Education

Max. Marks : 75

Min Marks :27

Objectives: Upon completion of the course the student-teachers will be able to:

1. Understand the concept and types of values.
2. Understand the meaning and basic-theories of axiology.
3. Get an insight into the strategies of inculcation of values among children.
4. Develop awareness about the different agencies working in the sphere of value education.
5. Develop skills and techniques needed to teach value education.
6. Understand the role of the teacher in value education.

CONTENT

Unit 1: Introduction to Values

- 1.1 Values: Concept, Nature, Types and Significance
- 1.2 Classification of Values - Intrinsic Values, Instrumental Values, Moral Values, Aesthetic Values, Economic Values, Social Values
- 1.3 Contemporary Values in Indian Context
 - 1.3.1 Panchakosha Theory of Values
 - 1.3.2 Basic Human Values – Truth, Beauty, Goodness, Love, Peace, Non-Violence
 - 1.3.3 Contemporary Values – Scientific Temper, Intellectual Honesty, Social Service and Protection of Environment.

Unit 2: Strategies of Incultation of Values

- 2.1 Sources of Value Education – Autobiography and Biography of Great People, Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings, Episodes from Real Life, Documents etc.

2.2 Techniques of Inculcating Values in Life

2.2.1 Ashtangayoga (Yama, Niyama, Asana, Pranayama, Prathyahara, Dhyana, Dharana, and Samadhi)

2.3 Role of Teachers in Value Education.

Unit 3: Role of Social Agencies in Value Education

3.1 Family

3.2 Religion

3.3 Educational Institutions

3.4 Community

3.5 Mass Media (Print and Electronic)

3.6 Information and Communication Technology (Computer and Internet)

Unit 4: Value Education in Secondary Schools

4.1 Integrated approach

4.2 Direct Approach

4.3 Incidental approach

4.4 Co-curricular and Extra-Curricular Activities

4.1.1 Resolving Value Conflicts (value crisis)

4.1.2 Discussion of Burning Social and Moral Problems

4.1.3 Project Work and Community Centered Activities

Assignments (any one)

1. Visit to religious institutions which are involved in Educational endeavor
2. Documentation of the contributions of the great personalities and institutions for the promotion and protection of values
3. Selection of incidences/ episodes from the biographies depicting particular/ selected value
4. Preparation of Value Judgment Scale

Reference:

- Broudy S. Harry (1961) Building a Philosophy of Education, USA, Prentice-hall Inc.
- Dewey, J. (1916) Democracy and Education. New York: Macmillan.

BARKATULLAH UNIVERSITY BHOPAL

OPTIONAL SUBJECT

(B) FUTUROLOGY IN EDUCATION

Max. Marks : 75

Min. Marks : 27

OBJECTIVES:

- To acquaint students with the significance of the study of Futures in general and Futurology in particular.
- To develop the knowledge and skills of students for Forecasting Futures of Education through methods and techniques.
- To develop critical thinking of students about the problem and prospects of school education in future.

CONTENT:

- UNIT I:** Concept of Future and Future studies:
Needs, Scope and Significance of Futures Studies in General
- UNIT II:** Concepts of Futurology in Education and Futuristic Education:
Needs and relevance of study of Futurology in Education at Teacher Education stage and School stage
- UNIT III:** Parameters of Forecasting Educational Futures.
Different methods of Futures Studies: simple Trend Extrapolation, Brain Storming, Delphi, Future Wheel, Role Playing, and Scenario Writing.
- UNIT- IV:** Futures of Educational Systems:
Library, Classroom, Methods, Media and Teaching Aids, Textbooks, Examination System, Futures School Teachers and Students. Futures of Primary and Secondary Education in the Context of Social and Technological Change

ACTIVITY:

Group Activity (ONE)

Development of Scenario on any one area of Education as specified in Units 4 and 5 using the activities specified in unit 3.

Individual Activity (ONE)

- a. Designing futuristic course content of own subject at school level on the basis of study of Literature.
- b. Writing Scenario of Future of Students/ Teachers/School/ Environment/ Library/ Teaching Aids/ Textbooks; etc. using Future Wheel Exercise.
- c. Using Future Wheel Exercise.

References:

- Ekisirh Sade ke Liya Shiksha. Palash, Madhya Pradesh Shishak Prashikshan Mandal, Bhopal, Jan., 1990.
- NIEPA Report: Education in the 2001, New Delhi, 1986.
- Passi, B.K. and Sahoo, P.K.: Future Studies National Psychological Corporation, Agra, 1991.
- Reddy, N.: Problems of Futurology. Sterling Publishing Co., New Delhi, 1985.
- Sapra, C.L., and Dadauz, S.S.: Education of the Future Management Challenges. National Book, New Delhi, 1986.
- Seth, S.C.: India- The Next 7000 days. Wiley Eastern Ltd., New Delhi, 1986.
- Seth, S.C.: Future Scan and anticipatory Management. Centre for Anticipatory Management, New Delhi.
- Sharma, P.L.: India the Fourth World. Pankaj, New Delhi, 1985.
- Srivastava, A.P.: Teaching and Learning in XII Century. The Learning Laboratory, New Delhi, 1987.
- Toffler, A.: The Third Wave. Pan book, London, 1980.

BARKATULLAH UNIVERSITY BHOPAL

OPTIONAL PAPER

(C) Health and Physical Education

Max. Marks : 75

Min. Marks : 27

Objectives : Upon completion of the course the student-teacher will be able to

1. Understand the significance of Health Education for the all-round development.
2. Maintain and promote good health.
3. Develop the understanding of physical education and its related fields.
4. Acquire the knowledge about the teaching methods of physical education and its activities.
5. Know about the effective organization of physical education activities.

CONTENT

Unit 1: Health and Physical Education

- 1.1 Health : Meaning, Aims and Objectives, Importance and Scope
- 1.2 Physical Education : Meaning, Aims and Objectives, Importance and Scope
- 1.3 Related fields – Recreation, Health Education and Education
- 1.4 National and Emotional Integration through Sports and Physical Education
- 1.5 Yoga – Meaning – Astanga-Yoga – Significance in Modern Society.

Unit 2: Health Service and Supervision

- 2.1 Medical Inspection – Meaning, Procedure and Importance
- 2.2 Personal Care – Skin, Eyes, Ears and Teeth
- 2.3 Safety Education – Meaning and Significance – Safety in Classrooms, Play field, Gymnasium, Roads and Homes
- 2.4 First Aid – Meaning, Significance, principles of giving first aid
- 2.5 Fatigue – Meaning, Causes and Remedies
- 2.6 Balanced DIET – Meaning and Benefits

Unit 3: Leadership, Discipline, Incentives and Awards

3.1 Leadership

- 3.1.1 Qualities of good leader in physical education
- 3.1.2 Teacher leadership
- 3.1.3 Student leadership

3.2 Discipline

- 3.2.1 Meaning
- 3.2.2 Common forms of indiscipline in schools
- 3.2.3 Causes for indiscipline
- 3.2.4 Steps to check indiscipline
- 3.2.5 Rewards and discipline
- 3.2.6 Punishment and discipline

3.3 Incentives and Awards

- 3.3.1 Letter - Crest
- 3.3.2 Cup
- 3.3.3 Trophy
- 3.3.4 Medal
- 3.3.5 Honour Board
- 3.3.6 Scholarship
- 3.3.7 Certificate
- 3.3.8 Cash prize - based on the Player's Performance

Unit 4: Organization of Physical Education Activities

- 1.1 Intramural and Extramural Competitions: Meaning, Organization, Benefits
- 1.2 Tournaments: Meaning, Types - Knock-out and league, Benefits.
- 1.3 Sports meet: Meaning, Organization, Benefits.
- 1.4 Camps and Hikes: Meaning, Organization, Benefits.

BARKATULLAH UNIVERSITY BHOPAL**OPTIONAL PAPER****(D) GUIDANCE AND COUNSELING IN SCHOOLS**

Max. Marks : 75

Min. Marks : 27

Objectives: Upon completion of this course the student-teacher will be able to :

1. Understand the principles, scope and need of guidance and counselling in schools
2. Acquaint himself with nature of different problems faced by children in context of learning and development.
3. Understand the acquisition and process of learning in children with special needs.
4. Acquaint himself with learning disabilities of children and its remedies
5. Take up minimum guidance programme at school level.

CONTENT**Unit 1: Guidance and Counselling**

- 1.1 Introduction to Guidance and Counselling
- 1.2 Nature, Purpose and Scope of Guidance and Counselling
- 1.3 Difference between Guidance and Counselling
- 1.4 Counselling
 - 1.4.1 Principles
 - 1.4.2 Approaches
- 1.5 Areas of Guidance
 - 1.5.1 Educational Guidance
 - 1.5.2 Vocational Guidance
 - 1.5.3 Personal Guidance *

Unit-2: Problems of Developments in Children

- 2.1 Problems related to physical development

- 2.1.1 Common problems faced by children
- 2.1.2 Nutrition
- 2.2 Problems related with Emotional Development
 - 2.2.1 Adjustment to Home
 - 2.2.2 Adjustment to School
 - 2.2.3 Adjustment to Peer Group
 - 2.2.4 Problems related to academic achievement
 - 2.2.5 Problems related to Gender bias and Gender related issues
- 2.5 Applications of the whole child concept for parents, teachers and counselors
- 2.6 Acquisition and Process of Learning
 - 2.6.1 Concept of learning
 - 2.6.2 Factors affecting learning
 - 2.6.3 Physiological factors
 - 2.6.4 Psychological factors
 - 2.6.5 Socio-emotional factors
 - 2.6.6 Educational factors

Unit 3: Learning Disabilities of Children

- 3.1 Factors Contributing to Learning Problems
 - 3.4.1 External factors – Psychological and Educational
 - 3.4.2 Internal factors – Low general ability, Attention, Specific reading, writing etc.
- 3.2 Assessment of the child
 - 3.2.1 Case history
 - 3.2.2 Assessment of general abilities
- 3.3 Remediation
 - 3.3.1 Principles of Guidance Services
 - 3.3.2 Designing remedial strategies.

Unit 4: Guidance for Children with Special Needs

- 4.1 Meaning, definitions and types of exceptional children
- 4.2 Gifted and Creative children

4.3 Slow learners and backward children

4.4 Strategies for helping exceptional children to overcome their problems.

Assignments (any one)

1. Case study of a child with special problem.
2. Publication of a career bulletin based on authentic sources of Jobs. Employment
3. Organization of career conference, Campus Interviews, etc.
4. Organization of Counseling session for (Individual / Groups) students who are genuinely in need of Counseling.
5. Organization of Guidance sessions about services and facilities available in a school or college.

References

- Adams, J.F.(1965) *Counselling and Guidance : A Summary*, New York : The Mc Millan company Ltd.
- Aggarwal. J. C. *Educational & Vocational Guidance & Counselling*. Delhi : Doaba House.
- Asha Bhatnagar (1999) *Guidance and Counselling : Theoretical Perceptive*. Vol-1. New Delhi : Vikas Publishing House.
- Berki B. G. & Mukhopadhyas. B. *Guidance & Counselling : A Manual* New Delhi: Sterling Publishers.
- Byrne, M. and Sheranian. C (1977), *Introduction to Communicative Disorders*, New York: Harper and Row.
- Cattle, W.C. and Downnie N M (1970) *Preparation for Counselling*, Eaglewood Cliffs. N J : Prentice Hall.
- Hammil, D D and Bartel N R (Eds) (1975) *Teaching Children with Learning and Behavioural Disorder*. Boston : Allyn and Bacon.
- Harr, E L and Cramer, S H (1972) *Vocational Guidance and Career Developments in the Schools: Towards a Systems Approach*. Boston : Houghton Mifflin.
- Jones, A J. (1963) *Principles of Guidance*. New York: McGraw Hill.

BARKATULLAH UNIVERSITY BHOPAL

OPTIONAL PAPER

(E) Environmental Education

Max. Marks : 75

Min. Marks : 27

Objectives : Upon completion of the course, the student-teacher will be able to :

1. Understand the concept, significance, scope and terminologies, objectives and programmes of environmental education.
2. Develop awareness about the various types of pollution, ecological imbalances and life and contributions of environmental activities.
3. Interpret the environmental legislations in conservation and protection of the environment.
4. Understand the role of governmental and non-governmental agencies in environmental education.
5. Apply the methods of teaching and evaluation in environmental education.

CONTENT

Unit 1 : Introduction to Environmental Education

- 1.1 Environmental Education – Concept , Importance and Scope
- 1.2 Objectives and Principles of Environmental Education.
- 1.3 Basic Concepts in Environmental Education
 - 1.3.1 Ecology
 - 1.3.2 Eco-System
 - 1.3.3 Ecological Balance
 - 1.3.4 Food Chain
 - 1.3.5 Pollution and Pollutants
 - 1.3.6 Natural Resources
 - 1.3.7 Green House Effect
 - 1.3.8 Bio-degradable and Non-degradable Materials

- B-Ed. (2)
En Ed.
- 1.4 National Environment Awareness Campaign (NEAC)
 - 1.5 Environmental Orientation for School Education (EOSE)
 - 1.6 Environmental Information System (ENVIS).

Unit 2 : Environment and Pollution

- 2.1 Meaning of Environment.
- 2.2 Types of Environment
- 2.3 Types of Environmental Pollution
 - 2.3.1 Air Pollution : Meaning, causes The Air (Prevention and Control of Pollution) Act – 1981.
 - 2.3.2 Water Pollution: Meaning, causes, The Water (Prevention and Control of Pollution) Act – 1977
 - 2.3.3 Soil Pollution : Meaning, causes, Remedies
 - 2.3.4 Sound Pollution : Meaning, causes , Remedies
- 2.4 Ecological Imbalances
 - 2.4.1 Deforestation
 - 2.4.2 Soil Erosion
 - 2.4.3 Extinction of Wild life
 - 2.4.4 Depletion of Ozone layer
- 2.5 Life and Contributions of Environmental Activists.
 - 2.5.1 Mahesh Chandra Mehta
 - 2.5.2 Sunderlal Bahuguna
 - 2.5.3 Vandana Shiva
 - 2.5.4 Maneka Gandhi
 - 2.5.5 Shivaram Karanth

Unit 3 : Agencies in Environmental Education

- 3.1 United Nations Environment Programme (UNEP)
- 3.2 International Union for Conservation of Nature and Natural Resources (IUCN).
- 3.3 Union Ministry of Environment and Forests.
- 3.4 Central Pollution Control Board (CPCB).

- 3.5 Centre for Environment Education (CEE).
- 3.6 National Afforestation and Eco-Development Board (NAEB)
- 3.7 Environment Protection Movements in India.
 - 3.7.1 Chipko Movement
 - 3.7.2 Appiko Movement
 - 3.7.3 Narmada Bachao Andolan (NBA).
 - 3.7.4 Western Ghats Protection Movement

Unit 4: Methods of Teaching Environmental Education

- 4.1 Direct (Specialized) Approach
- 4.2 Integrated (Multi-Disciplinary) Approach
- 4.3 Co-curricular and Extra-Curricular activities.
 - 4.4.1 Project Work.
 - 4.4.2 Intellectual Meets–Seminars, Symposia, Workshops, Conferences, Group Discussion, Debates, Special Lectures, Brain Storming.
 - 4.4.3 Field Outreach and Extension Activities.
 - 4.4.4 Eco-Clubs / Nature Clubs.
 - 4.4.5 Problem Solving Activities related to Burning Ecological Problems.
 - 4.4.6 Quiz, Poster Making, Models Making and Exhibitions.
- 4.5 Evaluation in Environmental Education
 - 4.5.1 Formative Evaluation
 - 4.5.2 Summative Evaluation.

Practicum / Assignments (any one)

1. Visit any one of the following organization and prepare a report on the history, structure, functions and activities
 1. District Environment office
 2. Paryavaran Vahini
 3. Eco-clubs /Nature clubs
2. Collect articles published in News Papers / Periodicals concerning environment and write a critical comment on them.
3. Prepare a Directory of individuals and institutions working for protection of the purity of the environment in your district / state and document the

BARKATULLAH UNIVERSITY BHOPAL**OPTIONAL PAPER****(E) Action Research**

Max. Marks : 75

Min. Marks : 27

Objectives : Upon completion of this course the student-teacher will be able to:

1. Acquire the knowledge of concept of research and educational research.
2. Understand the concept of basic, applied and action research and their differences.
3. Understand the meaning, significance and scope of action research
4. Become aware of action research problems in different areas in schools.
5. Acquire the knowledge of steps involved and tools used in action research.
6. Acquire the skills of conducting action research and to develop the skills of interpreting and reporting the findings of action research.

CONTENT**Unit 1 : Research and Educational Research**

- 1.1 Research – meaning, definition and importance.
- 1.2 Educational Research – meaning, definition and importance.
- 1.3 Steps in Educational Research.
- 1.4 Types of Research : Fundamental/Basic, Applied and Action Research—meaning definition and importance.
- 1.5 Methods of research : Historical, Experimental and Survey
- 1.6 Differences between applied and action research with reference to –
 - i) purpose, ii) definition, iii) hypotheses, iv) sample, v) data collection instruments, vi) data analyses, vii) generalization, viii) limitations

Unit 2 : Action Research

- 2.1 Meaning, definition and scope of action research.
- 2.2 Importance of action research to classroom teachers, administrators and guidance personnel.
- 2.3 Limitations of action research
- 2.4 Action problems in different areas in schools – examples.

Unit 3 : Research Steps and Tools

3.1 Steps in Action Research

- 3.1.1 Identifying the problem area (examples – experimental design and qualitative design).
- 3.1.2 Pinpointing the problem.
- 3.1.3 Problem analysis in terms of causes.
- 3.1.4 Identifying the objectives.
- 3.1.5 Formulating action hypothesis.
- 3.1.6 Designing action plan.
- 3.1.7 Execution of the plan.
- 3.1.8 Analysing the data.
- 3.1.9 Findings
- 3.1.10 Reporting.

3.2 Tools of Data Collection.

- 3.2.1 Achievement Test, Questionnaire, Interview Schedule, Checklist, Rating Scale – meaning, uses, advantages and limitations.
- 3.2.2 Tests/Inventories of Aptitude, Attitude, Interest, Personality, Values, Intelligence and Creativity (knowledge of at least 2 tests in each category).
- 3.2.3 Measures in classroom – Sociometric technique and Classroom Social Distance Scale (uses of these tools in action research)

3.3 Quantitative and Qualitative data – meaning and examples.

- 3.3.1 Analysis of the Data – frequency distribution, measures of central tendency, variability.

C.B.C.S. Unit 4 (10)

A.R.

3.3.2 Co-efficient of correlation (Pearson's rank difference method).

3.3.3 Interpretation of data with an example – descriptive and graphical.

(Note : to be discussed without computation)

Unit 4 : Action Research Report

4.1 Format of report in terms of steps of action research (as in 3.1 above).

4.2 Summary, bibliography and appendix.

Assignments (any one)

Preparation of an action plan on a classroom problem such as :

- a. identifying causes of poor reading ability and suggesting remedial measures.
- b. identifying the causes and types of spelling errors and suggesting remedial measures.
- c. identifying the causes of poor map-reading skills and suggesting remedial measures.
- d. identifying the causes for poor drawing of diagrams and suggesting remedial measures.
- e. identifying the causes of truancy and suggesting remedial measures.
- f. identifying the causes of problem behaviour of students in the classroom and suggesting remedial measures.

(any other problems similar to above mentioned)

Reference

- Aggarwal, J.C. (1975), *Educational Research : An Introduction*. New Delhi : Arya Book Depot.
- Best, J. W. and Kahn, J. V. (2002), *Research in Education*, (7th Ed.) New Delhi : Prentice Hall Pvt. Ltd.
- Corey, S.M. (1953), *Action Research to Improve School Practices*, New York: Bureau of Publications, Columbia University
- Fox, D. J. (1969), *The Research Process in Education*. New York : Holt, Rinehart and Winston, Inc.
- Garrett, H.E. (1969), *Statistics in Psychology and Education*. Bombay : Vakils, Feffer and Simons, Ltd.

- Koul, L. (1984), *Methodology of Educational Research*, New Delhi : Vikas Publishing House Pvt. Ltd.
- McLean J.E. (1995), *Improving Education through Action Research*, California : Corwin Press, INC.
- NCERT (1979), *Research in Classroom*, New Delhi : Volume I to IV.
- Sharma, R.N. (1993), *Methodology of Research in Education*, New Delhi : Surjeet Publications.
- Sidhu, K. S. (1984), *Methodology of Research in Education*, New Delhi : Sterling Publishers Pvt. Ltd.
- Van Dalen, D. (1973) *Understanding Educational Research : An Introduction*, New Delhi : McGraw Hill Book Co.

2017-2019-20-21

1.2.1.

B. Ed. - 2nd Sem. SUBJECT LIST

COMPULSORY SUBJECT

PAPER CODE	PAPER NAME
001	LEARNING AND TEACHING
002	LANGUAGE ACROSS THE CURRICULUM PART II
003	DRAMA AND ART IN EDUCATION

Paper I
P-4
P-5

OPTIONAL SUBJECT

PAPER CODE	PAPER NAME
004	SOCIAL SCIENCE
005	PHYSICAL SCIENCE

Paper II

OPTIONAL SUBJECT

PAPER CODE	PAPER NAME
010	HINDI
011	ENGLISH
013	URDU
014	BIOLOGY
015	MATHEMATICS
016	ECONOMICS

Paper III

उच्चशिक्षा विभाग, म.प्र. शासन

एम.कॉम. कक्षाओं के लिये सेमेस्टर अनुसार पाठ्यक्रम
केन्द्रीय अध्ययन मण्डल द्वारा अनुशासित तथा म.प्र. के राज्यपाल द्वारा अनुमोदित

Department of Higher Education Govt. of M.P.

M.Com. semester wise Syllabus

As recommended by Central Board of Studies and approved by the Governor of M.P.

Syllabus of M.Com. Classes : At a Glance एम.कॉम. कक्षाओं का पाठ्यक्रम : एक दृष्टि में

सेमेस्टर (Semester)	अनिवार्य (Compulsory) या / Or वैकल्पिक (Optional)	विशिष्टकरण विषय समूह (Specialisation Subject Group)	प्रश्न पत्र क्रमांक Question Paper No.	प्रश्न पत्र का शीर्षक (Title of the Question Paper)	Marks Alloted for Two CCE दो सत्र समग्र मूल्यांकन के अंको का आबंटन	Marks Alloted for Semester Ending Main Exam सेमेस्टर अंत मुख्य परीक्षा के अंको का आबंटन	Total Marks Alloted for Paper प्रश्न पत्र के लिए कुल अंको का आबंटन
IV उद्यय	वैकल्पिक (Optional) Accounting लेखांकन	F-601	I	Corporate Accounting निगमीय लेखांकन	15	35	50
		F-602	II	Cost Administration and Control लागत प्रशासन एवं नियंत्रण	15	35	50
		F-603	III	Accounting Theory लेखांकन सिद्धांत	15	35	50
		F-604	IV	Institutional Accounting संस्थागत लेखांकन	15	35	50
		F-605	V	Employment Oriented Project Work रोजगार मूलक परियोजना कार्य			50
Total Marks / कुल अंक							250

उच्चशिक्षा विभाग, म.प्र. शासन

एम.कॉम. कक्षाओं के लिये सेमेस्टर अनुसार पाठ्यक्रम
केन्द्रीय अध्ययन मण्डल द्वारा अनुशंसित तथा म.प्र. के राज्यपाल द्वारा अनुमोदित

Department of Higher Education Govt. of M.P.

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As recommended by Central Board of Studies and approved by the Governor of M.P.

Syllabus of M.Com. Classes : At a Glance एम.कॉम. कक्षाओं का पाठ्यक्रम : एक दृष्टि में

सेमेस्टर (Semester)	अनिवार्य (Compulsory) या / Or वैकल्पिक (Optional)	विशिष्टकरण विषय समूह (Specialisation Subject Group)	प्रश्न पत्र क्रमांक Question Paper No.	प्रश्न पत्र का शीर्षक (Title of the Question Paper)	Marks Alloted for Two CCE दो सत्र समग्र मूल्यांकन के अंको का आवंटन	Marks Alloted for Semester Ending Main Exam सेमेस्टर अंत मुख्य परीक्षा के अंको का आवंटन	Total Marks Alloted for Paper प्रश्न पत्र के लिए कुल अंको का आवंटन
IV चतुर्थ	वैकल्पिक (Optional) Taxation कराधान	G-701	I	Direct Tax In India भारत में प्रत्यक्ष कर	15	35	50
		G-702	II	Business Taxation व्यवसायिक कराधान	15	35	50
		G-703	III	Indirect Taxation अप्रत्यक्ष कर	15	35	50
		G-704	IV	Sales and Service Tax विक्रय एवं सेवाकर	15	35	50
		G-705	V	Employment Oriented Project Work रोजगार मूलक परियोजना काय			50
Total Marks / कुल अंक							250

उच्चशिक्षा विभाग, म.प्र. शासन

एम.कॉम. कक्षाओं के लिये सेमेस्टर अनुसार पाठ्यक्रम
केन्द्रीय अध्ययन मण्डल द्वारा अनुशसित तथा म.प्र. के राज्यपाल द्वारा अनुमोदित

Department of Higher Education Govt. of M.P.

M.Com. semester wise Syllabus

As recommended by Central Board of Studies and approved by the Governor of M.P.

Syllabus of M.Com. Classes : At a Glance एम.कॉम. कक्षाओं का पाठ्यक्रम : एक दृष्टि में

समेस्टर (Semester)	अनिवार्य (Compulsory) या / Or वैकल्पिक (Optional)	विशिष्टकरण विषय समूह (Specialisation Subject Group)	प्रश्न पत्र क्रमांक Question Paper No.	प्रश्न पत्र का शीर्षक (Title of the Question Paper)	Marks Alloted for Two CCE दो सत्र समग्र मूल्यांकन के अंको का आवंटन	Marks Alloted for Semester Ending Main Exam सेमेस्टर अंत मुख्य परीक्षा के अंको का आवंटन	Total Marks Alloted for Paper प्रश्न पत्र के लिए कुल अंको का आवंटन
IV चतुर्थ	वैकल्पिक (Optional)	D-401	I	Advertising and Sales Management विज्ञापन एवं विक्रय प्रबंध	15	35	50
	Marketing Management विपणन प्रबंध	D-402	II	Consumer Behaviour उपभोक्ता व्यवहार	15	35	50
		D-403	III	Rural and Agricultural Marketing ग्रामीण तथा कृषि विपणन	15	35	50
		D-404	IV	International Marketing अंतर्राष्ट्रीय विपणन	15	35	50
		D-405	V	Employment Oriented Project Work रोजगार मूलक परियोजना कार्य			50
Total Marks / कुल अंक							250



BARKATULLAH UNIVERSITY, BHOPAL

B.B.A. COURSE CURRICULUM (w.e.f. Session 2016-17)

Scheme of Examination (from batch admitted in 2016)

Semester –I

Sub. Code	Subject	Marks
B - 101	English Language	50
B - 102	Fundamentals of Business Management	50
B - 103	Computer Application	50
B - 104	Managerial Economics	50
B - 105	Introduction to Financial Accounting	50
Total Marks		250

Semester –II

Sub. Code	Subject	Marks
B - 106	Business Communication	50
B - 107	Macro Economics	50
B - 108	Principles of Management	50
B - 109	Business Statistics	50
B - 110	Business Environment	50
Total Marks		250

Semester –III

Sub. Code	Subject	Marks
B - 111	Marketing Management	50
B - 112	Introduction to International Business	50
B - 113	Business Organisation	50
B - 114	Personnel Management	50
B - 115	Financial Management	50
Total Marks		250

Semester –IV

Sub. Code	Subject	Marks
B - 116	Business Law	50
B - 117	Management Accounting	50
B - 118	Research Methodology	50
B - 119	Strategic Management & Business Policy	50
B - 120	Quantitative Techniques	50
Total Marks		250

Semester –V

Sub. Code	Subject	Marks
B - 121	Management Information System	50
B - 122	Entrepreneurship	50
B - 123	Supply Chain & Logistics Management	50
B - 124	Specialization 1	50
B - 125	Specialization 2	50
Total Marks		250

Semester –VI

Sub. Code	Subject	Marks
B - 126	Business Ethics	50
B - 127	E-commerce	50
B - 128	Specialization 1	50
B - 129	Specialization 2	50
B - 130	Comprehensive Viva-Voce	50
Total Marks		250
Grand Total Marks		1500

Note: I Students are to choose any two specialization areas out of five viz... Marketing Management, Finance, Human Resource, Retail Management and Banking & Financial Services.

- II Out of the two papers of each specialization, the student has to study paper I in Sem. V and paper 2 in Sem. VI
- III Student will be preparing a project report on one of the specialization areas which will be evaluated internally by the college.

SPECIALISATION

Marketing Management			Finance Management		
Sub. Code	Subject	Sem.	Sub. Code	Subject	Sem.
BSM - 1	Consumer Behaviour & Service Marketing	Sem. V	BSF - 1	Working Capital Management	Sem. V
BSM - 2	Advertising Management	Sem. VI	BSF - 2	Investment Analysis & Portfolio Management	Sem. VI

Retail Management			Human Resource Management		
Sub. Code	Subject	Sem.	Sub. Code	Subject	Sem.
BSR- 1	Principles & Practices of Retail Marketing	Sem. V	BSHR - 1	Human Resource Management	Sem. V
BSR - 2	Retail Operations Management	Sem. VI	BSHR - 2	Training & Development	Sem. VI

Banking & Financial Services		
Sub Code	Subject	Sem.
BSBF - 1	Marketing of Financial Services	Sem. V
BSBF - 2	Financial Institution & Markets	Sem. VI

Distribution of Marks:

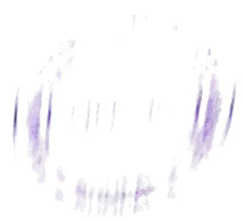
Sem. I - 250	Sem. II - 250	Sem. III - 250	
Sem. IV - 250	Sem. V - 250	Sem. VI - 250	Total Marks - 1500

Scheme of Examination:

Total Marks: (Internal 15, External 35) = 50 Marks for each paper.

Pattern for External Valuation:

Sec A:	(Objective) 5 out of 8	5 X 1 = 5
Sec B:	(Short Answer) 3 out of 5	3 X 3 = 9
Sec C:	(Essay type & case) 3 out of 5	3 X 7 = 21



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बी.बी.ए. तीन वर्षीय प्रस्तावित पाठ्यक्रम (वार्षिक पद्धति)
(नियमित विद्यार्थियों हेतु)

बी.बी.ए. प्रथम वर्ष				
समूह	प्रश्नपत्र एवं नाम	शैक्षणिक परीक्षा के अंक	आंतरिक मूल्यांकन के अंक	कुल अंक
समूह I	प्रश्नपत्र I प्रबंधन के सिद्धान्त	42.5	15	100
	प्रश्नपत्र II संप्रेषण कौशल			
समूह II	प्रश्नपत्र III सूक्ष्म अर्थशास्त्र	42.5	15	100
	प्रश्नपत्र IV व्यावसायिक सांख्यिकी			
समूह III	प्रश्नपत्र V वित्तीय लेखांकन	42.5	15	100
	प्रश्नपत्र VI व्यावसायिक गणित			
बी.बी.ए. द्वितीय वर्ष				
समूह IV	प्रश्नपत्र VII विपणन प्रबंधन	42.5	15	100
	प्रश्नपत्र VIII विपणन शोध			
समूह V	प्रश्नपत्र IX वित्तीय प्रबंधन	42.5	15	100
	प्रश्नपत्र X परियोजना प्रबंधन			
समूह VI	प्रश्नपत्र XI मानव संसाधन प्रबंधन	42.5	15	100
	प्रश्नपत्र XII संगठनात्मक व्यवहार			
बी.बी.ए. तृतीय वर्ष				
समूह VII	प्रश्नपत्र XIII उद्यमिता विकास	42.5	15	100
	प्रश्नपत्र XIV प्रबंधकीय सूचना प्रणाली			
समूह VIII	प्रश्नपत्र XV व्यावसायिक पर्यावरण	42.5	15	100
	प्रश्नपत्र XVI व्यावसायिक सन्नियम			
समूह IX	चयनात्मक चयन अ : विपणन प्रश्नपत्र XVII उपभोक्ता संव्यवहार प्रश्नपत्र XVIII विज्ञापन प्रबंधन एवं विक्रय संवर्धन या चयन ब : वित्त प्रश्नपत्र XVII कार्यशील पूंजी प्रबंधन प्रश्नपत्र XVIII निगमीय करारोपण या चयन स : मानव संसाधन प्रबंधन प्रश्नपत्र XVII मानव संसाधन विकास प्रश्नपत्र XVIII मजदूरी एवं वेतन प्रशासन (विद्यार्थियों को अ,ब अथवा स में से किसी एक चयनात्मक समूह के प्रश्नपत्र चुनना है)	42.5 42.5	15	100

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GROUPS OF SUBJECTS

Function course in compulsory for All (Regular) Candidates

A. Arts/Social Sciences Faculty

1. Political Science/Philosophy/Public Administration
2. Sociology/Music-Vocal/Music Instrumental/Psychology/ Dance-Kathak/Dance barat Nadyam/Social Work/Math/ Drawing and Painting
3. History/ Economics/A.I.H. and Culture./ Geography
4. Hindi Lit./Functional Eng./Arabic/Persian
5. Home Science/Computer Application/Statistics/Defense & Strategist Studies (Military Science)/Rural Banking /Agriculture Marketing/ English Lit
6. Sanskrit lit./Marathi Lit./Urdu Lit.

Note :- (i) Only one subject to be chosen from one group.

(ii) Student are not permitted to change the group of subject.

Department of Higher Education, Govt. of M.P.
Under Graduate Annual Wise Syllabus
As recommended by Central Board of Studies and Approved by the Governor of
M.P

उच्च शिक्षा विभाग, म.प्र. शासन
स्नातक कक्षाओं के लिए वार्षिक पद्धति अनुसार पाठ्यक्रम
केन्द्रीय अध्ययन मण्डल द्वारा अनुमोदित तथा म.प्र. के राज्यपाल द्वारा अनुमोदित
(session/सत्र - 2017-2018)

Class/कक्षा	B.A. 1 year / बी.ए. प्रथम वर्ष
Subject/ विषय	Political Science/ राजनीति विज्ञान
Title of Paper	Basic Principles of Political Science
प्रश्न पत्र का शीर्षक	राजनीति विज्ञान के मूल सिद्धांत
Paper/ प्रश्न पत्र	First/ प्रथम
Max. Marks: अधिकतम अंक	42 5 नियमित विद्यार्थी / Regular Student
	50 स्वाध्यायी विद्यार्थी / Private Student

Particular / विवरण

Unit- I	Political Science- Defination, Nature and Scope Methods: Traditional and Modern, Relations with other Social Sciences - Sociology, History, Economics, Psychology and Geography.
इकाई- I	राजनीति विज्ञान- परिभाषा, प्रकृति एवं क्षेत्र। अध्ययन पद्धति- परंपरागत एवं आधुनिक। अन्य सामाजिक विज्ञानों के साथ संबंध- समाजशास्त्र, इतिहास, अर्थशास्त्र, मनोविज्ञान और भूगोल
Unit- II	State- Essential Elements, Functions, & Principles of Origin of State. Concept of Nation and Nationality, Theory of Sovereignty, Separation of Powers, Citizenship & Civil Society.
इकाई- II	राज्य - आवश्यक तत्व, कार्य एवं उत्पत्ति के सिद्धांत। - राष्ट्र एवं - राष्ट्रीयता की अवधारणा संप्रभुता का सिद्धांत, शक्ति पृथक्करण नागरिकता एवं नागरिक समाज।
Unit- III	Rights and Duties, Liberty & Equality, Justice, Constiution: Meaning & Types, Welfare State.
इकाई- III	अधिकार और कर्तव्य- स्वतंत्रता और समानता, न्याय संविधान का अर्थ एवं प्रकार, लोक कल्याणकारी राज्य।
Unit- IV	Types of Government : Unitary & Federal, Parliamentary & Presidential, Theories of Democracy
इकाई- IV	सरकार के प्रकार - एकात्मक एवं संघात्मक, संसदात्मक एवं अध्यक्षतात्मक, लोकतंत्र के सिद्धांत
Unit- V	Political Parties: National & Regional, Pressure Groups
इकाई- V	राजनीतिक दल - राष्ट्रीय एवं क्षेत्रीय, दबाव समूह।

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28/4/17
S.K. PAREJ

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28/4/17
(Dr. Neeta Gupta)

[Signature]
A. Sharma
519वीं एम.पी.सी.सी.
28-04-17

[Signature]
28/4/17
Dr. Anita Deshpande

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28.4.17
(Dr. Somnath Surood)

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28/4/17
अध्यक्ष अखिल म.प्र. विश्वविद्यालय
28.4.17

B. A. I, II & III Year (Economics)

बी.ए. प्रथम वर्ष B.A. I Year (2017-18)	- अर्थशास्त्र प्रथम प्रश्न पत्र-व्यष्टि अर्थशास्त्र (नियमित 42.5 / स्वाध्यायी 50) Economics First Paper - Micro Economics - अर्थशास्त्र द्वितीय प्रश्न पत्र- भारतीय अर्थव्यवस्था (नियमित 42.5 / स्वाध्यायी 50) Economics Second Paper- Indian Economy
बी.ए. द्वितीय वर्ष B.A. II Year (2018-19)	- अर्थशास्त्र प्रथम प्रश्न पत्र- समष्टि अर्थशास्त्र (नियमित 42.5 / स्वाध्यायी 50) Economics First Paper - Macro Economics - अर्थशास्त्र द्वितीय प्रश्न पत्र-सार्वजनिक वित्त एवं अंतरराष्ट्रीय अर्थशास्त्र (नियमित 42.5 / स्वाध्यायी 50) Economics Second Paper- Public Finance & International Economics
बी.ए. तृतीय वर्ष B.A. III Year (2019-20)	- अर्थशास्त्र प्रथम प्रश्न पत्र -विकास एवं पर्यावरण अर्थशास्त्र-(नियमित 42.5/स्वाध्यायी 50) Economics First Paper- Development & Environment Economics - अर्थशास्त्र द्वितीय प्रश्न पत्र- सांख्यिकी (नियमित 42.5 / स्वाध्यायी 50) Economics Second Paper- Statistics

परीक्षा अंक योजना

Examination Marking Scheme

नियमित विद्यार्थियों के लिए 15 अंक का आंतरिक मूल्यांकन (5 अंक त्रैमासिक एवं 10 अंक छःमाही) प्रत्येक प्रश्न पत्र में 42.5 का अंक विभाजन

खण्ड 'अ' वस्तुनिष्ठ प्रश्न

$$5 \times 0.5 = 2.5$$

खण्ड 'ब' लघु उत्तरीय प्रश्न

$$5 \times 3 = 15$$

खण्ड 'स' दीर्घ उत्तरीय प्रश्न

$$5 \times 5 = 25$$

Internal Assessment for regular student is 15 marks (5 marks for quaterly and 10 marks for half yearly Assesment).

Marks Division of 42.5 marks for each question paper is as follow

Section 'A' - Objective Questions

$$5 \times .5 = 2.5$$

Section 'B' Short answer questions

$$5 \times 3 = 15$$

Section 'C' Long answer questions

$$5 \times 5 = 25$$

स्वाध्यायी विद्यार्थियों के लिये प्रत्येक प्रश्न पत्र में 50 अंक का विभाजन

खण्ड 'अ' वस्तुनिष्ठ प्रश्न

$$5 \times 2 = 10$$

खण्ड 'ब' लघु उत्तरीय प्रश्न

$$5 \times 3 = 15$$

खण्ड 'स' दीर्घ उत्तरीय प्रश्न

$$5 \times 5 = 25$$

Marks division for private students 50 marks for each question paper is as follow.

Section 'A' - Objective Questions

$$5 \times 2 = 10$$

Section 'B' Short answer questions

$$5 \times 3 = 15$$

Section 'C' Long answer questions

$$5 \times 5 = 25$$

28/11/17
DR. H. B. Gupta
28.11.17

S. Prakash

S. Prakash

Dr. H. B. Gupta
Rashmi Chaur
R.K. Sharma

S. Prakash
(S. Prakash)

Anna Kusumakar
Mallik
Mallik P. H. S.



B. A. I, II & III Year (Sociology)

बी.ए. प्रथम वर्ष B.A. I Year (2017-18)	प्रथम प्रश्नपत्र - समाजशास्त्र की प्राथमिक अवधारणाएं (नियमित 42.5 / स्वाध्यायी 50) First Paper - Basic concept of Sociology द्वितीय प्रश्नपत्र- भारतीय समाज (नियमित 42.5 / स्वाध्यायी 50) Second Paper- Indian Society
बी.ए. द्वितीय वर्ष B.A. II Year (2018-19)	प्रथम प्रश्नपत्र - सामाजिक प्रक्रियाएं एवं परिवर्तन (नियमित 42.5 / स्वाध्यायी 50) First Paper - Social Processes and Change द्वितीय प्रश्नपत्र- ग्रामीण, नगरीय एवं जनजातीय समाज (नियमित 42.5 / स्वाध्यायी 50) Second Paper- Rural, Urban and Tribal Society
बी.ए. तृतीय वर्ष B.A. III Year (2019-20)	प्रथम प्रश्नपत्र - प्रमुख समाजशास्त्रीय विचार (नियमित 42.5 / स्वाध्यायी 50) First Paper- Basic of Sociological Thought द्वितीय प्रश्नपत्र - सामाजिक अनुसंधान विधि (नियमित 42.5 / स्वाध्यायी 50) Second Paper- Methods of Social Research

परीक्षा अंक योजना Examination Marks Scheme

नियमित विद्यार्थियों के लिए 15 अंक का आंतरिक मूल्यांकन (5 अंक त्रैमासिक एवं 10 अंक छःमाही)
प्रत्येक प्रश्न पत्र में 42.5 का अंक विभाजन
खण्ड 'अ' वस्तुनिष्ठ प्रश्न
 $5 \times 0.5 = 2.5$
खण्ड 'ब' लघु उत्तरीय प्रश्न
 $5 \times 3 = 15$
खण्ड 'स' दीर्घ उत्तरीय प्रश्न
 $5 \times 5 = 25$

Internal Assessment for regular student is 15 marks (5 marks for quarterly and 10 marks for half yearly Assesment).
Marks Division of 42.5 marks for each question paper is as follow
Section 'A' - Objective Questions
 $5 \times .5 = 2.5$
Section 'B' Short answer questions
 $5 \times 3 = 15$
Section 'C' Long answer questions
 $5 \times 5 = 25$

स्वाध्यायी विद्यार्थियों के लिये प्रत्येक प्रश्न पत्र में 50 अंक का विभाजन

खण्ड 'अ' वस्तुनिष्ठ प्रश्न
 $5 \times 2 = 10$
खण्ड 'ब' लघु उत्तरीय प्रश्न
 $5 \times 3 = 15$
खण्ड 'स' दीर्घ उत्तरीय प्रश्न
 $5 \times 5 = 25$

Marks division for private students 50 marks for each question paper is as follow.

Section 'A' - Objective Questions
 $5 \times 2 = 10$
Section 'B' Short answer questions
 $5 \times 3 = 15$
Section 'C' Long answer questions
 $5 \times 5 = 25$

50/11/17
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S. ... 28/4/17

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... 28/4/17

Department of Higher Education, Govt of M.P.
Under graduate Semester wise syllabus
As recommended by Central Board of Studies and approved by the governor of M.P.

उच्च शिक्षा विभाग, म.प्र. शासन
स्नातक कक्षाओं के लिये वार्षिक पाठ्यक्रम
केंद्रीय अध्ययन मण्डल द्वारा अनुशंसित तथा म.प्र. के राज्यपाल द्वारा अनुमोदित



Session 2017-2018

सत्र - 2017-18

Class/कक्षा	:	B.A/बी.ए. प्रथम वर्ष
Subject/विषय	:	हिन्दी साहित्य
प्रश्न पत्र	:	प्रथम
Title of paper	:	Pracheen evam Madhyakaleen Kavya
प्रश्नपत्र का शीर्षक	:	प्राचीन एवं मध्यकालीन काव्य
Max.Marks /अधिकतम अंक	:	42 ½ नियमित विद्यार्थियों के लिए निर्धारित 50 स्वाध्यायी विद्यार्थियों के लिए निर्धारित

Particulars/विवरण

इकाई एक	कबीर, सूरदास, तुलसीदास, बिहारी, घनानन्द, भूषण- निर्धारित अंशों से व्याख्या
इकाई दो	भक्तिकाल एवं रीतिकाल की पृष्ठभूमि, प्रमुख प्रवृत्तियों, धाराएँ एवं विशेषताएँ
इकाई तीन	कबीर, सूर और तुलसी पर समीक्षात्मक प्रश्न
इकाई चार	बिहारी, घनानन्द और भूषण पर समीक्षात्मक प्रश्न
इकाई पांच	द्रुत पाठ के कवि अमीर खुसरो, विद्यापति, जायसी, मीरा, रसखान, केशव, पदमाकर (व्यक्तित्व एवं कृतित्व)
नोट-	द्रुत पाठ के कवियों पर लघु उत्तरीय प्रश्न पूछे जायेंगे।

पाठ्यांश-

1. कबीरदास- सम्पादक -डॉ. श्यामसुन्दरदास- काशी नागरी प्रचारिणी सभा, काशी
गुरुदेव को अंग, बिरह को अंग, ग्यान बिरह को अंग प्रत्येक से प्रारंभिक 5-5 साखी एवं प्रारंभिक 5 पद
2. सूरदास - सम्पादक- डॉ.धीरेन्द्र वर्मा
उद्धव संदेश - कुल 15 पद- कम संख्या 9, 10, 15, 21, 22, 26, 27, 29, 52, 53, 62, 82, 95, 101 एवं 120
3. तुलसीदास - (प्रकाशक-गीता प्रेस गोरखपुर)
विनय पत्रिका एवं कवितावली से प्रारंभिक 5-5 पद,
अयोध्या कांड (रामचरितमानस) दोहा क्रमांक 117 से 121 तक
4. बिहारी- बिहारी रत्नाकर -सम्पादक - जगन्नाथ दास रत्नाकर: (भक्ति, नीति, प्रकृति, श्रृंगार, बिरह के 5-5 दोहे
) दोहा संख्या-1,5,6,7,8,11,14,16,18,19,21,25,28,31,32,35,37,38,41,51=कुल 20 दोहे

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(1)

Department of Higher Education, Govt. of M. P.
Under Graduate Unified Syllabus for B.A. Three Year Degree Course
As a recommended by Central Board of Studies and approved by the Governor of M. P.

उच्च शिक्षा विभाग मा प्रो शासन
स्नातक स्तर की बी० ए० उपाधि के एकीकृत तीन वर्षीय पाठ्यक्रम के अन्तर्गत केन्द्रीय अध्ययन मण्डल द्वारा
अनुशंसित तथा मा प्रो के महामहिम राज्यपाल द्वारा अनुमोदित
सत्र 2017-18 से प्रभावशील

Note: The syllabus of B.A. Part-I consists of two theory papers of 42.5 marks each and there will be 15 marks for the Internal Assessment. Out of the 15 marks allocated for the Internal Assessment, 5 marks will be given after three months and 10 marks will be given after six months of the course.



Subject : English Literature
Class : B.A. Part- I
Paper : I
Title : Poetry
Maximum Marks : 42.5

The scheme of examination and the allotment of marks shall be as under:-

Section A	Objective Type Questions (At least one question to be set from each unit)	5X1 = 5.5 Marks (The last question shall be of 1.5 marks)
Section B	Short Answer Type Questions (Annotations) (Eight questions (two from each unit) to be set from unit II, III, IV & V and four to be attempted)	4X3 = 12 Marks
Section C	Long Answer Type Questions (Ten questions (two from each unit) to be set from unit I, II, III, IV & V and five to be attempted)	5X5 = 25 Marks
TOTAL		42.5 Marks

Unit-I	Poetry and Its Forms
Unit-II	William Shakespeare : Sonnet No. 3, Look in Thy Glass ✓ Sonnet No. 26, Lord of My Love ✓ Sonnet No. 18, Shall I Compare Thee to a Summer's Day ✓ Sonnet No. 116, Let Me Not to the Marriage of true Minds ✓ John Milton : On His Blindness On His Having Arrived at the Age of 23
Unit-III	John Donne : Good Morrow, Love's Alchemy John Dryden : Absalom and Achitophel (Lines 1-50) ✓ Alexander Pope : Ode to Solitude
Unit-IV	Thomas Gray : Elegy Written in a Country Churchyard. William Collins : In the Downhill of Life Oliver Goldsmith : Memory
Unit-V	William Blake : Tyger Tyger, The Garden of Love, A Divine Image P. B. Shelly : Ode to the West Wind John Keats : Ode to a Nightingale.

R. B. Khan
Dr. Rashmi Bhanu Khas
27.4.17

Dr. Neeraj Agnihotri
27/4/17
(Dr. Neeraj Agnihotri)

Dr. Anshu Chandra
27/4/2017
(Dr. Anshu Chandra)

Dr. Vinay Kumar Sharma
(Dr. Vinay Kumar Sharma)

B.A. History

Department Of higher Education, Govt. Of M.P.

Under Graduate Syllabus

As Recommended by Central Board of Studies

उच्च शिक्षा विभाग, मध्य प्रदेश शासन
स्नातक कक्षाओं के लिये सेमेस्टर अनुशार पाठ्यक्रम
केन्द्रीय अध्ययन मण्डल द्वारा अनुशसित

Session 2017-18

इतिहास विषय में बी. ए. प्रथम वर्ष में दो, द्वितीय वर्ष में दो एवं तृतीय वर्ष में दो सैद्धान्तिक प्रश्न पत्र होंगे, इसमें वस्तुनिष्ठ, लघु उत्तरीय एवं दीर्घ उत्तरीय प्रश्न पूछे जाएंगे। प्रत्येक सैद्धान्तिक प्रश्न पत्र 42½ अंकों का होगा। साथ ही 15 अंकों का आन्तरिक मूल्यांकन होगा। (5 अंक त्रैमासिक एवं 10 अंक छमाही) स्वाध्यायी विद्यार्थियों के लिये प्रति प्रश्न पत्र 50 अंकों का होगा।

Type of Question प्रश्न का प्रकार	No. of question प्रश्नों की संख्या	Marks/ अंक		Total Marks/ कुल अंक			
		Regular	Private	Regular	Private		
Objective question वस्तुनिष्ठ प्रश्न	05	0.5	01	2.5	05		
Short Answer question लघु उत्तरीय प्रश्न	05	3	03	15	15		
Long Answer question दीर्घ उत्तरीय प्रश्न	05	5	06	25	30		
Total Marks कुल अंक						42½	50

① Dr. Seena Shewar ^{Seena 28/4}

② Dr. Mallika Khan

③ Dr. Shradha Dubey ^{26.4.17}

④ Dr. Jyotsna Agrawal

⑤ Dr. Vibha Shrivastava

⑥ Dr. Ravindra Singh

⑦ Dr. K.L. Sahu

⑧ Dr. B.C. Joshi

⑨ Dr. R.R. Shah

B.A. Geography - I yr.

78

भूगोल विषय की स्नातक कक्षाओं के नियमित विद्यार्थियों के लिए सैद्धान्तिक प्रश्न पत्रों का अंक विभाजन

क्र.	कक्षा	विषय / प्रश्नपत्र	प्रश्नपत्र का नाम	सैद्धान्तिक	आंतरिक मूल्यांकन		कुल अंक
					त्रैमासिक	अर्द्धवार्षिक	
1.	बी.ए. प्रथम वर्ष	प्रथम	भौतिक भूगोल (स्थलमण्डल)	42.5	5	10	100
		द्वितीय	भूगोल का परिचय एवं मानव भूगोल	42.5			
		तृतीय	प्रायोगिक भूगोल				
							50
2.	बी.ए. द्वितीय वर्ष	प्रथम	भौतिक भूगोल (वायुमण्डल एवं जलमण्डल)	42.5	5	10	100
		द्वितीय	आर्थिक भूगोल	42.5			
		तृतीय	प्रायोगिक भूगोल				
							50
3	बी.ए. तृतीय वर्ष	प्रथम	भारत का भूगोल (म.प्र. के विशेष संदर्भ में)	42.5	5	10	100
		द्वितीय	पर्यावरण एवं संसाधन प्रबंधन	42.5			
		तृतीय	प्रायोगिक भूगोल				
							50

नोट:- भूगोल विषय की स्नातक कक्षाओं के स्वाध्यायी परीक्षार्थियों के लिये प्रत्येक प्रश्न पत्र 50 अंकों का होगा।

भूगोल विषय की स्नातक कक्षाओं के लिए प्रायोगिक अंकों का विभाजन

क्र.	कक्षा	पूर्णांक	प्रयोगशाला कार्य	सर्वेक्षण कार्य	भौगोलिक भ्रमण / ग्राम सर्वेक्षण प्रतिवेदन	प्रायोगिक अभिलेख	मौखिकी
1	बी.ए. प्रथम वर्ष	50	25	10	-	10	5
2	बी.ए. द्वितीय वर्ष	50	25	10	-	10	5
3	बी.ए. तृतीय वर्ष	50	20	10	10	5	5

नोट : शासकीय नियमानुसार भौगोलिक भ्रमण में सम्मिलित होने वाले विद्यार्थियों को केवल यात्रा किराया एवं शिक्षकों को यात्रा एवं दैनिक भत्ता की पात्रता होगी।

28/4/17
 (Dr. ANJESH DEUSHTA)
 28/4/17
 (DR. M.L. BACHOTA)
 28/4/17
 (DR. D.P. NEMAK)
 28/4/17
 (DR. DORLEY R. DUBAI)
 28/4/17
 (DR. TRIPTA JHA)
 28/4/17
 (D. Singh)
 28/4/17
 (R. Dubai)

Department of Higher Education, Govt. of M.P.
Annual Syllabus for Undergraduates
As recommended by Central board of Studies
Approved by HE the Governor of M.P.
Session 2017-18
B.A. - I Year

①

Paper – I: Basic Psychological Processes

Theory Marks: 42 ½

Unit – I- Introduction: Subject matter, Fields of Psychology.
Schools of Psychology: Structuralism, Functionalism, Behaviourism, Gestalt Psychology and Psychoanalysis.

Unit – II- Sensation: Meaning, Structure of Eye and Ear.
Attention: Nature, Types and Determinants.
Perception: Nature and Laws of Perceptual Organization.

Unit – III- Learning: Meaning, Determinants and Importance, Theories of Learning: Thorndike, Pavlov, Skinner and Köhler.
Verbal Learning: Material, Methods: - Recall- Free & Serial Learning, Part VS Whole, Anticipation, Recognition, Method of paired associated learning, Transfer of Training.

Unit – IV- Memory: Nature, Types: Short Term Memory (STM), Long Term Memory (LTM), Sensory Memory (only Conceptual Framework)
Forgetting: Nature, Forgetting Curve, Determinants of Forgetting, Proactive and Retroactive Inhibition.
Intelligence: Nature, Theories: Two Factor and Group Factor, Intelligence Quotient

Unit – V- Motivation: Meaning and Criteria, Types of Motives: Biological and Psychosocial (Achievement, Affiliation and Power).
Emotion: Nature, Theories: Cannon-Bard, James-Lange and Two Factor Theory.
Personality; Meaning and Determinants.

Reference Book:

1. Zimabardo P.G. & Weber A.L. (1997), Psychology. New York: Harper Collins Publishers.
2. Kothurkar & Vanarase Experimental Pshchology Himalaya P.t.b. Mumbai.
3. Feldman R.S. Understanding Psychology, Tata Mc Graw Hill, New Delhi.
4. लाल बचन त्रिपाठी एवं अन्य (1997) आधुनिक प्रायोगिक मनोविज्ञान हरप्रसाद भार्गव, आगरा।
5. आलम, श्रीवास्तव, शर्मा व तिवारी (2004) आधुनिक सामान्य मनोविज्ञान, मोतीलाल बनारसीदास, मुद्रा प्रकाशन नई दिल्ली।
6. प्रीती वर्मा एवं डी०एन० श्रीवास्तव (1996) आधुनिक प्रयोगात्मक मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा।
7. अरुण कुमार पुरोहित, प्रयोगात्मक मनोविज्ञान हिन्दी ग्रन्थ अकादमी, भोपाल।
8. आनन्द पुरोहित, प्रयोगात्मक मनोविज्ञान हिन्दी ग्रन्थ अकादमी, भोपाल।
9. ब्रज कुमार मिश्रा, मानव व्यवहार का अध्ययन (2010) फाई लर्निंग।
10. सिंह, अरुण कुमार (2011) उच्चतर सामान्य मनोविज्ञान, मोतीलाल बनारसीदास, दिल्ली।
11. तिवारी, आई०पी० एवं दानी, वीना (2001) मनोविज्ञान का इतिहास एवं संप्रदाय हिन्दी ग्रन्थ अकादमी, भोपाल।

Tripathi
N. Tripathi

Saraj Kothari Sudha Mehta

Amrita Puri Singh

Shahid
Shahid Dindole

Department of Higher Education, Govt. of M.P.
Under Graduate Annual Examination System Syllabus.
As recommended by Central Board of Studies and approved by the Governor of M.P.

उच्च शिक्षा विभाग म०प्र० शासन
तथा म०प्र० के राज्यपाल द्वारा अनुमोदित पाठ्यक्रम
Session 2017-18



Class / कक्षा	:	B.A. - I / बी०ए० प्रथम वर्ष
Paper/ प्रश्नपत्र	:	I / प्रथम
Subject / विषय	:	Public Administration / प्रशासन
Title of paper प्रश्नपत्र का शीर्षक	:	Principles of Administration
compulsory / Optional	:	लोक प्रशासन के सिद्धांत
Maximum Marks/ अधिकतम अंक	:	नियमित विद्यार्थियों के लिये - 40 अंक स्वाध्यायी परीक्षार्थियों के लिए - 50 अंक

Syllabus	
UNIT - I	Meaning nature, scope and Importance of Public Administration. Evolution of Public Administration, New Public Administration, Relation of Public Administration with other social sciences (political science, Economics, Psychology and sociology) Public and private administration.
इकाई -1	लोक प्रशासन का अर्थ, प्रकृति, क्षेत्र एवं महत्व। लोक प्रशासन का विकास। नवीन लोक प्रशासन। लोक प्रशासन का अन्य सामाजिक विज्ञानों से संबंध, (राजनिति विज्ञान, अर्थशास्त्र, मनोविज्ञान और समाज शास्त्र) निजी और लोक प्रशासन।
UNIT - II	Organisation - Meaning, Importance, Types of Organisation, Formal and Informal Organisation, Basis of Organisation (4P). Principles of Organisation : Hierarchy, Span of Control, Unity of Command.
इकाई -2	संगठन - अर्थ, महत्व, संगठन के प्रकार, औपचारिक एवं अनौपचारिक संगठन, संगठन के आधार (4पी), संगठन के सिद्धांत : पदसोपान, नियंत्रण का क्षेत्र, आदेश की एकता।
UNIT - III	Principles of Organisation : Authority and responsibility and accountability. Centralization and Decentralization. Delegation, Supervision and Co-ordination. Integration VS Disintegration.
इकाई -3	संगठन के सिद्धांत : सत्ता और उत्तरदायित्व एवं जवाबदेही। केन्द्रीयकरण एवं विकेन्द्रीयकरण, प्रत्याजोयन, पर्यवेक्षण और समन्वय। एकीकरण बनाम विघटन।
UNIT - IV	Administrative Approaches : Classical approach , Behavioural approach , System approach.
इकाई -4	प्रशासनिक उपागम : शास्त्रीय उपागम, व्यवहारवादी उपागम, व्यवस्थावादी उपागम।
UNIT - V	Administrative Approaches : Scientific management approach FW Taylor, Human Relation approach Elten Maya, Ecological approach.FW Riggs
इकाई -5	प्रशासनिक उपागम : वैज्ञानिक प्रबंध उपागम, (एफ डब्ल्यू टेलर) मानवीय संबंध उपागम, (एलटन मेयो) पारिस्थितिकीय उपागम (रिग्स)।

Adeshpande
15/6/17

Arind

15.06.17