

Semester I
B. A. B. Ed. (CBCS) Semester- I
GROUP A: ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)
Semester I
AEC1(I): LANGUAGE SKILLS (HINDI)-I

Time: 3 Hours
Credits- 4

Max. Marks: 100
Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 12 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 12 marks each.
- iv) All questions will carry equal marks.

Objectives:

- To enable the students to acquire basic skills in functional language.
- To develop independent reading skills and reading for appreciating literary works.
- To internalize grammar rules so as to facilitate fluency in speech and writing.
- To develop functional and creative skills in language.
- To develop values of liberalism and an insight into the cultural heritage of the region which remains embodied in the literary output of the region.

Transaction Mode :

Lecture cum discussion, group discussion, panel discussion, seminar group work, library work.

COURSE CONTENT :

Unit I: History of Language and Literature-1

Hindi Bhasha aur Sahitya ka Itihas [Aarmbha se Lekar 1857 Tak]


Unit II: Short Story-1 [Pre-Independence Literature]

Swatantratapurva Hindi Kahani Ka Vikas

1. Chandradhar Sharma Guleri- Usne Kaha Tha
2. Jayshankar Prasad- Puraskar
3. Premchand- Panch Parmeshwar
4. Jainendra- Ek Raat

Unit III: Short Story-2 [Post-Independence Literature]

Swatantrayottar Hindi Kahani Ka Vikas


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1. Mohan Rakesh- Uski Roti
2. Kamleshwar- Dilli Mein ek Maut
3. Phanishwar Nath Renu- Teesari Kasam
4. Bhism Sahani- Cheef ki Dawat

Unit IV: Communication skill:

Group Discussion [Samooch Charcha]


Introduction – Definition – Characteristics – Types of Discussion –Round table, Symposium, Lecture forum etc. – Relevance of Group Discussion – Exercises.

Reference:

1. Hindi Sahitya Ka Itihas: Ramchandra Shukla Rajkamal Prakashan, Delhi
2. Hindi Sahitya Ka Itihas: Dr Nagendra, Mayoor Paperbacks, Delhi
3. Hindi Sahitya Ki Bhoomika: Hajari Prasad Divedi Rajkamal Prakashan, Delhi
4. Hindi Sahitya Ka Adikaal: Hajari Prasad Divedi Rajkamal Prakashan, Delhi
5. Hindi Sahitya Ka Udbhav Aur Vikas: Hajari Prasad Divedi Rajkamal Prakashan, Delhi
6. Hindi Sahitya Ka Ateet: Viswanath Prasad Mishra, Rajkamal Prakashan, Delhi
7. Bhakti Aandolan Aur Bhaktikavya: Shivkumar Mishra, Lokbharti Prakashan, Delhi
8. Bhakti Aandolan aur Surdaska Kavya: Maneger Panday, Vani Prakashan, Delhi
9. Bhakti Ke Aayam: Dr P Jayraaman, Vani Prakashan, Delhi
10. Bhartiya Bhakti Sahitya: Dr Rajmal Bora, Vani Prakashan, Delhi
11. Bhaktikavya ka Samajdarshan: Dr Premshankar, Vani Prakashan, Delhi
12. Hindi Sahitya Ka Sanchhipt Itihas: Nanddulare Bajpayee, Swaraj Prakashan, Delhi
13. Hindi Sahitya ka Sanchhipt Itivritt: Shivkumar Mishra, Vani Prakashan, Delhi
14. Hindi Kahani- Antarang Pahchan: Dr Ramdars Mishra, Vani Prakashan, Delhi
15. Hindi Kahani-Sanrachana aur Samvedana: Dr Rachna Saah, Vani Prakashan, Delhi
16. Galp Ka Yatharth-Kathaloochan ke Aayam: Suvas Kumar, Vani Prakashan, Delhi
17. Hindi Ka Gadyaparva: Namvar Singh, Rajkamal Prakashan, Delhi
18. Sahitya ki Pahchan: Namvar Singh, Rajkamal Prakashan, Delhi
19. Katha Vivechan aur Gadyashilp: Ramvilas Sharma, Vani Prakashan, Delhi
20. Kahani Anubhav aur Abhivyakti: Rajendra Yadav, Vani Prakashan, Delhi

Suggested Activities:

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects works may be given .


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GROUP A: ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)

Semester I

AEC1(I): LANGUAGE SKILLS (ENGLISH) -I

Time: 3 Hours
Credits- 4

Max. Marks: 100
Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives:

Students develop proficiency in English which equips them to:

- understand the demands of audience, subject, situation and purpose and the use of language for effective communication.
- analyse language in context to gain an understanding of grammar, vocabulary, spelling, punctuation and speech.
- examine authentic literary and non-literary texts and develop insight and appreciation.
- gain an understanding of study and reference skills.
- plan, draft, edit and present a piece of writing.

COURSE CONTENTS

Unit I: Descriptive Grammar


1. Tenses:
 - a) Simple Present: Habitual action, General truths, Future time, Verbs of state, Verbs of perception, Verbs of sensation, Narration, Use of simple present for demonstration and commentaries, Present perfect, present perfect continuous, Present continuous also indicative of future action.
 - b) Simple past: Past time reference, Present time reference, Future time reference, Past continuous, Past perfect, past, perfect continuous

Unit II: Skills in Communication

1. Negotiating a point of view – learning to talk persuasively so as to get across one's perspective.
2. Debating on an issue – agreeing / disagreeing.

Unit III: Study and Reference Skills

Note making; Note-taking; Summary writing.


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Comprehension Skills

Extracts from literary, scientific and educational journals.

Unit IV: Skills of Communication

Advanced Writing Skills, writing advertisement copy; Writing a project proposal and Writing Resume, sending an application.


Listening effectively; Talking about one self (likes, dislikes, interests, beliefs, personality traits, ambitions); Expressing an opinion about personal belief on a current issue. (Ability to speak fluently for 3-4 minutes. Focus would be on organized, logical, sequential presentation of thought through spontaneous speech).

Suggested Activities:

- Politeness competitions- students with partners take turns in using a given number of utterances for negotiation / requests/complaints/small talk.
- Students introduce themselves though using symbols/ metaphors.
- Students collect newspaper/magazine cuttings on topical and/ or cultural issues of interest-write and share their opinion with peers.

References:

- Block, C.C. (1997). Teaching the Language Arts, 2nd Ed. Allyn and Bacon
- Mckay. et al. (1995). The Communication Skills Book, 2nd Ed. New Harbinger Publications.
- Hornby, A.S. (2001). Oxford Advanced Learner's Dictionary, OUP
- Thomsan, A.J. & Martinet. (2002). A Practical English Grammar. OUP


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GROUP A: ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)
Semester I
AEC2(I): INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN
EDUCATION-I

Time: 3 Hours

Max. Marks: 100

Credits- 4 (Theory: 60, Internal: 20, Practical :20)

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- iv) All questions will carry equal marks.

Objectives of the course:


On completion of the course the students will be able to:

- Appreciate the historical development of various educational media.
- Identify and demonstrate an understanding of the main components of the computer hardware in use.
- Differentiate various operating system and explain main functions of the system and application software environment.
- Use a word processor, spread sheet, drawing and presentation software to produce various teaching learning resources for educational use.
- Use internet technologies efficiently to access remote information, communicate and collaborate with others.
- Model collaborative knowledge construction using various web 2.0 tools and technologies.
- Understand the social, economic, security and ethical issues associated with the use of ICT.

COURSE CONTENTS

Unit I: Learning and Technology

- How technology enhance learning: basic theories of communication, system theory and learning theory
- Historical account of the development of various educational media (audio, video, print, storage, display, projection)
- Communication process and role of technology in communication
- Information and Communication Technology: Meaning, nature and advantages
- Media literacy and digital literacy – need and importance
- Digital divide and enhancing access


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- National ICT policies, curriculum, schemes and programmes
- Cyber security: privacy, hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe and ethical practices

Unit II: Fundamentals of Information and Communication Technology

- Computer hardware fundamentals (anatomy, input devices, output devices, storage devices, display devices)
- Computer Network-LAN, WAN. Internet – concept and architecture ; Locating internet resources – browsing, navigating, searching, selecting, evaluating, saving and bookmarking
- Licenses – software license, document license, fair use and piracy
- File formats and conversion, utility tools
- Cloud computing: meaning, types, and advantages

Unit III: Computer Software

- Digitalization, software –meaning and types
- Source and binary code. Proprietary software, Open Source software, shareware and freeware- concept, philosophy, types, and advantages.
- Operating systems –meaning, types –Windows, Linux, Macintosh – Navigating the desktop, control panel, file manager, explorer, and accessories
- Software as Service – Online software tools and applications and their educational use
- Managing the ICT infrastructure: software installation, troubleshooting of hardware, seeking and providing help, storage and backup, updating and upgrading software

Unit IV: Application Software

- Application software- meaning and types
- Word processing, spreadsheet, presentation: Features and educational applications (Unicode)
- Drawing tools – diagrams, concept maps, timelines, flow charts: educational applications of these tools
- Web 2.0 technology and tools: meaning characteristics and types
- Social networking and social book marking – educational applications
- Blog and micro blog – reflective journaling and other educational applications
- Wiki – collaborative authoring and projects
- Instant messaging and its educational applications
- Online forums/discussion groups and chats: educational applications
- Social media sharing – video, presentations, audio (podcasts), graphics, and text
- Web 2.0 tools for creating, sharing, collaborating, and networking

Sessional Activities:

- Hands on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices
- Practicing word processing using Indian language software
- Practice in installing various system and application software

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- Using word processor, spread sheet, and presentation software to produce various teaching learning resources and sharing it online
- Locating internet resources – navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria)
- Creating social bookmarking account and creating social bookmarking of internet resources using any social bookmarking tools (diigo,delicious, stumbleupon)
- Creating digital concept maps, flow charts, timelines for a particular content using online and offline tools
- Creating account in teachertube/slideshare and sharing your video/presentation. View and comment on others contributions
- Creating account in wikispace/wikipedia/mediawiki and adding/editing content
- Developing an educational blog in www.blogger.com, www.wordpress.com, or www.edublog.com
- Review of national ICT policy and curriculum

Suggested Readings

1. Andrew A Kling(2010). Web 2.0 (Technology 360). Lucent Books: New Delhi
2. Andrew M. St. Laurent. (2004). Understanding Open Source and Free Software Licensing. Oreilly: Cambridge
3. Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi
4. Crumlish Christian (1999). The Internet No Experience Required. BPB Publications: New Delhi
5. Evant, M: The International Encyclopedia of Educational Technology.
6. Gwen Solomon, Lynne Schrum. (2014). Web 2.0 How-to for Educators, Second Edition. ISTE
7. James, K.L. (2003). The Internet: A User's Guide. Prentice Hall of India Pvt. Ltd: New Delhi
8. Jean-Eric Pelet (2014). E-Learning 2.0 Technologies and Web Applications in Higher Education (Advances in Higher Education and Professional Development (Ahepd)). Idea Group: U.S.
9. Mishra, S. (Ed.) (2009). STRIDE Hand Book 08: E-learning. IGNOU: New Delhi. Available at http://webserver.ignou.ac.in/institute/STRIDE_Hb8_webCD/STRIDE_Hb8_index.html
10. Sarkar, S.K. & Gupta, A.K.(1998). Elements of Computer Science. S. Chand & Company: New Delhi

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ENG 101 Introduction to English Literature

Time: 3 Hours

Max. Marks: 100

Credits- 4 (Theory: 80, Internal: 20)

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Objectives: The students will be able to:

- > Have an understanding of historical development of English literature
- > Make themselves aware of various literary genres and figures of speech
 - > Make themselves familiar with various schools of thought and literary movements

Unit	Content
Unit I Elements of Literature	<ul style="list-style-type: none">> Meaning of Literature> Literature and Language> Literature, Society and Culture> Literature and Education> Ordinary vs. Literary Language> Literature and Figurative Language
Unit II History of English Literature I	<ul style="list-style-type: none">> Old English (or Anglo-Saxon) Period and Middle English Period> The Renaissance (Elizabethan Age, Jacobean Age, Caroline Age, Commonwealth Period or Puritan Interregnum)> The Neoclassical Period (The Restoration, The Augustan Age or Age of Pope, The Age of Sensibility or Age of Johnson)
Unit III History of English Literature II	<ul style="list-style-type: none">> The Romantic Period> The Victorian Period (The Pre-Raphaelites, Aestheticism and Decadence)> The Edwardian Period
Unit IV History of English Literature III	<ul style="list-style-type: none">> The Georgian Period> The Modern Period> Postmodern Period

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Suggested Readings

(*Reading lists may overlap in terms of subject matter. Therefore, students are advised to consult them accordingly.)

Unit I

- Prasad, B. *A Background to the Study of English Literature*. MacMillan. 1999.
- Rainsford, Dominic. *Studying Literature in English: An Introduction*. Routledge. 2014.
- Scholes, R et al. (Ed.). *The Elements of Literature*. OUP. 2005.
- Mays, Kelly J. *The Norton Introduction to Literature*. W. W. Norton & Company. 2017.
- Hudson, W.H. *An Introduction to the Study of Literature*. Maple Press. 2012.
- Showalter, Elaine. *Teaching Literature*. Wiley-Blackwell. 2002.
- Yadav, Saryug. *Language, Literature and Education*. Academic Excellence. 2008.

Unit II

- Simpson, Paul. *Language through Literature: An Introduction*. Routledge. 2003.
- Barnet, Sylvan. *An Introduction to Literature Fiction, Poetry, and Drama*. 15th Ed. Pearson Longman. 2008.
- Bennett, Andrew and Nicholas Royle. *An Introduction to Literature, Criticism and Theory*. Pearson Longman. 2004.


- Mays, Kelly J. *The Norton Introduction to Literature*. W. W. Norton & Company. 2017.
- Abrams, M. H. and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 11th Ed. Cengage Learning India Private Limited. 2015.
- Cuddon, J. A. and M. A. R. Habib. *The Penguin Dictionary of Literary Terms and Literary Theory*. 5th Ed. Penguin. 2015.
- Gray, Martin. *A Dictionary of Literary Terms (York Handbooks)*. 2nd Ed. Longman. 1992.
- Rees, J.A. *English Literature: An Introduction for Foreign Readers*. Macmillan. 1974.
- Fowler, Roger. *A Dictionary of Modern Critical Terms*. Routledge. 1987.
- Wolfreys, Julian. *The English Literature Companion*. Palgrave. 2010.

Unit III

- Thornley, G.C. and Gwyneth Roberts. *An Outline of English Literature*. Pearson India. 2011.
- Birch, Dinah. *The Oxford Companion to English Literature*. 7th Ed. OUP. 2009.
- Carter, Ronald et al. *The Routledge History of Literature in English: Britain and Ireland*. 2nd Ed. Routledge. 2011.
- Chowdhury, Aditi et al. *A History of English Literature: Traversing the Centuries*. Orient BlackSwan. 2014.
- Hudson, W. H. *An Outline History of English Literature*. Maple Press. 2012.
- Ifor Evans. *A Short History of English Literature*. Penguin. 2015.
- Choudhury, B. *English Social and Cultural History: An Introductory Guide and Glossary*. Prentice Hall India Learning Private Limited. 2005.

Unit IV


- Trevelyan, G. M. *Illustrated History of England*. Longman. 1973.
- Alexander, Michael. *A History of English Literature*. Palgrave. 3rd Ed. 2013.
- Bate, Jonathan. *English Literature: A Very Short Introduction*. OUP. 2010.
- Daiches, David. *A Critical History of English Literature Vol.1 & 2*. Supernova


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Publishers. 2012.

- > Toyne, Anthony. *An English Reader's History of England*. OUP. 2006.
- > Trevelyan, G. M. *English Social History*. Penguin. 1987.
- > Blamers, Harry. *A Short History of English Literature*. Routledge. 1984.


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HIN 101: Hindi

Time: 3 Hours

Credits- 4

Max. Marks: 100

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

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पृष्ठभूमि: भाषा कौशल का अभिप्राय कौशलों के उस समूह से है जो किसी भी प्रकार के विचार और भाव सम्प्रेषण के लिए अनिवार्य है। भाषा कौशल सभी प्रकार के अधिगम और शिक्षण प्रक्रिया के लिए पूर्वपेक्षित आवश्यकता है। अतः भाषा और भाषा कौशल का अर्जन, सभी शैक्षिक-व्यावहारिक कौशलों में महत्वपूर्ण है। भाषा कौशल के अंतर्गत विभिन्न परिेशों और परिस्थितियों में विभिन्न उद्देश्यों हेतु भाषा का समुचित प्रयोग सम्मिलित है। प्रस्तुत पाठ्यक्रम का उद्देश्य इन्हीं आवश्यकताओं के अनुरूप विद्यार्थियों (प्रशिक्षु-शिक्षक) के भाषाई कौशल का विकास और भाषा ज्ञान का परिवर्धन करना है।

उद्देश्य: प्रस्तुत पाठ्यक्रम के द्वारा विद्यार्थी:

- भाषा के माध्यम से अपने सम्प्रेषण कौशल का विकास कर सकेंगे।
- भाषा प्रयोग के ज्ञान में अभिवृद्धि कर सकेंगे।
- विभिन्न भाषाई कौशलों का विकास कर सकेंगे।
- भाषा से सम्बंधित विभिन्न अन्य कौशलों का विकास कर सकेंगे।
- विद्यार्थियों को भाषा की प्रकृति संरचना एवं भूमिका से अवगत कराना।
- विद्यार्थियों में सम्प्रेषण की दक्षताओं का विकास करना
- विद्यार्थियों में भाषा की प्राथमिक बुनियादी दक्षताओं का विकास (सुनना, बोलना, पढ़ना, लिखना)
- विद्यार्थियों में सूचना एवं संचार प्रौद्योगिकी (आई सी टी) की अवधारणा एवं भाषा के माध्यम से आत्म विकास की योग्यता उत्पन्न करना।

इकाई 1 भाषायी कौशल एवं विकास

- आधारभूत भाषायी कौशल (सुनना, बोलना, पढ़ना, लिखना)

- लिखित एवं मौखिक भाषा की भूमिका, बोली, स्वीकृत (विकासशील) भाषाएँ।

इकाई 2 मौखिक सम्प्रेषण में हिंदी भाषा व्याकरण

- हिंदी भाषा की ध्वनि व्यवस्था एवं लिपि।
- सम्प्रेषण में ध्वनि एवं लिपि का महत्व

इकाई 3 सम्प्रेषण दक्षताओं का संवर्धन

- सम्प्रेषण की अवधारणा,
- सम्प्रेषण के प्रकार (मौखिक एवं सांकेतिक)
- सम्प्रेषण में शारीरिक हाथ भाव की भूमिका (आंगिक चेष्टाएँ)
- प्रभावी सम्प्रेषण के तत्त्व, सम्प्रेषण के अवरोध, सम्प्रेषण में उच्चारण एवं विराम चिह्नों की भूमिका।

इकाई 4 संचार तकनीकी, भाषा एवं आत्म विकास

- संचार तकनीकी (अवधारणा, प्रकृति, प्रकार, कार्य एवं संभावनाएँ)
- भाषाई कौशल विकास में सूचना एवं संचार तकनीकी की भूमिका
- ई-मेल लेखन, बायोडाटा लेखन, समूह चिर्च एवं प्रस्तुतीकरण
- सामाजिक संवेदना एवं जागरूकता के विकास में भाषा एवं सोशल मीडिया की भूमिका
- व्यवसाय एवं आत्मविकास के विकास में भाषा एवं संचार माध्यमों की भूमिका।

सहायक पुस्तकें -

- हिंदी शिक्षण का आधार पत्र (पोजिशन पेपर) एन.सी.ई.आर.टी. प्रकाशन
- भारतीय आर्य भाषाओं का इतिहास - डॉ. जगदीश प्रसाद दीक्षित, अपोलो प्रकाशन, जयपुर
- हिन्दी भाषा का ऐतिहासिक व्याकरण - डॉ. माताबदल जायसवाल
- नागरी लिपि और उसकी समस्याएँ - डॉ. नरेश सिंह मंधन पब्लिकेशन रोहताक
- देवनागरी लिपि - डॉ. शिव शंकर प्रसाद
- सामान्य भाषा विज्ञान - अन्ना प्रसाद सुमन
- भाषा का समाज शास्त्र - डॉ. राजेन्द्र प्रसाद सिंह, राजकमल प्रकाशन, दिल्ली
- हिंदी व्याकरण एवं रचना : मानासत एवं जोशी
- अभिव्यक्ति एवं माध्यम, एन.सी.ई.आर.टी. प्रकाशन
- हिंदी शिक्षण - रमन बिहारी लाल

S. S. S. S.

GEO 101: Principles of Geography

Time: 3 Hours
Credits- 4
:20

Max. Marks: 100
Theory: 60, Internal: 20, Practical

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 12 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 12 marks each.
- iv) All questions will carry equal marks.

Objectives:

1. To explain the distinct characteristics of geography as a discipline.
2. To explain the earth as a physical entity as well as a home of human beings.
3. To understand the earth as constituted by diverse regions.

Unit 1: Meaning, nature and scope of geography; Approaches to geography; Fundamental concepts: space, location, spatial distribution, areal association, spatial interaction (movement), place and spatial change.


Unit 2: Origin of the earth; Size, shape and movement of the earth; Internal structure of the earth; Major land forms and water bodies; Physical processes: endogenetic (earthquakes and volcanic eruptions) and exogenetic (weathering and erosion).

Unit 3: Distribution and growth of world population; Principles of human adaptation and adjustment; Human modifications of the earth, Meaning and types of rural and urban settlements.

Unit 4: Regions: meaning and types; Regionalization; Natural, cultural and geographical regions of the world.


Reading List

- 1 Bergman, 2007: *An Introduction to Geography*, Pearson
- 2 Blij, Harm J., Muller, Peter O and Nijman, Jan 2012: *Geography: Realms, Regions and Concepts*, 5th edition, Wiley
- 3 Bonnett A., 2008: *What is Geography?* Sage Publications.
- 4 Broek, Jahn O. M. and Webb, John W. 1978: *A Geography of Mankind*,


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- McGraw-Hill
- 5 Hagget, Peter, 2001: *Geography: A Global Synthesis*, Prentice Hall
 - 6 Leong, Goh Cheng 1974: *Certificate Physical and Human Geography*, Oxford University Press.
 - 7 Christopherson, Robert W., 2011: *Geosystems: An Introduction to Physical Geography*, 8th Ed., Macmillan Publishing Company
 - 8 Singh, S 2009: *Bhautik Bhugol ka Swaroop*, Prayag Pustak, Allahabad (Hindi)
 - 9 Selby, M.J., 2005: *Earth's Changing Surface*, Indian Edition, OUP
 - 10 Canby, Y Thomas, 1994: *Our Changing Earth*, MapQuest.com
 - 11 Rubenstein, James M. and Bacon, Robert S. (1990): *The Cultural Landscape: An Introduction to Human Geography*. New Delhi: Prentice-Hall of India Private limited.
 - 12 Rubenstein, James M. 2012: *Contemporary Human Geography*. New Delhi: PHI Learning Private limited.
 - 13 Knowles, R. and Wareing, J. 1986: *Economic and Social Geography Made Simple*. New Delhi: Rupa and Co.
 - 14 Fielding, Gordon J. 1974: *Geography as a Social Science*. New York: Harper and Row, Publishers
 - 15 Dikshit, R. D. 1994: *The Art and Science of Geography*. Integrated Readings. ed. New Delhi: Prentice-Hall of India Private limited.
 - 16 Gregory, Derek et. al. 2009: *The Dictionary of Human Geography*. eds. Oxford: Wiley-Blackwell.
 - 17 Husain, Majid 2010: *Human Geography*. Jaipur: Rawat Publications.


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Practicals

Map Reading and Interpretation

**Total credit: 1
week**

**Contact hours: 2 per
week**


Map: Meaning, principles of map design and types of maps Graphical construction of Linear, Diagonal and Comparative scales Interpretation of topographical sheet

Practical Record: Students will be required to prepare a practical file consisting of all exercises in the paper. **Assessment Modalities:** The assessment modality will involve a term-end examination towards the end of the semester.

- The term-end examination will carry a weightage of 30 marks. Duration of examination will be 3 hours.
 - Lab Work (Any 3 out of 4 exercise) 15 Marks
 - Record File 10 Marks
 - Viva 05 Marks

Reading List

- 1- Tyner J. A., 2010: *Principles of Map Design*, The Guilford Press.
- 2- Mishra R. P. and Ramesh A., 1989: *Fundamentals of Cartography*, Concept, New Delhi. 3- Monkhouse F. J. and Wilkinson H. R., 1973: *Maps and Diagrams*, Methuen, London.
- 4- Sharma J. P., 2010: *Prayogic Bhugol*, Rastogi Publishers, Meerut.
- 5- Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
- 6- Singh, L R & Singh R (1977): *Manchitra or Paryaogatamek Bhugol*, Central Book Depot, Allahabad
- 7- Singh, R.L. & Singh Rana, P.B. 1992: *Elements of practical Geography*, New Delhi: Kalyani Publisher.


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HIS 101 Evolution of Indian Culture and Thought

Time: 3 Hours

Credits- 4

Max. Marks: 100

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 12 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 12 marks each.
- iv) All questions will carry equal marks.

Objectives: The students will be able to:


- know about the glorious past of our country
- know about the thoughts embedded in *Bharteeya* culture and civilization
- appreciate the art and aesthetics

of Indian culture The paper will be divided into four (4) Units

Content

- | | Content |
|-----------------|---|
| Unit I | <ul style="list-style-type: none">- Name of Country: Aryavarta, Jambudweepa, Bharat, India- Indian Culture: salient features, Vedic Culture and Civilization: States, Society, Economic and Religion- Varnashram system,- Shodash Sanskars: Purusharthas |
| Unit II | <ul style="list-style-type: none">- Impact of Ramayan and Mahabharat of Indian society- Cultural importance of Puranas- Contribution of Jainism and Buddhism to Indian culture.- Vaishnavism, Shaivism and Shaktism |
| Unit III | <ul style="list-style-type: none">- Development of Science in ancient Bharat up to Guptas- Development of Art and Architecture: Maurayns, Post Mauryans (Mathura and Gandhara schools of Art) and Guptas- Art and Architecture in South India: Pallavas and Cholas- Art and Architecture: Sultanat and Mughal Period: Major Buildings, Sculpture , Painting- Six systems of Indian Philosophy |
| Unit IV | <ul style="list-style-type: none">- Bhakti cult and Sufism- Main Centres of Ancient Indian Education- Greater India: Expansion of Indian culture abroad |


Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods; Peer group teaching may be encouraged. Hard spots if any may be resolved during tutorials. Students be given to prepare a model *Aryavarta, Jambudweepa* and present Bharat.


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Suggested Readings

- Rizvi, Saiyid Athar Abbas. *The Wonder That Was India. a Survey of the History and Culture of the Indian Sub- Continent from the Coming of the Muslims to the British Conquest, 1200-1700.* Picador India, 2005.
- Pant, Rajinikant. *Ancient Civilization in Science and Technology.* Rajasthan Hindi Granth Academy
- Sharma, copper Brij Kishore. *History of India(1750-1950).*Rajasthan Hindi Granth Academy
- Sharma, Krishangopal and Hukum Chand Jain. *India's political and Cultural history of India.* Rajasthan Hindi Granth Academy. Edition Fifth
- Gupta, Copper Shivkumar. *Foundations of Indian Culture.* Rajasthan Hindi Granth Academy
- Srivastava, A.L. *Mediaval Culture.* Shiva Lal Agarwala & Co.(P) Ltd.1964
- Majumdar, R.C. *Ancient India.* Bhartiya Vidya Bhavan. Bombay.
- Eraly ,Abraham. *The First Spring Part 1 life in the Golden Age of India.* Penguin India
- Eraly ,Abraham. *The First Spring Part 2 Culture in the Golden Age of India.* Penguin India
- Majumdar, R.C. *History and Culture of Indian People,(relevent vol..).* Bhartiya Vidya Bhavan. Bomby
- Chattopadhaya, D. P. *indian Philosophy*
- Agraval, V. S. *Indian Art. Vol.I*


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POL 101 :FOUNDATIONS OF POLITICAL THEORY

Time: 3 Hours

Credits- 4

Max. Marks: 100

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 12 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 12 marks each.
- iv) All questions will carry equal marks.

Objectives: On completion of the course the students – Teacher will be able to:

- Understand the nature and scope of Political Theory.
- Distinguish between the traditional and modern perspectives of Political Theory.
- To understand some basic concepts of Political Theory.
- Analyse state, its Component, Various theories of its origin and their bearing upon the nature of State
- Understand and analyses various systems of governance.
- Acquaint themselves with various aspects and agents involved in the political process. The paper will be divided into four (4) Units

Course Content

Unit I

Political Theory :Meaning, Nature and Scope,its Normative and Empirical perspectives, Behaviouralism and Post- Behaviouralism.

Unit II


State: Meaning and its Elements, Theories of origin of State, Social Contract and evolutionary Sovereignty.

Unit III

Concepts: Power (Laswell), Authority (Max Weber), Legitimacy , Political system (Easton), Political Development (Lucian Pye).

Unit IV

Forms of Government :Democracy and Dictatorship, Parliamentary and Presidential systems, Unitary and Federal systems.



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Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.

**Suggested
Readings**

- G.A. Almond: Comparative Politics Today: A world view, 7th end, New York, London.
- Sir, Barker, Principles of Social and Political theory
- ..Barry, Introduction to Modern Political Theory, London, Macmillan, 1995.
- A Brochl, Political theory: The foundations of Twentieth Century Political Thought, Bombay, The Times of India Press, 1965.
- D. Easton, the Political System: An Inquiry into the state of Political Science, New York, Wiley 1953.


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NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 12 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 12 marks each.
- iv) All questions will carry equal marks.

Objectives: The students will be able to:


- Define and understand the various terms & basic concept of Economics.
- Describe meaning, nature and scope of Economics.
- Explain the theoretical and practical advantage of the study of Economics.
- Take into account different theories of Economics – like consumer behaviour, production, cost, market structure, etc.
- Analyze determination of equilibrium price and quantity of a commodity in individual firm and Industry under perfect competition, monopoly, monopolistic competition and oligopoly.

To explain the behavior of the economic agents in terms of factor pricing like rent, wage, interest and profit in distribution.

Unit I

Meaning, Nature, Scope, Methodology and Fundamentals of Economics

- Definitions of Economics,
- Nature of economics- as an arts or science,
- Methods of Economic Analysis: verbal argument or method of logical deduction- inductive and deductive logic; mathematical and geometrical method.
- Basic Concepts of Economics: *Human wants* - characteristics and types of wants; wealth, welfare, scarcity and growth;
- Genesis of economic activities – wants and satisfaction;
- Division of basic units of economic activities - consumption, production, exchange, distribution and public finance.
- Goods & Services - types of goods. Value & Prices- value-in-use & value-in-exchange.
- Importance and Uses of Microeconomics,
- Economic Problems: Scarcity and Choice,
- Scope of Economic Theory and


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➤ Economic Problems

- Problems of Allocation of Resources, Production, Distribution of National Product,

Economic Efficiency, Problem of Full Employment of Resources, Problem of Economic Growth and Scarcity, Problem of Affluence, Positive Economics and Normative Economics,

UNIT-II

(a) Theory of Demand and Consumer Behaviour

- Significance of Demand Function, Individual Demand, Law of Demand, Reasons for the Law of Demand, Slope of the Demand Curve, Market Demand Function, Factors determining Demand, Expansion and contraction of demand curve, Elasticity of demand - Price, Income and Cross Elasticities.
- Utility Analysis: Marginal Utility, Measurement of utility. Wealth - characteristics, capital, money, income and welfare.
- Cardinal and ordinal approach to demand - Law of diminishing marginal utility, Consumer's Equilibrium, Principle of Equi-marginal Utility, Derivation of the Demand Curve, Critical Evaluation of Marshall's Cardinal Utility Analysis.
- Indifference Curve Analysis. Indifference Curve and Indifference Map, Marginal Rate of Substitution, Budget Line and Budget Space, Consumer's Equilibrium (Hicks & Slutsky), Giffen, goods, Compensating Variation in Income, Equivalent Variation in Income, Consumer's Surplus (Marshall and Hicks).

Theory of Supply, Production and Cost


- Factors of Production; Law of Supply; Factors affecting Supply; Production Function - short period and long period; Law of Variable Proportion, Returns to Scale,
- Isoquant -Least cost combinations of inputs: Choice of Inputs: Output Maximisation subject to cost constraint, Expansion path, Changes in factor prices; Factor substitution. The Expansion path of a Linear Homogeneous Production Function
- Concept of Cost: Total, average, marginal; Opportunity cost; Short run and Long run Costs - Internal and External Economies and Diseconomies and Cost Curves, Derivation of cost function from production function. Production Possibility Curve: Shift in Production Possibility Curve

UNIT-III

Theory of Revenue and Market Structure

- Concept of Revenue - TR, AR, MR, relationship between AR & MR.
- Meaning and classification of market structure; Objectives and Equilibrium condition of firm.
- Perfect competition- Characteristics, short run and long run equilibrium of the firm and industry; Determination of equilibrium price and output under perfect competition, Derivation of supply curve.
- Monopoly- characteristics, equilibrium price and output determination; Price discrimination,
- Monopolistic Competition- its characteristics, equilibrium price and output determination under monopolistic competition.
- Oligopoly - Characteristics, price and output, determination under Oligopoly.

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Unit IV

Theory of Distribution and Wage determination


- Concept of productivity, Marginal productivity theory of distribution, Theory of distribution in imperfect product and factor market; Concept of Marginal Physical Product(MPP), Value of Marginal Product(VMP) and Marginal Revenue Product(MRP), Factor pricing under perfect competition and monopoly, Adding-up theorem.
- Theory of wage: Determination of wages under perfect competition and imperfect competition; Collective bargaining and Trade Union, Wage differential.
- Rent- Ricardian theory of rents, Modern theory of rent; Scarcity rent; Differential rent and Quasi-rent.
- Interest- Classical theory of interest; Keynes liquidity preference theory of interest;
- Profit – Schumpeterian theory of innovation and F.H. Knight's Risk & Uncertainty Theory of Profit.


Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.

Suggested Readings*

(*Reading lists may overlap in terms of subject matter. Therefore, students are advised to consult them accordingly.)

1. Ahuja, H.L (1995), Advance Economics Theory(Microeconomic Analysis), Eight Edition, S. Chand & Company Ltd, Nam Nagar, New Delhi-110055
2. Baumal, W.J(1982) Economic Theory and Operation analysis, Prentice Hall of India, New Delhi
3. D.N. Dwivedi(2016), Microeconomics, Theory & Application, Third Edition, Vikash Publishing House, Pvt Ltd.
4. Jhingan, M.L(2010), Advance Economic Theory, 12th Edition, Vrinda Publications(p) Ltd.
5. Koutsoyiannis, A (1979), Modern Micro Economics, Mac Millan Press, London.
6. Kreps, David M(1990), A Course in Microeconomic Theory, Princeton University Press, Princeton.
7. Seth, M.L(1989), Principle of Economics(Micro and Macro Economics), Twenty Fourth Edition, Laxminarayan Agarwal, Educational Publishers, Hospital Road, Agra-3
8. Varian, H(2000) Microeconomic Analysis, W.W. Norton , New York.
9. Allen, R.G.D(1974), Mathematical Analysis for Economists, Mac Millan Press and ELBS London
10. Baumal, W.J (1984) Economic theory and Operational Analysis, Englewood Cliffs, New Jersey


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GROUP E: PROFESSIONAL EDUCATION COURSES (PEC)

I: Perspectives in Education (PE)

Semester I

PEBE 101: BASICS IN EDUCATION

Time: 3 Hours

Credits- 4

Max. Marks: 100

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.


Objectives of the Course: On the completion of course, the student teacher will be able to:

- Understand and analyze educational concepts, their premises and contexts that are unique to education.
- Understand the nature and purpose of education with reference to school knowledge.
- Learn to avail opportunity for interactive and reflective modes of learning.
- Understand the concepts of teacher and learner's autonomy.
- Become aware of importance to values and value formation process in education.

COURSE CONTENTS

Unit I: Education: Nature, Purpose and Process

- Meaning, Nature, Purpose and Importance of Education: Education as a purpose of development (individual, social and harmonious).
- Education as an intentional (intellectual and self-critical) and unintentional.
- Agencies of education: Family, Society and Institute.
- Processes and Modes of Education: Education is a natural and social process. Education as an ability to question and imagine alternatives. Education in schools and its linkage with outside school experience.


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Unit II: Knowledge and Knowing

- Concept, Meaning and Nature of Knowledge and Knowing.
- Differentiate between information, knowledge, belief and truth.
- Knowing Process: Different ways of knowing, Knowledge construction, Process of Construction of Knowledge. Relative roles of knower and known in knowledge transmission and construction, Limitations of knowing, role of culture in knowing.
- Facets of knowledge: Different facets of knowledge and relationship, such as: local and universal, concrete and abstract, theoretical and practical, contextual and textual, school and out of school with an emphasis on understanding special attributes of school knowledge.
- Reflection on knowledge in the form of curriculum, syllabus and textbooks.

Unit III: Autonomy of Teacher and Learner


- Autonomy of teacher- why, what and to what extent. Difference between autonomy and freedom. Teacher's autonomy and its importance in enriching learning environment. Relationship between autonomy and accountability. Hindering factors that affect teacher's autonomy.
- Autonomy of learner- why, what and to what extent, Restraints on learners in schools. Learning without burden, Joyful, collaborative and cooperative learning. Individual autonomy and collective responsibility of teacher and learner.

Unit IV: Education and Values

- Concept and nature of values- Relative and absolute. Education with reference to human rights and values. Values prevalent in Indian Constitution and society. Education is a normative endeavor.
- Process of value formations in schools and out of schools and its impact on learners' value perspective. Role of education in transmission of values in society. School system to nurture a culture of peace.

Modes of Learning Engagement:

- The Course is visualized to be conducted through group discussion, self-study and reflection.
- The study of themes in each unit will be done through a range of activities such as: initiation of the dialogue within the group, organizing study groups, organizing discussion in small groups, or planning for short presentations.


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- The sub-themes organized as units of the course, can be discussed by student teachers (using their own experiences and common-sense understanding, to begin with).
- Teacher educators will be present and participate in the plenary discussions as 'facilitators'.

Practicum/Tutorials:

Some activities for practicum are listed below.

- Individual self-study of a text/ article, with theme questions in mind
- Group study of a text/ article on a given theme
- Observational studies and activities: it may be worthwhile to carry out observations in the field, record what is observed and use the information while discussing with either teacher educator or peers.
- Observation with a purpose to reflect on knowledge preservation, transmission/construction and generation in oral, written, and technological traditions.
- Observation of schools, teachers, student activities in a school context.
- The student- teachers will maintain a portfolio of observations and notes on discussions; these will be submitted periodically to the faculty for appraisal and feedback.

Suggested Readings:

1. Agrawal, A. (1995). Dismantling the Divide between Indigenous and Scientific Knowledge: Development and Change. 26:413-39
2. Ant Weiler, C. (1998). Low Knowledge and Local Knowing: An Anthropological Analysis of Contested "Cultural Products" in the Context of Development. Anthropos. 93:46-94.
3. Chomsky, N. (1986). Knowledge of Language. New York. Prager.
4. Datta, D.M. (1972). Six ways of Knowing. Calcutta. Calcutta University Press,
5. Dewey, John (1997). Experience and Education, Touchstone, New York.
6. Krishna Murthy, J. (1947). On Education, New Delhi. Orient Longman.
7. Kumar Krishna (1996). Learning From Conflict, New Delhi: Orient Longman.
8. Peters, R.S. (1967). The Concept of Education, UK: Routledge.
9. Margaret, K.T. (1999). The open Classroom, New Delhi. Orient Longman.
10. Prema Clarke (2001). Teaching & Learning: The Culture of pedagogy, New Delhi: Sage Publication.
11. Steven H. Cahn. (1970). The Philosophical Foundation of Education, New York. Harper & Row Publishers.

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GROUP F: SKILL ENHANCEMENT COURSES (SEC)

Semester I

WEAP 101: WORK EDUCATION (AGRICULTURE PRACTICE)-I

Time: 1.5 Hours

Max. Marks: 50

Credits- 4

Theory: 40, Internal: 10

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 8 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 8 marks each.
- iv) All questions will carry equal marks.

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

- Identify seeds of common crops and vegetables.
- Recognise manures and fertilizers used commonly.
- Understand characteristics of seeds and seedling.
- Identify different summer and winter flowers.
- Acquire skills to horticulture practices.
- Inculcate healthy values related to work culture

Modes of Learning Engagement: Hands on experiences, Activity based learning, Experimentation, Interactive engagement, Group work, Peer learning, Project work.

COURSE CONTENTS


Unit I:

Agriculture: Meaning, definition, scope, history, branches and objectives.

Unit II:

Soil Science: Definition of pedology, soil management, soil erosion, soil conservation practices; structure of soil, soil profile; soil fertility and productivity, essential plant nutrients. Fertilizers and manures including bio-fertilizers. Identification of manures and fertilizers.

Unit III:


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Irrigation: Definition, method of irrigation, systems of irrigation, drainage, irrigation pattern of India.

Horticulture: Definition, branches of horticulture, layout of orchards, propagation by seeds and by vegetative means; Pot filling technique; Planning, planting and maintaining lawn; Practice related to landscaping.

Unit IV:

Agricultural practices: Preparation of land, selection of seeds, watering, thinning, hoeing and weeding, harvesting of crop, identification of important agricultural tools, trees and crop plants. Minor project preparation on agriculture.

Suggested Readings:

1. Jitendra Singh, Basic Horticulture (Kalyani Publishers, New Delhi, 2012).
2. Dr. Jaiveer Sing, Plant Propagation & Nursery Husbandry (Rama Publishing House, Meerut, 2002).
3. Dr. Rajveer Singh & Dr. O.P. Rajput, Principles of Agronomy, Scientific Crop Production (Kushal Publications and Distributors, Varanasi, 2008).
4. Dr. K.N. Dubey, Fruit Production in India (Rama Publishing House, Meerut, 2008).

PRACTICAL

Practicum: All the following experiments are to be done. Few more experiments may be set at the institutional level.

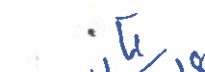
(a) **Identification of agronomy of following crops:**

- Wheat
- Bajra
- Maize
- Rose etc.

(b) **Agricultural Processes:**

- Irrigation
- Training and Pruning
- Hoeing and Weeding
- Seed Bed preparation
- Nursery Management.


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GROUP F: SKILL ENHANCEMENT COURSES (SEC)

Semester I

WEEE 101: WORK EDUCATION (ELECTRICITY & ELECTRONICS)-I

Time: 1.5 Hours

Max. Marks: 50

Credits- 4

Theory: 40, Internal: 10

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

ii) Q.No. 1 will be compulsory and will carry 8 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.

iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 8 marks each.

iv) All questions will carry equal marks.

Objectives of the Course: on completion of the course, the students will be able to-

- Recognize and use different tools/materials/instruments.
- Read the sketch/drawing of the job/project.
- Develop the skills for making simple projects/models.
- Acquire skill to assemble/prepare simple electric circuits.
- Acquire skill to use electronic components.
- Identify faults in electronic components.
- Develop the ability in repairing simple instruments used at secondary level.
- Inculcate healthy values related to work culture.

Modes of Learning Engagement:


Constructivist Approach: Hands on Experience, Activity used Learning, Experimentation Interactive Engagement, Group work, Peer Learning, Project Work

COURSE CONTENTS

Unit I:

Symbols, Tools and Soldering: Precautions used for making any electrical connection, Identification of conductors & insulators. Symbols for electrical components, knowledge of electrical accessories and their rating.

Tools used for making any electrical connection, their sizes and use.


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Hand soldering, Soldering alloy, soldering flux and de-soldering pump.
Practice of hand soldering.

Unit II:

Wires, Wirings and connections of lamps: Different types of wire, use of SWG, Different types of wiring such as: Batten wiring, CTS wiring, casing capping wiring, Cleat and conduit wiring. Their advantage and disadvantage on each other. Series and parallel connections of lamps (up to four lamps). Staircase wiring of one, two and three lamps, Go-down wiring, connection for fan.

Unit III:

Electrical Components and Appliances: Color coding in resistor and Capacitor, use of resistor and capacitor in electrical appliances,


Understanding the working of electrical appliances: Electric iron, room heater, Immersion heater, geyser, Electric bell, emergency light

Unit IV:

Electronic Components and Their Use: Semiconductor materials, Semiconductor diode, Diode testing, Zener diode, LED, Photo diode, Solar cell, Rectification by diodes, Voltage multiplication by diodes.

Suggested Readings:

1. Electrician - I Year- Trade Theory Published by National Instructional Media Institute, Chennai re-print 2007
2. Electrician - II Year- Trade Theory Published by national Instructional Media Institute Chennai re-print 2007
3. Electrical Machinery Published by Krishna Publisher Delhi Author P.S. Bhimbhara re-print 2007
4. N.N. Bhargava, D.C Kulshrestha and S.C Gupta, Basic Electronics and Liner Circuits. Tata Mc. Graw Hills Ltd. New Delhi(2000)
5. B.L. Theraja, Basic Electronics, S.Chand New Delhi, (2005)


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Practical

All the following experiments are to be done. Few more experiments may be set at the institutional level.

Preparation of Projects/Models based on the following (**Only Suggestive**)-

1. Clap switch
2. IR Remote switch (fan, tube light)
3. Remote operated musical bell
4. Alarm for luggage security
5. Mobile cell-phone charger using cell
6. Power supply failure alarm
7. Blown fuse indicator
8. Rectifier
9. Voltage Multiplier
10. Transistor Amplifier


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Semester II
B. A. B. Ed. (CBCS) Semester- II
GROUP A: ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)
Semester II
AEC1(II): LANGUAGE SKILLS (HINDI)

Time: 3 Hours
Credits- 4

Max. Marks: 100
Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
iv) All questions will carry equal marks.

Objectives:

- To enable the students to acquire basic skills in functional language.
- To develop independent reading skills and reading for appreciating literary works.
- To internalise grammar rules so as to facilitate fluency in speech and writing .
- To develop functional and creative skills in language.
- To develop values of liberalism and an insight into the cultural heritage of the region which remains embodied in the literary output of the region.

Transaction mode :

Lecture cum discussion, group discussion; panel discussion, seminar group work, library work.

COURSE CONTENTS

Unit I: History of Language and Literature-2

Aadhunik Hindi Sahitya ka Itihas [1857 Se Lekar Ab Tak]

Unit II : Modern Poetry-1 [Pre-Independence Literature]

Swatantratapurva Hindi Kavita Ka Vikas

1. Maithilisanan Gupt- Nar Ho Na Nirash Karo Man ko
2. Jayshankar Prasad- Himadri Tung Sring Se Prabudh Sudhha Bharti
3. Suryakant Tripathi Nirala- Joohi ki Kali
4. Sumitranandan Pant- Drut Jharo Jagat Ke Jirn Patra
5. Mahadevi Verma-MaiNeer Bhari Dhukh Ki Badli,

Unit III : Modern Poetry-2 [Post-Independence Literature]

Swatantrayottar Hindi Kavita Ka Vikas

1. Gajanan Madhav Muktibodh- Bhool Galti,
2. Kedarnath Agrawal- Chandra Gahna Se Lautati Ber
3. Raghveer Sahay- Aapki Hansi
4. Nagarjun- Aakal Aur Uske Bad
5. Kedarnath Singh- Aakal Me Saras

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Unit IV : Communication skills Conversation [Varta]:


Characteristics – Definition – Styles of conversation – Higher order skills-Telephonic conversation, Role Play, – Models, etc. – Exercises.

References:

1. Hindi Sahitya Ka Itihas: Ramchandra Sukla, Vani Prakashan, Delhi
2. Hindi Sahitya ka Aadikal: Hajari Prasad Divedi, Vani Prakashan, Delhi
3. Hindi Sahitya Ka Itihas: Dr Nagendra , Mayoor Paperbacks, Delhi
4. Hindi Sahitya Ka Sanchhipt Itihas: Nanddulare Bajpayee, Swaraj Prakashan, Delhi
5. Hindi Sahitya Ka Dusara Itihas: Bacchan Singh, Vani Prakashan, Delhi
6. Aadhunik Hindi Sahitya ka Itihas: Bacchan Singh, Lokbharti Prakashan, Delhi
7. Hindi Sahitya ka Sanchhipt Itivritt: Shivkumar Mishra, Vani Prakashan, Delhi
8. Hindi Sahitya ka Sanchhipt Itihas: Viswanath Tirpathi, Orient Longman, Delhi
9. Sawtantrayotar Hindi Sahitya Ka Itihas: Dr Laxmisagar Vasney, Delhi
10. Hindi Sahitya Aur Samvedana Ka Vikas: Ramswaroop Chaturvedi, Lokbharti Prakashan
11. Bhasha, Yugbodh aur Kavita: Dr Ramvilas Sharma, Vani Prakashan, Delhi
12. Kavita ka Vartmaan: Dr P Ravi, Vani Prakashan, Delhi
13. Hindi Kvaya ka Itihas: Ramswaroop Chaturvedi, Lokbharti Prakashan, Delhi
14. Kavita ki Zameen aur Zameen ki Kavita: Namvar Singh, Rajkamal Prakashan, Delhi
15. Nayee Kavita aur Astitvawad: Ramvilas Sharma, Rajkamal Prakashan, Delhi
16. Chhayavad: Namvar Singh, Rajkamal Prakashan, Delhi
17. Kavita ke Naye Pratiman: Namvar Singh Raajkamal Prakashan, Delhi
18. Hindi Kavita ka Atit aur Vartmaan: Maneger Panday, Vani Prakashan, Delhi
19. Hindi Kavita Ki Tisari Dhara: Mukesh Manas, Swaraj Prakashan, Delhi
20. Effective Communication Skills, by Omkar N Kour
21. Prayojanmoolak Hindi- Madhav Sontakke, Rajkamal Prakashan Samooh, Delhi
22. Prayojanmoolak Hindi ki Nayee Bhoomika- Kailash Nath Panday, Rajkamal Prakashan Samooh, Delhi
23. Prayojanmoolak Hindi: Sidhant aur Prayog- Dangal Jhalte, Vani Prakashan, Delhi
24. <http://www.indisamay.com>

Suggested Activities:

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects works may be given .


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GROUP A: ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)

Semester II

AEC1(II): LANGUAGE SKILLS (ENGLISH)-II

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives :

Students develop proficiency in English which equips them to:

- understand the demands of audience, subject, situation and purpose and the use of language for effective communication.
- analyse language in context to gain an understanding of grammar, vocabulary, spelling, punctuation and speech.
- examine authentic literary and non-literary texts and develop insight and appreciation.
- gain an understanding of study and reference skills.
- plan, draft, edit and present a piece of writing.

COURSE CONTENTS

Unit I: Descriptive Grammar

Function of Auxiliaries; Modals; Question form

Clauses: Noun Clause; Reported Speech and Change of Voice.

Unit II: Development of Language Competence

To be based on the use of multiple texts which address issues of multiculturalism, gender, racism and texts which relate with current issues and contemporary trends. Short stories, comic strips, cartoons and animations (both print and non-print media) to be used. Speeches of famous persons, diaries, travelogues can also be used.

Unit III: Writing for Functional Purposes


Letter-writing (Professional / Personal)

Unit III: Creative Skills in Writing

Writing dialogues, poems and essays

Unit IV: Basic Phonetics

Sounds of English language, intonation and transcription using IPA.



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B.A.B.Ed.- 2nd SEMESTER SYLLABI AS PER CBCS PATTERN

References:

1. Chan. et al. (1997) Professional Writing Skills, San Anselma, CA
2. Fiderer, A. (1994) Teaching Writing: A Workshop Approach. Scholastic.
3. Block, C.C. (1997). Teaching the Language Arts, 2nd Ed. Allyn and Bacon
4. Mckay. et al. (1995). The Communication Skills Book, 2 nd Ed. New Harbinger Publications.
5. Merrriam, E. (1964). It Doesn't Always Have to Rhyme. Atheneum.
6. Hyland, Ken (2004) Second Language Writing. University of Michigan Press.
7. Graves,D (1992). Explore Poetry: The reading /writing teacher's companion. Heinemann
8. Stone Douglas (1999). Difficult conversations: How to discuss what Matters Most, New York.:Penguin Books.
9. Gabor Don (2001). How to start a Conversation and Make Friends, New York: Fireside.


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30-8-18

GROUP A: ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)

Semester II

AEC2(II): INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION-II

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 60, Internal: 20, Practical: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 12 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 12 marks each.
- iv) All questions will carry equal marks.

Objectives of the course: On completion of the course the students will be able to:

- Explain the process and stages of instructional design.
- Design and develop technology integrated learning experiences using ICT tools.
- Explain the different pedagogical approaches of ICT integration in education.
- Develop skills in using various e-learning tools and technologies.
- Plan, develop, and use multimedia based learning content using open source authoring software.
- Create and use Open Educational Resources under different CC licenses.
- Use various online and offline ICT tools for assessment.
- Appreciate the scope of ICT for improving the personal productivity and professional competencies.
- Explain the emerging trends in information and communication technology.


Course Content:

Unit I: Instructional Design and E-content

- Instructional Design – concept, principles, models and stages of instructional design.
- Basic Understanding of Audio-Visual Studio
- Basic Photography Aesthetics
- Types of Camera and Microphones
- Multi Camera Setup
- Various Formats of Video and Audio
- Shot Division/ Types of Shot Sizes and their impact on narrative/ continuity
- Genres in Video Communication
- Steps in the Video Production
- Multimedia tools- Audio editing, video editing, screen casting, graphic editing, and basics of animation, and creating interactive media.
- Designing, developing and using Massive Open Online Courses (MOOCs).

Unit II: ICT and Pedagogy

- Approaches to integrating ICT in teaching and learning.
- Techno pedagogical content knowledge (TPCK). E-learning: concept, types, characteristics, advantages and limitations. E-learning tools and technologies, Learning Management Systems (LMS).
- Flipped classrooms: meaning and possibilities.


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- Web quest and virtual field trips: concept, process, and use in the classroom. Subject specific ICT tools for creating and facilitating learning. Designing technology integrated authentic learning designs and experiences.
- ICI integrated Unit plan – Web 2.0 for creating constructivist learning environment.
- Assistive technology for special needs and inclusion: tools and processes, ICT and Universal design for Learning (UDL).
- ICT for Assessment: Online and offline assessment tools – rubrics, e-portfolio, survey tools, puzzle makers, test generators, reflective journal, question bank.

Unit III: Designing and Developing E-Content


- Learning theories – implications for instructional design
- E-learning courseware (e-content) design
- Identifying and organizing course content: need analysis(learner, content, task), learning objectives, course sequence.
- Designing instructional media, evaluation, and delivery strategies.
- Creating interactive content – story board, courseware outline, interactivity and interface.
- Courseware delivery and evaluation.
- Reusable learning objects (RLO)- meaning, types and characteristics, RLO repositories, metadata and standards.
- E-content authoring tools- open source and proprietary alternatives.
- Open Educational Resources – Meaning and importance, various OER initiatives, creative common licensing.

Unit IV: ICT for Educational Management and Professional Development

- ICT for personal management: email, task, events, diary, networking.
- ICT for educational administration: scheduling, record keeping, student information, electronic grade book, connecting with parents and community, Library Automation.
- ICT for professional development: tools and opportunities.
- Electronic teaching portfolio- concept, types, tools, portfolio as a reflective tool for professional development.
- Self-directed professional development: role of ICT.
- Teacher networks and community of practice, web conferencing- tools and techniques.
- Technology and design based research and its pedagogical implications for professional development.
- Emerging Trends in ICT and its educational implications: augmented reality, 3D printing, learning analytics, digital games, artificial intelligence.

Sessional activities:

- LMS experience- hands on various features of LMS – the ICT course may be provided through LMS.
- Enrolling and completing some MOOC courses of interest.
- Creating resources for flipped classroom and practicing flipped learning in school.
- Evaluating OER resources. Creating and sharing OER materials- may be in NROER.
- Developing technology integrated unit/lesson plan and trying out this in the school.
- Hands on experience on subject specific software tools like geogebra.
- Evaluation of RLO repositories and creating RLO and uploading to repositories.



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- A critical study of some e-learning courses and enrolling and completing some free e-learning courses.
- Developing a multimedia e-content for a topic using eXe Learning.
- Creating screen cast video of a lesson.
- Creating a podcast using audacity and sharing it on podcasting site.
- Shooting, editing, producing and sharing of videos segment on any educational topic.
- Creating a simple 2D animation using pencil or Tupi.
- Creating and editing various graphics.
- Planning and creating digital rubrics for any topic.
- Organize web conferencing using Skype.
- Review of ICT labs (plans and equipments/resources) in school from internet.
- Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance and up gradation.
- Developing an electronic assessment portfolio.
- Developing an electronic teaching portfolio.
- Readings on emerging ICT trends in education.
- Using FOSS tools for timetabling, grade sheet.

Suggested Readings:

1. Athanassios Jimoyiannis (Editor) (2011). Research on e-Learning and ICT in Education. Springer: USA
2. Costantino, P.M., DeLorenzo, M.N., Kobrinski, E.J. (2006). Developing a professional teaching portfolio: a guide for success. Pearson
3. Christopher Moersch (2009). Beyond Hardware-Using Existing Technology to promote Higher-Level thinking. Viva Books: New Delhi.
4. David Moursund (2009). Project Based Learning- Using Information Technology- Second Edition. Viva Books: New Delhi.
5. Howard Pitler, Elizabeth R. Hubbell, and Matt Kuhn. (2012) Using Technology with Classroom Instruction That Works, 2nd Edition. ASCD: Denver
6. Liz Arney (2015) Go Blended!: A Handbook for Blending Technology in Schools
7. M. D. Roblyer, Aaron H. Doering (2012). Integrating Educational Technology into Teaching (6th Edition)
8. Mohit K (2003). Design and implementation of Web-enabled Teaching Tools : IRM Press, UK.
9. Pradeep Kumar (2011). Web Resources in Pedagogy . Apple Academics: Oakville.
10. Sonny Magana, Robert J. Marzano (2013). Enhancing the Art & Science of Teaching With Technology (Classroom Strategies)


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Urvashi
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ENG 102: English Poetry

Time: 3 Hours
Credits- 4

Max. Marks: 100
Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The students will be able to:

- Acquaint with certain specimens of poems of representative poets from different literary periods.
- Develop their analytical and imaginative powers through reading poetry.
- Derive pleasure out of their reading of poetry. The paper will be divided into four (4) Units.

Unit	Content
Unit I	<ul style="list-style-type: none"> ➤ Shakespeare : Shall I Compare Thee to a Summer's Day ➤ John Donne : The Sun Rising ➤ John Milton : On this Blindness ➤ John Dryden: Shadwell ➤ William Blake: The Tiger
Unit II	<ul style="list-style-type: none"> ➤ William Wordsworth: The Daffodils ➤ John Keats: Ode to Nightingale ➤ Shelley: Ode to the West Wind ➤ Matthew Arnold: Dover Beach ➤ Lord Alfred Tennyson: Tears, Idle Tears
Unit III	<ul style="list-style-type: none"> ➤ Robert Browning: My Last Duchess ➤ T.S. Eliot: The Hollow Men ➤ Wilfred Owen: Strange Meeting ➤ W.B. Yeats: Sailing to Byzantium ➤ W.H. Auden: The Unknown Citizen
Unit IV	<ul style="list-style-type: none"> ➤ Literary Terms: Simile, Metaphor, Alliteration, Poetic License, Pun, Refrain, Sonnet, Elegy, Ode, Allegory, Lyric, Ballad, Blank Verse, Epic, Free Verse, Heroic Couplet. ➤ Schools of Poetry: Elizabethan Poetry, Metaphysical Poetry, Classical Poetry, Graveyard Poetry, Romantic Poetry, Pre-Raphaelite Poetry, Victorian, Modern and Contemporary English Poetry

Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.

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Varun
30.8.18

Suggested Readings*

(*Reading lists may overlap in terms of subject matter. Therefore, students are advised to consult them accordingly.)

Unit I

- Sinha, A. K. *A Students' Companion to English Poetry*. Bharati Bhawan (P&D). 2017.
- Green, David. (Ed.). *The Winged World: An Anthology of Poems*. Macmillan. 2009.
- Palgrave, F.T. & John Press. *Palgrave's Golden Treasury*. OUP. 2002.
- Sethna, K.D. *Sri Aurobindo on Shakespeare*. Sri Aurobindo Ashram. 2008.
- Grazia, M. De and S. Wells (Ed.). *The Cambridge Companion to Shakespeare*. 2nd Ed. CUP. 2010.
- Guibbory, Achshah (Ed.). *The Cambridge Companion to John Donne*. CUP. 2006.
- Danielson, Dennis (Ed.). *The Cambridge Companion to Milton*. 2nd Ed. CUP. 1999.
- Zwicker, Steven N. (Ed.). *The Cambridge Companion to John Dryden*. CUP. 2004
- Yadav, Saryug. *Challenges of Teaching English Language and Literature in the Age of Globalisation*. Lakshi Publishers. 2011.

Unit II


- Narayan, S.A. (Ed.). *The Joy of Reading Literature: Selected Prose and Poetry*. Orient Longman. 2008.
- Sitter, John. *The Cambridge Companion to Eighteenth-Century Poetry*. CUP. 2001.
- Eaves, Morris. *The Cambridge Companion to William Blake*. CUP. 2010.
- Gill, Stephen. *The Cambridge Companion to Wordsworth*. CUP. 2003.
- Curran, Stuart et al. (Ed.). *The Cambridge Companion to British Romanticism*. CUP. 2010.
- Wolfson, Susan J. *The Cambridge Companion to Keats*. CUP. 2001.
- Morton, Timothy. *The Cambridge Companion to Shelley*. CUP. 2006.
- Aurobindo, Sri. *The Future Poetry*. Sri Aurobindo Ashram Publication. 2017.

Unit III

- Rawson, Claude. *The Cambridge Companion to English Poets*. CUP. 2011.
- Bristow, Joseph. *The Cambridge Companion to Victorian Poetry*. CUP. 2000.
- Drew, Elizabeth A. *Poetry: A Modern Guide to Its Understanding and Enjoyment*. W. W. Norton & Company. 1959.
- Brooks, Cleanth. *Modern Poetry and the Tradition*. The University of North Carolina Press, 1939.
- Ferguson, Margaret. *The Norton Anthology of Poetry*. W. W. Norton & Company. 2005.

Unit IV

- Moody, A. David. *The Cambridge Companion to T. S. Eliot*. CUP. 1990.
- Southam, B.C. *A Guide to the Selected Poems of T.S. Eliot*. Faber & Faber. 1998.
- Corcoran, Neil. *The Cambridge Companion to Twentieth-Century English Poetry*. CUP. 2007.
- Das, Santanu. *The Cambridge Companion to the Poetry of the First World War*. CUP. 2013.
- Howes, Marjorie. *The Cambridge Companion to W. B. Yeats*. CUP. 2006.
- Stan, Smith. *The Cambridge Companion to W. H. Auden*. CUP. 2009.
- Hulse, Michael and Simon Rae. *The 20th Century in Poetry*. Pegasus. 2013.


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HIN 102: Hindi

Time: 3 Hours
Credits- 4

Max. Marks: 100
Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- All questions will carry equal marks.

उद्देश्य-

- विद्यार्थी मध्यकाल की प्रमुख काव्यधाराओं के साथ उस काल के रचनाकारों की प्रमुख शैलियों को समझ सकेगा।

इकाई 1

पठनीय कविताओं की सूची

➤ कबीर

- दुलहनी गावहु — पुरिष एक अविनासी
- बहुत दिनन में — दीन्हा
- सतों भाई आई — मया तम खीना
- पौंडे कौन कुमति — रामल्यो लाई।
- हम न मरै — सुख सागर पावा

➤ जायसी

- नागमती धितउर पथ डेरा — विरह काल मोहि दीन्हा
- पिउचियोग अस बाउर — पौख जरा गामागि
- घढा असाढ गगन — हम सुख भूला सर्व
- सावन बरस मेह — नो माहि पौव न पौखण

➤ 2. संतवाणी

कवि - नामदेव

- हरि नीव डीरा — उत्तरे पारा
- धृग ते बकता — राम डी जाने
- जो लग राम नामे — भवजल तरिये
- ऐसे जग थे दास — नामदेव दासा

रैदास

- अब कैसे छूटे — ऐसी भक्ति करे रैदास
- उँधे मंदिर शाल — राम कहीं छूदयो
- किहि विधि अब — मोहि आज
- कही मन राम नाम — तैं न बिसार

➤ नानक

भक्ति मार्ग

S. Singh
Bunawal
30/8/17

CHAUDHARY RANBIR SINGH UNIVERSITY, JIND
B.A.B.Ed.- 2nd SEMESTER SYLLABI AS PER CBCS PATTERN

- | | | |
|---------------------|---|---------------------------|
| 1. मनरे प्रभु की | — | उत्तरहि पारा
योग मार्ग |
| 1. भिलि जल | — | जलहि खटाना |
| 2. अब राखहु दास | — | भाट की लाज |
| 3. सावण आइया हे सखी | — | बवाई देह |
| 1. नीके राम कहत | — | यह मारग संघरा |
| 2. अजाहुन निकसे | — | जैसे चंद चक्कर |
| 3. सजनी रजनी घटती | — | सकल सिरोमणी राइ |
| 4. इनरे घुम्ड डी | — | सब जंजाल |

> वाक्य दयाल

> रज्जब

- | | | |
|-------------------|---|--------------------------------|
| 1. मन की प्यास | — | मन की प्यास
राम भजन करि भाई |
| 2. संतों मगन भया | — | धणी का येरा |
| 3. ऐसी गुरु संसार | — | दर्शन पासा |

इकाई 2

1. सूरदास
सूरदास

> वाल्मल्य

> गोपी प्रेम

> विरह वर्णन

गुलसी

- | | | |
|--------------------|---|-----------------|
| 1. जसोदा हरि पालने | — | नंद भामिनी पावे |
| 2. मिया मी तो चंद | — | सुमंगल गीठी |
| 1. ब्रजरा स्याम | — | राधिका मोरी |
| 1. बिजु गोपाल | — | छुंजी |
| 2. निरगुन कीन देस | — | मरिनासी |

- | | | |
|------------------------------|---|--------------------------------|
| रामचरित मानस : वाटिका प्रसंग | | |
| 1. देखन बागु | — | भुगी सनीत |
| 2. कांकन किंकिनि | — | समय अनुहारि |
| 3. धरि धीरज एक | — | प्रीति न धोरि।
विनय पत्रिका |
| 1. जो पे कृपा | — | काहु न करे |
| 2. जगदत्त ! जगनायक | — | समकिय लरे। |

इकाई 3

> मीरा

- | | | |
|------------------|---|-----------------|
| 1. मन रे परस | — | अगम तारण तरण |
| 2. बसो मेरे नैनन | — | भगत बछल गोपाल |
| 3. आली री मोरे | — | लोग कहे बिगड़ी |
| 4. मैं तो सौंघरे | — | भगत रसीला जाँची |
| 5. माई री मैं तो | — | पूरब जनम को कोल |

> रसखान

- | | | |
|--------------------|---|--------------|
| सुजान रसखान | | |
| 1. प्रान वही | — | मन भायो |
| 2. बैन वही | — | रस खानी |
| 3. मानुष | — | कदंब की डारन |
| 4. या लफुटी | — | ऊपर वारी |
| 5. सेस, गनेस, महेस | — | नाथ नचावै |

इकाई 4

- (क) काव्य शास्त्र
(काव्य के गुण, दोष और शब्द शक्तियाँ)
- (ख) छन्द अलंकार
छंद : दोहा सोरठा चौपाई कुंडलियाँ।
अलंकार : अनुप्रास यमक श्लेष उपमा।

संदर्भ ग्रंथ

1. प्राचीन काव्य — संपादक डॉ. सत्यनारायण शर्मा
2. प्राचीन काव्य धारा — संपादक डॉ. गजेन्द्र मोहन अल्का पब्लिकेशंस अजमेर
3. हिंदी साहित्य का इतिहास — डॉ. नगेन्द्र
4. रीति काव्य की भूमिका — डॉ. नगेन्द्र

Sudip Bhowmik

GEO-102: Geomorphology

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 60, Internal: 20, Practical: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 12 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 12 marks each.
- iv) All questions will carry equal marks.

Objectives:

1. To understand the physical evolution of the planet earth through geological times
2. To appraise concepts and theories essential for understanding forms and processes of the earth
3. To understand the physical features and processes shaping the characteristics of the earth

Course Content

Unit I

Geological time scale; Fundamental concepts: uniformitarianism, evolution and dynamic equilibrium; Isostasy; Continental Drift Theory; Theory of Plate Tectonics.

Unit II

Geomorphic Processes: Weathering, Erosion and Mass-wasting: Impacts on landforms; Cycle of erosion and slope evolution (W.M. Davis and Walther Penck).

Unit III


Influence of lithology and structure on landforms; Folded and faulted structures; River channels – form and pattern;

Unit IV

Geomorphic agents, processes and resultant features— fluvial, aeolian, glacial, marine and karst.

Reading List

- Bloom A. L., 2003: *Geomorphology: A Systematic Analysis of Late Cenozoic Landforms*, Prentice- Hall of India, New Delhi.
- Bridges E. M., 1990: *World Geomorphology*, Cambridge University Press, Cambridge.
- Christopherson, Robert W., 2011: *Geosystems: An Introduction to Physical Geography*, 8 Ed., Macmillan Publishing Company
- Kale V. S. and Gupta A., 2001: *Introduction to Geomorphology*, Orient Longman, Hyderabad. Knighton A. D., 1984: *Fluvial Forms and Processes*, Edward Arnold Publishers, London.
- Richards K. S., 1982: *Rivers: Form and Processes in Alluvial Channels*, Methuen, London. Selby, M.J., (2005), *Earth's Changing Surface*, Indian Edition, OUP
- Skinner, Brian J. and Stephen C. Porter (2000), *The Dynamic Earth: An Introduction to Physical Geology*, 4th Edition, John Wiley and Sons
- Thornbury W. D., 1968: *Principles of Geomorphology*, Wiley.
- Wooldridge W. S. and Morgan R. S., 1959: *An Outline of Geomorphology: The Physical Basis of Geography*, Longmans.


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Anita
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- Gautam, A (2010): *Bhautik Bhugol*, Rastogi Publications, Meerut
Practicals
Instrumental Survey

Total credit: 1

Contact hours: 2 per week

Survey of a small area by Chain Tape and Plane Table
methods Calculation of height of an object by Abney
Level


Practical Record: Students will be required to prepare a practical file consisting of all exercises in the paper.

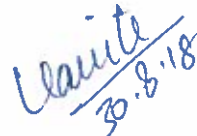
Assessment Modalities: The assessment modality will involve a term-end examination towards the end of the semester.

- The term-end examination will carry a weightage of 30 marks. Duration of examination will be 3 hours.
- | | |
|--------------------------------------|----------|
| ○ Lab Work (Any 3 out of 4 exercise) | 15 Marks |
| ○ Record File | 10 Marks |
| ○ Viva | 05 Marks |

Reading List

1. Tyner J. A., 2010: *Principles of Map Design*, The Guilford Press.
2. Mishra R. P. and Ramesh A., 1989: *Fundamentals of Cartography*, Concept, New Delhi.
3. Monkhouse F. J. and Wilkinson H. R., 1973: *Maps and Diagrams*, Methuen, London.
4. Sharma J. P., 2010: *Prayogic Bhugol*, Rastogi Publishers, Meerut.
5. Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
6. Singh, L R & Singh R (1977): *Manchitra or Paryaogatamek Bhugol*, Central Book Depot, Allahabad
7. Singh, R.L. & Singh Rana, P.B. 1992: *Elements of practical Geography*, New Delhi: Kalyani Publisher


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HIS 102 : Modern World History (Renaissance to 1945 A.D.)

Time: 3 Hours
Credits- 4

Max. Marks: 100
Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions carry equal marks

Objectives: The students will be able to:

- It is intended to let the students have a panoramic view of modern history of the world since Renaissance and Reformation.
- This will complete the study of the Modern world history.
- The candidate will have a bird's eye view of the whole history of the Modern world.
- This will prepare him for an interplay between the micro and macro. The paper will be divided into four

(4) Units.

Unit	Content
Unit I	<ul style="list-style-type: none"> ➤ Beginning of New Era: Renaissance and Reformation ➤ Industrial Revolution: Causes, Consequences, ➤ Emergence of New classes. ➤ American War of Independence: Nature and causes, Events of struggle and significance.
Unit II	<ul style="list-style-type: none"> ➤ French Revolution: Causes, main events and its impact. ➤ France under Napoleon Bonaparte and Vienna Settlement ➤ Unification of Italy and Germany ➤ Foreign Policy of Bismarck: His Diplomacy and Policy of Secret Alliances
Unit III	<ul style="list-style-type: none"> ➤ Eastern question with special reference to Crimean war and Berlin settlement. ➤ Colonial expansion of European powers in Asia, Africa and Latin America ➤ First World war: Causes and Results, Paris Settlement and League of Nations.
Unit IV	<ul style="list-style-type: none"> ➤ Causes and consequences of Bolshevik Revolution, Economic and Social reconstruction of Russia. ➤ World Economic Depression (1924-30) Cultural Revolution in China. Rise of Japan as an imperial power. ➤ Rise of Nazism and Fascism ➤ Second World War: Causes and Results and Formation of UNO and its achievements


Tutorials/Practicum : Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials. Students may be given to draw the paintings of Renaissance period

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Suggested Readings

- Thampi, Madhavi. *India and China in the Colonial World*. Orient Blackswan
Jain and Mathur. *A History of Morden World (1500-2000)*. jain Prakashan Maandir.
Jaipur
Raj, Hans. *History of Morden World - An Overview*. surjeet publications
Collingwood, R.G. *The Idea of History*. surjeet publications
Hayes, C. J. H. *Morden Europe up to 1870*. surjeet publications
Langer. william. L. *An Encyclopaedia of World History*. surjeet publications
Ketelby, C.D. *A short History of Morden Europe*. surjeet publications
Raj, Hans. *Western world (Mid - 15th Century to World War II)*. surjeet publications


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30-8-18

CHAUDHARY RANBIR SINGH UNIVERSITY, JIND
B.A.B.Ed.- 2nd SEMESTER SYLLABI AS PER CBCS PATTERN

POL 102: REPRESENTATIVE INDIAN POLITICAL THINKERS

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions carry equal marks

Objectives: On completion of the course the students – Teacher will be able to:

- To understand the fundamentals of Indian view regarding state, society and man and also the ancient Indian view point regarding human virtues, individuals place in social order.
- To understand and appreciate major streams of social and religious reforms in India in the 19th century and also the interaction between religion and political awakening.
- To understand and appreciate different streams of nationalism in Indian political thinking.
- To understand the various aspects of Political thoughts of modern era and analyse political and social philosophy of Indian thinkers with special reference to social justice and socialism.


Unit	Content
Unit I	Kautilya , Somdev Soori , Ziauddin Barani.
Unit II	Raja Ram Mohan Ray, Swami Dayanand Saraswati and Jyotiba Phule.
Unit III	Gopal Krishan Gokhale, Bal Gangadhar Tilak, M. K. Gandhi.
Unit IV	Jawaharlal Nehru, Bhim Rao Ambedkar, Ram Manohar Lohiya .
Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.	
Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.	

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Suggested Readings

- 1 A.R. Appodorai; Indian Political Thinking.
- 2 A.R.Desai ; Social Background of Indian Nationalism
- 3 B.R.Purohit ; Development of Political thought, Rajasthan Hindi Granth Academy, Jaipur 2000 (In Hindi) 4 D.B.Mathur ; Gokahale : A Political Autobiography
- 5 Purshottam Nagar ; Indian Modern Social and Political Thought, Rajasthan Hindi Granth Academy, Jaipur 2000 (In Hindi)
- 6 V.R. Mehta; Foundations of Indian political Thought, Manohar Publishers and Distributors, New Delhi, 1999. 7 J. Bandhopadhyaya, Social and Political Thought of Gandhi, Bombay, Allied 1969.


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ECO 102: INDIAN ECONOMY

Time: 3 Hours
Credits- 4

Max. Marks: 100
Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions carry equal marks

Objectives: The students will be able to:

- Explain the various issues, problems and policies of Indian Economy
- Detail account of the development of Indian economy before, at the time and after Independence.
- Describe sectoral development and different components of Indian Economy.
- Understand the problems of population growth, unemployment, Inflation and measures to check Inflation.
- Critically explain the current economic problems and new economic reforms in India

Unit	Content
Unit I Structure of Indian Economy	<ul style="list-style-type: none">➤ Basic feature of Indian Economy, Natural Resources- Land, Water and Forest;➤ Human Resource- Broad demographic features- Population size, growth rate, sex composition, literacy, life expectancy, rural-urban migration, Occupational distribution, Causes and Problems of over-population, Population policy;➤ The Problems of Poverty, Inequality, unemployment and inflation in India, Composition of GDP.

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<p>UNIT-II (a) The Primary Sector</p>	<ul style="list-style-type: none"> ➤ Nature and importance, Trends in agricultural production and productivity, ➤ Factors determining the low productivity of agriculture, ➤ Land reforms, ➤ New agricultural strategy and green revolution, ➤ Rural credit, ➤ Agricultural marketing, ➤ Food Security and Public Distribution System (PDS).
<p>(b) The Secondary Sector</p>	<ul style="list-style-type: none"> ➤ Role and pattern of growth of industrialization during plan periods in India; ➤ Industrial Policy- 1948, 1956 and 1991; ➤ MRTP Act; ➤ Role of Public sector & private sector enterprise and their performance, ➤ Problems of the growth of Small-scale and Large-scale industries, ➤ Privatization and Disinvestment debate, Industrial finance.
<p>UNIT-III The Tertiary Sector</p>	<ul style="list-style-type: none"> ➤ Meaning and importance of Infrastructural Development in India, ➤ Social and Economic infrastructural development in India; ➤ Special Economic Zone (SEZ), ➤ Agri-Export Zone (AEZ), ➤ Growth and Pattern of IT Industries, Outsourcing, ➤ Role of RBI in Financial sectors reforms, ➤ Role of State in Fiscal sector reforms, ➤ Role of foreign trade in Indian economy, ➤ Money & capital market in India, ➤ working of SEBI in India, EXIM Policy, ➤ Exchange rate policy, ➤ The progress of trade reform in India.
<p>Unit IV Planning and Economic Reforms</p>	<ul style="list-style-type: none"> ➤ Indian economy on the eve of independence, ➤ Planning in India-its objectives, strategies, achievement and failure; ➤ New Economic Reforms- Liberalisation, Privatisation and Globalisation, ➤ WTO and its impact on different sectors of the Indian economy, ➤ FDI & MNCs in India,
<p>Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.</p>	

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GROUP E: PROFESSIONAL EDUCATION COURSES (PEC)
I: Perspectives in Education (PE)
Semester II

PECG 102: CHILDHOOD AND GROWING UP

Time: 3 Hours

Credits- 4

Max. Marks: 100

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions carry equal marks

Objectives of the Course: On the completion of course, the student teacher will be able to:

- Situate individual development in a socio-cultural context.
- Develop an understanding about the impact/influence of socio-cultural context in shaping human development, especially with respect to the Indian context.
- Acquire theoretical perspectives and develop an understanding of dimensions and stages of human development and developmental tasks.
- Understand a range of cognitive skills and affective processes in human learners.
- Become aware of different contexts of learning and situate schools as a special environment for learning.
- Reflect on their own implicit understanding of the nature and kinds of learning.
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social-constructivist theories.
- Explore the possibilities of an understanding of processes in human cognition and meaning-making them as basis for designing learning environments and experiences at school.
- Appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

Course Contents

Unit I: Learner as a Developing Individual and individual differences among learners

- Developmental Influences: Development as a resultant of interactions between individual potential (innate, acquired) and external environment (physical, socio-cultural, economic and technological).
- Nature and nurture, continuity and discontinuity and growth and maturation issues.
- The understanding of cognitive and affective processes influencing the development of the learner and their applications in classroom teaching.

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- Dimensions of differences in psychological attributes—cognitive abilities, interest, aptitude, creativity, personality, values.
- Understanding learners from multiple intelligence perspective with a focus on Gardner's theory of multiple intelligence. Differences in learners based on predominant 'learning styles'.

Unit II: Development and Learning


- Meaning and principles of development, relationship between development and learning.
- Dimensions of individual development: physical, cognitive, language, emotional, social and moral, their interrelationships and implications for teachers (relevant ideas of Piaget, Erikson and Kohlberg).
- Stages of development—developmental tasks with focus on processes growth and development across various stages from infancy to post adolescence (special emphasis on concerns of adolescence).

Unit III: Theoretical Perspectives on Learning

- Perspectives on human learning: Behaviourist (conditioning paradigm in brief), Cognitivist and Social Cognitivist (Bandura), Information-Processing view, Humanist, Social-Constructivist Social Cognitive Learning (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
 - (i) Concepts and principles of each perspective and their applicability in different learning situations
 - (ii) Relevance and applicability of various theories of learning for different kinds of learning situations
 - (iii) Role of learner in various learning situations, as seen in different theoretical perspectives
 - (iv) Role of teacher in teaching- learning situations: a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co- learner. (The focus is on building understanding of different psychological perspectives of learning and helping student teachers to learn to apply them in different learning situations).

Unit IV: Learning in 'Constructivist' Perspective

- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.
- Social-Constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.
- Understanding processes that facilitate 'construction of knowledge':
 - (i) Experiential learning and reflection
 - (ii) Social mediation
 - (iii) Cognitive negotiability
 - (iv) Situated learning and cognitive apprenticeship
 - (v) Meta-cognition.
- Creating facilitative learning environment.


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- Teachers' attitudes, expectations- enhancing motivation, Achievement motivation, positive emotions, self-efficacy, collaborative and self-regulated learning. (The focus is on learning as a constructive rather than a reproductive process. The learner- centered orientation has implications for understanding learning as contextual and self-regulated process and following suitable classroom practices).

Modes of Learning Engagement: Modes of learning engagement will include:

- Reflective Written Assignments
- Lecture-cum-discussion
- Study of selected readings and discussions around overviews
- Anecdotes, experiential and reflective writings.
- Audio-visual clips of learning situations and interactions, analysis and discussion in small groups as well as large group
- Group presentations of key themes and concepts
- Exemplars of 'constructivist' learning situations, Case studies, their analysis and discussion
- Close observation of learners (students) in learning situations at school, as well as in other contexts; making field notes
- Interpretation, analysis and discussion of observations
- Assignments based on the above

Practicum/ Tutorials:

- Reflective Written Assignments
- Field observation notes
- Analysis of a learning situation and case study, using theoretical perspectives
- Administration of any one standardized tests (Intelligence/aptitude/attitude/creativity) and preparation of psychological assessment report.
- Prepare a critical report on implications of any one theory for learning – Piaget, Erickson and Bandura.
- Select a child with learning problem (refer 5.5) and carry out academic assessment in any one subject, identify the remedial measures and prepare a report.
- Preparation of learners' profile based on cognitive and non-cognitive characteristics to depict inter and intra individual differences.
- Project work


Suggested Readings:

1. Ambron, S.R. (1981). Child Development. New York. Holt Rinehart & Winston.
2. Atkinson, Richard C. et.al. (1983). Introduction to Psychology. New York. Harcourt Brace Johanovich Inc.
3. Benjafield, J.G. (1992). Cognition. Prentice Hall, Englewood Cliffs.
4. Blackie, J. (1971). How Children Learn in J.C. Stone and F.W. Schneider (eds.) New York. Readings in the Foundations of Education, Vol II, Cromwell.

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5. Brown, J.S., Collins, A and Dugrid, P (1989). Situated Cognition and the Culture of Learning, Educational Researcher: 32-42.
6. Dececco. (1970). Italy. Psychology & Learning and Instruction Educational Psychology Prentice.
7. Flavell, J.H. (1963). The Developmental Psychology of Jean Piaget, New York. Van No strand.
8. Gange, R. M. (1985). The Conditions of Learning and Theory of Instruction (4th edition). New York. Holt, Rinehart and Winston.
9. Gardner, H. (1999). The disciplined mind what all students should understand. New York. Simon & Schuster.
10. Gardner, Howard (1989). Frames of Mind. New York. The Theory of Multiple Intelligences, Basic Books.
11. Gardner, Howard (1991). The Unschooled Mind. New York. Basic Books.
12. Hurlock, E.B. (1964). Child Development. New York. Mcgraw Hill Book Co.
13. Phillippe Aives. (1962). Centuries of Childhood. A Sociology of Family Life. New York. Knops.
14. Wolfolk (1987). Educational Psychology. Prentice Hall Eaglewood Cliff.
15. Srivastava, A.K. (1998). Child Development. The Indian Perspective. New Delhi. NCERT.
16. Sibia, A. (2006). Life at Mirambika. New Delhi. NCERT.
17. Chauhan S. S. (2002). Advanced Education Psychology. Delhi. Vikas Publication.
18. Woolfolk, A.E. (2009). Educational Psychology (11th Edition) (My Education Lab Series) Prentice Hall.
19. Wertsch, J.V. (1985). Vygotsky and the Social Formation of Mind. Harvard University Press.
20. Chauhan, S.S. (1990). Advanced Educational Psychology. New Delhi. Vikas Publication House.
21. Sharma R.A. (1996). Fundamentals of Educational Psychology. Meerut. Lal Book Depot.


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GROUP F: SKILL ENHANCEMENT COURSES (SEC)
Semester II

WEAP 102: WORK EDUCATION (AGRICULTURE PRACTICE)-II

Time: 1.5 Hours

Max. Marks: 50

Credits- 3 Theory: 40, Internal: 10

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 8 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 8 marks each.
- iv) All questions will carry equal marks.

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

- Identify seeds of common crops and vegetables.
- Recognise manures and fertilizers used commonly.
- Understand characteristics of seeds and seedling.
- Identify different summer and winter flowers.
- Acquire skills to horticulture practices.
- Inculcate healthy values related to work culture

Course Contents

Unit I: Identification

- Seeds of common crops.
- Seeds of common vegetables.
- Important weeds.
- Manures commonly used.
- Fertilizers commonly used.

Unit II: Seeds and Seedlings


- Characteristics of a good seed for sowing.
- Calculation of germination percentage of seeds.
- Planting seeds and transplanting seedling.
- Raising seedlings in a nursery
- Study about green-house.

Unit III: Ornamental gardening

- Identification of different summer flowers.
- Identification of different winter flowers.
- Identification of common hedge and creeper plants.
- Preparation and maintenance of rockeries and borders.
- Preparation and maintenance of borders through hedge and flower plantation.

Horticulture Practices

- Agro forestry and related concepts
- Potting and repotting practices.


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- Practices related to production of important flowering plants.
- Collection of different types of seeds.
- Preparation of a project.

Unit IV: General Field practices

- Earthing
- Planting.
- Hoeing.
- Weeding.
- Watering of plants.

Suggested Readings:

1. Jitendra Singh, Basic Horticulture (Kalyani Publishers, New Delhi, 2012).
2. Dr. Jaiveer Sing, Plant Propagation & Nursery Husbandry (Rama Publishing House, Meerut, 2002).
3. Dr. Rajveer Singh & Dr. O.P. Rajput, Principles of Agronomy, Scientific Crop Production (Kushal Publications and Distributors, Varanasi, 2008).
4. Dr. K.N. Dubey, Fruit Production in India (Rama Publishing House, Meerut, 2008).

Practicals


All the following experiments are to be done. Few more experiments may be set at the institutional level.

(a) Identification of agronomy of following crops:

- Wheat
- Mustard
- Gram
- Rose etc.

(b) Agricultural Processes:

- Irrigation
- Training and Pruning
- Hoeing and Weeding
- Seed Bed preparation
- Nursery Management.


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GROUP F: SKILL ENHANCEMENT COURSES (SEC)

Semester II

WEEE 102: WORK EDUCATION (ELECTRICITY & ELECTRONICS)-II

Time: 1.5 Hours

Max. Marks: 50

Credits- 3

Theory: 40, Internal: 10

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 8 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 8 marks each.
- iv) All questions will carry equal marks.

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

- Recognize and use different tools/materials/instruments.
- Read the sketch/drawing of the job/project.
- Develop the skills for making simple projects/models.
- Acquire skill to assemble/prepare simple electric circuits.
- Acquire skill to use electronic components.
- Identify faults in electronic components.
- Develop the ability in repairing simple instruments used at secondary level.
- Inculcate healthy values related to work culture.

Constructivist Approach: Hands on Experiences, Activity based Learning, Experimentation, and Interactive engagement. Group Work, Peer Learning, Project Work.

Course Contents

Unit I: Lamps

Understanding the working of CFL tubes, Incandescent lamp, arc lamp, sodium vapor lamp, neon lamp, fluorescent lamp, use of choke and starter

Unit II: Transformer


Construction of Transformers, recognition of primary and secondary winding, knowledge of step-up and step-down transformer, use of transformers.

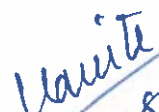
Unit III: Electrical Appliances

Understanding the working of Electrical appliances such as Refrigerator, Air conditioners etc, making Resistance and Capacitance boxes, use of testing board and extension boards for laboratory.

Unit IV: Transistor

Recognition of emitter, base and collector in a transistor, characteristics of transistor, transistor action, Amplification by transistor, Basic idea of integrated circuits, FET – recognition of drain, source and gate terminals, FET and its characteristics, testing of transistor and FET, LCD.


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Suggested Readings:


1. Electrician – I Year Trade Theory Published by National Instructional Media Institute, Chennai re-print 2007
2. Electrician – II Year – Trade Theory Published by national Instructional Media Institute Chennai re-print-2007
3. Electrical Machinery Published by Krishna Publisher Delhi Author P.S. Bhimbhara re-print 2007

Practicals

All the following experiments are to be done. Few more experiments may be set at the institutional level.

Preparation of Projects/Models based on the following (**Only Suggestive**)-

1. Alarm for luggage security
2. Mobile cell-phone charger using cell
3. Power supply failure alarm
4. Blown fuse indicator
5. IR Remote switch (fan, tube light)
6. Remote operated musical bell
7. Voltage Multiplier


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**B. A. B. Ed. (CBCS) Semester- III
GROUP B: GENERIC COURSE (GC)**

GCEE 201: ENVIRONMENTAL EDUCATION & SUSTAINABLE DEVELOPMENT

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives of the Course

The Course 'Environmental Education' aims to orient student-teachers to analyze and understand environment concerns through the process of inquiry, critical analysis, intellectual discourse and essential projects.

Course Contents

Unit I: Importance and Scope of Environment

Importance need and scope of Environmental Conservation and Regeneration, Structure and functions of different ecosystems, India as a mega biodiversity nation, Role of individual in conservation of natural resources: water, energy and food, Equitable uses of resources for sustainable livelihoods, Environmental legislation: awareness and issues involved in enforcement.

Unit II: Natural Resources

Community participation in natural resource management- water, forests. Deforestation in the context of tribal life, Sustainable land use management, Traditional knowledge and biodiversity conservation, Developmental projects including Government initiatives and their impact on biodiversity conservation.

Unit III: Practices in Environment Management

Consumerism and waste generation and its management, Environmental degradation and its impact on the health of people, Organic farming, Agricultural waste: their impact and management, Rain water harvesting and water resource management, Biomedical waste management.

Unit IV: Sustainable Environment in Global World

Environmental conservation in the globalised world, Alternative sources of energy, Impact of natural disaster/man-made disaster on environment, Biological control for sustainable agriculture, Heat production and greenhouse gas emission, Impact of industry/mining/transport on environment, Sustainable use of forest produces.

Modes of Learning Engagement:

1

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- Case studies and success stories (involve local material).
- Problem solving and enquiry methods
- Small assignments which may include observation of important relevant days, preparation of bulletin board material, games, crossword puzzles, worksheet etc.
- Setting up of Eco-clubs.
- Conducting a seminar and developing a seminar document
- Project work and writing of project report
- Discussion of activities pertaining to two different classes and subjects.
- Activities on infusion of appropriate concerns.

Practicum:

- The students on completion of each topic of Unit-I will submit a small assignment in the form of an activity. This may include observation of importance of relevant season, preparation of bulletin board material, wall games, crossword puzzles, worksheet etc.
- The class can also form an environment club. The activity has to be on some local specific issue pertaining to the native place of the students.
- From the wide range of topics suggested in Units, the student will be assigned one topic. The student will develop a seminar document, which will be submitted after the seminar.

Suggested Readings:

1. NCERT (1981) Environmental Education at School Level. New Delhi. NCERT.
2. Odum, E.P (1971). Fundamental Ecology. London. W.B. Saunders Company.
3. Palmer, Joy A. (1998). Environmental education in the 21st Century. London. Routledge.
4. Sharma R. C and Tan, Marle C (Eds.) (1990). Resource Book in Environmental education for school lectures. Bangkok. UNESCO.
5. Sharma, R.C. (1981). 'Environmental Education. New Delhi. Metropolitan Publishers.
6. हरिश्चन्द्रव्यास (2001). पर्यावरणशिक्षा, नई दिल्ली.
7. सक्सेनाहरिगोहन (2003). पर्यावरण अध्ययन, श्रीगंगानगर. अग्रवालसाहित्य सदन।
8. पंकजश्रीवास्तव (1998). 'पर्यावरणशिक्षा'. भोपाल. मध्यप्रदेशहिन्दीग्रंथअकादमी।
9. सक्सेना ए.बी. (1998). पर्यावरणशिक्षा. नईदिल्ली. आर्यबुकडिपो।
10. UNESCO (1990). Sourcebook in Environmental Education for School Teachers. Bangkok.
11. CEE (1995). Joy of learning handbook of environmental education activities. Vol.I-3 to 5.—Ahmedabad. Centre for Environment Education,
12. CEE (1996) Joy of learning. Handbook of environmental education activities. Vol.II-6 to 8.-- Ahmedabad: Centre for Environment Education
13. Pandya (1999). Mamata, Guide to green material: experiences and learning in developing effective environmental education material. Ahmedbad. Centre for Environment Education,
14. Sharma, R. C. (1981). Environmental Education. Delhi. Metropolitan.
15. Reddy, K. Purushotham. (2007). Environmental education. New Delhi. Neel kamal Publications Pvt. Ltd.
16. NCERT (2009). Project book in Environmental Education for class VII, VII, IX and X. New Delhi. NCERT.
17. NCERT (2011). Teachers' Handbook on Environmental Education for the higher secondary stage. New Delhi.


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ENG 201 English Drama

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The students will be able to:

- Acquaint with certain specimens of English drama and their types from different ages.
- Develop their analytical and imaginative powers through readings in drama and their skills in dialogue development through their readings in drama.

Course Contents	
Unit I	Cristopher Marlow: Dr. Faustus Shakespeare: As You Like It
Unit II	William Congreve: The Way of the World
Unit III	G.B. Shaw: Arms and the Man
Unit IV	a. Tragedy, Comedy, Plot, Soliloquy, Three Unities, Tragic Comedy, Farce, Conflict, Climax, Catharsis, Poetic justice, Chorus, Comic Relief, Closet Drama b. Mystery, Miracle and morality plays, the intrudes, Elizabethan drama, heroic tragedy, comedy of manners, problem plays, poetic drama, absurd plays, contemporary English drama
Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.	


Readings Unit I

- Sinha, A. K. *A Students' Companion to English Drama*. Bharati Bhawan (P&D). 2017.
- Braunmuller, A. R. (Ed.). *Macbeth (The New Cambridge Shakespeare)*. CUP. 1997.
- Bradley, A.C. *Shakespearean Tragedy*. 4th Ed. Palgrave Macmillan. 2006.
- McEachern, Claire. *The Cambridge Companion to Shakespearean Tragedy*. CUP. 2013.

Unit II

- Hattaway, Michael (Ed.). *As You Like It (The New Cambridge Shakespeare)*. CUP. 2009.
- Leggatt, Alexander. *The Cambridge Companion to Shakespearean Comedy*. CUP. 2006.

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Unit III

- Chakrabarti, Shrishendu (Ed.). *The Way of The World*. Orient BlackSwan. 2007.
- Dobre, Bonamy. *Restoration Comedy 1660-1720*. OUP. 1962.
- Fisk, Deborah Payne. *The Cambridge Companion to English Restoration Theatre*. CUP. 2006.

Unit IV

- Ward, A. C. (Ed.). *Arms and the Man*. Orient BlackSwan. 2011.
- Innes, Christopher. *The Cambridge Companion to George Bernard Shaw*. CUP. 2006


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Unit 4

HIN 201 HINDI

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Course Contents

इकाई 1:

रचनात्मक लेखन परिभाषा, परिचय, उपयोगिता रचनात्मक लेखन के विविध रूप – कविता, कहानी उपन्यास, नाटक, एकांकी

इकाई 2:

❖ अनुवाद एवं रचनात्मक लेखन

- अनुवाद का अर्थ, स्वरूप और महत्व
- अनुवाद : इतिहास और परंपरा
- अनुवाद के तत्व – स्रोत भाषा, लक्ष्य भाषा, संप्रेषण कोशगत अर्थ, अनुवाद सामग्री भावार्थ
- अनुवाद के स्वरूप – शाब्दिक अनुवाद, भाषानुवाद छाया अनुवाद, सारानुवाद।

इकाई 3:

❖ अनुवाद प्रक्रिया : आयाम एवं प्रमुख पक्ष

❖ अनुवाद प्रक्रिया के विभिन्न चरण

	प्रमुख पक्ष
रचना का चयन	(अ) रचनाकार
पठन	(ब) अनुवादकर्ता
विश्लेषण	(स) पाठक
भाषिक अंतरण	
पुनरीक्षण	
संशोधित भाषांतरण	

इकाई 4:

❖ अनुवाद एवं रचनात्मक लेखन : सम्यक मूल्यांकन

- अनुवाद कार्य की आवश्यकता एवं महत्व
- बौद्धिक – सांस्कृतिक आदान-प्रदान में अनुवाद कार्य की भूमिका

संदर्भ पुस्तकें

- 1 अनुवाद विज्ञान – सिद्धांत और अनुप्रयोग हिन्दी माध्यम कार्यान्वयन निदेशालय
- 2 भारतीय भाषाएँ एवं हिन्दी अनुवाद : समस्या समाधान डॉ. कैलाशचंद्र भाटिया (गूगल पुस्तक)
- 3 रचनात्मक लेखन – संपादक प्रो रमेश गौतम भारतीय ज्ञानपीठ दिल्ली
- 4 अनुवाद : अवधारणा एवं अनुप्रयोग सं. डॉ. चन्द्रमान रावत नेशनल पब्लिशिंग हाउस, दिल्ली

CCG-201: Economic Geography

Time: 3 Hours

Credits- 4

Max. Marks: 100

Theory: 60, Internal: 20, Practical: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 12 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 12 marks each.
- iv) All questions will carry equal marks.

Objectives:

1. To explain the meaning and concepts of economic geography
2. To understand the economic organization of space
3. To explain the spatial organization of the economic activities

Course Contents

Unit I

Meaning and approaches of Economic; Concepts and classification of economic activities; Resource- concept and classification; Spatial organization of economic activities; Economic organization of space

Unit II

Agricultural typologies with special reference to subsistence and commercial agriculture; Forestry, Fishing and Mining; Factors affecting location and distribution of primary economic activities with special reference to agricultural land use; J. H. von Thünen's model of agricultural land use.

Unit III


Types of industries; Factors influencing location of Industries with special reference to iron ore, cotton textiles and sugar; Alfred Weber's theory of industrial location

Unit IV

Concepts of distance, accessibility and connectivity; Edward Ulman's model of spatial interaction; Competition and complementarity between various modes of transportation; International trade theories

Suggested Readings

- 1- Alexander J. W., 1963: *Economic Geography*, Prentice-Hall Inc., Englewood Cliffs, New Jersey.
- 2- Coe N. M., Kelly P. F. and Yeung H. W., 2007: *Economic Geography: A*


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- Contemporary Introduction*, Wiley-Blackwell.
- 3- Hodder B. W. and Lee Roger, 1974: *Economic Geography*, Taylor and Francis.
 - 4- Combes P., Mayer T. and Thisse J. F., 2008: *Economic Geography: The Integration of Regions and Nations*, Princeton University Press.
 - 5- Wheeler J. O., 1998: *Economic Geography*, Wiley.
 - 6- Durand L., 1961: *Economic Geography*, Crowell.
 - 7- Bagchi-Sen S. and Smith H. L., 2006: *Economic Geography: Past, Present and Future*, Taylor and Francis.
 - 8- Willington D. E., 2008: *Economic Geography*, Husband Press.
 - 9- Clark, Gordon L.; Feldman, M.P. and Gertler, M.S., eds. 2000: *The Oxford Handbook of Economic Geography*, Oxford University Press, Oxford and New York.

CCG-201: PRACTICAL

Collection, Representation and Analysis of Geographical Data

Total credit: 1

Contact hours: 2 per week

Techniques of data collection – field observation and interview schedule
Techniques of data representation – graphs, diagrams and maps

Techniques of data analysis - mean, mode, median, deviation, dispersion and co-efficient of correlation


Practical Record: Students will be taken to a nearby village for a week for socio-economic survey. They will write a detailed field report by graphically representing and statistically analysing field data.

Assessment Modalities: The assessment modality will involve a term-end examination towards the end of the semester.

- The term-end examination will carry a weightage of 30 marks. Duration of examination will be 3 hours.
 - Lab Work (Any 2 out of 3 exercise) 10 Marks
 - Survey Report 10 Marks
 - Record File 05 Marks
 - Viva 05 Marks

Suggested Readings

- Tyner J. A., 2010: *Principles of Map Design*, The Guilford Press.
- Mishra R. P. and Ramesh A., 1989: *Fundamentals of Cartography*, Concept, New Delhi.
- Monkhouse F. J. and Wilkinson H. R., 1973: *Maps and Diagrams*, Methuen, London.
- Sharma J. P., 2010: *Prayogic Bhugol*, Rastogi Publishers, Meerut.
- Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
- Singh, L R & Singh R (1977): *Manchitra or Paryaogatamek Bhugol*, Central Book Depot, Allahabad
- Singh, R.L. & Singh Rana, P.B. 1992: *Elements of practical Geography*, New Delhi: Kalyani Publisher.


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HIS 201 Indian History (Earliest Times to 1200 A.D.)

Time: 3 Hours
Credits- 4

Max. Marks: 100
Theory: 80, Internal: 20


NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The students will be able to:

- To provide the knowledge of the sources of the period.
- The students shall be able to know the legacies of the early history of India.
- The study of this Semester shall provide the know how the origin of republics and the system of republican administration.
- To give the knowledge of the rich administrative traditions of ancient India
- The students' shall come in touch with the pride of ancient Indian society and polity.
- This Semester shall provide the knowledge of the spread of Indian culture in the other countries.
- The student will be informed about the South Indian History

Unit	Course Contents
Unit I	<ul style="list-style-type: none">➤ Sources of ancient Indian History –Literary, Archaeological, Numismatical and Epigraphical.➤ Influence of Geography on Indian History,➤ Geographical divisions of India.➤ Sindhu –Saraswati civilisation – origin, extent, First Urbanisation: urban planning, economy and Trade.


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HIS 201 Indian History (Earliest Times to 1200 A.D.)

Time: 3 Hours

Credits- 4

Max. Marks: 100

Theory: 80, Internal: 20


NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv All questions will carry equal marks.

Objectives: The students will be able to:

- To provide the knowledge of the sources of the period.
- The students shall be able to know the legacies of the early history of India.
- The study of this Semester shall provide the know how the origin of republics and the system of republican administration.
- To give the knowledge of the rich administrative traditions of ancient India
- The students' shall come in touch with the pride of ancient Indian society and polity.
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Unit	Course Contents
Unit I	<ul style="list-style-type: none">➤ Sources of ancient Indian History –Literary, Archaeological, Numismatic and Epigraphical.➤ Influence of Geography on Indian History,➤ Geographical divisions of India.➤ Sindhu –Saraswati civilisation – origin, extent, First Urbanisation: urban planning, economy and Trade.
Unit II	<ul style="list-style-type: none">➤ Post Mauryan society and polity : Shungas, satvahanas and Kushanas,➤ Sangam Age – Chiefdoms, literature, society and economy.➤ Gupta dynasty – Chandragupta I, Samudragupta, Chandragupta administration, Land revenue system, Economy and society➤ Gupta administration, Land revenue system, Economy and society


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Unit III	<ul style="list-style-type: none"> ➤ Mahajanpadas: Administrative system of Republics, The age of second urbanisation ➤ Rise of Magadha Empire ➤ The Age of Mauryas – Chandragupta: extent of his empire and administration. ➤ Ashoka – his concept of Dhamma.
Unit IV	<ul style="list-style-type: none"> ➤ Political, Social, religious and economic life during the reign of Harsha Vardhana ➤ Rise of Rajputs; origin and consolidation: Chauhans, Gurjar Prathiars, Parmars, Guhils ➤ South India - Pallavas, Chalukyas, RashtraKutas, Cholas: society and polity ➤ Tripartite struggle
<p>Tutorials/Practicum: Sources of ancient Indian History –Literary, Archaeological, Numismatical and Epigraphical. Influence of Geography on Indian History, Geographical divisions of India. Sindhu –Saraswati civilisation – origin, extent, First Urbanisation: urban planning, economy and Trade.</p>	

Suggested Readings

- Luniya, B. N. *Evolution of Indian Culture*. Agra
- Raychoudhary, S.C. *Social, Cultural and Economic History of India: Ancient Times*. Surjeet Publications
- Sharma, Krishangopal . Hukum Chand Jain . *India's political and Cultural history of India*, Rajasthan Hindi Granth Academy. Edition Fifth
- Gupta, Copper Shivkumar, *Foundations of Indian Culture*, Rajasthan Hindi Granth Academy
- Eraly ,Abraham , *The First Spring The Golden Age of India*, Penguin India
- Eraly ,Abraham, *The First Spring Part 1 life in the Golden Age of India*, Penguin India
- Eraly ,Abraham , *The First Spring Part 2 Culture in the Golden Age of India*, Penguin India
- Rizvi ,S.A.A., *The Wonder That was India Volume II*, Picador India
- Basham ,A.L., *The Wonder That was India*,
- Smith, V.A. *Early History of India* : Oxford
- Roychowdhry, H.C. *Political History of Ancient India*
- Agarwal, D.P. *History and Culture of Indian people*
- Sharma, Dasharat. *Early Chauhan Dynasties, Vol. I and II*

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POL 201: COMPARATIVE GOVERNMENT AND POLITICS

Time: 3 Hours
Credits- 4

Max. Marks: 100
Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: On completion of the course the students – Teacher will be able to:

- Acquire knowledge about the constitutional systems of UK, USA, and Switzerland.
- Understand the composition, functions and position of legislature's executives and judiciaries in different countries.
- Understand the different patterns of relationship among the Executive, Legislature and Judiciary prevailing in different kinds of political systems.
- Acquaint themselves with various aspects and agencies of political process in different systems.

Unit	Course Contents
Unit I	Comparative politics: Meaning, scope and nature. Types of comparison (Vertical-Horizontal), Types of Constitutions, Constitutionalism.
Unit II	Socio-economic bases and salient features of the Constitutions of United kingdom, United states of America and Switzerland .Federal system of the U.S.A. and Switzerland. Political parties in the U.S.A., United kingdom and Switzerland
Unit III	Executive: Composition and Functions, British King and the Crown. British Prime Minister and Cabinet, the President of the USA, Plural Executive of Switzerland.
Unit IV	Legislature: Composition and Powers of the British Parliament, USA's Congress, Swiss Federal Assembly. Judiciary : Judicial system of UK, USA's Supreme Court and Federal Tribunal of Switzerland.

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Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.

Suggested Readings

1. Kamrava Mehran : Understanding Comparative politics, Prentice hall of India Pvt.Ltd.,New Delhi 2000 Charles,
2. Beared: American Government and Politics. H. C. Huiton: An Introduction to Chinese Politics. London, David and Charles, 1973.
3. H.J.Laskhi : American Democracy : A commentary and An Interpretation, London Unwin 1984.
4. Leys, Politics in Britain: An Introduction, London, Heinemann, 1983

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Uavite

ECO 201: MACRO ECONOMICS

Time: 3 Hours
Credits- 4

Max. Marks: 100
Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The students will be able to:

- Define Macroeconomics and understand the emergence of Macroeconomics.
- Distinguished between the microeconomics and macroeconomics.
- Explain the nature and scope of macroeconomics analysis.
- Explain the role of equilibrium in economics analysis.
- Discuss the concept of static, dynamic and comparative static; stock & flow in economic analysis.
- Describe the structure and working of four sectors of macro economy.
- Explain the circular flow of income and expenditure in closed and open economy.
- Explain the equilibrium level of output and employment in the economy.
- Discuss the concept of multiplier and accelerator in the economy.
- Explain the various theory of interest- classical, loanable, liquidity and IS & LM model.
- Explain the nature of fluctuation of economic activities or business activities in the economy.

Unit	Course Contents
<p>UNIT-I Meaning, Nature and Scope of Macroeconomics</p>	<ul style="list-style-type: none"> ➤ Meaning and emergence of Macroeconomics, ➤ Nature and Scope of Macroeconomics; ➤ Basic concepts of Macroeconomics- Role of equilibrium in economic analysis, Distinguish between Micro and Macro Economics, Static, Dynamic and Comparative static, ➤ Structure and working of four sectors of Macro economy, ➤ Circular flow of income and expenditure in 2-sector, 3-sector and 4- sector model, ➤ Concept of GDP and National Income; ➤ Methods for measurement of National Income and related aggregates; ➤ Nominal and Real income; ➤ Difficulties in calculating national income; ➤ Role of GNP measure in economic welfare.

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<p>UNIT-II (a) Income Determination : Output and Employment</p> <p>(b) Theories of Interest</p>	<ul style="list-style-type: none"> ➤ Concept of aggregate demand; aggregate supply function, ➤ Derivation of aggregate supply curve; ➤ Classical theory of income and employment- Say's law of market; Keynesian theory of income and employment- the principle of deficiency of effective demand; ➤ Keynes' fundamental psychological laws of consumption function, ➤ factors determining consumption function; saving function, investment function, the concept of multiplier. ➤ Capital and Investment, Marginal efficiency of capital and investment, the concept of accelerator. ➤ Classical theory of interest- Abstinence and waiting; ➤ Neo-classical theory of interest- Loanable fund theory; ➤ Keynes Liquidity preference theory of interest, ➤ Neo-Keynesian theory- IS & LM Model
<p>UNIT-III Balance of Payment</p>	<ul style="list-style-type: none"> ➤ Concept and component of Balance of Payment; ➤ Distinguish between Balance of Payment and Balance of Trade; ➤ consequence or Causes of disequilibrium in the Balance of Payment; ➤ Various measures to correct imbalance in Balance of payment; ➤ Implication of Foreign trade multiplier; ➤ Concept of appreciation and depreciation of currency and its effect on foreign trade.
<p>Unit IV Business Cycles</p>	<ul style="list-style-type: none"> ➤ Meaning, Nature and Characteristics of trade cycles; Theories of business cycle: over-saving, under consumption theory, innovation theory, Hawtray's monetary theory, Haykes' over- investment theory, Keynes view on trade cycle; ➤ Samuelson-Hicks multiplier-accelerator interaction model, ➤ Control of Business cycle through relative efficacy of monetary and fiscal policies

Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.

Suggested Readings*

(*Reading lists may overlap in terms of subject matter. Therefore, students are advised to consult them accordingly.)


- ✓ Ackley, G(1978), Macroeconomics : Theory and Policy, Macmillan, New York
- ✓ Branson W.A(1989), Macroeconomic Theory and Policy, Harper and Row, New York

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B.A.B.Ed.- 3RD SEMESTER SYLLABI AS PER CBCS PATTERN

- ✓ Dornbush, R and F. Stanley(1997), Macroeconomics, Mc Graw Hill, Inc. New York.
- ✓ Edey, M and A.L. Peacock(1997), National Income and Social Accounts, Hutchinson University Library, London
- ✓ Gordon, R and S.G Harris(1998), Macroeconomics, Addison Wesley.
- ✓ Hall, R.E and J.B Taylor(1986), Macroeconomics, W.W. Norton, New York.
- ✓ Jha,R(1991),Contemporary Macroeconomic Theory & Policy, Wiley Eastern Ltd, New Delhi.
- ✓ Jhingan, M.L(2011), Macroeconomics Theory, 12th Edition, Vrinda Publications(P) Ltd.
- ✓ Mithani, D.M() , Macroeconomics,
- ✓ Romer, D.L(1996), Advance Macroeconomics, Mc Graw Hill Company, Ltd, New York.
- ✓ Ruggles, R and N Ruggles(1956) National Income Accounts and Income Analysis, Mc Graw Hill, New York.
- ✓ Seth, M.L(), Macro Economics,
- ✓ Shapiro E(1996), Macroeconomic Analysis, Galgotia Publication, New Delhi
- ✓ Vaish, M.C(2010), Macroeconomics Theory, Fourth Edition, Vikas Publishing House, Pvt Ltd.


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GROUP E: PROFESSIONAL EDUCATION COURSES (PEC)

I: Perspectives in Education (PE)

Semester III

PESS 201: SCHOOLING, SOCIALIZATION AND IDENTITY

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives of the Course: On completion of course, the student-teachers will be able to:


- Become aware of the processes of socialization at home and school that act as shaping factors in identity formation of the school going child (in Indian contexts)
- Reflect critically on factors that shape identity formation and influence sense of self of the growing 'student' as well as 'teacher' in school as well as out of school.
- Understand the processes that have shaped/continue to shape one's own sense of identity as 'student' and a 'person' located in multiple social contexts and roles
- Reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'.

Course Contents

Unit I: Socialization and Development of Self

- Understanding the nature and processes of socialization
- At home: family as a social institution; impact of parenting style/child rearing practices; transmission of parental expectations and values.
- In the community: neighbourhood, extended family, religious group and their socialization functions.
- At school: impact of entry to school; school as a social institution; value-formation in the context of schooling.

Unit II: Emergence of 'person' and 'identity' and Schooling for identity formation


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- Understanding 'identity formation'; emergence of multiple identities in the formation of a person placed in various social and institutional contexts; the need for inner coherence; managing conflicting 'identities'.
- Determinants of identity formation in individuals and groups: such as caste, class, gender and religion.
- The influence of peer group, media messages, technology, and globalization on identity formation in contemporary Indian society.
- Schooling as a process of identity formation: ascribed, acquired and evolving.
- Potential role of school in developing national, secular and humanistic identities.

Unit III: Coping with social complexities: Role of education

- Expanding human activities and relations; decreasing unhealthy competition, uncertainty and insecurities and the resultant identity conflicts.
- Indian concept of 'vasudhaiva kutumbakam' and 'sarvadharm sambhava'.

Unit IV: Evolving a 'holistic identity' as a teacher


- Reflections on one's own aspirations and efforts in becoming a 'teacher'.
- Evolving an identity as a teacher, which is progressive and open to re-construction.
- Teachers' professional identity and Teachers' professional ethics.

Modes of Learning Engagement:

- Introductory lectures-cum-discussion, to introduce key themes of the course – socialization, identity formation, sociological notions and experiential sense of 'self' etc.
- Observations of schools and classrooms through the lens of course themes; interviews with teachers; making field notes.
- Group discussion and exploration, around selected readings and key questions.
- Viewing selected documentaries and film clippings.
- Writing critical reviews of readings and films viewed.
- Presentations of reviews.
- Reflective, autobiographical writing, towards self-understanding, on given topics.
- Journal writing, on course experiences (to be initiated with this course; to be continued through the year, with occasional sharing with a 'mentor').

Practicum/ Tutorials:

- Visit to a school and studying the role of school in socialization of the child.
- Preparing notes on ways of managing conflicting identities with illustrations.
- Studying the school activities which enhance secular identity in children.
- Observing school processes that contribute to peaceful living of teachers and students.
- Describing ones' own process of socialization quoting some experiences.
- Presentations based on readings and film reviews.
- Reflective written assignments (towards critical awareness of issues, for self-understanding and formulating aspirations as a teacher.


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- Journal writing.
- Notes from field observations/interviews and linking these with course themes.

Suggested Readings:

1. Pathak, Avijit (2002). Social Implications of Schooling. New Delhi. Rainbow Publishers.
2. Kumar Krishna (2004). What is Worth Teaching? 3rd edition, Orient Longman.
3. Krishnamurti, J. Education and the Significance of Life. KFI Publications.
4. Butler, J. (1990). Gender Trouble Feminism and the subversion of Identity. New York. Routledge.
5. Sharma, R&E. Annamalai. (2003). Indian Diaspora In Search of Identity. Mysore. CIIL.
6. Kumar, K. (2001). Prejudice and Pride School Histories of the Freedom Struggle. New Delhi. Viking/Penguin.
7. Amalendu Misra (2004). Identity and Religion Foundations of Anti-Islamism in India. New Delhi. Sage Publications.
8. Dipankar Gupta (Ed.) (2004). Caste in question Identity or Hierarchy. New Delhi. Sage Publications.
9. Kamala Ganesh & Usha Thakkar (Ed.) (2005). Culture and Making of Identity in India. New Delhi. Sage Publications.
10. Saraswati, T.S. (Ed.) (1999). Culture, Socialization and Human Development. Theory Research and Applications in India. New Delhi. Sage Publication.
11. Sen Amartya (2006). Identity and Violence. The Illusion of Destiny. New Delhi. Allen and Lane Penguin Books India Pvt. Ltd.
12. Shashi Tharoor (2007). The Elephant, the Tiger & The Cell phone. (Particularly part two of the book). New Delhi. Penguin Viking.
13. Srinivas M.N. (1986). Social Changes in Modern India. Bombay. Allied Publishers.
14. Vidyanathan, T.G. (1989). 'Authority and Identity in India', in 'Another India.' Dae dalus, Fall, 118 (H): 147-69.

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GROUP E: PROFESSIONAL EDUCATION COURSES (PEC)
II: Enhancing Professional Capacities (EPC)
Semester III

EPYH 201: YOGA, HEALTH AND WELL BEING

Time: 3 Hours
Credits- 4

Max. Marks: 50
Theory: 40, Internal: 10

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 08 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 08 marks each.
- iv) All questions will carry equal marks.

Objectives of the Course: On completion of the course, the student teacher will be able to:

- Understand the importance of games, sports and yoga for development of holistic health.
- Know the status, identify health problems and be informed of remedial measures.
- Know about safety and first aid.
- Acquire the skills for physical fitness.
- Practice yogasanas, meditation and relaxation.
- Understand various policies and programmes related to health, physical education and yoga.


Course Contents

Unit I: Concept of Health, Body, First Aid

- Concept of health, importance, dimensions and determinants of health, health needs of children and adolescents including differently abled children.
- Understanding of the body system – skeleton, muscular, respiratory circulatory and digestive in relation to health.
- Common health problems and diseases- causes, prevention and cure, immunization and first aid.

Unit II: Food - habits, hygiene, diseases and their prevention, Safety, security and physical fitness

- Food and nutrition, food habits, nutrients and their functions.


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- Preservation of food value during cooking, indigenous and modern ways of preserving food.
- Practices related to food hygiene, malnutrition, obesity, food and waterborne and deficiency diseases and prevention.
- Safety and security – disasters in and outside schools, ways of prevention.
- Safety from snake and dog bites, animal attacks, prevention and treatment.
- Physical fitness, strength, endurance and flexibility, its components, sports skills and self- defence activities.

Unit III: Athletics and Games

- Athletics – general physical fitness exercises.
- Games – lead up games, relays and major games.
- Rhythmic activities, gymnastics and their impact on health.

Unit IV: Yoga, Policies and Programmes for Health

- Yogic practices – importance of yoga, yogasanas and pranayamas
- Role of institutions in developing healthy individuals- family, school and sports
- Health services, policies and health and physical education related programmes, blood banks and role of media

Modes of Learning Engagement:


- Interactive discussions, group work, sharing experiences, organizing activities, analyzing topics on health related issues.
- Demonstrations, observations, field visits, preparing work books, maintaining diary, participating in school health checkup, practical classes of first aid, projects and assignments.
- Playing games and sports and performing Asanas and Pranayamas

Practicum/ Tutorials:

- Rules regulations related to games, sports and yoga.
- Playing Volleyball, Basketball, Badminton and recreation games.
- Performing Suryanamaskara and selected yogasanas, mudras and pranayamas.
- Standing Asanas- Konasana, Trikonasana, Vrikshasana, Veerebhadrasana
- Sitting Asanas – Vajrasana, Gumukhasana, Navasana, Veerasana
- Lying on the stomach – Bhujangasana, Dhanurasana
- Body twisting asanas – Ardha Matsyendrasana, Vakrasana
- Back bending – Ushtrasana
- Mudras – Arham, Ananda Mudra
- Pranayama – Anuloma viloma, Bhramari

Suggested Readings:


1. Pande, P. K. (1988). Sports Medicine. Delhi. Khel Sahitya Kendra.
2. Larry G. Shaver. (1982). Essentials of Exercise Physiology. Delhi. Surjeet Publications.
3. Kanabur, Vyjayanthi V. (2007). Sports Nutrition the Scientific Facts. New Delhi. Kanishka Publishers.


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4. Dheer. S. Kamal Radhika (2002). Organization and Administration of Physical Education. Friends Publications.
5. Chandler Timothy, Mohin Mike, Vamphe Wary (2007). Sports and Physical Education. London. Routledge Taylor Francis Group.
6. Verma, Veena (1999) Sports Psychology. Delhi. Sports Publication.
7. Prakash, Agam (1999) A Textbook of Health Education. Delhi. Sports Publication.
8. Uppla AK. (1996). Physical Fitness. New Delhi. Friends Publication.
9. Thani Lokesh (2003) Rules of Games and Sports. New Delhi. Sports Publication.
10. Sonkar Sathish. (1998). Methods, Measurement and Evaluation in Physical Education. Jaipur, Book Enclave.
11. NCERT, Position Paper, FGR (2006). Health and Physical Education. New Delhi. NCERT.
12. Seetharam AR (1996) Yoga for Healthy Living. Mysore. Paramahansa Yogashrama.
13. Ganguly, S.K., Bera, T.K., Gharote, M.L. (2003) Yoga in relation to Health related physical fitness and academic achievement of school boys. In Position Paper, FGR (2006). Health and Physical Education. New Delhi. NCERT.
14. Gharote, M.L. (1976). Physical Fitness in relation to the practice of selected yogic exercises. In Position Paper, FGR (2006). Health and Physical Education. New Delhi. NCERT.
15. Kulkarni, D.D. (1997). Yoga and Neurophysiology. In Position Paper, FGR (2006). Health and Physical Education. New Delhi. NCERT.
16. शर्मा, ओ. पी., (2004). 'खेल के मैदानों की माप एवं निर्माण की विधि नई दिल्ली. खेल साहित्य केन्द्र।
17. पसरीजा मीनू, सपरा चारु, (2004). 'खेल चिकित्सा ज्ञान कोश नई दिल्ली. स्पोर्ट्स पब्लिकेशन्स।
18. खान, एराज अहमद, वर्मा, उमाशंकर (1988). 'फुटबाल' पटना. भारती भवन पब्लिशर्स एंड डिस्ट्रीब्यूटर्स।


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GROUP E: PROFESSIONAL EDUCATION COURSES (PEC)

IV: Engagement with the field (EF)

Semester III

EFWC 201: WORKING WITH COMMUNITY

Time: 2 weeks

Max. Marks: 50

Credits- 2

External Assessment: 50


Objectives of the Course: On completion of the course, the student teacher will be able to:

- Acquaint themselves with the factors working in the society/community i.e. knowledge of social realities.
- Develop the dignity of labour among them.
- Arouse their interest in the social and economic reconstruction of the country.
- Make themselves aware of the educational problems and needs of this society.
- Enable themselves for preparing youth for sustainable development.
- Develop their personality through community service.

Methodology: The students will spend 2 weeks at a stretch during the academic year in the identified village. Separate activities will be undertaken every year out of the following or given by the Institute.

Suggested Activities:

1. Shramdaan and beautification
2. Study of educational scenario of a community. Reporting the profile of each Institution/NGO/social organization, which is directly or indirectly concerned with educational /literacy programme.
3. Micro planning exercises for assessing the educational status of the community.
4. Organization of "Nukad Natak" "Cultural Programmes", "Rallies" etc. for motivating the villagers for sending their wards to schools.
5. School mapping exercises for assessing the educational need of the community.
6. Study of enrolment, stagnation and dropout problems.
7. Exploring the community resources and finding means and ways of using them for betterment of school.
8. Adopting a community and implementation of the Lab Area Concept in adopted community.
9. Survey of nearby community (adopted community) and assessing its educational needs, social needs etc.
10. Conducting awareness programmes in the community- like Environment conservation, tree plantation, watershed management, health programmes like vaccination, polio drop etc. AIDS awareness, electoral awareness, road safety, human rights, women rights etc.
11. Organization of Literacy programmes in the community


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12. Cleanliness drives in the community and awareness about their needs.
13. Character building programmes
14. Developing healthy food habits among the community
15. Conducting Vocational training programmes for self- employment.
16. Promoting peace oriented values in the community.
17. Remedial teaching work for poor and needy in the community.
18. Action Research regarding local problems in consultation with the community.
19. Promoting peace oriented values in the community.
20. Conducting Adult Education programmes
21. Assistance and working with local community in actual relief work whenever needed.
22. Training of community in First Aid.
23. Helping the children with special needs.
24. Conducting Vocational training programmes for self- employment.

Modes of Learner Engagement:

Proposed activities of the programme will be organized keeping in view the budgetary provision and the time of duration along with the required available facilities at the time of organization of the programme.

Modes of Internal Assessment:

Internal assessment of Punctuality, Regularity, Discipline, Cooperation and Performing Arts will be done through observation of the students and viva- voce will be conducted on their experiences and written report prepared by the student teachers.


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GROUP G: CHOICE BASED COURSES (CBC)

Semester III

CBCPH-I-201: PHYSICS: RENEWABLE ENERGY SOURCES

Time: 3 Hours

Credits- 4

Max. Marks: 100

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The student teacher will be able to:

- Describe about the exploration of renewable energy systems and their effective tapping technologies.
- Discuss the source of energy in various renewable energy systems.
- Estimate the amount of energy in different types of renewable energy systems.
- Explain the feasibility of different types of energy sources.
- Apply the concepts learnt in new types of renewable energy.

Course Contents


Unit I: Solar Energy

Sun as Source of Energy, Availability of Solar Energy, Nature of Solar Energy, Solar Energy & Environment. Various Methods of using solar energy-Photothermal, Photovoltaic, Photosynthesis, Present & Future Scope of Solar energy. Hybrid wind energy systems-wind & diesel power, wind+ conventional grid, wind & Photovoltaic system etc.

Unit II: Wind Energy

Wind Energy: Basics & Power Analysis, Wind resource assessment, Power Conversion Technologies and applications, Wind Power estimation techniques, Principles of Aerodynamics of wind turbine blade, various aspects of wind turbine design, Wind Turbine Generators: Induction, Synchronous machine, constant V&F and variable V&F generations, Reactive power compensation. Site Selection, Concept of wind farm & project cycle, Cost economics & viability of wind farm.

Unit III: Geothermal, Tide and Wave Energy


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Availability of Geothermal Energy – size and Distribution, Recovery of Geothermal Energy, Various Types of Systems to use Geothermal Energy, Direct heat applications, Power Generation using Geothermal Heat, Sustainability of Geothermal Source, Status of Geothermal Technology, Economics of Geothermal Energy.

Unit IV: Hydrogen Energy and Nuclear Energy


Hydrogen Production: Direct electrolysis of water, thermal decomposition of water, biological and biochemical methods of hydrogen production.

Hydrogen Energy: Hydrogen as a renewable energy source, Sources of Hydrogen, Fuel for Vehicles.

Nuclear Energy: Potential of Nuclear Energy, International Nuclear Energy Policies and Regulations. Nuclear Energy Technologies–Fuel enrichment, Different Types of Nuclear Reactors, Nuclear Waste Disposal and Nuclear Fusion.

Suggested Readings:

1. L L Freris, Wind energy Conversion Systems (PrenticeHall, 1990).
2. D A Spera, Wind Turbine Technology: Fundamental concepts of wind turbine technology (ASME Press, NY, 1994).
3. G L Johnson, Wind Energy Systems (PrenticeHall, 1985).
4. J F Manwell, J G McGowan and A L Rogers, Wind Energy Explained (John Wiley & Sons Ltd., 2010)
5. N K Bansal, et al., Renewable Sources of Energy and Conversion Systems (Tata McGraw-Hill, 1990)
6. Kreith and Kreider, Solar Energy Handbook (McGraw Hill, 1982)
7. M A Green, Solar Cells, (Prentice Hall, 1981)
8. T Ohta, Solar Hydrogen Energy Systems (Pergamon Press, 1979)
9. D Methis, Hydrogen Technology for Energy (Knowledge Pubns, 2007)


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GROUP G: CHOICE BASED COURSES (CBC)

Semester III

CBCPH-II-201: PHYSICS: NANO SCIENCE

Time: 3 Hours

Credits- 4

Max. Marks: 100

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The student teacher will be able to:

- Get brief ideas regarding Nano Science.
- Know about synthesis and characterization of nano materials.
- Understand various applications of nano science.
- Establish multi-disciplinary links.

Unit I: Overview

Size effects and crystals, nanoscopic scale and quantum confinement, one dimensional, two dimensional and three dimensional nanostructured materials, quantum Dots, types of nanostructure and properties of nanomaterials: shell structures, metal oxides, semiconductors, composites, mechanical, physical, chemical properties, carbon age, new form of carbon (CNT to Graphene), influence of nano over micro/macro, effects of nano scale dimensions on various properties – structural, thermal, chemical, magnetic, optical and electronic properties, effect of nano scale dimensions on mechanical properties - vibration, bending, fracture, emergence and challenges of nanoscience and nanotechnology.

Unit II: Synthesis of Nano materials

Top-down and bottom-up approaches, Mechanical alloying and Ball milling, Plasma synthesis, Sol-Gel Synthesis, Inert gas Condensation, Electro deposition and other techniques, chemical vapour deposition, physical vapour deposition, Laser ablation, pulsed laser deposition.

Unit III: Characterization tools

X-ray powder diffraction, Single crystal diffraction techniques, Thermogravimetry, Differential Thermal Analysis and Differential Scanning Calorimetry, Electron Energy Loss Spectroscopy, High Resolution Imaging Techniques- Scanning Electron

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Microscopy, Atomic Force Microscopy and Transmission Electron Microscopy, Optical characterization techniques- Raman spectroscopy and Ultra Violet-Visible (UV-Vis) spectroscopy

Unit IV: Applications

Functional materials, Biomedical applications, Molecular Electronics and Nanoelectronics, Nano coating, Nanomaterials for renewable energy, Nanobots, Molecular electronics and Nanoelectronics, Environment related application, Membrane based application, Polymer based application.

Suggested Readings:

1. W R Fahrner, Nanotechnology and Nanoelectronics, (Springer (India) Private Ltd., 2011).
2. MMadou, Fundamentals of Microfabrication, (CRC Press, New York, 1997).
3. N Taniguchi, Nano Technology, (Oxford University Press, New York, 2004).
4. W Ahmed and MJ Jackson, Emerging Nanotechnologies for Manufacturing, (Elsevier Inc., 2014).
5. C P Poole, F J Owens, Introduction to Nanotechnology, (John Wiley and Sons, 2004).
6. CN R Rao and A K Sood, Graphene synthesis, properties and Phenomena (Wiley VCH, 2010).
7. A Krueger, Carbon Materials and Nanotechnology (Wiley-VCH, 2010).


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GROUP G: CHOICE BASED COURSES (CBC)

Semester III

CBCCH-I-201: CHEMISTRY: GREEN CHEMISTRY

Time: 3 Hours

Credits- 4

Max. Marks: 100

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The student teacher will be able to:

- Get brief ideas regarding Green Chemistry.
- Know about green synthesis.
- Understand various applications of green materials.
- Understand Future trends in Green Chemistry.

Unit I:


Green Chemistry: History, need, and goals. Green chemistry and Sustainability. Dimensions of sustainability, Limitations/Obstacles in pursuit of the goals of Green Chemistry. Opportunities for the next generation of materials designers to create a safer future.

Unit II:

Examples of green synthesis/reaction:

Green starting materials, Green reagents, Green solvents and reaction conditions, Green catalysis, Green synthesis- Real world cases, Traditional processes and green ones), Synthesis of Ibuprofen, Adipic acid etc and selected examples from US Presidential, Green Chemistry Challenge Award Winners. Basic principles of Green Chemistry and their illustrations with examples. Prevention of waste/by-products. Maximum incorporation of the materials used in the process into the final product (Atom Economy): Green metrics, Prevention/Minimization of hazardous/toxic products. Designing safer chemicals - different basic approaches, Selection of appropriate auxiliary substances (solvents, separation agents etc.), Energy requirements for reactions—use of microwave, ultrasonic energy, Selection of starting materials—use of renewable starting materials. Avoidance of unnecessary derivatization—careful use of blocking/protection groups. Use of

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catalytic reagents (wherever possible) in preference to stoichiometric reagents. Designing biodegradable products. Prevention of chemical accidents. Strengthening/development of analytical techniques to prevent and minimize the generation of hazardous substances in chemical processes. Development of accurate and reliable sensors and monitors for real time in process monitoring.

Unit III:

Examples of green synthesis/reaction: Green starting materials, Green reagents, Green solvents and reaction conditions, Green catalysis, Green synthesis- Real world cases, (Traditional processes and green ones) Synthesis of Ibuprofen, Adipic acid etc. and selected examples from US Presidential Green Chemistry Challenge Award Winners.

Unit IV:

Future trends in Green Chemistry: Oxidation-reduction reagents and catalysts; Biomimetic, multifunctional reagents; Combinatorial green chemistry; Proliferation of solvent less reactions; Non-covalent derivatization. Biomass conversion, emission control. Bio catalysis.

Text Books and Reference Books:


1. Green Chemistry: Theory and Practice. P.T. Anastas and J.C. Warner. Oxford University Press.
2. Green Chemistry: Introductory Text. M. Lancaster Royal Society of Chemistry (London).
3. Introduction to Green Chemistry. M.A. Ryan and M. Tinnesand, American Chemical Society (Washington).
4. Real world cases in Green Chemistry, M.C. Cann and M.E. Connelly. American Chemical Society (Washington).
5. Real world cases in Green Chemistry (Vol. 2) M.C. Cann and T.P. Umile. American Chemical Society (Washington)

PRACTICUM/ PROJECT WORK:

Candidate will be given a topic of project at the beginning of Semester III. The candidate is expected to collect pertinent literature and make a presentation based on the literature and the proposed plan of work at the end of Semester III.

Assignments will also be given based on different aspects of green chemistry.

A committee of faculty members of chemistry section will evaluate the projects and assignment.


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GROUP G: CHOICE BASED COURSES (CBC)

Semester III

CBCZO-I-201: ZOOLOGY: BIODIVERSITY

Time: 3 Hours

Credits- 4

Max. Marks: 100

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The student teacher will be able to:

- Get brief ideas regarding Biodiversity.
- Understand the faunal Biodiversity.
- Understand the Duties of the central and the State Government, Biodiversity management committees in conservation.


Course Contents

Unit I: Biodiversity General Account

1. Introduction to Biodiversity (Elements and concept of biodiversity).
2. Types of Biodiversity
3. Climatic Zones or zoogeographic zones of India
4. Indian Biodiversity, Vegetational Zones, Zones of Faunal distribution
5. Major Biodiversity areas of the world and India
6. Biodiversity Hot Spots
7. National Parks and Sanctuaries of Rajasthan and their biodiversity

Unit II: Faunal Biodiversity

1. Mammalian morphology, Adaptations in various groups of mammals.
2. Behavior and social organization in mammals; social and mating systems; territories; communication.
3. Bird's morphology, Adaptations in various groups of birds, morphological and physiological adaptations.
4. Bird migration, breeding behavior, parental care.
5. Biology of major Indian amphibians, fresh water and marine turtles, crocodilians, lizards and snakes.


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6. Identification and study of venomous snakes, action of their venom and first aid for snake bites.

Unit III: Conservation Biology

1. Introduction to conservation biology, values of biodiversity and conservation ethics.
2. Patterns and process of biodiversity, losses and threats to biodiversity.
3. Significance of ecological restoration in conservation.
4. Duties of the central and the State Government, Biodiversity management committees.
5. Red Data Book and its significance. Role of NGOs in conservation, International NGOs; UNEP, GEF, WCS, Bird Life International, Important NGOs in India & their contributions WWF, ATREE, BNHS, WTI, Kalpavriksha etc.
6. Important NGO movements, Chipko movement, Narmada Bachavo Aandholan, Pani Panchayats, Seed Movement etc.
7. Wildlife Protection Act, Biodiversity Act, Forest Act and other Rules and Acts for Biodiversity protection and conservation.

Unit IV: Tools and Techniques


1. Counting Methods or Population assessment (Total Count, Road Side Count, Waterhole Count, Nest Count, Camera trap Methods, Pugmark Census, Call Census, Radio tagging, Line transect, Quadrant Method, Mark-Recapture)
2. Sampling techniques and strategies (random, stratified and systematic).
3. Concept of species richness, evenness and diversity and their measures, Diversity indices.
4. Basic introduction of GPS and GIS

Suggested Readings:

1. Caughley, G., and Sinclair, A.R.E. (1994). Wildlife Ecology and Management. Blackwell Science.
2. Woodroffe R., Thirgood, S. and Rabinowitz, A. (2005). People and Wildlife, Conflict or Coexistence? Cambridge University.
3. Bookhout, T.A. (1996). Research and Management Techniques for Wildlife and Habitats, 5th edition. The Wildlife Society, Allen Press.
4. Sutherland, W.J. (2000). The Conservation Handbook: Research, Management and Policy. Blackwell Sciences
5. Hunter M.L., Gibbs, J.B. and Sterling, E.J. (2008). Problem-Solving in Conservation Biology and Wildlife Management: Exercises for Class, Field, and Laboratory. Blackwell Publishing.

Practicals:


- Identification of mammalian fauna, avian fauna, herpeto-fauna
- Identification of Venomous and Non venomous snakes
- Demonstration of basic equipment needed in biodiversity studies use, care and maintenance (Compass, Binoculars, Spotting scope, Range Finders, Global Positioning System, Various types of Cameras and lenses)


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- Familiarization and study of animal evidences in the field; Identification of animals through pug marks, hoof marks, scats, pellet groups, nest, antlers etc.
- Demonstration of different field techniques for flora and fauna
- Visits to nearby Zoo, Museum, Forest, sea-shore, Nursery, Aquaria or any other relevant site must be arranged. The report of these visits will be submitted as part of the Practical work.


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GROUP G: CHOICE BASED COURSES (CBC)

Semester III

CBCBO-I-201: BOTANY: BIODIVERSITY

Time: 3 Hours

Credits- 4

Max. Marks: 80

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The student teacher will be able to:

- Understand the plant biodiversity and its significance in human lives
- Understand the threats to plant biodiversity
- Understand about biodiversity conservation.

Course Contents

Unit I: Biodiversity

Plant diversity and its scope- Genetic diversity, Species diversity, Plant diversity at the ecosystem level, Agrobiodiversity and cultivated plant taxa, wild taxa. Values and uses of Biodiversity: Ethical and aesthetic values, Uses of plants.

Unit II: Biodiversity Management

Loss of ecosystem diversity, Loss of agrobiodiversity, Projected scenario for biodiversity loss.


Management of Plant Biodiversity: Organizations associated with biodiversity management- Methodology for execution-IUCN, UNEP, UNESCO, WWF, NBPGR; Biodiversity legislation and conservations, Biodiversity information management and communication.

Unit III: Biodiversity Conservation

Conservation of Biodiversity- ecosystem diversity, *In situ* and *ex situ* conservation, Social approaches to conservation, Biodiversity awareness programmes, Sustainable development.

Unit IV: Importance of Forestry

Role of plants in relation to Human Welfare; Importance of forestry in relation to medicine, timber, gums and resins.


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Suggested Readings:

1. Krishnamurthy, K.V. (2004). An Advanced Text Book of Biodiversity - Principles and Practices. Oxford and IBH Publications Co. Pvt. Ltd. New Delhi
2. Sharma P.D., 2010 Ecology and Environment. Rastogi Publications, Meerut

Practicals:

- Visit to nearby botanical gardens, biological park. The report of this needs to be submitted.
- Study of aquatic biodiversity by visit to some pond or lake.
- Study of aquatic biodiversity by making temporary micropreparations of the phytoplanktons, algae etc.
- Herbarium sheets preparation.


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GROUP G: CHOICE BASED COURSES (CBC)

Semester III

CBCMT-I-201: MATHEMATICS: DISCRETE MATHEMATICS

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks

Objectives: At the end of the course students will be able to:

- (i) Understand the concepts of Set Relation and function
- (ii) Understand the concept of Graphs and planar graphs apply these in problem solving.
- (iii) Explain the concept of Boolean algebra and lattices.

Course Contents

Unit I:

Set Relation and function, binary relations, equivalence relations and partitions, partial order relation and lattices chains and anti chains, pigeon hole principle, principle of inclusion and exclusion.

Unit II:

Computability and formal languages ordered sets languages, phase structure grammars types of grammars and languages permutations, combinations' and discrete probability

Unit III:

Graphs and planar graphs; basic terminology, multigraphs, weighted graphs paths and circuits travelling sales person problem, planar graphs, trees.

Unit IV:

Boolean algebra: lattices, algebraic structures, duality, distributive and complemented lattices, boolean lattices, and boolean algebras, boolean functions as expressions.

Suggested Readings:

1. Elements of Discrete mathematics: C.L. Liu, McGraw Hill, International editions, 2008.

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2. Graph Theory: NarsinghDeo, Prentice Hall of India, 2004.
3. Discrete Mathematics: N.L. Biggs, Oxford Science Publication, 1985.
4. Discrete Mathematics and its Applications: Kenneth H. Rosen, McGraw Hill, 1999.
5. Discrete Mathematics with Applications: T. Koshy, Academic Press, 2005.

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GROUP G: CHOICE BASED COURSES (CBC)

Semester III

CBCED-I-201: EDUCATION: GUIDANCE & COUNSELLING IN SCHOOL

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

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

- Develop an understanding of the concepts of guidance and counselling.
- Develop an understanding of educational, vocational and personal guidance.
- Acquaint the students with the testing devices and techniques of guidance.
- Develop an understanding of collection and dissemination of occupational guidance.
- Sensitize student-teachers to the problems faced by students in the contemporary world.
- Create an awareness of the working of guidance centers.
- Provide guidance & counseling for school level students.


Course Contents

Unit I: Concept of Guidance and Counseling

- Meaning, Nature & Functions of Guidance.
- Principles of Guidance.
- Need of Guidance at various stages of life.
- Types of Guidance:
 - (i). Educational Guidance – Meaning and need at Secondary level.
 - (ii) Vocational Guidance – Meaning and need at Secondary level.
 - (iii) Personal Guidance – Meaning and need at Secondary level.

Unit II: Concept of Guidance and Counseling

- Meaning, Nature and Functions of Counseling
- Theories of Counseling:
 - Theory of Self (Rogers)


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- Rational Emotive Behavioural Therapy (Albert Ellis).
- Types of Counseling: Directive, Non directive, Eclectic.
- Process of Counseling (Initial disclosure, in depth exploration and commitment to action).

Unit III: Testing and Non- testing devices for the study of an Individual

- Tests: Aptitude, Attitude, Interest, Achievement, personality, IQ and Emotional, Mental ability, Intelligence etc.
- Techniques used in guidance: Questionnaire, Interview schedule, Case study, Diary and Autobiography.
- Professional efficacy and interest.

Unit IV: Contemporary issues and Skills in Guidance & Counselling


- Dealing with depression and academic stress (with regard to their identification and intervention). Guidance Implication in (Current Indian scenario, Education and Guidance: Democracy and Guidance, Individual Differences and Guidance, planning of Guidance cell in school.
- Skills in Counseling (Listening, Questioning, Responding, Communicating.
- Role of Teacher as a counselor and professional ethics associated with it.
- Career Counseling and Dissemination of Occupational Information.

Practicum/ Tutorials:

- Organize a workshop in school on guidance for secondary level students.
- Group discussion among pupil teachers on types of guidance.
- Pupil Teacher should guide at least one school student in any area of guidance and prepare a report to this effect.
- Organize an orientation program for student teacher on skills in counseling (listening, questioning, communicating etc.)
- Organize a Counseling program for the student who is guided by teacher student in the area/type of Guidance. Student teacher would practice on Counseling skill (at least three Time duration with 5-7 Minute per skill)
- Apply "Professional Interest test" on secondary student on the basis of interrelation, and give professional guidance to the students.
- Prepare a case study of one student with special needs at school level and give suggestions for remedial measure, too.
- Make a flow chart on Job Analyze opportunities and present it in school among secondary students.
- Organize a programme on occupational detail Information (like area, agencies and future etc.) for school level
- Prepare a plan and establish a guidance and Counseling cell in school.
- Make a stress releasing strategy for school students and find out its effectiveness.

Suggested Readings:


1. Sharma, Shati Prabha. Career Guidance and Counselling: principles and techniques. Kanihka publisher. 2005


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2. Sharma, RN & Sharma, Rachana. Guidance and Counselling in India. Atlantic Pub. & Distributors, New Delhi, 2004
3. Singh, Y.K. Guidance and Career Counselling. APH Publishing New Delhi. 2007
4. Nayak, AK. Guidance & Career Counselling. APH Publishing corp. 2007
4. Abraham, Jessy. Guidance & Counselling for Teacher Education. Sarup & sons. New Delhi. 2003
5. अस्थाना, विपिन, परामर्श एवं निर्देशन. अग्रवाल प्रकाशन, 2014
6. अस्थाना, विपिन एवं अस्थाना निधि निर्देशन और उपबोधन, अग्रवाल प्रकाशन, 2013-14
7. मटनागर, सुरेश एवं वर्मा, रामपाल. वृत्तिक सूचना एवं वृत्तिक निर्देशन, अग्रवाल प्रकाशन 2012
8. जयसवाल, सीताराम शिक्षा में निर्देशन एवं परामर्श अग्रवाल प्रकाशन 2014
9. उपाध्याय, राम वल्लभ एवं जयसवाल, सीताराम शिक्षा में निर्देशन एवं परामर्श की भूमिका अग्रवाल प्रकाशन 2014


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GROUP G: CHOICE BASED COURSES (CBC)

Semester III

CBCED-II-201: EDUCATION: PEACE ORIENTED VALUE EDUCATION

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.


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

- Understand the importance of peace education.
- Analyse the factors responsible for disturbing peace.
- Appreciate the role of peace in life.
- Develop insight of understanding of concept of Indian values according to time, space and situation.
- Scientifically analyse values in Indian culture and tradition.
- Develop positive attitude about Indian human values
- Understand the Indian values according to Shradhha and logic.
- Understand the co-ordination with Indian values and life style.
- Analyse the ethical, artistic and pleasant values.
- Analyse absolute values in globalization and universlization.
- Develop the teaching learning method for adoptation and assimilation in life value.
- Explain fundamental aims and values that provide the intellectual basis of contemporary education policy and practice.
- Engage with issues in a manner that make them sensitive to promote certain educational values while marginalizing others.
- Explore the meaning of Ethics and values.
- Understand the process of value education.

Course Contents

Unit I: Understanding Education for Peace

- Meaning, aims, objectives of Peace and Peace Education.
- Need and Importance of Peace Education.
- Barriers: Psychological, Cultural, Political.
- Peace promoting values: compassion, cooperation and love.


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- Empowerment of self through critical self- reflection.
- Reducing prejudices and nurturing ethical behaviour.

Unit II: Nature and sources of values, Classification of values

- Meaning, concept need and importance of values and ethics.
- Personal and Social values
- Intrinsic and extrinsic values on the basis of personal interest and social good.
- Social, moral, spiritual and democratic values on the basis of expectation of society and one's self inspiration.
- Identification of Analysis of emerging issues involving value conflicts
- Design and development of instructional material for nurturing values.

Unit III: Values in religious scriptures

- Bhagwadgita- Nishkam Karma, Swadharma, Laksagrah and Stithpragya.
- Bible – Concept of truth, compassion, forgiveness
- Dhamnipada- Astangmarg, Aryastya and Madhyamarg
- Gurugranth Sahib- Concept of Kirath, Sungat, Pangat & Jivanmukti
- Quran – Concept of spiritual and moral values (adah, raham & theory of justice) & social responsibilities.

Unit IV: Methods and Evaluation of Value Education


- Traditional Methods: Story Telling, Ramleela, Tamasha, street play and folk songs.
- Practical Methods: Survey, role play, value clarification, Intellectual discussions.
- Causes of value crisis: material, social, economic, religious evils and their peaceful solution.
- Role of school- Every teacher as teacher of values, School curriculum as value laden.
- Moral Dilemma (Dharmsankat) and one's duty towards self and society

Practicum/Tutorials:

- Preparation of a report on school programmes for promotion of peace.
- Observation of classroom situation and identification of factors promoting peace.
- Analyse morning assembly programme of a school from the point of view of value education.
- Analysis of a text book of a school subject from the point of view of values hidden.
- Practice of role- play in two situations and preparation of report.
- Report on value conflict resolution in a situation.

Suggested Readings:


1. अवस्थी शशि – प्राचीन भारतीय समाज, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली 1993
2. उर्वशी, सरती – नैतिक शिक्षा एवं बालविकास, प्रभात प्रकाशन, चावडी बाजार, दिल्ली , 1979
3. काणे पी.बी. – धर्मशास्त्री का इतिहास, उ.प्र. हिन्दी संस्थान, हिन्दी भवन, महात्मा गांधी मार्ग, लखनऊ।


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4. गुप्ता नत्थूलाल – मूल्यपरक शिक्षा पद्धति, जयकृष्ण अग्रवाल, महात्मा गांधी मार्ग, अजमेर 1989
5. गायनका जयदयाल – महत्त्वपूर्ण शिक्षा, गीताप्रेस गारे खपुर।
6. पाण्डेय गोविन्दचन्द्र – मूल्य भीमांसा – राजस्थान हिन्दी ग्रन्थ अकादमी, तिलक नगर, जयपुर, 1973।
7. प्र सहस्र बुद्धे : जीवन मूल्य, सुरुचि साहित्य, केशवकुंज, झण्डे वालान, नई दिल्ली,
8. भारती धर्मवीर – मानव मूल्य और और साहित्य, भारतीय ज्ञानपीठ, काशी, 1972
9. मानव सेवा संघ, वृंदावन – मानवता के मूल सिद्धान्त 1981
10. मिश्र विद्यानिवास – अध्यापन, भारतीय दृष्टि, एनसीटीई, नई दिल्ली 1988
11. विमल कुमार – मूल्य भीमांसा, राजकमल प्रकाशन, दिल्ली
12. Acharya Mahaprija : Towards Inner Harmony, New Delhi, B. Jain Publishers, 1999
13. Dutt, N.K. and Ruhela S.P. : Human Values and Education, Sterling Publishers Pvt. Ltd., New Delhi, 198
14. Gandhi K.L. : Value Education, Gyan Publishing House, New Delhi, 1993
15. Gupta, Nathu Lal : Value Education : Theory and Practice : Jaikrishan Agarwal, Mahatma Gandhi Road, Ajmer – 2000
16. I.A. Lolla : Value Certification : An advanced Handbook for trainers and Teachers, Calif, University Associate Press, Krischan Boum, Howard 1977
17. Prem Kripal : Value in Education, NCERT, New Delhi 1981
18. Rajput, J.S. (2001). Values in Education, New Delhi, Sterling Publishers, 2005
19. Rokeach M. : The Nature of Human Values, The Free Press , New York 1973
20. Sharma R.S. : The Monk who sold his Ferrari, Mumbai, Jaico Publishing House, 2003
21. Swami Ragunath Anand: Eternal Values for a Changing Society, BVB Bombay 1971.
22. Gupta, K. M. (1989). Moral Development of School Children Gurgaon: Academic Press.
23. Krishnamurthy, J. (2000). Education and the Significance of Life. Pune: KFI.
24. Dhokalia, R. P. (2001). External Human Values and World Religious. New Delhi: NCERT.
25. Sheshadri, C., Khadere, M. A., & Adhya, G. L. (ed.) (1992). Education in Value. New Delhi: NCERT, London, Allen and Unwin.
26. Singh, R. N. (ed.) (2003). Analytical study of Sikh Philosophy, Commonwealth Publishers: New Delhi- 02.
27. Khan Masood Alia (ed.) (2006). Islamic Thought and its Philosophy. Commonwealth Publishers: New Delhi- 02.
28. Khan, Intakhab Alam (2007). Peace, Philosophy and Islam, Academic Excellence. Delhi- 31.


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GROUP G: CHOICE BASED COURSES (CBC)

Semester III

CBCLH-201: LANGUAGE: jpuKRed ys[ku ,ao vuqokn

Time: 3 Hours

Credits- 4

Max. Marks: 100

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

इकाई 1:

रचनात्मक लेखन परिभाषा, परिचय, उपयोगिता रचनात्मक लेखन के विविध रूप – कविता, कहानी उपन्यास, नाटक, एकांकी

इकाई 2:

- ❖ अनुवाद एवं रचनात्मक लेखन
 - अनुवाद का अर्थ, स्वरूप और महत्व
 - अनुवाद : इतिहास और परंपरा
 - अनुवाद के तत्त्व – स्रोत भाषा, लक्ष्य भाषा, संप्रेषण कोशगत अर्थ, अनुवाद सामग्री भावार्थ
 - अनुवाद के स्वरूप – शाब्दिक अनुवाद, भावानुवाद छायानुवाद, सारानुवाद।

इकाई 3:


- ❖ अनुवाद प्रक्रिया : आयाम एवं प्रमुख पक्ष
 - ❖ अनुवाद प्रक्रिया के विभिन्न चरण
- | | |
|------------------|-----------------|
| रचना का चयन | प्रमुख पक्ष |
| पठन | (अ) रचनाकार |
| विश्लेषण | (ब) अनुवादकर्ता |
| मासिक अंतरण | (स) पाठक |
| पुनरीक्षण | |
| संशोधित भाषांतरण | |

इकाई 4:

- ❖ अनुवाद एवं रचनात्मक लेखन : सम्यक मूल्यांकन
 - अनुवाद कार्य की आवश्यकता एवं महत्व
 - बौद्धिक – सांस्कृतिक आदान-प्रदान में अनुवाद कार्य की भूमिका

संदर्भग्रंथ:

- 1 अनुवाद विज्ञान – सिद्धांत और अनुप्रयोग हिन्दी माध्यम कार्यान्वयन निदेशालय
- 2 भारतीय भाषाएँ एवं हिन्दी अनुवाद : समस्या समाधान डॉ. कैलाशचंद भाटिया (गूगल पुस्तक)
- 3 रचनात्मक लेखन – संपादक प्रो रमेश गौतम भारतीय ज्ञानपीठ दिल्ली
- 4 अनुवाद : अवधारणा एवं अनुप्रयोग सं. डॉ. चन्द्रमान रावत नेशनल पब्लिशिंग हाउस, दिल्ली


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CBCLE-201: LANGUAGE: LANGUAGE LITERATURE & EDUCATION

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The students will be able to:

- Acquaint themselves with literary creations in other Indian language.
- Appreciate literary pieces from other languages of India.
- Understand the literary and cultural ethos of the country.

Unit I: Language, Society & Culture

- Language and Society
- Language and Culture
- Language and Identity
- Language and Gender

Unit II: Literature, Society & Culture

- Concept and Scope of Literature
- Literature and Society
- Importance of Literature for Society
- Impact of Literature on Society and Vice Versa

Unit III: Language and Education


- Language for Education
- Role of Language in Education
- Relationship between Language and Education
- Impact of Language on Education

Unit IV: Literature and Education

- Literature for Education
- Role of Literature in Education
- Relationship between Literature and Education
- Impact of Literature on Education

Suggested Readings:


1. Hall, G. *Literature in Language Education*. London: Palgrave Macmillan. 2005.
2. Aldama, Frederick Luis. *Why the Humanities Matter: A Commonsense Approach*. Austin: University of Texas Press. 2008.


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3. Yadav, Saryug. *Language, Literature and Education*. New Delhi: Academic Excellence. 2008.
4. Mishra, A. K. *Literature, Culture and Language Education*. New Delhi: Lakshi Publishers. 2012.


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GROUP G: CHOICE BASED COURSES (CBC)

Semester III

**CBCGE-201: GEOGRAPHY: BASICS OF GEOGRAPHICAL INFORMATION SYSTEM-
GIS**

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks

Objectives: The students will be able to:

- To introduce elementary concepts of GIS
- To explain main characteristics of geographical data
- To understand the application of GIS in solving problems of spatial nature.

Unit I:

Definition and components of GIS – hardware, software, data, people or 'liveware';
Structure of GIS

Unit II:

Geographical data: types and characteristics; Spherical and plane coordinate systems in GIS;
Implications of earth's shape and datum in geo-referencing,

Unit III:

Digital representation of geographic data: Data structure, Spatial data model, Raster and Vector models;
GIS data standards: concepts and components; Digital Elevation Model (DEM).

Unit IV:


Recent trends in GIS; Mobile GIS; Global Position System; Integration of Remote sensing and GIS; GIS data base management systems; GIS information products; Applications of GIS.

Suggested Readings:

1. Burrough, P.A. and McDonnell, R. (1998): Principles of Geographic Information Systems. Oxford University Press, Oxford.

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2. Chang, K.T. (2003): Introduction to Geographic Information Systems. Tata McGraw Hill Publications Company, New Delhi.
3. Chauniyal, D. D. (2004): Remote Sensing and Geographic Information Systems, Sharda Pustak Bhawan, Allahabad. (in Hindi).
4. Demers, M. N. (2000): Fundamentals of Geographic Information Systems. John Wiley and Sons, Singapore.
5. ESRI (1993): Understanding GIS. Redlands, USA
6. Fraser Taylor, D.R. (1991): Geographic Information Systems. Pergamon Press, Oxford.
7. George, J. (2003): Fundamentals of Remote Sensing. Universities Press Private Ltd, Hyderabad.
8. Glen, E. M. and Harold, C. S. (1993): GIS Data Conversion Handbook. Fort Collins, Colorado, GIS Word Inc.
9. Guptill, S.C., and Morrison, J.L. (1995): Elements of Spatial Data Quality. Elsevier/ Pergamon, Oxford.
10. Heywood, I. (2003): An Introduction to Geographical Information Systems. 2nd edition, Pearson Publishing Company, Singapore.
11. Korte, G. M. (2002): The GIS Book. On Word Press: Thomson Learning, New York and Singapore.
12. Lo, C.P. and Yeung, A. K. W. (2002): Concepts and Techniques of Geographic Information Systems. Prentice Hall of India, New Delhi.
13. Longley, P., Goodchild, M.F., Maguire, D. and Rhind, D. (1999): Geographic Information Systems.
14. Principles, Techniques, Management, Applications. John Wiley and Sons, New York.
15. Martin, D. (1996): Geographic Information Systems: Socioeconomic Implications. Routledge, London.
16. Michael F. G. and Karan K. K. (ed.) (1990): Introduction to GIS. NCGIA, Santa Barbara, California.
17. Demers, M. N. (2000): Fundamentals of Geographic Information Systems. John Wiley and Sons, Singapore.
18. ESRI (1993): Understanding GIS. Redlands, USA
19. Fraser Taylor, D.R. (1991): Geographic Information Systems. Pergamon Press, Oxford.
20. George, J. (2003): Fundamentals of Remote Sensing. Universities Press Private Ltd, Hyderabad.
21. Glen, E. M. and Harold, C. S. (1993): GIS Data Conversion Handbook. Fort Collins, Colorado, GIS Word Inc.
22. Guptill, S.C., and Morrison, J.L. (1995): Elements of Spatial Data Quality. Elsevier/ Pergamon, Oxford.
23. Heywood, I. (2003): An Introduction to Geographical Information Systems. 2nd edition, Pearson Publishing Company, Singapore.


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Practical: Basics of Geographical Information System

- Principles of GIS; Properties of EMR
- Geographical data: types and characteristics;
- Spherical and plane coordinate systems in GIS;
- Implications of earth's shape and datum in geo-referencing
- Preparation of choropleths maps

Practical Record File: Students will be required to prepare a practical record file consisting of all exercises in the paper.

Assessment Modalities: The assessment modality will involve a term-end examination towards the end of the semester.

- The term-end examination may carry:
 - Lab Work (Any 2 out of 3 exercise)
 - Record File
 - Viva


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GROUP G: CHOICE BASED COURSES (CBC)
Semester III
CBCHS-201: HISTORY: HERITAGE & TOURISM

Time: 3 Hours
Credits- 4

Max. Marks: 100
Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks

Objectives: The students will be able to:

- Understand the different facets of heritage, Tourism and their significance.
- Highlights the legal and institutional frameworks for heritage protection in India as also the challenges facing it.
- The implications of the rapidly changing interface between heritage and history will also be examined.
- The course will be strongly project- based on visits to Museum/Heritage Sites

Course Contents

Unit I:


- Heritage- Meaning and Significance,
- Types- Cultural Heritage, Natural Heritage, Living Heritage (Folk Art, Festivals, Living Styles etc.)
- Tangible and Intangible Heritage

Unit II:

- Heritage Organization/ Structure: Forts, Palaces
- Museums, Natural Reserves.
- Role and Significance of Heritage in tourism, Heritage Tourism, Cultural Tourism and Eco Tourism

Unit III:

- Museum and the Cultural Heritage: India's Cultural Policy
- Policy of Government of Rajasthan
- General Principles and Societies role for maintenance of Rajasthan


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Unit IV:

- World Heritage sites of India with special reference to Rajasthan
- Role of UNESCO in Heritage
- Guidelines of UNESCO

Tutorials/Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any may be resolved during tutorials. Visit to Tourist site and Preparation of report (Practical).

Suggested Readings:

- गढ़वीर. माथुर. पर्यटन: दशावदिशा वृ लितरेरीसर्किल. जयपुर
- सहाय, शिवस्वरूप. पर्यटन सिद्धान्त और प्रबंधन तथा भारत में पर्यटन. मोती लाल बनारसी दास
- सहाय, शिव स्वरूप. पर्यटकों का देश भारत. मोती लाल बनारसी दास
- Roy Chowdhury, Maduparna. Displaying India's Heritage. Orient Blackswan
- David Lowenthal. The past :The Heritage Crusade and the Spoils of History. Cambridge, 2010
- Layton R.P. Stone and J. Thomas. Destruction and conservation of cultural property, London :Rutledge, 2001
- Lahiri N. Marshaling .The Past –Ancient India its Modern Histories, Ranikhet: Permanent Black. 2012, Chapter 4 and 5
- S S Biswas. Protecting the cultural heritage (National Legislations and International Conventions). New Delhi : INTACH, 1999
- Agarwal O.P. Essentials of conservation and Museology, Delhi, 2006


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Unit

GROUP G: CHOICE BASED COURSES (CBC)

Semester III

CBCPS-201: POLITICAL SCIENCE: DEMOCRACY AT WORK

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: On completion of the course the students – teacher will be able to:

- Acquire knowledge about the working of democracy in India.
- Understand the societal basis of democracy as providing opportunities to flourish diversity through civil liberties.
- Understand Democracy as Representative, Responsible and Participatory.
- Appreciate the Democratic process as not merely a rule of Majority but Tolerance to words dissent.
- Acquaint themselves with the dividends of Democracy in India.

Unit I:

Democratic society: Understanding of Diversities, Fundament Rights, Fundamental Duties, Mass Media, Political Parties, Pressure Groups.

Unit II:

Democratic Government: Universal Adult Franchise, Representation, Parliamentary Government, Federal system, Local government at Rural and Urban areas.

Unit III:

Democratic Process: Accommodation of Social, Economic and Cultural diversities, Rule of law, Independent Judiciary

Unit IV:


Redressal of Public Grievances, Right to Information, Right to Education, MGNREGA.

Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.

Suggested Readings*

(*Reading lists may overlap in terms of subject matter. Therefore, students are advised to consult them accordingly.)

1. D.D. Basu : An Introduction to the Constitution of India, New Delhi. Prentice Hall, 1994.
2. G. Austin : Working a Democratic Constitution the Indian Experience. Delhi, Oxford University Press, 2000.
3. R. C. Agarwal : Indian Government and Politics (India Political System) 5th ed. S.Chand and Co., New Delhi 2000
4. N.G. Jayal (ed.), Democracy in India, Delhi, Oxford University Press. 2001.
5. A.G.Noorani, Constitutional Questions in India : The President, Parliament and the States Delhi, Oxford University Press, 2000.
6. Payl, Flather : Recasting Indian Politics – Essays on a Working Democracy Palgsave 2002.
7. Niraja Gopal Jayal. Democratic Governance in India : Challenges of Poverty Development and identity. Sage Publications, New Delhi
8. S.N.Singh, Caste Tribe and Religion in Indian Politics, Sai, New Delhi, 2006
9. डॉ जयराम उपाध्याय – भारत का संविधान, सेन्द्रल लॉ एजेन्सी, इलाहाबाद, 2007
10. बी. एल. फड़िया – भारतीय शासन एवं राजनीति, साहित्य भवन पब्लिकेशनस, आगरा, 2007
11. डॉ ए पी अवस्थी – भारतीय शासन व राजनीति, लक्ष्मी नारायण अग्रवाल, आगरा 2006
12. एस एम सईद – भारतीय राजनीतिक व्यवस्था, सुलभ प्रकाशन, लखनऊ 2004


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GROUP G: CHOICE BASED COURSES (CBC)

Semester III

CBCEC-201: ECONOMICS: RECENT TRENDS & PRACTICES IN ECONOMICS

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The students will be able to:

The objective of this course is to make the students aware of the fundamentals of economics and also the contemporary issues

Unit I: Educational Economics

- Review of Economic Principles
- Human Capital Theory
- Job Signalling
- Educational Production Functions
- The Market for Teachers
- Teacher Incentives
- Market Dimensions of Higher Education
- Student Aid Policy and Collegiate Outcomes
- Financial Issues in Higher Education

Unit II: Social Economics

- Discrimination, the market, statistical discrimination, minimum wage, gender
- Discrimination, exclusion
- Income inequality and poverty, causes of income inequality and poverty (inflation)
- Income distribution over time, the official poverty rate
- Unemployment, measurement, types and cost of unemployment, interpreting the unemployment rate, social security

Unit III: Entrepreneurship and development

- The critical roles played entrepreneurship in Innovation systems.
- The differences between industrial and agricultural start-ups?

- Role of government in fostering entrepreneurship

Unit IV: Technology and globalization


- The importance of foreign technology in national innovation systems.
- Role played by global value chains play in evolution of innovation systems.
- Contribution of Policy approaches by emerging economies to tap into global value chains.

Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.

Suggested Readings*:

(*Reading lists may overlap in terms of subject matter. Therefore, students are advised to consult them accordingly.)


1. Cohn and Geske, The Economics of Education, Chapter 1.
2. Hirshleifer, Jack (1985). The Expanding Domain of Economics. The American Economic Review, 75(6): 53-68.
<http://catalog.flatworldknowledge.com/catalog/editions/rittenberg-principles-ofmicroeconomics-1-0>
3. Cohn and Geske, The Economics of Education, Chapter 2-4.
4. Ashenfelter, O. and Krueger, A. (1994). Estimates of the Economic Return to Schooling From A New Sample of Twins. American Economic Review, 84(5): 1157-1173.
5. Acemoglu, D., Introduction to Modern Economic Growth, Princeton University Press, 2009
6. Spence, M. (1973). Job Market Signalling. Quarterly Journal of Economics, 87(3): 355-374.
7. Cohn and Geske, The Economics of Education, Chapter 9.
8. Bound, J., Hershbein, B., and Long, B. (2009). Playing the Admissions Game: Student Reactions to Increasing College Competition. Journal of Economic Perspectives, 23(4): 119-146.
9. Deming, D., Goldin C., and Katz, L. (2012). The For-Profit Postsecondary School Sector: Nimble Critters or Agile Predators? Journal of Economic Perspectives, 26(1): 139-164.
10. Avery, C. and Turner, S. (2012) "Student loans: Do College Students Borrow too Much - or Not Enough?" Journal of Economic Perspectives, 26(1): 165-192.
11. Cohn and Geske, The Economics of Education, Chapter 12.
12. Heller, D. (1997). Student Price Response in Higher Education: An Update to Leslie and Brinkman. Journal of Higher Education, 68(6): 624-659.
13. Fu, X., Pietrobelli, C. and Soete, L. 2011. "The Role of Foreign Technology and Indigenous Innovation in the Emerging Economies: Technological Change and Catching-up," World Development, Vol. 39 No. 7, pp. 1204-1212, <http://www.sciencedirect.com.ezp-prod1.hul.harvard.edu/science/article/pii/S0305750X11000647>


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14. Pietrobelli, C. and Rabelotti, R. 2011. "Global Value Chains Meet Innovation Systems: Are There Learning Opportunities for Developing Countries?" World Development, Vol. 39, No. 7, pp. 1261-1269.
15. Mazzoleni, R. 2008. "Catching Up and Academic Institutions: A Comparative Study of Past National Experiences," Journal of Development Studies, Vol. 44, No. 5, pp. 678-700.
16. Mok, K.H. 2012. "The Quest for Innovation and Entrepreneurship: The Changing Role of University in East Asia," Globalisation, Societies & Education, Vol. 10, No. 3, pp. 317-335.
17. Borros, M. 1997. Technology policy and Economic Growth. [Online]. Available at: <http://brie.berkeley.edu/publications/WP%2097.pdf>
18. Mokyr, J. 2005. Long term Economic Growth and the History of Technology. [Online]. Departments of Economic and History, Northwestern University. Available at: <http://faculty.wcas.northwestern.edu/~jmokyr/AGHION1017new.pdf>
19. Cortright, J. 2001. New growth theory: technology and learning. [Online]. Reviews of economic development literature and practice. No. 4. Available at: http://www.eda.gov/ImageCache/EDAPublic/documents/pdfdocs/1g3lr_5f7_5fcortright_2epdf/v1/1g3lr_5f7_5fcortright.pdf


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Uavite

Group B: Generic Course (GC)
GCIR 202: Indian Constitution and Human Rights

Time: 3 Hours

Credits- 4

Max. Marks: 100

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: On completion of this course, the student teacher will be able to

- Know the importance, preamble and salient features of Indian Constitution
- Appreciate the significance of Fundamental Rights, Duties and Directive Principles of State Policy.
- Develop an understanding of the strength of the Union Government.
- Understand the functioning of the State Government for the unity and the strength of the Democracy.
- Know the importance of local self-Government and Panchayati Raj Institutions in India.
- Know the meaning, significance, the growing advocacy of Human Rights.

Course Contents

Unit I: Meaning and Importance of the Constitution

Preamble, Salient features, Constituent Assembly and the Spirit of the Indian Constitution.

Unit II: Fundamental Rights, Duties and Directive Principles

Fundamental Rights, Fundamental Duties, and the Directive Principles of the state policy of the Indian Constitution.

Unit III: Union, State and Local Self Governments

Union Government: Parliament, the President and Prime Minister: State Government: Governor and the Council of Minister: Judiciary: Functions and Powers: Panchayat Raj System.

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Unit IV: Human Rights

Origin and Development of Human Rights, Growing Advocacy and Declining Trends of Human Rights, Rights of Scheduled Casts, Scheduled Tribes, Minorities, Children and Women, Human Rights Defenders, Human Rights Violation and Human Rights Organizations.

Suggested Readings:

1. M.V.Pylee, Indian Constitution, OUP, New Delhi
2. Granville Austin, Indian Constitution, OUP, New Delhi
3. RajaniKotari, Politics in India, OUP, New Delhi
4. Johari, J C, Indian Government and Politics.
5. S R Maheswari, Local Governments in India (Latest Edition)
6. R K Arora and RajaniGoyal, Indian Public Administration 1995.
7. C P Bhambri, Introduction to Indian Constitution.
8. Subash C Kashyap, The Working of Indian Constitution, NBT, New Delhi
9. Subash C Kashyap, Our Parliament, NBT, New Delhi
10. Granville Austin, Functioning of the Indian Constitution, NBT, New Delhi.
11. Bipan Chandra, India after Independence. Roopa, New Delhi 2000.
12. Arjun Dev, Source Book on Human Rights, NCERT, New Delhi.
13. Human Rights in India: Theory and Practice, National Book Trust, 2001.


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ENG 202 :English Prose and Fiction

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The students will be able to:

- Develop their comprehension skills through reading various types of prose.
- Develop their reading habits and literary taste through some long specimens of prose.

Unit	Content
Unit I	<ul style="list-style-type: none"> ➤ Francis Bacon : Of studies ➤ A.G. Gardiner : On Saying Please ➤ E.M. Forster : Does Culture Matter? ➤ Katherine Mansfield : A Cup of Tea ➤ William S. Maugham : Mr. Know-All ➤ Nadine Gordimer : Once Upon a Time
Unit II	➤ Emily Bronte : Wuthering Heights
Unit III	Thomas Hardy : The Mayor of Casterbridge
Unit IV	<ul style="list-style-type: none"> a. Atmosphere, plot, characters, irony, point of view, setting, novella b. Picaresque novel, gothic novel, domestic novel, historic novel, science fiction, autobiographical, doctrinal novel, stream of consciousness novel, trends in contemporary English novel
<p>Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.</p>	

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Suggested

Readings Unit I

- Sinha, Sushant. K. *English Essayists*. OUP.1978.
- Ward, A.C. *Twentieth Century Prose (1940-1960)*. Longman. 1962.

Unit II


- Thakur, D. *Selected Short Stories*. Macmillan. 2008.
- Camus, Albert. *Exile and the Kingdom*. Vintage International. 2007. Pp. 67-86.

Unit III

- Sinha, A. K. *A Students' Companion to English Fiction*. Bharati Bhawan (P&D). 2017.
- Peck, John. *How to Study a Novel*. Palgrave Macmillan. 1995.
- Forster, E.M. *Aspects of the Novel*. Harvest Book. 1955.
- Bronte, Emily. *Wuthering Heights*. New Delhi: Penguin. 2015.

Unit IV

- Hardy, Thomas. *The Mayor of Casterbridge*. New Delhi: Penguin Books Ltd. 2012.
- Kramer, Dale. *The Cambridge Companion to Thomas Hardy*. Cambridge: CUP. 2006.
- Williams, R. *The English Novel from Dickens to Lawrence*. The Hogarth Press 1987.


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Group C: Core Courses
HIN 202: निबंध, नाटक एवं एकांकी

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 60, Internal: 20, Practical: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- Q.No. 1 will be compulsory and will carry 12 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 12 marks each.
- All questions will carry equal marks.

उद्देश्य-

- विद्यार्थी निबंधों के विभिन्न प्रकारों को तथा उनकी विशेषताओं को समझ सकें और उनकी साहित्यिक समीक्षा कर सकें।
- नाटक और एकांकी के तत्वों से परिचय प्राप्त कर उन तत्वों के आधार पर नाटक और एकांकी की समीक्षा कर सकें, साथ ही नाटक व एकांकी का अंतर भी समझ सकें।
- दलित साहित्य एवं स्त्री विमर्श की अवधारणा से परिचित हो सकें।

इकाई 1

निबंध

- साहित्य जन समूह के हृदय का विकास है - बालकृष्ण भट्ट
- तुलसी के सामाजिक मूल्य - डॉ. रामविलास शर्मा
- भारत एक है - रामधारी सिंह दिनकर

- राष्ट्र का स्वरूप - वासुदेवशरण अग्रवाल
- मानस की धर्म भूमि - रामचंद्र शुक्ल

इकाई 2

एकांकी-

- नया पुराना - उपेन्द्रनाथ अष्क
- दीपदान - रामकुमार वर्मा
- भोर का तारा - जगदीश चंद्र माथुर
- ईद और होली - सेठ गोविन्द दास

इकाई-3

नाटक-ध्रुवस्वामिनी

इकाई - 4

दलित साहित्य की अवधारणा, स्त्री विमर्श की अवधारणा, हिंदी साहित्य में इनका महत्व एवं योगदान।

संदर्भ ग्रंथ

- एकांकी संग्रह - सं. डॉ. हेतु भारद्वाज
- निबंध संग्रह सं. डॉ. हेतु भारद्वाज
- ध्रुवस्वामिनी - जयशंकर प्रसाद
- दलित साहित्य का सौंदर्यशास्त्र— ओम प्रकाश वाल्मीकि
- हिंदी निबंध का विकास - डॉ. ओंकार नाथ शर्मा अनुसंधान प्रकाशन कानपुर
- हिंदी निबंध का इतिहास - ब्रह्मदत्त शर्मा
- प्रसाद के नाटकों का शास्त्रीय अध्ययन - डॉ० जगन्नाथ प्रसाद शर्मा

GEO-202: Climatology and Hydrology

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 60, Internal: 20, Practical: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 12 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 12 marks each.
- iv) All questions will carry equal marks.

Course Contents

Unit I

Atmosphere: composition and structure; Insolation and global energy budget; Distribution of atmospheric pressure; Winds - planetary, periodic and local.

Unit II

Atmospheric moisture – humidity, evaporation, condensation, precipitation; Hydrological cycle; Air mass and fronts - concepts, classification and properties; Cyclones - tropical and temperate

Unit III


Classification of climate (Koeppen and Thorntwaite); Atmospheric pollution; Climate change; Impact of climate change; Urban heat islands.

Unit IV

Surface configuration of ocean floor – continental shelf, continental slope, continental rise, abyssal plain, mid-oceanic ridge and oceanic trenches; Properties of oceanic waters- temperature, salinity; ocean currents and tides


Reading List

- 1- Anthes R. A., Panofsky H. A., Cahir J. J. and Rango A., 1978: *The Atmosphere*, Columbus.
- 2- Barry R. G. and Carleton A. M., 2001: *Synoptic and Dynamic Climatology*, Routledge, UK
- 3- Barry R. G. and Corley R. J., 1998: *Atmosphere, Weather and Climate*, Routledge, New York.
- 4- Batten L. J., 1979: *Fundamentals of Meteorology*, Prentice-Hall Inc., Englewood Cliffs, New Jersey.


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- 5- Boucher K., 1975: *Global Climates*, Halstead Press, New York.
- 6- Critchfield H. J., 1987: *General Climatology*, Prentice-Hall of India, New Delhi
- 7- Lutgens F. K., Tarbuck E. J. and Tasa D., 2009: *The Atmosphere: An Introduction to Meteorology*, Prentice-Hall, Englewood Cliffs, New Jersey.
- 8- Oliver J. E. and Hidore J. J., 2002: *Climatology: An Atmospheric Science*, Pearson Education, New Delhi.
- 9- Thompson D. R. and Perry A. (eds.), 1997: *Applied Climatology: Principles and Practice*, Routledge, USA and Canada.
- 10- Trewartha G. T. and Horne L. H., 1980: *An Introduction to Climate*, McGraw-Hill.
- 11- Gupta L S(2000): *Jalvayu Vigyan*, Hindi Madhyam Karyanvay Nidishalya, Delhi Vishwa Vidhyalaya, Delhi
- 12- Lal, D S (2006): *Jalvayu Vigyan*, Prayag Pustak Bhavan, Allahabad
- 13- Vatal, M (1986): *Bhautik Bhugol*, Central Book Depot, Allahabad
- 14- Singh, S (2009): *Jalvayu Vigyan*, Prayag Pustak Bhawan, Allahabad


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GEO 202: PRACTICALS

Weather Maps

Total Credit: 1

Contact hours: 2 per week

Elements of weather, Different instruments of recording weather data

Interpretation of weather maps

Preparation of rainfall dispersion diagram

Practical Record: Students will be required to prepare a practical file consisting of all exercises in the paper.


Assessment Modalities: The assessment modality will involve a term-end examination towards the end of the semester.

- The term-end examination will carry a weightage of 20 marks. Duration of examination will be 3 hours.

○ Lab Work (Any 3 out of 4 exercise)	10 Marks
○ Record File	05 Marks
○ Viva	05 Marks

Reading List

- 1- Tyner J. A., 2010: *Principles of Map Design*, The Guilford Press.
- 2- Mishra R. P. and Ramesh A., 1989: *Fundamentals of Cartography*, Concept, New Delhi.
- 3- Monkhouse F. J. and Wilkinson H. R., 1973: *Maps and Diagrams*, Methuen, London.
- 4- Sharma J. P., 2010: *Prayogic Bhugol*, Rastogi Publishers, Meerut.
- 5- Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
- 6- Singh, L R & Singh R (1977): *Manchitra or Paryaogatamek Bhugol* , Central Book Depot, Allahabad
- 7- Singh, R.L. & Singh Rana, P.B. 1992: *Elements of practical Geography*, New Delhi: Kalyani Publisher.


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HIS 202 History of Medieval India (1200 A.D. to 1707 A.D.)

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The students will be able to:

- To enlighten the students about the rich literary and archaeological heritage twelfth century onwards.
- To provide the knowledge about the Rajputs of north India and their achievements.
- This Semester will highlight the South Indian history and its contact with rest of India.
- To give the knowledge of Turkish conquests and Khilji administrative and economic reforms.
- The Semester will show how the Tughlaq rulers contributed to the state and society in India.
- This Semester will highlight the rise of regional powers in India in the 16th century.

Unit	Contents
Unit I	<ul style="list-style-type: none">➤ Survey of the sources of Medieval Indian History➤ Turkish Invasions and early Rajput resistance.➤ Establishment of Delhi Sultanate (1206-1290) Qutb-ud-din Aibak, Iltutmish, Razia Sultana, Ghiasuddin Balban➤ Economic Policy, Conflicts with Rajput powers: Ranthambhor, Chittor, Jalore with special reference to Alauddin Khilji.
Unit II	<ul style="list-style-type: none">➤ Mohammad Bin Tughlaq – his plannings and failures➤ Firoz Tughlaq – agrarian reforms and public welfare.➤ Lodis and Saiyyads: Afgan Polity➤ Expansion, Society and economy under Vijayanagar and Bahamani empires.


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Unit III	<ul style="list-style-type: none"> ➤ The problem of North Western frontier. The Mangol invasions and their impact. ➤ Administrative institutions of the Sultanate period, theory of kingship and land revenue system. ➤ Rise of Provincial Kingdom- Malwa, Gujrat, Bangal, Jaunpur and Mewar ➤ Decline of the Delhi sultanate
Unit IV	<ul style="list-style-type: none"> ➤ Advent of Babar and the foundation of the Mughal Empire: Shershah Sur- Career and his Achievements ➤ Akbar - Conquests and his relations with Maharana Pratap Administration, Religious Policy, Aurangzeb: Deccan Policy, Decline of Mughal Empire - Causes and Impact ➤ Shivaji-- Conquests, Administration ➤ Society and Economy under the Mughals
<p>Tutorials/Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials. Students may be given to prepare the Models the Battle fields of Tarian, Khanwa and Haldighati.</p>	

Suggested Readings:

- Eraly, Abraham. *The Mughal World*. Penguin India. 2005.
- Eraly ,Abraham, *Last Spring The Lives and Times of Great Mughals*, Penguin India
- Rizvi ,S.A.A.,*The Wonder That was India Volume II*, Picador India
- Basham, Arthur Llewellyn. *The Wonder That Was India: A Survey of the Culture of the Indian Sub-Continent before the Coming of the Muslims*. New York: Grove, 1959
- Mehta , J.L. *Advanced Study in the History of Medieval India (3 Vol.)*
- Moreland, W. H.. *Agrarian System of Muslim India*, Orient Books , Delhi. 1997
- Habib, Irfan . (Ed). *Medieval - 1 (1200- 1750)* . Oxford University Press. 1997
- Morland , W.H. *From Akbar to Aurangzeb*
- John F Richards. *New Cambridge History of India - The Mughals*. McMilan . Delhi.2000
- Harmann, Kulke. *The State in India (1000-1700 AD)* . OUP. Delhi


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POL 202: INDIAN POLITICAL SYSTEM

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: On completion of the course the students – Teacher will be able to:

- Acquire knowledge about the historical background of constitutional development in India.
- Understand the contribution of different streams of national movement in India.
- Acquaint themselves with salient features of the Indian Constitution.
- Appreciate philosophical postulates of the constitution on the basis of Preamble, Fundamental Rights and Duties and Directive Principles of state policy.
- Understand the composition, functioning, role and position of Parliament in India.
- Understand the pattern of relationship between the Executive and Legislature in India and also the composition, functions and role of the Executive.
- Acquaint themselves with the judicial system of the country and also the nature of the judicial review and its recent trends such as judicial activism.
- Acquire knowledge regarding the federal system of the country and governance at the state level.

Unit	Course Contents
Unit I	National Movement – Its strategy and evolution- Moderate, Extremist , Revolutionary and Gandhian streams. Major landmarks in the constitutional history of India with special reference to India Council Act 1909, Govt. of India Act 1919 , Govt. of India Act 1935, The Constituent

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	Assembly .
Unit II	Preamble, Fundamental rights and Fundamental Duties. Directive Principles of state policy. Union Executive : The President, Prime Minister and Council of Ministers.
Unit III	Parliament; Composition, power, position, working and pattern of relationship between the two Houses (Lok Sabha & Rajya Sabha), Supreme Court: Composition, functions, Judicial Review and Judicial Activism, Amenability of the Constitution
Unit IV	Federal system of India. Union-state relations, Powers and Role of Governor, Rural and urban local self government as third tier of Federalism. Issues of Electoral Reforms. Political parties ,pressure groups, Regionalism, Gender issues, Poverty and Caste.
Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.	

Suggested Readings

1. D.D. Basu : An Introduction to the Constitution of India, New Delhi. Prentice Hall, 1994.
2. G. Austin : Working a Democratic Constitution the Indian Experience. Delhi, Oxford University Press, 2000.
3. R. C. Agarwal : Indian Government and Politics (India Political System) 5th ed. S.Chand and Co., New Delhi 2000
4. N.G. Jayal (ed.), Democracy in India, Delhi, Oxford University Press. 2001.
5. A.G.Noorani, Constitutional Questions in India : The President, Parliament and the States Delhi, Oxford University Press, 2000.
6. Payl, Flather : Recasting Indian Politics – Essays on a Working Democracy Palgsave 2002.
7. Niraja Gopal Jayal. Democratic Governance in India : Challenges of Poverty Development and identity. Sage Publications, New Delhi
8. S.N.Singh, Caste Tribe and Religion in Indian Politics, Sai, New Delhi, 2006

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ECO 202 :STATISTICAL METHODS

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.

iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

iv) All questions will carry equal marks.

Objectives: The students will be able to:


- To understand importance and limitation of statistical methods in Economic Analysis.
- To understand sources of data and technique of data collection, classification, organization, tabulation, presentation and interpretation.
- To analyse data by using various statistical methods like measure of central tendencies, dispersion, correlation, regression, index number, probability, theoretical distribution.
- To analyse the time series data and cross section data.

UNIT-I : Meaning, Nature and Scope of Statistics

- Definition of statistics importance and limitation, use of statistics;
- Basic concepts- Sample, Sample Vs Population,
- Methods of Sampling,
- Sampling & Non Sampling error,
- Sources of data,
- Tool & Techniques of data collection;
- Method of data collection- Organization of Data through classification & tabulation of data;
Diagrammatical and graphical representation of data.

UNIT-II: Measurement of Central Tendencies and Dispersion and Correlation and Regression Analysis

- Meaning, objective and prerequisite of central tendencies; Measurement of central tendencies- Mean (Arithmetic, Geometric and harmonic mean), Median, Mode.
- Meaning, purpose and pre-requisite of dispersion; Measurement of dispersion (Absolute and relative) - range, quartile deviation, mean deviation, standard deviation, coefficient of variation.
- Bi-variate distribution,
- Karl Pearson's simple co-efficient of correlation,
- Spearman's rank-correlation co-efficient, properties of correlation analysis;
- Relationship between the correlation and regression analysis;


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Navita

- Linear regression analysis, Regression equation, least square method- properties of regression coefficient.

UNIT-III : Probability Distribution and Theory of Estimation

- Definition, importance and concept of Probability;
- Rule of Probability- law of addition and multiplication; conditional probability;
- Mathematical expectation; Properties of Binomial, Poisson and Normal distributions;
- Concept of Estimation, Desirable properties of estimator;
- Formulation of statistical hypothesis- Null and alternative;
- Goodness of fit;
- Confidence interval and level of significance;
- Testing of Hypothesis- Z-test, t-test, F-test, chi-square test, use and limitation.


Unit IV : Index Number and Time Series Analysis

- Concept and limitation of Index Number;
- Methods of constructing Index numbers- simple and weighted;
- Laspayer's and Fisher's Index numbers;
- Uses and problems in construction of index number.
- Utility of Time Series Analysis, Components of Time Series
 - Seialar Trend - Seasonal Variation
 - Cyclic variation - Irregular variation

Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.

Suggested Readings

- Allen, R.G.D., Methematical Analysis for Econimists, Macmillan Press, London.
- Gupta, S.C & Kapoor, V.K. (2000), Fundamental of Applied Statistics, Sultan Chand publisher, New Delhi.
- Gupta, S.C., Fundamentals of Statistics, Himalaya Publishing House.
- Gupta, S.P., Statistical Methods, Sultan Chand Publisher
- Patri Digambar & Patri D.N. (2012) Quantitative Methods for Economic Analysis


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Group E: Professional Education Courses (PEC)

I: Perspectives in Education (PE) PEIS 202: Inclusive Schooling

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks

Objectives of the Course: On completion of the course, the Candidate will be able to:

- Demonstrate knowledge on different perspectives in the area of education of children with disabilities;
- Reformulate attitudes towards children with special needs;
- Identify needs of children with diversities;
- Plan need-based programmes for all children with varied abilities in the classroom;
- Use human and material resources in the classroom;
- Use specific strategies involving skills in teaching special needs children in inclusive school;
- Plan and execute appropriate learner-friendly evaluation procedures;
- Incorporate innovative practices to respond to education of children with special needs;
- Contribute to the formulation of policy; and
- Implement laws pertaining to education of children with special needs.


Course Contents

UNIT I: Paradigms in Education of Children with Special Needs

- Historical perspectives and contemporary trends.
- Defining Special Needs: ways of looking of Educational Difficulties -individual deficit view vs. curriculum view.
- Approaches of viewing disabilities: The charity model, the bio-centric model, the functional model and the human rights model.
- Concept of special education, integrated education and inclusive education.

Unit II: Legal and Policy Perspectives

- Recommendations of the Salamanca Statement and Framework of Action, 1994,


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Educational Provisions in the UNCRPD, 2006.

- Constitutional Provisions; Persons with Disabilities Act, 1995, (PWD Act); Rehabilitation Council of India Act, 1992, National Trust Act 1999 and RTE Act, 2009, Rights of Persons with Disability Act 2016, National Institutes.
- National Policy - Education of Students with Disabilities in the National Policy on Education, 1986, POA 1992.
- Integrated Education for PWD, Children (IEDC, 1974), Scheme for Inclusive Education for PWD (IEDC, 2000) and Education of Special Focus Groups under the Sarva Shiksha Abhiyan (SSA, 2000); Scheme of Inclusive Education for PWD at secondary School (IEDSS, 2009).

UNIT III: Inclusive practices in schools

- Visual impairment, Hearing impairment, Locomotor and Neuromuscular disorders, Mental Retardation, Specific learning disabilities.
- Concept and philosophy of inclusive education.
- Teaching competencies required for inclusive classroom.
- Peer tutoring, Cooperative learning, social learning, system approvals Multisensory teaching, reflective teaching.
- Supportive services required for meeting special needs in the classroom.
- Duty of educational institutions, appropriate governments and local authorities to provide, promote and facilitate inclusive education and towards creation of barrier-free environment for persons with disabilities.

UNIT IV: Assessment, teaching and development of supportive services for CWSN


- Concept and techniques of assessment.
- Identification and functional assessment of children with special needs.
- Implication of assessment for instructional planning and placement.
- Developing lesson plan and TLM for children with special needs.
- Involving community resources as source of support to Inclusive school.

Modes of Learning Engagement:

- The study materials must be presented to the trainees and discussions and reflections should be encouraged.
- The students should be exposed to good practices of dealing with special needs either through videos or through actual visits.
- It is important to engage the participants in a lot of cooperative group work so that they start valuing alternative points of view and significance of collaboration.
- The student trainees can also be asked to write their reflections on various topics.
- Presentation of case studies and discussion.

Interaction with children with disabilities studying in schools and spending quality time with

- them is of great help in changing attitudes and developing empathy.
- Projects on various topics can help the students to acquire in depth knowledge.
- Audio- Visual presentations and demonstrating various practices.


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Practicum/ Tutorials

1. Reflective written assignments
2. Conducting seminar on chosen topics
3. Group reports
4. Field visit reports/ project report
5. Case studies on different disabilities

Suggested Readings:

1. Farrell, M. (2004). Special Educational Needs: A Resource for Practitioners. New Delhi. Sage Publications.
2. Hallahan & Kanffman J.M. (1984). Exceptional Children. Prentice Hall.
3. Hegarty S. & Mithu Alur (2002). Education and children with Special need. New Delhi. Sage Publication.
4. The Persons With Disability Act (1995). Ministry of Social Justice and Empowerment. Government of India, India, MSJE.
5. Chadha, A. (1999). A Handbook for Primary School Teacher of Children with learning Disabilities. New Delhi. Education Consultant of India Limited.
6. UNESCO (1994). The Solamanca Statement and Framework for Action on Special needs Education. Paris. UNESCO.
7. Koul, V. (1993). Early Childhood Education Programme. New Delhi. NCERT.
8. Muralidharan, R. (1990). Early Stimulation Activities for Young Children. New Delhi. NCERT.
9. Panda, K., C. (1990). Education of Exceptional Children. New Delhi. Vikas Publications.
10. Arora, K, Dave, P & Sinclair, S. (1987). Detection and prevention of mentally Handicapped. New Delhi. NCERT.
11. NCERT and UNESCO (2004). Inclusive Education: An Orientation package for Teacher Educators. Department of Education of Groups with special needs. NCERT and UNESCO.
12. NCERT and UNESCO (2000). Assessment of Needs for Inclusive Education. Report of the First Regional Workshop. NCERT and UNESCO.
13. Mani, M., N., G. (2001). Inclusive Education in Indian context. INRDC.
14. Banine, D (1988). Handicapped children in Developing countries: Assessment, Curriculum and Instruction - Edmonton (Alberta). University of Alberta.
15. Smith, D.D. (2002). Introduction to Special Education: Teaching in an age of challenge. Boston. Allyn and Bacon.


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GROUP E: PROFESSIONAL EDUCATION COURSES (PEC)

I: Perspectives in Education (PE)

PELT 202: Learning and Teaching

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives of the Course: The Candidate will be able:


- To develop scientific attitude for the process of teaching & learning.
- To develop understanding about the relationship of cognitive, social and emotional development with learning process
- To provide an overall view on teaching & learning style and ideas to enhance these activities
- To introduce student – teachers with teaching skill, component and parameters of effective teaching
- To develop insight for perfect teaching by its overall perspectives in detail.

Unit I: Psychological Domains of Learning and Teaching

- Meaning and principles of development, relationship between development and learning.
- Meaning of cognition and its role in learning, socio-cultural factors influencing cognition and learning.
- Social development – Meaning, Importance, Social process and its effect on Teaching & Learning, theory of social construction(Bruner)
- Emotional development: - Meaning, Process, Need to Study its effect on Teaching and Learning Process.

Unit II: Effective Teaching and Learning

- Effective Teaching: Meaning, Component and Parameters of Effective Teaching, Identification of Teaching Skills, Principles of Teaching, Classroom instruction strategies, Teacher as a Learner, Modernising the classroom, Teacher behaviour and classroom climate (Flanders' interaction analysis system).


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- Teaching for culturally diverse students, theory of culturally relevant pedagogy.
- Creative Teaching: Meaning, concept and ways of teaching creatively.
- Unlearning to learn
- Learning- Meaning, and characteristics, factors influencing learning, Types of learning (Insight, Constructivist and Social), Tradition and changes in view of the learning process a shift from teaching to learning.
- Principles of learning, Quality of learning.
- Role of teacher in teaching-learning situations: (a) Transmitter of knowledge (b) Teacher as a Role Model (c) Facilitator for Encouraging Children to Construct knowledge (Constructivist Approach) (d) Co-learner, concept mapping
- Classroom Instruction Strategies (General Introduction)
- Role of motivation in learning- Concept, Motivational Strategies to be used in classroom teaching.

Unit III: Learning Style and Teaching Style

- Diversity among learners and learning needs (with reference to special needs).
- Multilingual background: Concept, Multilingual background of children and its classroom implications.
- Learning Style: - concept, Types and importance in Teaching –Learning process, factors affecting learning style.
- Introduction of teaching Models: Concept attitude, advance organization and inquiry model.
- Teaching Style: - Concept, Types and effect on learners' learning process, factor affecting teaching Style.
- Teacher behaviour, effect of Verbal and Non-Verbal behaviour of Teacher on students' learning.
- Use of out of class experiences of children in classroom teaching, Organisational climate and teaching.

Unit IV: Learning in 'Constructivist' Perspective

- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.
- Social-Constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.
- Understanding processes that facilitate 'construction of knowledge':
- Experiential learning and reflection
- Social mediation
- Cognitive negotiability
- Situated learning and cognitive apprenticeship
- Meta-cognition.
- Creating facilitative learning environment.
- Teachers' attitudes, expectations– enhancing motivation, Achievement motivation, positive emotions, self-efficacy, collaborative and self-regulated learning. (The focus is on learning as a constructive rather than a reproductive process. The learner- centered orientation has implications for


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understanding learning as contextual and self-regulated process and following suitable classroom practices).

Practicum/ Tutorials

1. Analysing the behaviour of your fellow student-teachers, find out how socio-cultural factors have influenced & shaped their learning.
2. Write a report about some best teachers in your past experiences & write some special features of their ways of teaching.
3. Conduct a case study of an individual (Educationally exceptional – Differently-abled).
4. Conduct an interview of 02 students of multilingual background and list the problems face by them in classroom conditions.
5. Trace out some of the odd Non-Verbal behaviour of any 05 fellow Candidates.

Suggested Readings:

1. चौबे एस.पी., 2005, बाल विकास व मनोविज्ञान के मूल तत्व
2. बृदबमचज चन्डसपीपदह ब्वउचंदल च्त्पअंजम र्जकए डीद कंतकमदए छमू क्यसीपण
3. भूषण शैलेन्द्र, 2007-08, शैक्षिक तकनीकी, अग्रवाल पब्लिकेशन, आगरा-7
4. शर्मा डॉ. आर.ए., 2008, शिक्षा के मनोविज्ञान आधार, इंटरनेशनल पब्लिशिंग हाउस, मेरठ।
5. कुलश्रेष्ठ एस.पी., 2007-08, शैक्षिक तकनीकी के मूल आधार, अग्रवाल पब्लिकेशन, आगरा
6. ऑवेरॉय डॉ. एस. सी., 1999, शिक्षक तकनीकी के मूल तत्व, आर्य बुक डिपो, करोल बाग, नई दिल्ली
7. शर्मा डॉ. आर.ए., शिक्षण अधिनम में नवीन प्रवर्तन 2005, आर. लाल बुक डिपो, मेरठ।
8. व्यास हरिश्चन्द्र एवं शर्मा अधिगम और विकास के मनोसामाजिक आधार, राजस्थान हिन्दी ग्रंथ अकादमी जयपुर
9. सिंह, रामपाल एवं सिंह, नगेन्द्र (2013) शिक्षण एवं अधिगम के मनोसामाजिक आधार, अग्रवाल पब्लिकेशन, आगरा
10. सिंह नगेन्द्र एवं सेवानी अशोक, (2013) : अधिगम का मनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा
11. सिंह रामपाल एवं सेवानी अशोक, (2013) : शैक्षिक तकनीकी एवं कक्षा कक्षा प्रबंधन, अग्रवाल पब्लिकेशन, आगरा
12. Shrama R. A., ARYA- 2008, mega trends in instructional technology, (Programmed instruction E-learning, local book depot, Meerut (up))
13. शर्मा, डॉ. आर.ए. 2005, शिक्षण अधिगम में नवीन प्रवर्तन, आर.लाल बुक डिपो, मेरठ।
14. Siddiqui, Mujebul Hasan, 2009, teachings of teaching (classroom teaching). APH publishing, New Delhi.
15. Mathur, Dr. S.S, Mathur, Dr. Anju. 2007-2008 development of learner and teaching learning


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process, agrawal publication Agra.

16. Rao. V.K, Reddy, R.s.1992, learning and teaching commonwealth publishers, New Delhi.

17. Bhatnagar, Dr. A.B, Bhatnagar, Dr. Meehakshi, bhatnagar anurag, 2008, Development of learner and teaching learning process, R.lal book, depot, Meerut.

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GROUP E: PROFESSIONAL EDUCATION COURSES (PEC)

III: Curriculum and Pedagogic Studies (CPS)

CPSKC 202: Knowledge and Curriculum

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives of the Course

On the completion of course, the Candidate will be able to:

- Gain insight into the various forms of knowledge and disciplines and their implications to school subjects.
- Develop an understanding about how knowledge is organized into curriculum.
- Develop an understanding of the concept of curriculum, curriculum framework and the related concepts.
- Develop an understanding of the various foundations of curriculum planning.
- Acquaint the student with the existing approaches to curriculum design.
- Reflect on various trends in curriculum development.

Course Contents

Unit I: Concept of Curriculum

- a) Meaning and nature of curriculum, need and importance of curriculum in schools.
- b) Differentiating curriculum framework, curriculum and syllabus, their significance in school education.
- c) Facets of curriculum- core curriculum, hidden curriculum, activity based curriculum, interdisciplinary curriculum, spiral curriculum and integrated curriculum.
- d) Curriculum visualized at different levels: national level, state level, school level, class level and related issues.

Unit II: Curriculum Determinants and Considerations

- a) Determinants of curriculum (philosophical, psychological, sociological, political).

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b) Considerations in curriculum development: (at school level)

- Forms of knowledge and its characterization in different school subjects.
 - Socio-cultural context of students –multi-cultural, multilingual aspects.
 - Learner characteristics.
 - Teachers' experiences and concerns.
 - Critical issues: environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.
 - Curriculum and school subject knowledge selection process and purpose.
- Selection of school subject knowledge: criteria and agencies.
 - Legitimization of knowledge selection: socio-cultural and politico-economic forces.
 - Problematization of school knowledge selection: debates to identify change and continuity:
 - Constitutional ideals and national priorities.
 - Global concerns.

Unit III: Curriculum Development

Process of curriculum development


- Formulating aims and objectives.
- Criteria for selecting knowledge and representing knowledge in the form of different subjects.
- Organizing fundamental concepts and themes vertically across levels and integrating themes within (and across) different subject.
- Selection and organization of learning situations.

Unit IV: Curriculum Implementation and Evaluation

- a) Role of state and national agencies in implementing curriculum.
- b) Teachers' role in generating dynamic curricular experiences through-
 - Flexible interpretation of curricular aims.
 - Contextualization of learning.
 - Varied learning experiences.
 - Learning resources.
 - Translating curricular objectives into instructional planning.
- c) Need and evaluation of effective curriculum construction with reference to existing pedagogies and instructional approaches, teacher training, textbooks and instructional materials.
- d) Approaches and criteria to curriculum evaluation and text-book analysis.
- e) Role of mhrd, ncert and the states in curriculum reform.

Modes of Learning Engagement:

A set of readings need to be compiled, which includes those which clarify key concepts, trace the evolution of alternative conceptions of curriculum, contextualize the problem of curriculum, indicate ways of developing, implementing and reviewing curriculum. In addition, national curriculum documents and


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relevant secondary school syllabi should also be made available.

The following modes of learning engagement are suggested:


- Introductory lectures on key themes and concepts
- Study and discussions on the process of curriculum development at various levels
- Study of the NCF 2005 as well as the earlier curriculum frameworks and a prescribed syllabus;
- Discussion on purpose of curriculum framework;
- Critical evaluation of the extent to which the curriculum framework is reflected in the syllabus (in small groups)
- Interactions with school teachers and principal about how they operationalize the prescribed curriculum into an action plan; how curriculum is evaluated and revised
- Observing the kinds of curricular experiences, a school provides apart from classroom teaching and discern their relevance vis a vis learner development; for this, interactions with teachers and students could be held
- Study of selected readings and presentations based on these

Practicum/ Tutorials:

1. Preparation of any topic from the course content and presenting in the classroom.
2. Analytical study of school- curriculum implementation.
3. Development of a unit test and its try out.
4. Evaluation of a school textbook.
5. Nature and level of participation in discussions.
6. Presentations based on readings.
7. Field notes on observations and interviews in schools, and linking these with concepts introduced.
8. Analysis of curriculum development/implementation processes within a school, based on field notes and observations.

Suggested Readings:

1. Bob moon and patricia murphy (ed). (1999). Curriculum in context. London. Paul chapman publishing.
2. Chryshochoos, n.e. (1998). Learner needs and syllabus design. M.a. Dissertation. England. School of english. University of durham.
3. D.j. Flinders and s.j. Thorton (eds). (1997). My pedagogic creed. New york. The curriculum studies reader, routledge.
4. G.w. Ford and lawrence pungo. (1964). The structure of knowledge and the curriculum. Chicago. Rand mcnally & company.
5. Groundland, n.e. (1981). Measurement and evaluation in teaching. New york. Macmillan.
6. Kelley, a.b. (1996). The curricular theory and practice. Us. Harper and row.
7. Kumar krishna. (1997). What is worth teaching. New delhi. Orient longman.
8. Taba, hilda. (1962). Curriculum development. Theory and practice. New york. Har court, brace and wald.
9. Tyler, r.w. (1949). Basic principles of curriculum and instruction. Chicago. University of chicago


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CHAUDHARY RANBIR SINGH UNIVERSITY, JIND
B.A. B.Ed.-5Th SEMESTER SYLLABI CBCS PATTERN

Group C: Core Courses
Hindi 301: आधुनिक काव्य

Time: 3 Hours
Credits- 4

Max. Marks: 100
Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
iv) All questions will carry equal marks.

उद्देश्य-विद्यार्थी आधुनिक कविता की प्रमुख काव्य धाराओं से परिचित हो सकेगा। वह अत्याधुनिक काव्य धाराओं की भाषा में आए परिवर्तन का ज्ञान प्राप्त कर सकेगा। उसको रस निष्पत्ति की जानकारी प्राप्त हो सकेगी तथा आधुनिक काल के कवियों की जानकारी के साथ उनके काव्य - ग्रंथों से वह अवगत हो सकेगा।

इकाई - 1

❖ मैथिलीशरण गुप्त - 1. उद्बोधन 2. वेदने तू भी भली बनी 3. मुझे फूल मत मारो 4. सखिवे मुझसे कहकर जाते

❖ जयशंकर प्रसाद - 1. जाग री 2. मेरे नाविक 3. पेशोला की प्रतिध्वनि

इकाई - 2

1. सुमित्रानंदन पंत - 1. प्रथम रश्मि 2. आँसू की बालिका 3. दूत झरो 4. भारत माता

2. सूर्यकांत त्रिपाठी 'निराला' - 1. ध्वनि 2. बादल राग 3. तोड़ती पत्थर

इकाई - 3

❖ महोदयी वर्मा

1. मैं अनंत पथ में लिखती जो
2. निशा को धो देता राकेश
3. क्या पूजा क्या अर्चन रे
4. कौन तुम मेरे हृदय में

❖ रामधारी सिंह दिनकर

1. किसको नमन करूँ मैं
2. कुरुक्षेत्र
3. इकाई - 4

❖ सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय'


1. कलगी बाजरे की
2. सर्जना के क्षण
3. चौदनी जी लो
4. नदी के द्वीप

संदर्भ ग्रंथ -

1. कविता के नये प्रतिमान - डॉ. नामवर सिंह
2. निराला की काव्य साधना - डॉ. रामविलास शर्मा

S. S. B. B. B.

3. कामायनी मे काव्य, संस्कृति और दर्शन – डॉ. द्वारिका प्रसाद सक्सेना
4. नयी कविता – काति कुमार
5. नयी कविता: नये धरातल – डॉ. हरिचरण शर्मा
- 6 पाठ्य पुस्तक – आधुनिक हिंदी कविता के विविध आयाम, सम्पादक डॉ. बीना शर्मा, भाग्योदय पकाशन, अजमरे


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ENG 301 General Linguistics and Structure of Modern English

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The students will be able to:

- To enable students to know about the nature of language
 - To enable students to understand the relationship between language, culture and thought
 - To make them understand general linguistics and branches of linguistics
 - To familiarize students with the distinctive features of phonology and morphology
- To enable students to understand the relationship between language, structure and meaning

Unit	Course Contents
Unit I Nature of Language	<ul style="list-style-type: none"> ➤ What is Language, Human language and Animal Communication ➤ Linguistics as scientific study of language ➤ Linguistic and Cultural relativity (Sapir-Whorf Hypothesis) ➤ Pidgin and creole, code switching and code mixing, language-dialect, registers, diglossia ➤ Language and Media
Unit II Phonology of English	<ul style="list-style-type: none"> ➤ Phoneme, minimal pairs, distinctive features, form and meaning, syllable structure, assimilation, dissimilation rules, feature addition, segment deletion, and addition, ➤ morphophonemics
Unit III Morphology of English	<ul style="list-style-type: none"> ➤ Word class, Morpheme and its types: bound and free morpheme, ➤ Derivational morphology, ➤ compound stress pattern, ➤ Inflexional morphology, ➤ Meaning of compounds
Unit IV Syntax and Semantics of English	<ul style="list-style-type: none"> ➤ Syntax: <ul style="list-style-type: none"> • Descriptive and prescriptive • Phrase structure rules • Transformational rules • Grammatical categories, grammaticality ➤ Semantics: <ul style="list-style-type: none"> • Semantic Features, • Ambiguity • Paraphrase, • Antonym and Synonyms • Names, Sense and Reference • Thematic reference

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Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.

Suggested Readings

Unit I

- Thakur, Damodar. *A Concise History of English*. Bharati Bhawan (P&D). 2017.
- Roy, Chhanda. *A Students Companion to English Language*. Bharati Bhawan (P&D). 2017.
- Crystal, David. *The Stories of English*. Penguin. 2005.
- Crystal, David. *The English Language: A Guided Tour of the Language*. 2nd Ed. Penguin. 2002.
- Crystal, David (Ed.). *The Cambridge Encyclopedia of the English Language*. 2nd Ed. CUP. 2003.

Unit II


- Thakur, Damodar. *The Phonetics and Phonology of English: A Handbook*. Bharati Bhawan (P&D). 2017.
- Bansal, R.K. and J.B. Harrison. *Spoken English: A Manual of Speech and Phonetics*. Orient BlackSwan. 2013.
- Marks, Jonathan and Sylvie Donna. *English Pronunciation in Use Elementary*. CUP. 2017.
- Marks, Jonathan and Sylvie Donna. *English Pronunciation in Use Intermediate*. 2nd Ed. CUP. 2017.
- Hewings, Martin. *English Pronunciation in Use Advanced*. CUP. 2017

Unit III

- Thakur, Damodar. *Linguistics Simplified: Morphology*. Bharati Bhawan (P&D). 2017.
- McCarthy, Andrew Carstairs. *An Introduction to English Morphology*. 2nd Ed. Edinburgh University Press. 2018.
- Thakur, Damodar. *Linguistics Simplified: Syntax*. Bharati Bhawan (P&D). 2017.
- Miller, Jim. *An Introduction to English Syntax*. Edinburgh University Press. 2002.
- Verma, S.K. and N. Krishnaswamy. *Modern Linguistics: An Introduction*. OUP. 1997.
- Berry, Roger. *English Grammar: A Resource Book for Students*. Routledge. 2012.

Unit IV

- Fasold, Ralph W. and Jeff Connor-Linton. (Eds.) *An Introduction to Language and Linguistics*. 1st Ed. CUP. 2006.
- Meyerhoff, Miriam. *Introducing Sociolinguistics*. Routledge. 2006.
- Mesthrie, Rajend et al. *Introducing Sociolinguistics*. Edinburgh University Press. 2009.
- Crystal, David. *English as a global language*. 2nd Ed. CUP. 2003.
- Brown, D. H. *Principles of Language Learning & Teaching*. 5th Ed. Pearson Longman. 2007. Pp. 223-224.


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GEO 301: Biogeography and Pedology

Time: 3 Hours
Credits- 4

Max. Marks: 100
Theory: 60, Internal: 20, Practical: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 12 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 12 marks each.
- iv) All questions will carry equal marks.

Objectives:

1. To understand the earth as habitat of diverse plants and animal life.
2. To understand the earth as a bio-physical entity
3. To understand the earth as constituted by diverse biotic processes

Course Contents

Unit I

Plant ecology: habitat factors; adaptation, succession and climax; concept of plant species, family and genera; phyto-geographical regions;

Unit II

Terrestrial and marine fauna; dispersal and migration of animals; means and barriers
Animal ecology and human ecology; Zoogeographical regions of the world

Unit III


Forms and functions of biomes: forest, grassland, desert, mountain and marine;
Biodiversity; Forest and wild life management: Roles of National Parks, Sanctuaries and Biosphere Reserves in India.

Unit IV

Plant-water-soil relationship; Concept of soil profile; Processes of soil formation: laterisation, podsolization, calcification, salinization and alkalization; Soil classification; Soil of the world.

Reading lists

- 1- Dansereau, P. M., 1957: *Biogeography: An Ecological Perspective*, Ronald Press.
- 2- 2- Dennis M., 2009: *Here Be Dragons: How Study of Animal and Plant Distribution*
- 3- *Revolutionised Our View of Life and Earth*, Oxford University Press.
- 4- Eyre S. R. and Jones, G.R. (eds) 1966: *Geography as Human Ecology*, Edward Arnold, London.
- 5- Eyre S. R., 1963: *Vegetation and Soils: A World Picture*, Aldine Publishing, Chicago.
- 6- Lomolino M. V., Riddle B. R., Whittaker R., and Brown J. H., 2010: *Biogeography*, Sinauer Associates.
- 7- Mathur H. S., 1998: *Essentials of Biogeography*, Anuj Printers, Jaipur.
- 8- Millington A., Blumer M. and Schickhoff U., 2011: *Sage Handbook of Biogeography*, Sage.
- 9- Morand S. and Krasnov B., 2010: *The Biogeography of Host Parasite Interaction*, Oxford University Press.
- 10- Tivy J., 1977: *Biogeography: A Study of Plants in the Ecosphere*, Oliver & Boyd, Edinburg.


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GEO 301: PRACTICALS
Field Training Techniques

Total credit : 1

Contact hours: 2 per week

Meaning, significance and ethics of field trip in geographical studies Designing a field trip: pre-field visit, during the field and post field visits Field visit to either desert or mountainous environment.

Designing the Field Report – Statement of the problem, aims and objectives, methodology, representation, analysis, interpretation and writing of report.

Practical Record: Students will be trained in the techniques of field work by taking them to either desert or mountainous environment. Based on field observation and survey for two weeks (minimum 10 days), they will prepare and present the detailed field report.

Assessment Modalities: The assessment modality will involve a term-end examination towards the end of the semester.

☐ The term-end examination will carry a weightage of 20 marks. Duration of examination will be 3 hours.

○ Field Report

10 Marks

○ Participation/Viva

10 Marks

Reading List

- 1- Stoddard R. H., 1982: *Field Techniques and Research Methods in Geography*, Kendall/Hunt.
- 2- Wolcott, H. 1995. *The Art of Fieldwork*. Alta Mira Press, Walnut Creek, CA.
- 3- Peattie, Roderick, 2007: *Mountain Geography: A Critique and Field Geography*, Read Books.
- 4- Gerber, Rod and Chuan, Goh Kim, 2000: *Fieldwork in Geography: Reflections, Perspectives and Actions*, Kluwer Academic Publisher
- 5- Best, Brin, 2011. *The Geography Teachers's Handbook*, Continuum International Publishing Group.
- 6- Gerber R. and Lidstone J., 1988: *Developing Skills in Geographical Education*. (eds), International Geographical Union.
- 7- Tilbury D. and Williams M. 1997: *Teaching and Learning Geography*. (eds), Routledge.
- 8- Fien, J. Gerber R. and Wilson P., 1989: *The Geography Teacher's Guide to the Classroom* (2nd edn) (eds), Macmillan.
- 9- Morris, Ronald, V., 2010: *The Field trip Book: study travel experiences in Social Studies*, Information Age Publishing, Inc.

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Uavite

HIS 301 History of Modern India (1707-1947 A.D)

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The students will be able to


- The period under review marks a very crucial phase in the study of Indian History and attempts to answer questions which hitherto have defined answers.
- This semester is given to knowledge of Early Peshwas and establishment of British rule from Bengal onwards
- The students fully understand the Indian resentment against the British and awakening in India in various fields.

Unit	Content
Unit I	<ul style="list-style-type: none">➤ Early Peshwas, Third Battle of Panipat, Maratha confederation➤ Maratha struggle against the British.➤ Establishment of British rule in Bengal and consequent administrative changes.➤ British Relations with Indian states: Mysore and Punjab
Unit II	<ul style="list-style-type: none">➤ Growth of Legislature and Administrative Changes (Lord Warren Hasting to Lord Curzon)➤ Indian resistance prior to 1857: Tribal Revolts, Indigo Revolt, Pabna Revolt, Deccan Revolt, Peasant Revolts➤ Development of Modern Education, Press, Transport & Communication, Trade & Industry➤ Struggle of 1857: Nature, Causes, Role of the Natives: Mangal Pandey, Bahadurshah, Tantia tope, Nana Saheb and Laxmi Bai, Significance
Unit III	<ul style="list-style-type: none">➤ Imperial Policy of Lord Lytton-Vernacular Press Act, Delhi Durbar, Afghan Policy, Liberal Policy of Lord Ripon and his reforms➤ Foundation of Indian National Congress Background, Concept of Safety Valve, Early Activities, Prominent Leaders, Foundation of Muslim League➤ Moderates and Extremists: Their Ideologies, means and Activities - Surat Split 1907,➤ Role of Dada Bhai Naoroji, M.G. Ranade, G.K. Gokhale, B.G. Tilak, Arvind Gosh and Lala Lajpat Ray.

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Unit IV	<ul style="list-style-type: none"> ➤ Lord Curzon and his Administrative Reforms, Partition of Bengal ➤ Change and Reform Movements, Caste Movements, Rise of Middle Classes, Women Status and Reform legislation. ➤ Agrarian Relations, the Land Lords tenants and the states, Rise of Morden Industries and Working Class ➤ Constitutional Development: Morley Minto Reform -1909, Government of India Act 1919 & 1935, Freedom of India Act 1947 	<p>Social</p>
<p>Tutorials/Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials. The learners may be given exercises to know various better fields and growth of Education, press, means of Transport and Communication</p>		
<p>Suggested Readings</p> <ul style="list-style-type: none"> • Sardesai, G.S. <i>New History of the Marathas vol. III</i> • Tara Chand. <i>History of Freedom Movement in India (4 vols.)</i> • Agrawal, R.C. <i>Indian constitutional development and National Movement in India</i> • Chandra, Bipan . <i>Nationalism and Colonialism in Morden India</i> (Delhi, Orient Longmen, 1981) • Chandra, Bipan . <i>Rise and Growth of Economic Nationalism in India.</i> (Delhi. PPH, 1966)....., <i>Struggle for India's Independence.</i> New Delhi. 1989 • Tamlinson, B.R. <i>The Economy of Morden India,</i> Cambridge University Press • Desai, A.R. <i>Social Background of Indian Nationalism.</i> Popular Prakashan . New Delhi • Bandyopadhyay, Sekhar. <i>From Plassey to Partition and After.</i> Orient Blackswan • Parobo, Parag D. <i>India's First Democratic Revolution.</i> Orient Blackswan • Majumdar, R.C. <i>British Paramountcy and the Indian Renaissance. part I</i> • Grover, B.L. <i>A New Look at the Morden Indian History.</i> New Delhi. 2000 • Fisher, M.H.(ed.). <i>politics of the British Annexation of India 1757 - 1857.</i> (Oxford in India Readings) • Argov, Daniel. <i>Moderates and Extremists in India</i> • Brown, Judith. <i>Gandhi's to power Indian Politics 1915 - 22.</i> (Cambridge University Press. 1972) Brown, Judith. <i>Gandhi and Civil Disobedience: The Mahatma in Indian Politics 1928- 34.</i> (Cambridge). 1977 		


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POL 301: REPRESENTATIVE WESTERN POLITICAL THINKERS

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: On completion of the course the students – Teacher will be able to:

- Understand the fundamental contours of classical western political thoughts.
- Understand the basic features of medieval political thought, impact of reminiscence shift from medieval to modern era.
- Understand the social contract theory and appreciate its implications on the perception of state in terms of its purpose and role.
- Understand the fundamental terms of different schools of liberal and realistic streams of western political thoughts.
- Understand the Marxian philosophy to operate and analyses also some trends of western political theory in the post Marxian era

Unit	Course Contents
Unit I	Plato: Justice, Rule of Philosophy, Education, Communism. Aristotle: State, Constitution, Citizenship, Slavery, Revolution
Unit II	St. Augustine: Theory of Two Cities Thomas Aquinas: State, Law, Christianization of Aristotle Machiavelli: Nation State, State Craft, Religion and Morality.
Unit III	Thomas Hobbes: Contractual theory and Sovereignty John Locke: Contractual theory and Private Property J.J. Rousseau: Contractual theory and General Will

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Units

Unit IV	Jeremy Bentham: Utilitarianism, Law & Reforms J.S.Mill: Revision of Bentham's Utilitarianism, Liberty and Representative Government. Karl Marx: Dialectical & Historical materialism, Surplus value, Class Struggle, Revolution
Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.	

Suggested Readings

1. Sir, E. Baker, Greek political Theory: Plato and his predecessors, New Delhi, B. L. Publications, 1964.
2. A.Ashcraft, Revolutionary Politics and Locko's Two Treatises of Govt.,
3. London, Allen and Unwin 1986.
4. K.C.Brown (ed.) the Cambridge History of Political Thought 1450-1700,
5. Cambridge, Cambridge University Press, 1991.
6. J.A. Dunning; History and Political Theories, New York, Macmillan, 1902.
7. H.J.Laski, Political thought from Locke to Bentham, Oxford, Oxford
8. University Press, 1920.
9. S.Mukherjee and S. Ramaswamy, A History of Political Thought : Plato to
10. Marx, New Delhi Prentice Hall, 1999.


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ECO 301: MONEY, BANKING & INTERNATIONAL TRADE

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The students will be able to:

- Define the different concepts of money and banking and international trade.
- Describe the operation of money and banking and trade system in an economy
- Take in to account the optimal information of monetary theories and banking system and trade system.
- Make use of the theories of money, banking and international trade and its policies in India.
- Use the statistics to understand the economic problem related to the money, banking and international trade.

Unit	Content
<p>UNIT-I</p> <p>(a) Evolution and Functions of Money</p> <p>(b) Value of Money</p>	<ul style="list-style-type: none"> ➤ Meaning, nature and definition of Money, ➤ Evolution of definition of Money, ➤ Difficulties in Barter system, ➤ Function of money, ➤ Classification of money, ➤ Characteristics of money, ➤ Role of money in different type of economy; ➤ Monetary standards- Metallic (working of Gold standard) and paper systems system of note issue; ➤ IMF- objectives and its monetary policy. ➤ Meaning of Value of money and its relationship with Price; Meaning, construction and limitation of Index Number; ➤ Quantity theory of Money- Fisher's Cash-Balance Approach and

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Unit

	<p>Cambridge Cash-Transaction Approach. Comparison of Fisherian approach with Cambridge approach.</p> <ul style="list-style-type: none"> ➤ Definition of Money Supply, Determinants of Money Supply, High power money and Money multiplier, Measures of Money supply in India, Money supply and Liquidity;
<p>UNIT-II Inflation and Deflation</p>	<ul style="list-style-type: none"> ➤ The concept of Inflation, ➤ Types of Inflation- Structural Inflation, open and suppressed inflation, ➤ Causes of Demand-pull and Cost-push inflation, Structural Inflation, ➤ Keynes Theory of Inflationary Gap, Effects of Inflation, Anti-inflationary measures, Concept of Stagflation, Disinflation Deflation and Reflation.
<p>UNIT-III Bank and Non-Bank Financial Intermediaries</p>	<ul style="list-style-type: none"> ➤ Evolution, origin and growth of banking system in India, ➤ Meaning of Banks and its distinguished from Non-bank financial intermediaries, ➤ Type of Banks, Functions of commercial banks, ➤ The process of credit creation of commercial bank- its purpose and limitations; ➤ Balanced-sheet of Commercial Bank-Assets and Liabilities. ➤ Functions of Central Bank, ➤ Methods of Credit Control- Quantitative and Qualitative methods. ➤ Role and function of Reserve Bank of India in the Money market (organized and unorganized) in a developing economy.
<p>Unit IV International Trade and Exchange Rate</p>	<ul style="list-style-type: none"> ➤ Meaning, definition and importance of International Trade, ➤ Theories of International Trade - Absolute cost advantage model of Adam Smith and Comparative cost advantage model of Ricardo. ➤ Concept of Foreign Exchange - fixed and flexible exchange rate; ➤ Determination of exchange rate- by Mint parity theory, Purchasing power parity theory.

Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.

Suggested Readings

- ✓ Edminister, R.O.(1986), Financial Institutions, Market and Management, Mc Grow Hills, New York.
- ✓ Goldsmith, R.W.(1969), Financial Structure and Development, Yale, London
- ✓ Gupta, S.B (), Monetary Economics,
- ✓ Hanson, J.A and S. Kathuria (Eds) (1999) India- A Financial Sector for the


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Varite

CHAUDHARY RANBIR SINGH UNIVERSITY, JIND
B.A..B.Ed.- 5th SEMESTER SYLLABI AS PER CBCS PATTERN

Twenty First Century, Oxford University Press, New Delhi.

- ✓ Jhingan, M.L () Money, Banking , International and Public Finance
- ✓ Krugman,P.R() , International Economics
- ✓ Mannur, H.G() International Economics,
- ✓ Mlthani, D.M() , Monetary Economics,
- ✓ Paul, RR() , Money, Banking and International Trade,
- ✓ Robonson, R.I and D. Wringhtman(1981), Financial Markets, Mc Grow Hill, Landan.
- ✓ Sanvatore, D(1997), International Economics, Prentice Hall, Upper Saddle River, N.J. New York.
- ✓ Seth, M.L() , Monetary Economics,
- ✓ Smith, P.F(1978), Money and Financial Intermediaries: The Theory and Structure of Financial System, Prentice Hall, Englewood-Cliffs, New Jersey.


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Uavite

GROUP E: PROFESSIONAL EDUCATION COURSES (PEC)
II: Enhancing Professional Capacities (EPC)
Semester V

EPCAA 301: ARTS AND AESTHETIC EDUCATION

Time: 2 Hours

Credit- 2

Max. Marks: 50

Theory: 40, Internal: 10

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 08 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.
- v) ***In examination the material required for the components of Unit 3 and Unit 4 (if any) are arranged by the students at their own.***

Objectives of the Course: On completion of the course the student teacher will be able to:


- Express freely their ideas and emotions about different aspects of life through different art forms.
- Learn to appreciate different art forms and distinguish them.
- Develop an insight towards sensibility and aesthetic appreciation and become more creative and conscious about the good and beautiful in their environment, including classroom, school, home and community through an integrated learning approach.
- Integrate the knowledge of art with daily life through learning with different media and techniques by using creative expression and making objects of common use.
- Make learners conscious of rich cultural heritage of their own region as well as that of the nation.
- Get acquainted with the life and work of artists.

Course Components: This course as part of the eight semesters B.A. B.Ed. programme should consist of theory, practical, project work and workshop. Also, the arts need to be applied in day to day life from designing classroom materials to notice board, cultural festivals, theme based celebrations, national days, festivals etc. These occasions will be a forum for students' activities wherein all the art forms will be integrated.

Unit 1

- Concepts and forms of arts and crafts- an introduction: Meaning of arts and crafts, visual and plastic art forms, performing art forms, and heritage crafts.
- Significance of art in education: Importance of art forms in learning.
- Integrating arts and crafts in school curriculum as a pedagogical support/ resource: education through arts and crafts.

Unit 2


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- Different ways/methods to integrate arts in education: during the curriculum transaction.
- NCF-2005 and position paper on Arts on Aesthetics.
- Knowing about local art and craft forms: the diversity of India's arts and crafts and its integration in the curriculum.

Unit 3

- Drawing: - Application of point, line, hatching, shading to create different tones - Textures, patterns, decorative effects - Structures (shapes, forms...) - Illustration - Perspective techniques - Use of various media (pastels, charcoal, ink, pencils...)
- Painting: - Theoretical and practical knowledge of colour theory - Use of basic tools - mix and apply colour (shade, tint, tone, hue) in a transparent and opaque manner, and create flat or textured surfaces with paint
- Printing: - Use of stencils, relief and engraving techniques to print and repeat shapes

Unit 4

- Collage: - Use of prefabricated and self-made materials
- Various media: - some experience of modern media techniques e.g. still and video camera, computer graphics, manipulation of images, animation, performance, installation, light shows
- 3D work: - Use of: - additive method: modelling (solid and hollow forms) - subtractive method: carving (soft materials: plaster, polystyrene...) - constructive method: montage: simple 3D forms (paper, wire, wooden profiles, puppets, props for theatre)

*Workshops:

A workshop for half a day for one week of working with an artist or a group to learn basics of art or craft forms and understand its pedagogical aspects is required for student teacher in each year. The forms learnt during the course should help student teacher in his/her profession, as a means of exploring different media and creative expression in drawing, painting, rangoli, clay-work/pottery, collage-making, wood-work, toy-making, theatre, puppetry, dance, music etc. including regional/ folk forms of arts and crafts, which will be helpful in imparting quality education among school children. The focus of the workshops should be on how art forms can be used as tool/ method of teaching-learning.

Modes of Learning Engagement:

- Classroom environment should be interactive and discussions should take place where student teachers can document each other's experiences as an artist and connoisseur both.
- Attending exhibitions and performances, interacting with artists and craft persons, watching and listening art related films, audio and video materials available on different performers, regional/ folk art forms etc. may also be shown from time to time.


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- Workshops may be conducted at least once in each year where student teachers can get a first- hand experience of working with artists, handle different materials and media, learn about different aspects of an art form on how it relates to the society and community and can be used as pedagogical tool to transact.

Practicum/ Tutorials:


- Activities related to doing arts, including application of arts in the immediate environment.
- Small activities which enhances the skills including the communication and presentation skills, brings in imagination, creativity and aesthetic sensibility among the student teachers.
- Application of aesthetic and design sensibility in the day to day life, in their profession and environment are some of the practical aspects, which needs to be taken care of. During the celebrations of festivals, functions, special days etc. this should be reflected.

Modes of Internal Assessment:

The engagement of teacher- learners in the above set of experiences should be quantitatively and qualitatively evaluated, based on observations and submissions of projects and assignments that cover: a) submission of work b) participation c) creative potential displayed d) application of aesthetic and design sensibility in campus events or in other course work mentioned in unit 3 and unit 4.

Suggested Readings:

1. Arnold Berleant (2012).Aesthetics beyond the Arts. New and Recent Essays.Ashgate Publishing.
2. Goldblatt D. (2010).Aesthetics- A Reader in Philosophy of the Arts. New Delhi.Pearson Education (Singapore).
3. Dennis Atkinson D Atkinson (2003). Art in Education: Identity and Practice. Springer.
4. Parul Dave- Mukherji (2015).Arts and Aesthetics in a Globalizing World. UK. Bloomsbury Publishing.
5. Perry Ellen (2005). The Aesthetics of Emulation in the Visual Arts of Ancient Rome. Cambridge University Press.
6. Saxena, S. K. (2010). Aesthetics. Approaches Concepts and Problems. D.K. Printworld (P) Ltd.
7. S. S. Barlingay. (2007).Modern Introduction of Indian Aesthetic Theory. D. K. Printworld.
8. Weitz Morris (2005).Philosophy of the Arts: An Introduction to Aesthetics Routledge Chapman & Hall.


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Kavita

CPSE 301: Pedagogy of English I

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20


NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The students will be able to:

- > Understand the nature and function of language
- > Understand various issues related to language
- > Develop an understanding of approaches, methods and techniques of English language teaching

Unit	Course Contents
Unit I: Language: Basics	Language: Nature and Function Aspects of Language: Physiological, Psychological and Socio-cultural Varieties of Language: Dialect and Register, Standard and Non-Standard Bilingualism, Multilingualism as a Resource Language Learning: Acquisition vs. Learning Language Learning: Types and process: L1, L2 and FL Language and Learning: Language Across Curriculum
Unit II: Teaching of English in India	Role and Position of English language in India Challenges of teaching and learning English in India NCF -2005 (Language Education), Language Policy, Three-language Formula Objective of teaching English in India: Linguistic and Literary objective English as a subject, English as medium of instruction Braille and Sign languages


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<p>Unit III: Approaches, Methods and Techniques</p>	<p>What are Methods, Approaches and strategies in ELT Grammar-Translation, Direct and Bi-lingual/multilingual methods, Structural approach Communicative Approach, Silent Way, Suggestopedia, Total Physical Response Constructivist perspective Whole language approach, Humanistic approach Literature-based approach for language learning Eclectic approach, Integrated approach Independence and interdependence of language skills.</p>
<p>Unit IV: Elements of English Language Grammar in Context</p>	<p>What is Grammar in context English Language: Grammar and Usage Prescriptive vs. Descriptive Grammar Problem Areas of English Grammar I: Determiners, Tense, Auxiliaries, Modals Problem Areas of English Grammar II: Concord, Conditionals, Transformation</p>

Language across the Curriculum Activities: As an integral part of teaching-learning process, relevant activities should be carried out to enhance and promote language skills (LSRW) and proficiency based on the rationale of Language Across Curriculum. The activities in this regard are language centred and, therefore, the focus of learning and teaching activities should be on language skills not necessarily on the content. The activities in this regard may be designed/improvised according to the context. Some of the exemplar activities may include:

- Presentation (Oral and Written) based on themes from the content area
- Debate on themes from the content area
- Panel discussion/Seminar/discussion etc
- Group discussion/group work
- Question -answer sessions
- Role play/dramatization
- Extempore speech/Elocution

Organization of reading/reflection activities beyond the textbooks

Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.

Practicum:


1. Observation and recording of practical difficulties in the teaching of English at upper primary and secondary levels.
2. Preparing a small dictionary of the difficult words used in the upper primary and secondary textbooks.
3. Preparing different visual-aids for teaching.
4. Framing suitable exercise on a given topic/passage
5. Development of language games
6. Preparation of 20 test items (5 each on the LSRW skills)

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7. Analysing errors committed by students.
8. Analysis and categorization of exercise on grammar as given in the prescribed textbook of the school.
9. A write-up on the problem faced by the school students in relation to the acquisition of the receptive (listening and reading) or productive (speaking and writing) skills in English
10. A write -up on the comparison between English and mother tongue/home language in terms of sounds and word- order.

Selection of materials for writing in English from the newspapers, comics, magazines, advertisement and preparation of an outline for teaching language items.


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Vanshi

CHAUDHARY RANBIR SINGH UNIVERSITY, JIND
B.A. B.Ed.-5Th SEMESTER SYLLABI CBCS PATTERN

CPSH 301: Pedagogy of Hindi I

Time: 3 Hours
Credits- 4

Max. Marks: 100
Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

पाठ्यक्रम के विशेष उद्देश्य:

- भाषा की अलग-अलग भूमिकाओं को जानना ।
- भाषा के स्वरूप और व्यवस्था को समझना ।
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना ।
- पाठ्यचर्या पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना।
- भाषा और साहित्य के संबंध को जानना ।
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना ।
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना ।
- भाषायी बारीकियों के प्रति संवेदनशील होना ।
- विद्यार्थियों की सर्जनात्मक क्षमता को पहचानना ।
- भाषा के मूल्यांकन की प्रक्रिया को जानना ।

Sudh Bhandari

- भाषा सीखने और सिखाने के सर्जनात्मक दृष्टिकोण को समझना।

Course outline:

इकाई -I भाषा की प्रकृति

- भाषा, भाषा की प्रकृति, भाषा की विशेषताएँ, भाषा के प्रकार (मौखिक और लिखित) तथा कार्य।
- भाषा एक नियम संचालित तंत्र के रूप में।
- भाषा और लिंग, भाषा और सत्ता, भाषा और अस्मिता, भाषा और वर्ग (समाज)।
- माध्यम भाषा।

इकाई - II भाषा संप्रामि और अधिगम


- संप्रामि बनाम अधिगम।
- मातृभाषा।
- प्रथम भाषा, द्वितीय भाषा, तृतीय भाषा।
- भाषा और अधिगम।
- समस्त पाठ्यक्रम में भाषा का उपयोग।
- भाषा और साहित्य।
- हिंदी साहित्य की विविध विधाएँ (गद्य, पद्य, नाटक इत्यादि)।

इकाई - III भारत में हिंदी की स्थिति और भाषा शिक्षा नीति

- स्वतंत्रता से पहले और स्वतंत्रता के बाद हिंदी की भूमिका ज्ञान की भाषा के रूप में।
- हिंदी, प्रथम, द्वितीय और तृतीय भाषा के रूप में।
- हिंदी पढ़ने-पढ़ाने की चुनौतियाँ।
- त्रिभाषा सूत्र की विशेषताएँ।
- संविधान और शिक्षा समितियों की रिपोर्ट में भाषा- भाषाओं की स्थिति (धारा 343-350-351) कोठारी कमीशन (1964-66) राष्ट्रीय शिक्षा नीति (1986) पी। आ। ए। (1992), राष्ट्रीय पाठ्यचर्चा (2005)।

इकाई - IV भाषायी दक्षताएँ तथा भाषा शिक्षण की प्रचलित विधियाँ/प्रणालियाँ

- सुनना और बोलना: कहानी कथन, संवाद, बातचीत, भूमिका निर्वाह।
- पढ़ना: मुखर और मौन वाचन, व्यापक और गहन पठन पठन दोष और उनका निराकरण।
- लिखना: लिखने के चरण, सर्जनात्मक लेखन, औपचारिक और अनौपचारिक लेखन (कहानी, कविता, संवाद, टायरी, पत्र, रिपोर्ट, समाचार इत्यादि)।



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CHAUDHARY RANBIR SINGH UNIVERSITY, JIND
B.A..B.Ed.- 5th SEMESTER SYLLABI AS PER CBCS PATTERN

- हिंदी रचनागरी लिपि या मानकीकरण।
- व्याकरण अनुवाद प्रणाली/विधि।
- प्रत्यक्ष प्रणाली, द्विचालक प्रणालि।

संदर्भ पुस्तकें -

1	माध्यमिक विद्यालयों में हिंदी शिक्षण	निरंजन कुमार सिंह
2	हिंदी भाषा शिक्षण विधि	- भाई योगेन्द्र जीत
3	हिंदी शिक्षण विधि	- डॉ. वेदनाथ प्रसाद वर्मा
4	सुदोघ हिंदी व्याकरण एवं रचना	- भानुपति एवं जार्जी
5	भाषा विज्ञान	- डॉ. भोलानाथ तिवारी
6	हिंदी व्याकरण	- कानता प्रसाद गुरु


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CPSSS 301: Pedagogy of Social Science I

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: After the completion of the course students will be able to:

- Develop an understanding of the nature and scope of social science and its relationship with natural and other sciences.
- Acquaint Candidate s with nature of different disciplines within and their interrelationship concerns with society.
- Acquaint Candidate s with different approaches to pedagogy of social sciences.
- Plan lessons based on different approaches to facilitate learning of social sciences.
- Realize their role as facilitator in enhancing social sciences learning in the real classroom situation.
- Understand assessment processes in social sciences.


Course Contents

Unit I: Social Science as an Integrating Area of Study: Context and Concern

- Meaning, Nature and Scope of Social Science. Need and Importance of Social Science, Relationship of social science with other sciences. Uniqueness of disciplines vis-a-vis interdisciplinary.
- The values inherent in social science: aesthetic, moral, utilitarian, intellectual and environmental.
- Linking child's natural curiosity with natural phenomena; spatial and temporal context; important social and economic issues and concerns.

Unit II: Approaches and Methods to Teaching Learning in Social Science

- Observation, project method, field trip, role-play, dramatization, problem solving,


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- Exploratory, concept mapping, self-learning strategies, map based learning, thematic approach, Multimedia approach and Interdisciplinary approach.

Unit III: Pedagogical Planning in Social Science

- **Lesson Planning:** Meaning, Importance and Characteristics of Lesson Plan, Important points/steps of Lesson Plan.
- Writing teaching points, formulating objectives, selecting teaching learning materials, deciding the approach to teaching learning, writing lesson plan through creating learning situations.


Unit IV: Assessment for learning in Social Sciences-I

- Characteristics of Assessment in Social sciences; Typology of the questions based suited for examine/ assessing/ understanding different aspects of Social sciences.
- Development of objective based and different type of test items, short answers and essay type questions in social sciences.

Tutorials/Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any may be resolved during tutorials.

Suggested Reading:

1. Fleming J. (1949). The Teaching of Social Studies in Secondary School. London: Longman Green and Co.
2. Hemming, J. (1953). The Teaching of Social Studies in Secondary Schools. London: Longman Green and Company.
3. Kochhar, S.K.; (1968). The Teaching of Social Studies. New Delhi: Sterling Publisher Pvt. Ltd.
4. National Curriculum Frame Work (2005). New Delhi: NCERT.
5. Preston, R.C. & Herman (1974). Social Studies in the Elementary School. New York: Rhinehart and Company.
6. Sansanwal, D.N. & Tyagi, S.K. (2006). Multiple Discriminant Type Item. MERI Journal of Education, 1(1), 18
7. Shaida, B.D. (1962). Teaching of Social Studies. Jalandhar: Panjab Kitab Ghar.
8. Singh, G. (2008). Samajik Adhain da Adhiapan. Ludhiana: Chetna Parkashan.
9. Trigg, R. (1985). Understanding Social Studies. New York: Basics Black Well.


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Group E: Professional Education Courses (PEC)
III: Curriculum and Pedagogic Studies (CPS)
CPSLA 301: Learning Assessment

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives of the Course: On completion of the course, the Candidate will be able to:

- Gain a critical understanding of issues in assessment and evaluation
- Become cognizant of key concepts such as test, measurement, examination, formative and summative assessment, and evaluation
- Understand different kinds and forms of assessment that aid student learning
- Use a wide range of assessment tools, learn to select and construct them appropriately
- Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view
- Understand the use of action research in solving problems

Course Contents

Unit I: Overview of Assessment and Evaluation

- Perspective on assessment and evaluation of learning in a constructivist paradigm
- Distinction between 'assessment of learning' and 'assessment for learning'
- Purposes of assessment in a 'constructivist' paradigm:
 - engage with learners' minds in order to further learning in various dimensions
 - promote development in cognitive, social and emotional aspects
- Meaning and Objectives of :
 - test, measurement, examination, and evaluation
 - formative and summative evaluation

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Varita

- continuous and comprehensive evaluation
- grading and its types

Unit II: School- Based Assessment and Evaluation: Policies, Practices and Possibilities

- Impact of examination-driven schooling
- On Pedagogy: content-confined, information focused testing; memory- and activity centric teaching and testing
- De-linking school-based assessment from examinations: some possibilities and alternative practices
- Contexts of assessment: subject- related and person- related


Unit III: Efforts towards Examination Reforms

- Efforts towards examination reforms in India based on: NPE,1986; POA, 1992; NCF, 2000 and 2005 and National Focus Group Position Paper on Examination Reforms (Discussion should cover analysis of recommendations, implementations and the emerging concerns)
- Management of Examination in Schools
- Role of ICT in examination
- Action Research in improving classroom practices: concept, need and steps of action research, action research as an approach to improve class and school practices. Development of an Action Research Plan.

Unit IV: Teacher competencies in evolving appropriate assessment tools, Data Analysis, Feedback and Reporting

- Teacher competencies
- Visualizing appropriate assessment tools for specific contexts, content, and student
- Achievement test: meaning, need, steps and blue print.
- Evolving suitable criteria for assessment
- Organizing and planning for student portfolios and developing rubrics for portfolio assessment
- Statistical tools- percentage, graphical representation, frequency distribution, central tendency, variation, normal distribution
- Feedback as an essential component of formative assessment
 - use of assessment for feedback; for taking pedagogic decisions
 - Types of teacher feedback (written comments, oral); peer feedback
 - Place of marks, grades and qualitative descriptions
- Developing and maintaining a comprehensive learner profile
- Purposes of reporting: to communicate
 - progress and profile of learner
 - basis for further pedagogic decisions
- Reporting a consolidated learner profile

Modes of Learning Engagement: Some suggested modes of learning engagement are:


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- Lecture-cum-discussion
- Readings and presentations
- Group discussions
- Analysis of a range of assessment tools
- Developing worksheets and other tasks for learning and assessment in one's specific subject area
- Maintaining a portfolio related to the course-work and devising rubrics for assessment
- Constructing a test or an examination paper in one's subject area; critical review of these
- Observing, interviewing and writing comprehensive profile of a student
- Simulated exercises in 'marking' and giving feedback to fellow student-teachers (on a written task); critical review of feedback
- Simulated exercise in marking an examination paper in one's subject area; critical review of marking

Practicum:

1. Compare different forms of assessment.
2. Presentation of different kinds of grading with advantages and disadvantages.
3. Focus group discussion on examination driven teaching and learning.
4. Critical evaluation of examination reforms suggested and implemented based on NPE-1986; POA-1992; NCF-2000; and NCF-2005.
5. Developing Action Research proposal following the established steps of Action Research.
6. Organizing student Portfolio assessment and developing rubrics for portfolio assessment.
7. Developing Achievement Test and practicing method of finalizing the test.


Suggested Readings:

1. Baker, B. Costa, A. & Shalit, S. (1997). The norms of collaboration. Attaining communication competence. In A. Costa & R. Liebmann (Eds.), the process-centered school. Sustaining a renaissance community (pp. 119-142). Corwin. Thousand Oaks, CA.
2. Black, P. Harrison. C., Lee, C., Marshall, B, & William, D. (2004). Working inside the black box. Assessment for learning in the classroom. Phi Delta Kappan, 86 (1), 8- 21.
3. Bransford, J. Brown, A.L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington. DC. National Academy Press.
4. Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA. Corwin. Burke, K. Fogarty, R. &Belgrad, S (2002). The portfolio connection Student work linked to standards (2nd Ed.) Thousand Oaks, CA. Corwin.

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5. Carr, J.F. & Harris, D.E. (2001). Succeeding with standards. Linking curriculum, assessment, and action planning. Alexandria, VA: Association for Supervision and Curriculum Development.
6. Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.
7. Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks. CA. Corwin.
8. Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks. CA. Corwin.
9. NCERT (1985). Curriculum and Evaluation. New Delhi. NCERT.
10. NCERT (2005). National Curriculum Framework. New Delhi. NCERT.
11. NCERT (2005). National Focus Group Position Paper on Examination Reforms. New Delhi. NCERT.
12. Norris N. (1990). Understanding Educational Evaluation. Kogan Page Ltd.
13. Natrajan V. and Kulshreshta SP. (1983). Assessing non-Scholastic Aspects- Learners Behaviour. New Dlehi. Association of Indian Universities.
14. Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco. CA. Jossey-Bass.
15. Nitko, A.J. (2001). Educational assessment of students (3rded.). Upper Saddle River. NJ.
16. Prentice Hall.
17. Singh H.S. (1974) Modern Educational Testing. New Delhi. Sterling Publication.


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Group C: Core Courses

HIN 302: कथा साहित्य (कहानी और उपन्यास)

Time: 3 Hours
Credits- 4

Max. Marks: 100
Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
iv) All questions will carry equal marks.

उद्देश्य- विद्यार्थी कहानियों एवं उपन्यास के तत्वों की जानकारी प्राप्त कर सकें तथा उनकी समीक्षात्मक विवेचना करने की क्षमता विकसित हो सके।

प्रथम इकाई

1. नमक का दारोगा -- प्रेमचंद
2. दुख -- यशपाल
3. एटमबम -- अमृत लाल नागर

द्वितीय इकाई

1. ग्रीफ की दावत -- भीष्म साहनी
2. घाटी माँ -- शिवप्रसाद सिंह
3. मुगलों ने सल्तनत बख्शा दी -- भगवती चरण वर्मा

तृतीय इकाई

1. नौकरो पेशा -- कमलेश्वर
2. सरहद के इरु पार -- नासिरा शर्मा
3. राजा का चौक -- नमिता सिंह

चतुर्थ इकाई

त्यागपत्र उपन्यास : जैनेन्द्र कुमार

पाठ्य पुस्तकें :

1. कथा कलश : सं. मनेहर वर्मा, किरण पब्लिकेशन्स, अजमेर
2. त्यागपत्र : जैनेन्द्र कुमार प्रकाशक भारतीय ज्ञानपीठ 18 इन्स्टीट्यूशनल एरिया लोदी रोड, नई दिल्ली

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ENG 302 Indian Writing in English

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The students will be able to:

- Develop their comprehension skills through reading various genres of literature in English from India.
- Develop their reading habits and literary taste by reading the authors from their own land.

Unit	Course Contents
Unit I Prose	<ul style="list-style-type: none"> ➤ Mulk Raj Anand : The Lost Child ➤ Shashi Deshpande : My Beloved Charioteer ➤ Ruskin Bond : The Night Train at Deoli ➤ Leila Seth : On Balance ➤ Subrato Bagchi : How are you different?
Unit II Poetry	<ul style="list-style-type: none"> ➤ Sri Aurobindo : The Tiger and the Deer ➤ Rabindranath Tagore : Where the Mind is Without Fear ➤ Nissim Ezekiel : Night of the Scorpion ➤ Kamala Das : An Introduction ➤ A.K. Ramanujan : A River
Unit III Fiction	<ul style="list-style-type: none"> ➤ R.K. Narayan : Waiting for the Mahatma
Unit IV Drama	<ul style="list-style-type: none"> ➤ Mahesh Dattani : Dance Like a Man

Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.

Suggested Readings

Unit I

- Anand, Mulk Raj. *Mulk Raj Anand: Greatest Short Stories*. New Delhi: Jaico Publishing House. 2013.
- Deshpande, Shashi. *Collected Stories Vol. I and II*. New Delhi: Penguin Books India. 2004.

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- Narayan, R. K. *Malgudi Days*. New Delhi: Penguin Classics. 2006.
- Bond, Ruskin. *Night Train at Deoli and Other Stories*. New Delhi: Penguin Classics. 1988.
- Mehrotra, A. K. *Concise History of Indian Literature in English*. Permanent Black. 2010.

Unit II


- Aurobindo, Sri. *Collected Poems: The Complete Works of Sri Aurobindo Vol. II*. Pondicherry: Sri Aurobindo Ashram Trust. 2009.
- Tagore, Rabindranath. *Gitanjali*. New Delhi: Pan Macmillan India. 2015.
- Ezekiel, Nissim et al. *Nissim Ezekiel: Collected Poems*. 2nd Ed. New Delhi: OUP. 2005.
- De Souza, Eunice. *Nine Indian Women Poets: An Anthology*. New Delhi: OUP. 2001.
- Das, Kamala. *Kamala Das: The Old Playhouse and Other Poems*. New Delhi: Orient BlackSwan. 2011.
- Ramanujan, A. K. *The Collected Poems of A. K. Ramanujan*. New Delhi: OUP. 1999.
- King, Bruce. *Modern Indian Poetry in English*. Revised Edition. New Delhi: OUP. 2017.
- Mehrotra, A. K. *The Oxford India Anthology of Twelve Modern Indian Poets*. New Delhi: OUP. 1993.
- Aurobindo, Sri. *Indian Poets and English Poetry—Correspondence between Kathleen Raine and K. D. Sethna*. Pondicherry: Sri Aurobindo Ashram Publication. 2017.

Unit II

- Narayan, R. K. *Waiting for the Mahatma*. Mysore: Indian Thought Publication. 2010.
- Mehrotra, A. K. *Illustrated History of Indian Literature in English*. New Delhi: Orient BlackSwan. 2005.

Unit IV

- Dattani, Mahesh. *Dance like a Man: a Stage Play in two Acts*. New Delhi: Penguin Books India. 2006.


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GEO 302: Geography of India

Time: 3 Hours
Credits- 4

Max. Marks: 100
Theory: 60, Internal: 20, Practical: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 12 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 12 marks each.
- iv) All questions will carry equal marks.

Objectives:

1. To explain the physical diversity of India
2. To explain the socio-economic diversity of India
3. To explain understand the geography of India as constituted by diverse regions

Course Contents

Unit I

Location and space relations; Geological evolution; Landforms; Drainage systems; Soil; Vegetation; Climate - characteristics and classification.

Unit II

Population distribution and growth; Characteristics of agriculture and agricultural regionalisation, Mineral belts; Industrial regions

Unit III


Distribution of population by race, caste, religion, language, tribes and their correlates

Unit IV

Regionalisation of India: Physiographic (OHK Spate and R. L. Singh), Socio-cultural (David Sopher and Aijazuddin Ahmad), Economic (P. Sengupta)

Reading lists

- 1- Deshpande C. D., 1992: *India: A Regional Interpretation*, ICSSR, New Delhi.
- 2- Johnson, B. L. C., ed. 2001. *Geographical Dictionary of India*. Vision Books, New Delhi.
- 3- Sdyasuk Galina and P Sengupta (1967): *Economic Regionalisation of India*, Census of India
- 4- Sharma, T. C. 2003: *India - Economic and Commercial Geography*. Vikas Publ., New Delhi.
- 5- Singh R. L., 1971: *India: A Regional Geography*, National Geographical Society of India.
- 6- Singh, Jagdish 2003: *India - A Comprehensive & Systematic Geography*, Gyanodaya Prakashan, Gorakhpur.
- 7- Spate O. H. K. and Learmonth A. T. A., 1967: *India and Pakistan: A General and Regional Geography*, Methuen.
- 8- Tirtha, Ranjit 2002: *Geography of India*, Rawat Publs., Jaipur & New Delhi.


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GEO 302: PRACTICALS

Map Projections

Total credit : 1

Contact hours: 2 per week

Classification, Properties and Uses of map projections; Graphical Construction of

Cylindrical: Mercator's;

Conical: One standard parallel, Two standard parallel, Bonne's; Zenithal: Orthographic,

Stereographic, Gnomonic and Conventional:

Mollweide's Projections.

Reference to Universal Transverse Mercator (UTM) Projection.

Practical Record File: Students will be required to prepare a practical record file consisting of all exercises in the paper.


Assessment Modalities: The assessment modality will involve a term-end examination towards the end of the semester.

- The term-end examination will carry a weightage of 20 marks. Duration of examination will be 3 hours.

○ Lab Work (Any 3 out of 4 exercise)	10 Marks
○ Record File	05 Marks
○ Viva	05 Marks

Reading List

- 1- Mishra R. P. and Ramesh A., 1989: *Fundamentals of Cartography*, Concept, New Delhi.
- 2- Monkhouse F. J. and Wilkinson H. R., 1973: *Maps and Diagrams*, Methuen, London.
- 3- Sharma J. P., 2010: *Prayogic Bhugol*, Rastogi Publishers, Meerut.
- 4- Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
- 5- Singh, L R & Singh R (1977): *Manchitra or Paryaogatamek Bhugol*, Central Book Depot, Allahabad
- 6- Singh, R.L. & Singh Rana, P.B. 1992: *Elements of practical Geography*, New Delhi: Kalyani Publisher


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HIS 302 Indian Nationalism and Freedom Struggle

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The students will be able to:

- The study materials of this Semester is much significance to learn the National consciousness among the people of twentieth century.
- The students will seek the knowledge of extremists and revolutionary Trends of Indian Freedom Struggle.
- The students will be aware of the devoted revolutionary Nationalist as Bhagat Singh, Rajguru and Chandrasekhar, Kalpana Datta etc.

Unit	Course Contents
Unit I	<ul style="list-style-type: none">➤ Rise and Growth of Nationalism –causes,➤ Role of various Intuitions and Middle class.➤ Cultural and Ideological consciousness- Impact of Socio- Religions Reforms➤ struggle for the freedom of press, swadeshi and Boycott and Home Rule Movement
Unit II	<ul style="list-style-type: none">➤ Gandhian Era – Satyagraha Movements (Champaran, Khera, Ahmadabad),➤ Rowllat Act, Non Cooperation Movement➤ Civil Disobedience Movement➤ Quit India Movement
Unit III	<ul style="list-style-type: none">➤ Revolutionary Movements- Ghadar movement, (Lala Hardayal)➤ Role of Naujawan Bharat Sabha➤ Hindustan Socialist Republic Association,➤ Revolutionary activities and their means.
Unit IV	<ul style="list-style-type: none">➤ Contribution of Prominent Revolutionaries – with special reference to Sachindra Nath Sanyal, Ram Prasad Bismil, Suryasen,➤ Bhagat Singh , Rajguru, Ashfaqulla,➤ Chandra Shekhar Azad, Sukhdev,➤ Kalpana Datta, Sunidhi Choudhary, Beena Dev and Shanti Gosh



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Tutorials/Practicum :Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials. The learners may be given exercises to know various better fields and growth of Education, press, means of Transport and Communication.

Suggested Readings

- ☐ Tara chand. *History of Freedom Movement in India (4 vols.)*
- ☐ Agrawal, R.C. *Indian constitutional development and National Movement in India*
- ☐ Tamlinson, B.R. *The Economy of Morden India*, Cambridge University Press
- ☐ Desai, A.R. *Social Background of Indian Nationalism*. Popular Prakashan . New Delhi
- ☐ Bandyopadhyay, Sekhar. *From Plassey to Partition and After*. Orient Blackswan
- ☐ Parobo, Parag D. *India's First Democratic Revolution*. Orient Blackswan
- ☐ Majumdar, R.C. *British Paramountcy and the Indian Renaissance. part I*
- ☐ Grover, B.L. *A New Look at the Morden Indian History*. New Delhi. 2000
- ☐ Fisher, M.H.(ed.). *politics of the British Annexation of India 1757 - 1857*. (Oxford in India Readings)
. (Delhi.1993)
- ☐ Argov, Daniel. *Moderates and Extremists in India*
- ☐ Brown, Judith. *Gandhi's to power Indian Politics 1915 - 22*. (Cambridge University press. 1972)
- ☐ Brown, Judith. *Gandhi and Civil Disobedience: The Mahatma in Indian Politics 1928- 34*. (Cambridge). 1977
- ☐ Sarkar, Sumit. *The Swadeshi Movement in Bengal*
- ☐ Puri, K. Harish. *Ghadar Movement*
- ☐ Majumdar, B.B. *Militant Nationalism in India*
- ☐ Joshi, Ram Mohan *and Process of Modernization*


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POL 302: INTERNATIONAL RELATIONS SINCE 1945

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: On completion of the course the students – Teacher will be able to:

- Acquaint themselves with various approaches to the study of international politics.
- Understand important concepts which provide the framework for understanding international politics.
- Understand and take stock of the events and trends in International politics after the World War II.
- Understand the quest of developing countries for their identity and self determination in the era of cold War.
- Understand and critically appreciate the salient features of foreign policies of some major powers.
- Understand and appreciate the determinants and features of India's foreign policy and India's relations with her neighboring countries.
- Understand and acquaint themselves with recent developments and emerging trends in International politics.
- Understand and critically evaluate the role and functioning and impact of various organizations for regional cooperation.

Unit	Course Contents
Unit I	Meaning, Nature and Scope of International Relations, Approaches to the study of International Relations: Idealist and Realist approaches, Morgenthau's Realist Theory, Decision Making Theory. National Power: meaning and elements, Instruments of National Interest – Diplomacy and Propaganda
Unit II	Cold War, Detente, New Cold War, End of Cold War, International relations in unipolar world, Non Alignment Movement.
Unit III	Foreign Policy: meaning, elements and determinate, the salient features of the foreign policies of USA, China and India. India's relations with USA, Russia and her neighbors.

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Unit IV	Major Contemporary Trends and Issues in International Politics, Role and Impact of UN in changing the World, Climate change, Global Terrorism, International Political Economy, Disarmament, Role of BRICS, SAARC, ASEAN, EUROPEAN UNION, ALBA.
Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.	

Suggested Readings

1. L.M.Goodrich, United Nation in changed world, New York, Columbia University Press, 1974.
2. M.S.Rajan (ed.), United Nations at Fifty and Beyond, New Delhi, Lancer Books 1996.
3. R.A.Folk, Law, Morality and War in the Contemporary World, New York, Frederick A Praegar, 1963.
5. W.D. Coplin, Introduction to International Politics, Chicago, Markham 1971.
6. Mahendra Kumar: International Politics.
7. K.N.Waltz, Theory of International Politics Reading Massachusetts : Addison Wesley 1979.
8. Fredman : Introduction to World Politics.

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Uavite

ECO 302 :PUBLIC FINANCE

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The students will be able to:


- Explain the nature and scope of public finance.
- Describe the concepts and principle of public finance, revenue, expenditure, debt and budget.
- Explain the financial administration in India.
- Use the statistics to understand the economic problem related to the public finance.

Unit	Course Contents
UNIT-I Nature and Scope of Public Finance	<ul style="list-style-type: none"> ➤ Meaning, Nature and Scope of Public Finance; ➤ Distinguish between the private and public finance; ➤ Distinguish between the private goods and public goods; ➤ Concepts of Merits goods; ➤ Function of the Government, Market failure and Role of the State; ➤ The Principle of Maximum social advantage
UNIT-II Public Revenue	<ul style="list-style-type: none"> ➤ Meaning and sources of public revenue; ➤ Taxation- Meaning, classification, cannons and effects of taxations; ➤ Division of tax burden; ➤ Theory of Taxation- Benefits and ability to pay principle of taxations; ➤ Impact and Incidence of Taxes and Taxable capacity; ➤ Major trends in tax revenue of central and state government in India.

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<p>UNIT-III (a) Public Expenditure</p>	<ul style="list-style-type: none"> ➤ Meaning and classifications of public expenditure; ➤ Cannon and Effect of Public expenditure; ➤ Causes of growth of public expenditure; ➤ Trends in growth of public expenditure in India. ➤ Theories of Public expenditure- Wagner's law of increasing state activity, Peacock-Wiseman hypothesis.
<p>(b) Public Debt</p>	<ul style="list-style-type: none"> ➤ Meaning and Sources of public borrowing, ➤ Effects of public debt, ➤ Methods of Redemptions of public debt, Debt burden and Deficit financing in India. ➤ Concept of Financial Administration, ➤ Meaning of Public Budget, ➤ Kinds of budget, ➤ Economic and functional classification of budget, ➤ Preparation and passing of budget in India.
<p>Unit IV Internatio nal Trade and Finance Institution UNCTAD</p>	<ul style="list-style-type: none"> ➤ International Organizations'-GATT/WTO(TRIPS and TRIMS), UNCTAD, Trade Blocks - EU, SAARC, NAFTA, SAFTA. ➤ International Financial Institutions-IMF, World Bank, Asian Development Bank,
<p>Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.</p>	
<p style="text-align: center;">Suggested Readings*</p>	
<p>(*Reading lists may overlap in terms of subject matter. Therefore, students are advised to consult them accordingly.)</p>	
<ul style="list-style-type: none"> ✓ American Economic Association (1995) Readings in Fiscal Policy, George Allen and Unwin, London. ✓ Atkinson, A.B and J.E. Stiglitz(1980), Lectures on Public Economics, Tata-Mc Graw Hill, New York. ✓ Auerbach, A.J and M. Feidstern(Eds) (1985) , Handbook of Public Economics, Vol.1, North Holland, Amsterdam. ✓ Edminister, R.O(1986), Financial Institutions, Market and Management, Mc Grow Hills, New York. ✓ Goldsmith, R.W(1969), Financial Structure and Development, Yale, London ✓ Gupta, S.B (), Monetary Economics, ✓ Jha, R(1998), Modern Public Economics, Routledge, London ✓ Lekhi, R.K() , Public Finance 	


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- ✓ Mithani, D.M(), Modern Public Finance
- ✓ Musgraves, R.A(1959), The Theory of Public Finance, Mc Graw Hill, Kogakhusa, Tokyo.
- ✓ Peacock, A and G.K, Shaw(1976), The Economic Theory of Fiscal Policy, George Allien and Unwin, London.
- ✓ Shoup, C.S(1970), Public Finance, Aldine Chicago.
- ✓ Tyagi, B.P() Public Finance,


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Vaishite

Group E: Curriculum and Pedagogic Studies

CPSH 302 : भाषा शिक्षण विधियां II

Time: 3 Hours
Credits- 4

Max. Marks: 100
Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.

iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

iv) All questions will carry equal marks.

पाठ्यक्रम के विशेष उद्देश्य:

- भाषा की अलग-अलग भूमिकाओं को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना
- पाठ्यचर्या पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना
- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी भारीकियों के प्रति संवेदनशील होना
- विद्यार्थियों की सर्जनात्मक क्षमता को पहचानना
- भाषा के मूल्यांकन की प्रक्रिया को जानना।

- भाषा सीखने और सिखाने के सर्जनात्मक दृष्टिकोण को समझना।

इकाई-1 हिंदी उच्चारण शिक्षण

- उच्चारण अवयव/स्थान
- हिंदी की मानक ध्वनियाँ एवं वर्गीकरण (स्वर व्यंजन)
- बलाघात, स्वराघात, अनुताप
- अशुद्ध उच्चारण के कारण, उनके प्रकार एवं सुधार के उपाय
- शब्द-रचना, शब्द शक्तियाँ, मुहावरे और लोकोक्तियों का भाषा शिक्षण में महत्त्व।

Sanjiv Kumar

इकाई - II पाठ्यक्रम पाठ्य सामग्री का निर्माण और विश्लेषण

- पाठ्यचर्या, पाठ्यक्रम तथा पाठ्य पुस्तकों का संबंध
- पाठ्यक्रम का निर्माण एवं पाठ्यपुस्तक का विकास (माध्यमिक स्तर पर)
- भाषा की पाठ्य पुस्तक की विशेषताएँ
- पाठ्यक्रम एवं पाठ्यपुस्तक का विश्लेषण एवं मूल्यांकन
- रटत प्रणाली से निर्मितवादी उपागम की ओर

इकाई - III

- प्रिंट मीडिया एवं अन्य पठन सामग्री
- पत्रिकाएँ समाचार पत्र, कक्षा पुस्तकालय, सूचना प्रौद्योगिकी एवं श्रव्य-दृश्य सामग्री रेडियो, दूरदर्शन, फिल्म
- पाठ्य सहगामी क्रियाएँ (साहित्य परिषद् परिचर्चा, वाद विवाद, कार्यशोभा, सेमिनार इत्यादि)
- भाषा प्रयोगशाला

इकाई - IV मूल्यांकन - इसकी भूमिका और महत्व

- भाषा विकास की प्रगति और मूल्यांकन
- सतत और व्यापक मूल्यांकन
- मूल्यांकन की प्रविधियाँ- मौखिक, लिखित, स्वमूल्यांकन,
- आपसी मूल्यांकन, समूह मूल्यांकन
- प्रश्नों का स्वरूप- खुले प्रश्न, बहुविकल्पीय प्रश्न, सत्य असत्य प्रश्न इत्यादि

अधिगम विधियाँ: व्याख्यान के साथ-साथ परिवर्ती छात्रों द्वारा स्वयं करके सीखना उनकी सहभागिता द्वारा शिक्षण।

परियोजना कार्य

1. कक्षा 6 से 8 तक की हिंदी की दो राज्यों की किसी एक पाठ्यपुस्तक की तुलना करना।
2. अपने राज्य की कक्षा 6 से 8 की हिंदी की पाठ्य पुस्तक की रूपरेखा बनाना।
3. विद्यालय पत्रिका की रूपरेखा बनाना।
4. समकालीन बाल साहित्य की समीक्षा करना।
5. कक्षा 10 के हिंदी के प्रश्न पत्र की समीक्षा करना।
6. महिलाओं की किन्हीं दो पत्रिकाओं की समीक्षा करना।
7. हिंदी के किन्हीं दो दलित साहित्यकारों की किसी एक कृति की समीक्षा।
8. कक्षा 6 से 8 तक की किसी एक कक्षा के हिंदी प्रश्नपत्र का निर्माण।
9. विद्यालयी अनुभव कार्यक्रम के दौरान भाषा शिक्षण को लेकर आने वाली कठिनाइयों पर क्रियात्मक शोध।
10. अपने क्षेत्र में प्रचलित लोककथा-लोकगीतों का संकलन तैयार करना।

सहायक पुस्तकें :-

1. माध्यमिक विद्यालयों में हिंदी शिक्षण, निरंजन गुप्ता सिंह
2. हिंदी भाषा शिक्षण विधि - भाई योगेन्द्र जीत
3. हिंदी शिक्षण विधि - डॉ. वैद्यनाथ प्रसाद वर्मा
4. सुबोध हिंदी व्याकरण एवं रचना - लाला लाल एवं जोशी
5. भाषा विज्ञान - डॉ. मोलानाथ तियारी
6. हिंदी व्याकरण - कामता प्रसाद गुठ

CPSE 302 Pedagogy of English II

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The students will be able to:

- Acquire knowledge about teaching of English
- Understand of production of sound, accents, stress etc.
- Develop their skills of English language teaching
- Improvise and use appropriate aids for teaching English
- Use various techniques for the evaluation of learner's achievement in English

Unit	Course- Contents
Unit I: Phonetics and spoken English	<ul style="list-style-type: none"> ➤ Organs of Speech ➤ Description and classification of speech sounds: Vowels and Consonants ➤ Segmental features: Phoneme and allophone ➤ Supra-segmental features: accent, stress, intonation and rhythm ➤ Phonemic transcription ➤ Features of Indian English (GIE/ Standard Indian English (SIE) and RP/BBC)
Unit II: Language Teaching	<ul style="list-style-type: none"> ➤ Teaching of Language Skills: LSRW and their Sub-Skills ➤ Teaching of Language: Grammar and Vocabulary ➤ Teaching of Literature: Prose, Poetry and Drama ➤ Lesson Planning in Language Teaching: Nature, Objective and Needs
Unit III: Teaching -Learning Materials and Aids	<ul style="list-style-type: none"> ➤ Significance of materials in language classroom ➤ Why and what type of materials ➤ Text book and beyond textbook ➤ Teacher generated material, student chosen texts ➤ Audio-Visual Aids (Electronic and Print Media), NROER, E-content and Swayam Prabha, Radio, TV, Films, Mobile Phones, Computer, Internet, Realia, Pictures, Flashcards, Flannel Board, OHP, Blackboard, Models, Tape Recorder, Charts, Magazines, Newspaper, ➤ Planning co-curricular activities (discussion, debates, workshops, seminar etc) ➤ Language lab, CALL programmes etc.

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Unit IV: Assessment and Evaluation	<ul style="list-style-type: none"> ➤ Concept and Importance of Assessment and Evaluation ➤ Assessment of Language Skill (LSRW) and Language concepts (Sounds, Vocabulary, Structure and Grammar) ➤ Assessment in Poetry, Prose and Drama ➤ Techniques of evaluation –oral, written, portfolio; Close test, Self-evaluation; Peer evaluation; Group evaluation. ➤ Types of questions and test items: Assessment Activities and tasks
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Language across the Curriculum Activities: As an integral part of teaching-learning process, relevant activities should be carried out to enhance and promote language skills (LSRW) and proficiency based on the rationale of Language Across Curriculum. The activities in this regard are language centered and, therefore, the focus of learning and teaching activities should be on language skills not necessarily on the content. The activities in this regard may be designed/improvised according to the context. Some of the exemplar activities may include:

- Presentation (Oral and Written) based on themes from the content area
- Debate on themes from the content area
- Panel discussion/Seminar/discussion etc
- Group discussion/group work
- Question –answer sessions
- Role play/dramatization
- Extempore speech/Elocution

Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.

Practicum:

1. A write on the pronunciation –errors committed by student in English by given suitable suggestion for improvements.
2. Identify and analyze the challenge of teaching and learning English in the schools of the area in which the teaching practice was conducted.
3. Preparation of the following aids: 5 flashcards, 5 picture cards, 2 OHP transparencies,
4. Preparation of a ten-minutes duration CALL programme on vocabulary or Grammatical items or reading/writing skills
5. Analysis of a question paper in English prepared by the local school/board at different levels. 6. Preparation of a portfolio or a cloze test in English
7. Action Research on a classroom-based problem of teaching English in your state/province 8. Analysis of a prescribed textbook in English
9. Analysis of the syllabus in English at the upper-primary stage or secondary stage.

Suggested Readings

Unit I


- Krishnaswamy, N. et al. *Story of English in India*. New Delhi: Foundation Books. 2008.
- NCERT, *National Curriculum Framework-2005*. New Delhi: NCERT. 2010.
- NCERT, *National Focus Group Position Paper on Teaching of English*. New Delhi: NCERT. 2010.

Unit II

- Roach, Peter. *English Phonetics and Phonology*. Cambridge: CUP. 1991.
- Bansal, R.K. and J. B. Harrison. *Spoken English for India*. Madras: Orient BlackSwan. 2015.
- Cruttenden, Alan. *Gimson's Pronunciation of English* 7th Ed. London: Routledge. 2008.
- Jones, Daniel. *Cambridge English Pronouncing Dictionary*. 18th Ed. Cambridge: CUP. 2011.
- Cruttenden, Alan. *The Pronunciation of English: A Workbook*. London: Routledge. 2000.

Unit III

- Baruah, T.C. *The English Teachers' Handbook*. New Delhi. Sterling Publishing. 1985.
- Harmer, Jeremy. *How to teach English*. Harlow: Pearson Education Limited. 2007.
- Harmer, Jeremy. *How to teach English*. Harlow: Pearson Education Limited. 2007.


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CPSSS 302 PEDAGOGY OF SOCIAL SCIENCE (CPS-2)

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: After the completion of the course students will be able to:

- Understand the Concept of Social science Curriculum as reflected in NCF-2005.
- Plan lessons based on different approaches to facilitate learning of social sciences.
- Develop learning materials on selected units to facilitate learning in social sciences.
- Develop professional outlook and humane approach among Candidate s.

Unit I: Social Science Curriculum

- Features, Issues and Concerns in Social Science Curriculum as reflected in NCF -2005. Misconceptions in teaching- learning of social science.
- Major Social Science Discipline in Schools- Place of Social Science in the School Curriculum. Need for strengthening teaching of social science.
- Content and Syllabus of Social Science - Aims and Objectives, Content organization and presentation by different state boards of Northern region; Case Studies: *Uttar Pradesh, Rajasthan.*

Unit II: Teaching Learning Resources

- Human as resource: The significance of oral data; Primary and Secondary Sources of data: textual material, journals, magazines, newspapers etc;
- Using library as a learning resources; various contextual learning aids; audio-video material- charts, models, maps, atlas, graphs,


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visuals,

- Use of ICT in teaching and learning of social science- multimedia and internet. Local Community Resources.

Unit III: Professional Development of Social Science Teacher

- Concept of Professional Development, Need for updating content and pedagogical competencies. Professional Norms and Ethics.
- Ways of Professional Development- participation in seminars and conferences, online sharing, distance learning, member of professional organizations, writing in reflective journals.

Unit VI: Assessment for learning in Social Sciences-II

- Blue print, Evaluating and recording procedures to assess students' performance, Group assessment, peer assessment and Project work.
- Open books test: strengths and limitations.
- Continuous and Comprehensive Evaluation (CCE) in Social Science

Transactional Modalities: Lecture/Contact periods Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.


Tutorials/Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/lecture period; Peer group teaching may be encouraged. Hard spots if any may be resolved during tutorials.

Scheme of Assessment:

- The term -end examination will be of 70 marks.
- Two sessional tests, each test will carry a weight of ten (10) marks.
- Two assignments: one oral- presentation it will carry a weight of five (05) marks and one written- assignment it will carry a weight of five (05) marks.

Suggested Reading:

1. Dash, B.N. (2006). Content cum Method of Teaching of Social Studies. New Delhi: Kalyani Publication.
2. Heller, F. (1986). The use and abuse of Social Sciences. London: Sage Publications.
3. Kochhar, S.K. (1986). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.
4. Mofatt, M.R. (1955). Social Studies Instruction. New York: Prentice Hall.
5. National Curriculum Frame Work (2005). New Delhi: NCERT.


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6. Position Paper by National Focus Group on Teaching of Social Sciences
7. Preston, R.C. (1959). Teaching Social Studies in the Elementary School. New York: Rinehart and Company.
8. Sahu, B.K. (2007). Teaching of Social Studies. New Delhi: Kalyani Publishers.
9. Singh, G. (2007). Teaching of Social Studies. Ludhiana: Kalyani Publishers.
10. Singh, G. (2009). Teaching of Social Studies. Ludhiana: Chetna Parkashan.
11. Taneja, V.K. (1992). Teaching of Social Studies. Ludhiana: Vinod Publication.
12. Wesley, E.B. (1951). Teaching of Social Studies. Boston: D.C. Herth and Co.


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GROUP E: PROFESSIONAL EDUCATION COURSES (PEC)
IV: Engagement with the field (EF)
EFSE 302: SCHOOL EXPOSURE AND RELATED ACTIVITIES

Credits: 4

Contact hours: 04 weeks

Marks: 100

Distribution of Marks for the School Exposure and Related activities		
Activity	Max. Marks	Min. Pass Marks
Content Analysis in each teaching subject	20	10
Preparation and use of learning resources during peer teaching in each teaching subject (two)	10+10 =20	10
Observation record <ul style="list-style-type: none">• Five classes of regular classroom teacher• Five classes of peer	10+10=20	10
Actual classroom teaching (Two lesson in each teaching subject)	40	20
Total	100	50

Objectives of the Course: On completion of the Course, the students will be able to:

- Understand about the activities to be carried out during school internship programme.
- Observe classroom teaching, various school activities and gain a feel of the multiple roles of a teacher.
- Develop skill in content analysis, preparing TLM and observing classroom processes.
- Plan and implement teaching learning activity for peers and actual classroom.

Pre-Internship Tasks:

(The Internship Committee formulated by the Institute will prepare a Schedule for execution of Pre- Internship Tasks)

During the four week duration, the student teachers are oriented to the school internship programme.

For the first two weeks, they will be provided training in core teaching skills, content analysis, preparing Teaching Learning Material (TLM), writing observation records, Reflective Journals, conducting Action Research and Case Study, organizing school activities and their reporting, developing Achievement Tests, administering and analyzing. Student teachers will also write lesson plans and take up peer teaching.

For the next two weeks, student teachers will be placed in the schools. They will observe the classes being handled by the regular teachers as well as their peers. Every student teacher will teach at least one lesson in each teaching subject and reflect on the teaching.

Modes of Learning Engagement:

Pre internship will be carried out both in the Institute and the School.


First two weeks they will be exposed to theoretical knowledge about internship and receive information on various activities that are required to be carried out by the student teachers.

Student teachers will get hands on experience on performing certain tasks which they are expected to perform in the school.

In the beginning they learn to teach in a simulated condition by teaching their peers.

Next two weeks, student teachers are attached to the school on full time basis, observe the teaching by the regular classroom teacher, teach at least one lesson in each teaching subject, involve in all the activities of the school and learn to understand the school.

Student teachers keep a record of all the work carried out by them in the school .


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Group D: Discipline Specific Elective (DSE)

HIN 401: अस्मितामूलक विमर्श और हिंदी साहित्य

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

उद्देश्य-

संप्रति हिंदी में स्त्री और दलित विमर्श की बहुत घर्षा है अतः इससे विद्यार्थी परिचित हो सकेंगे और अद्यतन लेखन से जुड़ सकेंगे। वे तत्संबंधी साहित्य एवं पत्र पत्रिकाओं से परिचित हो सकेंगे इस अध्ययन से विद्यार्थियों में समतावादी प्रगतिशील दृष्टिकोण का विकास होगा जिससे प्राचीन रूढ़िया समाप्त हो सकेंगी।

प्रथम इकाई -

> विमर्शों की सैद्धांतिकी:

- स्त्री विमर्श : अवधारणा और मुक्ति आंदोलन
- दलित विमर्श : अवधारणा और आंदोलन, फूल और अम्बेडकर

(स्वाधीनता से पूर्व एवंस्वाधीनता के बाद स्त्री, दलित विमर्श)

द्वितीय इकाई

> दलित विमर्श की प्रमुख विधायें

- (क)- आत्मकथा - जूठन : आमप्रकाश वाल्मीकि (प्रथम भाग)
- (ख)- नाटक, तड़प मुक्ति की : माता प्रसाद

तृतीय इकाई


- (क)- कहानी: चर्चित दलित महिला कथाकारों की कहानियाँ डॉ कुसुम वियोगी

चतुर्थ इकाई

- स्त्री और दलित विमर्श में हिंदी साहित्य की पत्रिकाओं का योगदान
- स्त्री और दलित विमर्श दशा और दिशा

संदर्भ ग्रंथ

1. जूठन - आम प्रकाश राधाकृष्ण प्रकाशन
2. चर्चित दलित कहानियाँ - डॉ कुसुम वियोगी, गोतम प्रकाशन 30/64 गली नं 8 विश्वास नगर शाहदरा दिल्ली 110032
3. तड़प मुक्ति की - माता प्रसाद, सम्यक प्रकाशन, 32/3, पश्चिम पुरी, नई दिल्ली 110083


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ENG 401 American Literature

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The students will be able to:

- Acquainted with various literary figures in English from America
- Appreciate literary sensibilities from America
- Expose themselves to literature in English outside Britain

Unit	Course Contents
Unit I Prose	Saki (H. H. Munro) : The Open Window Bernard Malamud : The Jewbird Young Goodman Brown Nathaniel Hawthorne : A Rose for Emily William Faulkner : Self Reliance Emerson
Unit II Poetry	H.W. Longfellow : Snow-Flakes Robert Frost : Mending Wall Walt Whitman : A Noiseless Patient Spider Emily Dickinson : Because I Could Not Stop for Death Edgar Allen Poe : The Raven
Unit III Fiction	Ernest Hemingway : The Old Man and the Sea
Unit IV Drama	Arthur Miller : Death of a Salesman

Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.

Suggested Readings

- Unit I
Hart, James D. and Phillip Leininger. The Oxford Companion to American Literature. 6th Ed. New York: OUP. 1995.
Cassill, R.V. The Norton Anthology of Short Fiction. 3rd Ed. New York: W. W. Norton & Company. 1986.
- Unit II
Ferguson, Margaret. The Norton Anthology of Poetry. New York: W. W. Norton & Company. 2005.
- Unit III
Hemingway, Earnest. The Old Man and the Sea. (Vintage Classics). New Delhi: Vintage Classics. 1999.
Donaldson, Scott. The Cambridge Companion to Hemingway. Cambridge: CUP. 1996.
- Unit IV
Miller, Arthur. Death of a Salesman. New York: Penguin Classics. 2011.
Biggsby, Christopher. The Cambridge Companion to Arthur Miller. Cambridge: CUP. 2010.

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Waite

GEO 401: Population and Settlement Geography

Time: 3 Hours

Credits- 4

Max. Marks: 100

Theory: 60, Internal: 20, Practical: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 12 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 12 marks each.
- iv) All questions will carry equal marks.

Objectives:

1. To know about various sources of demographic data
2. To explain concepts and theories related to population dynamics and settlement systems
3. To understand earth as constituted by people with distinct demographic attributes who dwell in urban and rural settlements located in diverse geographical environments.

Course Contents

Unit I

Sources of population data with special reference to India (Census, Vital Statistics and NSS). Population Size, Distribution and Growth – Determinants and Patterns; Theories of Growth – Malthusian Theory and Demographic Transition Theory.

Unit II

Fertility, mortality and migration – measures, determinants and implications; Age-sex composition; Rural and urban composition; Literacy.

Unit III

Basic Concepts: Rural settlements, Urban settlements; Dwelling, Hamlet, Village, Town, City, Metropolis, Megalopolis, Conurbation, Rural-Urban Fringe.

Unit IV

Rural Settlements: Types and Patterns; Urban Settlements: classifications and typologies; Central place theory, Rank-size rule, Primate city.

Reading Lists

- 1- Barrett H. R., 1995: *Population Geography*, Oliver and Boyd.
- 2- Bhende A. and Kanitkar T., 2000: *Principles of Population Studies*, Himalaya Publishing House.
- 3- Chandna R. C. and Sidhu M. S., 1980: *An Introduction to Population Geography*, Kalyani Publishers.
- 4- Chishlom M., 2007: *Rural Settlement and Land Use*, Transaction Publishers.
- 5- Daniel, P. 2002: *Geography of Settlement*, Rawat Publs., Jaipur & New Delhi.
- 6- Ghosh, Santwana 1999: *A Geography of Settlements*, Orient Longman, Kolkata.
- 7- Kalia Ravi, 1999: *Chandigarh: The Making of Indian City*, Oxford University Press.
- 8- Kaplan D. H., Wheeler J. O. and Holloway S. R., 2008: *Urban Geography*, John Wiley.
- 9- Lutz W., Warren C. S. and Scherbov S., 2004: *The End of the World Population Growth in the 21st Century*, Earthscan
- 10- Newbold K. B., 2009: *Population Geography: Tools and Issues*, Rowman and Littlefield Publishers.
- 11- Pacione M., 2009: *Urban Geography: A Global Perspective*, Taylor and Francis.
- 12- Ramachandran R., 1989: *Urbanisation and Urban Systems of India*, Oxford University Press.
- 13- Ramachandran, R., 1992: *The Study of Urbanisation*, Oxford University Press, Delhi
- 14- Singh R. Y., 1994: *The Geography of Settlement*, Rawat Publication, New Delhi.
- 15- Tiwari, R. C. 2000: *Settlement Geography*, (in Hindi), Prayag Publ., Allahabad.


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GEO 401: PRACTICALS
Geological Maps and Identification of Rocks and Minerals

Total credit : 1

Contact hours: 2 per week

Geological Map: Study of horizontal, vertical and tilted beds along with alignment of contours: study of strike, dip and bedding plane.

Identification of rocks and minerals:

Rocks: granite, basalt, dolerite, shale, sandstone, limestone, conglomerate, laterite, slate, phyllite, schist, marble, quartzite and gneiss

Minerals: talc, gypsum, calcite, mica, feldspar, quartz, chalcopryrite, hematite, magnetite, bauxite, galena

Practical Record File:


Students will be required to prepare a practical record file consisting of all exercises in the paper.

Assessment Modalities: The assessment modality will involve a term-end examination towards the end of the semester.

- The term-end examination will carry a weightage of 20 marks. Duration of examination will be 3 hours.
 - Record File 10 Marks
 - Participation/Viva 10 Marks

Reading List

- Mishra R. P. and Ramesh A., 1989: *Fundamentals of Cartography*, Concept, New Delhi. Monkhouse F. J. and Wilkinson H. R., 1973: *Maps and Diagrams*, Methuen, London.
- Sharma J. P., 2010: *Prayogic Bhugol*, Rastogi Publishers, Meerut.
- Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
- Singh, L R & Singh R (1977): *Manchitra or Pryaogatamek Bhugol* , Central Book Depot, Allahabad Singh, R.L. & Singh Rana, P.B. 1992: *Elements of practical Geography*, New Delhi: Kalyani Publisher.


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HIS 401 : Contemporary India up to 2000 A.D.

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION


- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The students will be able to:

- This Semester is of most crucial information for the study of Indian History.
- We are closely to the present. The knowledge of history unfolds and leads us to the present.
- This semester will provide understanding how India developed today and competing with the Globalised world.

Unit	Course Contents
Unit I	<ul style="list-style-type: none">➤ Legacy of freedom struggle, socio cultural values of non-violence.➤ Problems and process of the integration of Indian states.➤ Problems of displaced persons and rehabilitation process.➤ Framing of Indian constitution main Features and Amendments
Unit II	<ul style="list-style-type: none">➤ Agrarian reforms and Bhudan movement, Green revolution.➤ Five-year plans and beginning of planned economy.➤ Industrialisation: Problems and prospects➤ Nationalisation of Banks and Abolition of Privy Purse
Unit III	<ul style="list-style-type: none">➤ Main characteristics of Indian Foreign policy➤ Principle of Panchsheel, Policy of Non-alignment and role of India➤ Indo china war, Indo Pakistan wars, Kashmir problem, Shimla Agreement 1971-72➤ India's relations with neighbouring countries
Unit IV	<ul style="list-style-type: none">➤ Indian women after Independence, Political participation and contribution of women in various spheres.➤ Upliftment of depressed classes, problems and challenges before Indian society.➤ Achievements in the field of science and technology with special reference to space, atomic energy and I T sector➤ India emerging as a world power.


Tutorials/Practicum : Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.


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Varito

Suggested Readings

- Parabo, Parag D. *India's First Democratic Revolution*. Orient Blackswan
- Poswal, Sajjan, *Contemporary India 1947-2000*, Rajasthan Hindi Granth Academy
- Rao, M.S.A. *Social Movements in India . Vol I & II*
- Dev, Arjun .*Contemporary World* . NCERT. New Delhi.
- Heehs, Peter. *Morden India and the World* . Oxford University Press. New Delhi
- Phadnis, Urmila. *Towards Integration of Indian States*. New Delhi.
- Heehs, Peter. *Nationalism , Terrorism and Communalism*. Oxford University press Delhi. 1998
- Sharma, R.R.(Ed.). *The USSR in Transition and Themes* . New Delhi. 1995


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Varita

POL 401: POLITICAL IDEOLOGIES

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: On completion of the course the students – Teacher will be able to:


- Understand the meaning, evolution and nature of Political Ideology.
- Acquire knowledge about the various traits of Liberalism.
- Acquire knowledge about the Socialism
- To understand the relevance of Contemporary ideologies of 21st century.

Unit	Content
Unit I	Political Ideology: Meaning, evolution, Nature
Unit II	Liberalism: Classical, Modern, Contemporary
Unit III	Socialism: Marxism, Democratic Socialism
Unit IV	Contemporary Streams: Gandhian view, Nationalism, Feminism, Environmentalism.

Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.

Suggested Readings

1. Andrew Heywood :Political Ideology, Palgrave. 2017
2. Brain.R.Nelson: Western Political Thought: From Socrates to the Age of Ideology, Pearson Education India 2004.
3. Joseph.A.S:Capitalism, Socialism & Democracy.Adarsh books, New Delhi.2011
4. Freedon,M:Liberalism: A Very Short Introduction. Oxford University Press .2015
5. O.P. Guba : Political ideas and Ideologies, Mac Millan
6. Will Kymlicka Contemporary Political Philosophy


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ECO 401: Introductory Micro Economics

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives:

On completion of this course, the student shall be able to

- (i) Critically reflect and analyse the issues related to Micro Economics
- (ii) Illustrate how microeconomic concepts can be applied to analyse real-life situations.

Unit	Course- Contents
UNIT-I Introduction to Micro Economics	<ul style="list-style-type: none"> ➤ Meaning & Definition of Economics, ➤ Subject matter, Scope and Significance of Economics, ➤ Questions of what, how and for whom to produce and how to distribute outputs, ➤ positive and normative Economics, Economic Laws
UNIT-II Consumer Behaviour	<ul style="list-style-type: none"> ➤ Consumer Behaviour & concepts and need for studying Consumer behaviour ➤ Process & ethics in consumer research ➤ Models of consumer behaviour ➤ Applications of consumer behaviour in Marketing Decisions.
UNIT-III Theory of Consumer Behaviour	<ul style="list-style-type: none"> ➤ Cardinal approach and its criticisms, ➤ Law of Diminishing Marginal Utility, ➤ Law of Equi-Marginal Utility, ➤ Law of Demand, ➤ Exceptions to Law of Demand. ➤ Indifference curve approach, ➤ Budget Line, ➤ Consumers Equilibrium, ➤ Income, Substitution and Price effect, ➤ breaking up price effect to Income and substitution effect, ➤ Comparison between Marginal Utility approach and Indifference Curve approach.

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Unit IV Supply & Demand: How Markets work, Markets and Welfare	<ul style="list-style-type: none">➤ Individual demand and supply schedules and the derivation of market demand and supply;➤ derivation of market demand and supply;➤ shifts in demand and supply curves,➤ the role of prices in resource allocation;➤ the concept of elasticity and its application,➤ consumer and producer surplus;➤ taxes and their efficiency costs
Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.	
<p style="text-align: center;">Suggested Readings*</p> <p>(*Reading lists may overlap in terms of subject matter. Therefore, students are advised to consult them accordingly.)</p> <ul style="list-style-type: none">✓ Karl E. Case and Ray C Fair, Principles of Economics, Pearson Education, Inc. 8th edition, 2007.✓ N. Gregory Mankiw, Economics; Principles and Applications, India Edition by South Western a part of Cengage Learning, Cengage Learning India Private Limited✓ Joseph E. Stiglitz and Cost E. Walsh, Economics, W.W. Norton & Company, Inc., New York, International Student Edition, 4th Edition, 2007✓ Hal R. Varian, Intermediate Microeconomics, A Modern Approach, 8th Edition, W.W. Norton & Company 2010.✓ H.L. Ahuja, Advanced Economic Theory, 8th Edition, S. Chand & Company Ltd. New Delhi✓ Baumal, W.J. , Economic Theory and Operational analysis, Prentice Hall of India, New Delhi✓ D.N. Dwivedi, Microeconomics, Theory & Application, Third Edition, Vikash Publishing House Pvt. Ltd.	

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Group E: Professional Education Courses (PEC)

IV: Engagement with the field (EF)

EFSI 401: School Internship

Credits: 0L+0T+14P

Contact hours : 14 weeks

Marks: 300

Distribution of Marks for the School Internship	
Activity	Marks
Classroom Teaching (two Pedagogy courses)	200
Criticism Lessons (four lessons in total)	40
Reflective Journal (two Pedagogy courses)	10
Observation Records	5+5 =10
<ul style="list-style-type: none"> • Ten lessons of school teacher • Ten lessons of peer 	
Achivement test-development, Administration and Analysis	10
Case Study / Action Research	10
Detailed Record of any two activities organized by the Candidate	10
Learning Resource in two teaching subjects	10
Total	300

Objectives of the course: On the completion of the course the Candidate s will be able to:

- Observe the classes of regular teachers and peers and learn about teaching learning process and classroom management.
- Develop skill in planning and teaching in actual classroom environment.
- Reflect, learn to adapt and modify their teaching for attaining learning outcomes of students.
- Maintain a Reflective Journal.
- Acquire skill in conducting Action Research/ Case Study.
- Inculcate organizational and managerial skills in various school activities.
- Create and maintain resources for teaching and learning in internship schools.
- Work with the community in the interest of the learner and their learning outcomes.

Internship Tasks:

The Candidate s will perform the following in the school attached to her/him.

(a) Delivery of lessons

- The Candidate s will deliver a minimum of 40 lessons including two criticism lessons (one at the end of 9th week and the other during the last week of the teaching assignment) in each Pedagogy course. In total they will teach 80 lessons in two Pedagogy courses (Preferably 20 lessons for Upper Primary classes and 20 for Secondary classes in each Pedagogy course).
- The Candidate s will visualize details of teaching learning sequences, keeping all considerations in view. They will also involve themselves in discussion, reflection, reconsideration and consolidation after each lesson as well as at the end of the unit.

(b) Practicum

- Preparation, administration and analysis of achievement tests in two Pedagogy courses.
- Conducting Action Research / Case Study.
- Observing ten lessons of a regular teacher and ten lessons of peers in each Pedagogy course and preparing an Observation Record.
- Preparing and using teaching aids in each Pedagogy course.
- Writing a Reflective Journal.
- Organising any two co curricular activities and reporting.


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- Preparing a suggestive comprehensive plan of action for improvement of some aspects of the school, where they have been teaching during Internship.
- Reporting on activities conducted with the community.

Any other activity given under Suggested School Activities can be studied after consultation with the Faculty, in charge of Learning to function as a teacher (School Internship).

Suggested School Activities


- Organising cultural, literary, sports and games activities
- Framing of time table
- Organising Morning Assembly
- Maintenance of school discipline
- Maintenance of school records, library and laboratories
- Providing Guidance and Counseling services
- Studying the role of community in school improvement
- School Mapping
- Water Resource Management in schools
- Mass awareness of social evils and taboos
- Organising educational fair, exhibition, club activities, nature study and field trip.
(Any other activity/ activities decided by the Institute)

Post Internship Tasks:

- Post Internship is organized for a day mainly for reflection and review of internship programme as a whole, to facilitate the understanding of the effectiveness of various activities undertaken during the internship. The tasks include the following.
- Seeking reactions from students, teachers, Heads and teachers of cooperating schools and supervisors of the Institute.
- Exhibition of the Teaching Learning Material used by the Candidates during the internship.
- Any other activity decided by the Institute.
- Inviting suggestions for improving the programme.

Modes of Learning Engagement:


- Internship tasks will be carried out as a part of the 'in-school' practice. A mentor/cooperating teacher and supervisor of the Institute will guide the Candidate periodically.
- Candidates will observe at least 10 lessons of regular classroom teacher and 10 lessons of their peers.
- Adequate classroom contact hours - a minimum of 40 lessons including two criticism lessons in each Pedagogy course preferably 20 lessons for Upper Primary classes (VI-VIII and 20 lessons for Secondary classes (IX and X) for subject based teaching - learning will be under taken in consultation with the school authorities.
- A Reflective Journal will be maintained by the Candidate in which she/he records her/his experiences, observations and reflections on classroom experiences.
- A portfolio will be maintained by the Candidates which includes lesson plans, resources used, assessment tools, student observations and other records.
- Candidates will always work in liaison with the regular teachers in the schools


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involving themselves in all the school activities and conducting at least two activities.

- The Institute in consultation with the schools will prepare the details of the internship programme for each of the schools.


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Group D: Discipline Specific Elective (DSE)
HIN 402 भाषा साहित्य और शिक्षा

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

उद्देश्य—

शिक्षा के साथ-साथ साहित्य, समाज और संस्कृति के क्षेत्र में भाषा के योगदान और महत्ता से विद्यार्थियों को अवगत कराना।

प्रथम इकाई

- भाषा, समाज एवं साहित्य
- भाषा एवं संस्कृति
- भाषा एवं पहचान
- भाषा एवं लिंग (जिण्डर)
- भाषा एवं सत्ता
- भाषा एवं साहित्य की अवधारणा
- समाज के लिए साहित्य की महत्ता
- साहित्य पर समाज का प्रभाव


द्वितीय इकाई

- शिक्षा के लिए भाषा
- शिक्षा में भाषा की भूमिका
- भाषा एवं शिक्षण संचय
- शिक्षा पर भाषा का प्रभाव
- शिक्षा का माध्यम — बहुभाषिकता एक संसाधन के रूप में

तृतीय इकाई

- शिक्षा के लिए साहित्य
- शिक्षा में साहित्य की भूमिका
- साहित्य और शिक्षा में संचय
- शिक्षा पर साहित्य का प्रभाव

चतुर्थ इकाई



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- शिक्षा के लिए पाठ्यक्रम
- शिक्षा में पाठ्यक्रम, पाठ्यचर्या और पाठ्य पुस्तकों की भूमिका, पाठ्यचर्या, पाठ्यक्रम, पाठ्य पुस्तक और कक्षा, तंत्रण में भाषा की भूमिका। भाषा के पार पाठ्यक्रम की अवधारणा।

संदर्भ ग्रंथ

1. राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005 एन.सी.ई.आर.टी. प्रकाशन नई दिल्ली।
2. भारतीय भाषाओं के शिक्षण का आधार पत्र (पोजिशन पेपर) एन सी ई आर टी प्रकाशन नई दिल्ली।
3. शिक्षा का आधार पत्र (पोजिशन पेपर) काठारी कमिशन
4. राष्ट्रीय शिक्षा नीति 1988 (पी आ ए 1992) मुद्रालय कमिशन


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ENG 402: Literary Criticism and Theory

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The students will be able to:

- Develop their analytical skills by reading various literary critiques.
- Develop their skills of literary analysis and interpretation by reading the eminent schools of literary theories.
- Familiarize the key concepts in classical criticism, neoclassicism, romantic criticism, Victorian criticism and new criticism with a view to enabling the students explicate, elucidate and interpret literary texts.

Unit	Course - Contents
Unit I: Classical Criticism, Neo Classical Criticism and Indian Aesthetics	<ul style="list-style-type: none"> ➤ Aristotle : Poetics ➤ Johnson : Preface to Shakespeare ➤ Bharata: Natyashastra ➤ Theory of Rasa, Vynjana and Alankara.
Unit II Romantic Criticism and Victorian Criticism	<ul style="list-style-type: none"> ➤ Wordsworth : Preface to Lyrical Ballads ➤ Mathew Arnold : "The function of Criticism at Present Time", "The Study of Poetry".
Unit III: Modern Criticism	<ul style="list-style-type: none"> ➤ TS Eliot : "Tradition and Individual Talent", "Hamlet and His problems" ➤ Raymond Williams: 'Forms' in Culture.
Unit III: Post Structural, Post Colonial, Post Modernism and Feminism	<ul style="list-style-type: none"> ➤ Jacques Derrida: Structure, Sign and Play ➤ Stanley Fish: Is there a text in this class? ➤ Edward Said: Orientalism (Chapter 1) ➤ Elaine Showalter: Towards a Feminist Poetics.

Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.

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Suggested Readings

Unit I

- Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. OUP. 1972.
- Kermode, Frank. *The Romantic Image*. Routledge Classics. 2002.
- Wordsworth, William & S. T. Coleridge. *Lyrical Ballads*. Penguin Classics. 2006.
- Bowara, C.M. *The Romantic Imagination*. OUP. 1961.
- Enright, D J and Ernst De Chickera (Ed.) *English Critical Texts*. OUP. 1997
- Habib, M. A. R. *A History of Literary Criticism: From Plato to the Present*. Blackwell. 2005.

Unit II


- Leitch, Vincent B. *The Norton Anthology of Theory and Criticism*. W. W. Norton & Company. 2001.
- Prasad, B. *An Introduction to English Criticism*. Macmillan. 2013.

Unit III

- Barry, Peter. *Beginning theory: An Introduction to Literary and Cultural Theory*. Manchester University Press. 3rd Rev. Ed. 2009.

Unit IV

- Bertens, Hans. *Literary Theory: The Basics*. Routledge. 2001.
- Dobie, Ann B. *Theory into Practice: An Introduction to Literary Criticism*. 3rd Ed. Wadsworth Cengage Learning.


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GEO 402: Geographical Thought

Time: 3 Hours
Credits- 4

Max. Marks: 100
Theory: 60, Internal: 20, Practical: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 12 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 12 marks each.
- iv) All questions will carry equal marks.

Objectives:

1. To understand the evolution of geography as a distinct field of intellectual inquiry
2. To understand the various facets of geographical thought
3. To understand the development of geography as a discipline in India

Unit I

Philosophical basis of geography; Place of geography in the classification of knowledge; Development of geographical thought during ancient and medieval periods: Contributions of Greeks, Romans, Indians and Arabs.

Unit II

Geographical ideas of Bernhardus Varenius, Immanuel Kant, Alexander von Humboldt, Carl Ritter and Friedrich Ratzel; Nature of dualism and unity in geography

Unit III


German, French, British and American schools of geography; Development of Geography after the Second World War: Quantitative revolution; Behavioural geography, Welfare and Radical geography.

Unit IV

Development of geography in India during the British Period: Development of geography after Independence; Role of Geographical Societies and Government Institutions (Census and NATMO); Contributions of modern Indian geography

Reading list

- 1- Bonnett A., 2008: *What is Geography?* Sage.
- 2- Dikshit R. D., 1997: *Geographical Thought: A Contextual History of Ideas*, Prentice-Hall India.
- 3- Dikshit R.D. 1994: *The Art and Science of Geography: Integrated Readings*, Prentice-Hall India
- 4- Hartshorne R., 1959: *Perspectives of Nature of Geography*, Rand MacNally and Co.
- 5- Holt-Jensen A., 2011: *Geography: History and Its Concepts: A Students Guide*, SAGE.
- 6- Husain, Majid, 2014: *Evolution of Geographical Thought*, Rawat Publications, Jaipur
- 7- Johnston R. J., (Ed.): *Dictionary of Human Geography*, Routledge.
- 8- Johnston R. J., 1997: *Geography and Geographers, Anglo-American Human Geography since 1945*, Arnold, London.
- 9- Kapur A., 2001: *Indian Geography Voice of Concern*, Concept Publications.


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10- Martin Geoffrey J., 2005: *All Possible Worlds: A History of Geographical Ideas*, Oxford.

GEO 402: PRACTICALS
Remote Sensing and GIS

Total credit : 1

Contact hours: 2 per week

Principles of Remote Sensing; Properties of EMR

Resolution of satellite sensors with special reference to IRS series;

Geo-referencing of scanned maps and satellite images applying reference spheroids (WGS-84 and Everest)

Projections (Universal Transverse Mercator's and Polyconic);

Digitization and Extraction of physical and anthropogenic features for change detection;

Digitization of administrative maps and attachment of attribute tables;

Preparation of choropleths maps

Practical Record File: Students will be required to prepare a practical record file consisting of all exercises in the paper.


Assessment Modalities: The assessment modality will involve a term-end examination towards the end of the semester.

➤ The term-end examination will carry a weightage of 20 marks. Duration of examination will be 3 hours.

- | | |
|--------------------------------------|----------|
| ○ Lab Work (Any 3 out of 4 exercise) | 10 Marks |
| ○ Record File | 05 Marks |
| ○ Viva | 05 Marks |

Reading List

- 1- Campbell J. B., 2007: *Introduction to Remote Sensing*, Guildford Press.
- 2- Jensen J. R., 2004: *Introductory Digital Image Processing: A Remote Sensing Perspective*, Prentice Hall.
- 3- Joseph, G. 2005: *Fundamentals of Remote Sensing*, United Press India.
- 4- Lillesand T. M., Kiefer R. W. and Chipman J. W., 2004: *Remote Sensing and Image Interpretation*, Wiley. (Wiley Student Edition).
- 6- Nag P. and Kudra, M., 1998: *Digital Remote Sensing*, Concept, New Delhi.
- 7- Rees W. G., 2001: *Physical Principles of Remote Sensing*, Cambridge University Press.


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HIS 402: Military History of India

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The students will be able to:

- This semester will provide the knowledge of Ancient Indian warfares and its compression Greek warfare.
- The war strategies of medieval India as tulugma and Guerrilla techniques.
- Students will be informed about the organizations Indian armed Forces, Paramilitary forces, I.N.A, NCC etc.

Unit	Course Contents
Unit I	<ul style="list-style-type: none"> ➤ Military System in Vedic, Pauranic & Epic Period. ➤ The battle of Hydaspes (326 B.C) and comparative study of Indo-Greek Military organization. ➤ Kautilya's Philosophy, war & military and organization of Mauryas. ➤ Military organization and war techniques of Rajputs and Turks with special reference to the Battle of Tarain (1192 AD)
Unit II	<ul style="list-style-type: none"> ➤ Warfare of the Sultanate Period and Military reforms of Alauddin Khalji. ➤ Strategies of Babar with in the First Battle of Panipat (1526 A.D) ➤ Guerilla Techniques and Naval warfare of Marathas and their military organization under Shivaji. ➤ Marthas Warfare in the third battle of Panipat (1761 AD)
Unit III	<ul style="list-style-type: none"> ➤ Amalgamation of Presidency Armies. ➤ Lords Kitcher's Reforms ➤ Post Second World War Reorganization ➤ Growth of Indian Navy & Indian AIR Force
Unit IV	<ul style="list-style-type: none"> ➤ The INA & Netaji Subhash Chandra Bose ➤ Higher Def. Organizationn ➤ Organization of Army, Navy & Air Force. ➤ Paramilitary Organization, BSF, ASSAM Rifles, TTBP, CRPF, Coast Guard, NCC & CISF

Tutorials/Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.


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Varite

May be given to draw the Tulugma and Guerrilla techniques of organizations army, Navy, Air Force., May prepare Modals of various weapons from Ancient Period Onwards.

Suggested Readings

- Mazumdarr, B. K. *Military System in ancient India*
- Dayld, Major Alfred. *Indian Art of War*
- Malison, Col. *Decisive battle of Indian History*
- Singh, Jaswant. *Indian Armed Force*
- Jackson, Peter. *The Delhi Sultanate A political and Military History*. Cambridge University Press
- Chandra, K. Hemendra. *Military History of India*. Vision Books
- Sandhu, Singh. Gurucharn. *A Military History of Medieval India*. Vision Books. 2003
- Sandhu, Singh. Gurucharn. *A Military History of Ancient India*. Vision Books. 2003
- Singh, Ajay. *The Battles that Shaped Indian History*. Pentagon Press. 2012
- Roy, Kaushik. *From Hydaspes to Kargil : A History of Warfare in India from 326 BC to AD 1999*. Manohar Publishers & Distributors. 2004


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POL 402 : IDEAS AND CONCEPTS

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: On completion of the course the students – Teacher will be able to:

- Understand the nature and functions of the State according various perspectives.
- To understand basic theories of Democracy.
- Acquire knowledge about the Organization of Democracy.
- To understand and analyse the basic Concepts of Political Science.

Unit	Course Contents
Unit I	Nature of State: Ideal, Liberal, Marxian perspectives. Functions of State : Minimal State and Welfare State.
Unit II	Theories of Democracy: Classical, Liberal, Marxist
Unit III	Organization of Democracy : Election, Representation, Suffrage, Political Parties ,Pressure Groups. Models of Democracy: Representative, Participatory, Deliberative.
Unit IV	Concepts: Rights, Liberty, Equality, Justice, Citizenship

Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.

Suggested Readings

1. G.A.Almond: Comparative Politics Today: A world view, 7th end, New York, London.
2. Sir, Barker, Principles of Social and Political theory
3. N.P.Barry, Introduction to Modern Political Theory, London, Macmillan, 1995.
4. A Brochl, Political theory: The foundations of Twentieth Century Political Thought, Bombay, The Times of India Press, 1965.
5. D. Easton, the Political System: An Inquiry into the state of Political Science, New York, Wiley 1953.

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ECO 402: Macro Economics

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The students will be able to:

- explore the basic principles of Macro Economic Theory
- discuss the preliminary concepts associated with the determination and measurement of aggregate macroeconomics variables like savings, investments, GDP, money, Inflation and the balance of payments

Unit	Course- Contents
UNIT-I Macro Economics, Meaning & Significance	<ul style="list-style-type: none"> ➤ Meaning of Macro Economics, ➤ Need and characteristics of Macro Economics ➤ Scope of Macro economics ➤ Importance and Limitations of Macroeconomics
UNIT II National Income	<ul style="list-style-type: none"> ➤ Circular flow of Income and Expenditure, ➤ concept of National Income, ➤ Methods of measurement of National Income and problems in measuring National Income
UNIT-III Functions of Money	<ul style="list-style-type: none"> ➤ Quantity theory of money; ➤ determination of money supply and demand, ➤ credit creation, ➤ tools of monetary policy
UNIT-IV Inflation	<ul style="list-style-type: none"> ➤ Meaning & Definition of Inflation, ➤ Types of Inflation, ➤ Causes of Inflation, ➤ Measures to Control Inflation

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Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.

Suggested Readings

1. Dornbusch, Fischer & Startz, Macro Economics, MC Graw Hill, 11th Editio, 2010
2. N. Gregory Mankiw, Macro Economics, Worth Publishers, 7th Edition, 2010
3. Richard t. Frayen, Macro economics, Pearson Education Asia, 2nd edition, 2005
4. Errol D' Souza, Macroeconomics, pearson Education, 2009
5. Andrew B. Abel & Ben S. Bernanka, Macroeconomics, Pearson Education, Inc. 7th edition, 2011

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GROUP E: PROFESSIONAL EDUCATION COURSES (PEC)

I: Perspectives in Education (PE)

Semester VIII

PEVE 402: Vision of Education in India-Issues and Concerns

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives of the Course: On completion of the course, the Candidate will be able to:

- Understand determinants of the purposes and processes of education.
- Understand the role of education as an agency of social transformation.
- Reflect critically on concerns and issues of contemporary Indian schooling.
- Develop their insight as future concerns of education.
- Analyze development of education in light of socio, economic, political and cultural development.

Course Contents

Unit I: Vision of Indian Education and Indian Thinkers

- a) Aims and purposes of education drawn from the ancient intellectual tradition of India
- b) Communities, Religion, State and Market as the determinants of purpose and process of Education
- c) An overview of salient features of the philosophy and practice of education by
 - Swami Vivekanand: Humanistic Approach
 - Rabindranath Tagore: Liberationist pedagogy
 - M. K. Gandhi: Basic education or Education for self sufficiency
 - Aurobindo Ghosh: Integral Education
 - J. Krishnamurthi: Education for individual and social transformation

Unit II: Contemporary Indian Schooling: Concerns and Issues

- a) Constitutional interventions for universalization of education and RTE Act 2009
- b) Constitutional provisions on education that reflect National ideals (Democracy, Equality, Liberty, Secularism and Social justice)
- c) Equality of Educational Opportunity:
 - Meaning of equality of educational opportunity and constitutional provisions
 - Prevailing nature and forms of inequality, including dominant and minor groups and related issues

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- Inequality in schooling: Public and private schools, rural-urban Schools, single teachers' schools and many other forms of inequalities in school systems and the processes leading to disparities
- d) Issues of Quality and Equity in schooling (with specific reference to girl child, weaker section and differently abled children), Variations in school quality
- e) Idea of 'common school' system

Unit III: Future Concerns and changing scenario in Education

- a) Impact of globalization, liberalization and privatization on Indian society and education
- b) Rights and Scheme for education of Girl Child
- c) Education for National Integration and International Understanding
- d) Citizenship education, Education for Sustainable Development of society
- e) ICT In School Education- National Repository of Open Educational Resources (NROER)

Unit IV: Education and Development- An Interface

- Emerging trends in the interface between:
 - political process and education
 - economic developments and education
 - Socio- cultural changes and education
 - Skill development with reference to vocational education
 - Educational development through community participation (Govt. and Non- Govt. Agencies)

Modes of Learning Engagement:


- Sourcing and studying relevant portions of documents relevant to the themes.
- Presentations based on readings (including original writing of at least one educational thinker).
- Conduct surveys of various educational contexts (e.g. Schools of different kinds) and make interpretative presentations based on these.
- Study writings on analysis of education-development interface and make presentations.
- Group discussions, debates and dialogue on the themes.

Practicum:

1. Preparing an assignment on Constitutional Provisions on Education.
2. Preparing a brief summary of Educational writers/books contributed by any of the Indian Thinkers.
3. Reporting on Practice of Rights of the Child with special reference to Girl Child.
4. Comparative analysis of different types of schools.
5. Conducting surveys and presentations based on afore said units.
6. Interpretation of field studies and experiences in terms of the course themes
7. Comprehension of ideas of thinkers and presenting them in groups.
8. Extent of innovative ideas and sensitivity in visualizing project on 'peace' or 'environmental concerns'


Suggested Readings:

1. Agrawal, J.C. & Agrawal S.P. (1992). Role of UNESCO in Educational. New Delhi. Vikas Publishing House.
2. Anand, C.L. et.al. (1983). Teacher and Education in Emerging in Indian Society. New Delhi. NCERT.
3. Govt. of India (1986). National Policy on Education. New Delhi. MHRD.


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4. Govt. of India (1992). Programme of Action (NPE). New Delhi. MHRD.
5. Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore. New Delhi. New Book Society.
6. Manoj Das (1999). Sri Aurobindo on Education. New Delhi. National Council for Teacher Education.
7. Mistry, S.P. (1986). Non-formal Education-An Approach to Education for All. New Delhi. Publication.
8. Mohanty, J. (1986). School Education in Emerging Society. sterling Publishers.
9. Mukherji, S.M. (1966). History of Education in India. Baroda. Acharya Book Depot.
10. Naik, J.P. & Syed, N. (1974). A Student's History of Education in India. New Delhi. MacMillan.
11. NCERT (1986). School Education in India – Present Status and Future Needs. New Delhi. NCERT.
12. Ozial, A.O. 'Hand Book of School Administration and Management'. London. Macmillan.
13. Radha Kumud Mookerji (1999). Ancient Indian Education (Brahmanical and Buddhist). New Delhi . Cosmo Publications.
14. Sainath P. (1996). Everybody loves a good drought. New Delhi. Penguin Books.
15. Salamatullah. (1979). Education in Social context. New Delhi. NCERT.
16. Sykes, Marjorie (1988). The Story of Nai Talim. Wardha. Naitalim Samiti.
17. UNESCO (1997). Learning the Treasure Within.
18. Vada Mitra. (1967). Education in Ancient India. New Delhi. Arya book Depot.
19. National Policy on Education (1986). Ministry of HRD. New Delhi. Department of Education.
20. NCERT (2002). Seventh All India School Education Survey. New Delhi. NCERT.
21. UNESCO. (2004). Education for All. The Quality Imperative. EFA Global Monitoring Report. Paris.
22. Varghese, N.V. (1995). School Effects on Achievement. A Study of Government and Private Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. New Delhi. NCERT.
23. World Bank (2004). Reaching The Child: An Integrated Approach to Child Development. New Delhi. Oxford University Press.


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GROUP E: PROFESSIONAL EDUCATION COURSES (PEC)

II: Enhancing Professional Capacities (EPC)

Semester VIII

EPCPE 402: Peace Oriented Value Education

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION


- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

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

- Understand the importance of peace education.
- Analyze the factors responsible for disturbing peace.
- Appreciate the role of peace in life.
- Develop insight of understanding of concept of Indian values according to time, space and situation.
- Scientifically analyse values in Indian culture and tradition.
- Develop positive attitude about Indian human values
- Understand the Indian values according to Shradhhaand logic.
- Understand the co-ordination with Indian values and life style.
- Analyse the ethical, artistic and pleasant values.
- Analyse absolute values in globalization and universalization.
- Develop the teaching learning method for adoption and assimilation in life value.
- Explain fundamental aims and values that provide the intellectual basis of contemporary education policy and practice.
- Engage with issues in a manner that make them sensitive to promote certain educational values while marginalizing others.
- Explore the meaning of Ethics and values.
- Understand the process of value education.

UNIT- I: Importance of Peace

- Aims, objectives and importance of Peace Education.
- Barriers- Psychological, Cultural, Political
- Factors responsible for disturbing Peace: Unemployment, terrorism, Exploitation, Suppression of individuality, complexes.
- Characteristics of good textbook, evaluation of textbook, analysis of text book from peace


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education perspective.

UNIT – II: Nature and sources of values, Classification of values

- ☐ Meaning, concept need and importance of values and ethics.
- ☐ Personal and Social values
- ☐ Intrinsic and extrinsic values on the basis of personal interest and social good.
- Social, moral, spiritual and democratic values on the basis of expectation of society and one's self inspiration.
- ☐ Identification of Analysis of emerging issues involving value conflicts
- ☐ Design and development of instructional material for nurturing values.

UNIT – III: Values in religious scriptures

- ☐ Bhagwad gita-Nishkam Karma, Swadharma, Laksagrah and Stithpragya.
- Bible – Concept of truth, compassion, forgiveness
- ☐ Dhamnipada- Astangmarg, Aryastyaand Madhyamarg
- ☐ Gurugranth Sahib- Concept of Kirath, Sungat, Pangat & Jivanmukti
- Quran–Concept of spiritual and moral values (adah, raham & theory of justice) & social responsibilities.

UNIT – IV: Methods and Evaluation of Value Education

- ☐ Traditional Methods: Story Telling, Ramleela, Tamasha, street play and folk songs.
- ☐ Practical Methods: Survey, role play, value clarification, Intellectual discussions.
- ☐ Causes of value crisis: material, social, economic, religious evils and their peaceful solution.
- ☐ Role of school- Every teacher as teacher of values, School curriculum as value laden.
- Moral Dilemma (Dharmasankat) and one's duty to wards self and society

Practicum/Field Work (Any two of the following)

7. Preparation of a report on school programmes for promotion of peace.
8. Observation of classroom situation and identification of factors promoting peace.
9. Analyse morning assembly programme of a school from the point of view of value education.
10. Analysis of a text book of a school subject from the point of view of values hidden.
11. Practice of role- play in two situations and preparation of report.
12. Report on value conflict resolution in a situation.


Suggested Readings:

1. Acharya Mahaprija : Towards Inner Harmony, New Delhi, B. Jain Publishers, 1999
2. Dutt, N.K. and Ruhela S.P.: Human Values and Education, Sterling Publishers Pvt. Ltd.,
New Delhi,
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3. Gandhi K.L.: Value Education, Gyan Publishing House, New Delhi, 1993
4. Gupta, Nathu Lal: Value Education: Theory and Practice: Jaikrishan Agarwal, Mahatma Gandhi Road, Ajmer – 2000
5. I.A. Lolla: Value Certification: An advanced Handbook for trainers and Teachers, Calif, University Associate Press, Krischan Boum, Howard 1977
6. Prem Kripal: Value in Education, NCERT, New Delhi 1981
7. Rajput, J.S. (2001). Values in Education, New Delhi, Sterling Publishers, 2005
8. Rokeach M.: The Nature of Human Values, The Free Press, New York 1973
9. Sharma R.S.: The Monk who sold Ferrari, Mumbai, Jaico Publishing House, 2003
10. Swami Ragnanath Anand: Eternal Values for a Changing Society, BVB Bombay 1971.

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11. Gupta, K. M. (1989). Moral Development of School Children Gurgaon: Academic Press.
12. Krishnamurthy, J. (2000). Education and the Significance of Life. Pune: KFI.
13. Dhokalia, R. P. (2001). External Human Values and World Religious. New Delhi: NCERT.
14. Sheshadri, C., Khadere, M. A., & Adhya, G. L. (ed.) (1992). Education in Value. New Delhi: NCERT, London, Allen and Unwin.
15. Singh, R. N. (ed.) (2003). Analytical study of Sikh Philosophy, Commonwealth Publishers: New Delhi- 02.
16. Khan Masood Alia (ed.) (2006). Islamic Thought and its Philosophy. Commonwealth Publishers: New Delhi- 02.
17. Khan, Intakhab Alam (2007). Peace, Philosophy and Islam, Academic Excellence. Delhi- 31.


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GROUP E: PROFESSIONAL EDUCATION COURSES (PEC)

II: Enhancing Professional Capacities (EPC)

Semester VIII

EPCGI 402: Gender Issues in Education

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives of the Course: On completion of the course, the Candidate will be able to:

- develop basic understanding and familiarity with key concepts - gender, gender perspective, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism
- understand the gradual paradigm shift from women studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, culture, religion and region
- understand how Gender, Power and Sexuality relate to education (in terms of access, curriculum and pedagogy)

Course Contents

Unit I: Gender Issues: Key Concepts


- Gender, Social construction of Gender.
- Gender Socialization, Gender Roles.
- Gender discrimination.

Unit II: Structures of Gender Inequality

- Patterns of Gender inequality in terms of caste, class and Culture.
- Patterns of violence against women: Female foeticide, Female Infanticide.
- Child marriage. Dowry, Widowhood, Female commercial sex workers, Domestic violence.
- Gender Identities and Socialization Practices in: Family, Schools, Other formal and Informal Organization.

Unit III: Gender and Education, issues related to marginalized women

- Gender bias in curriculum, drop out, Sex Ratio, Literacy and Recent trends in Women's education.


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- Issues related to marginalized Women: ST/SC/Minorities.

Unit IV: Gender Jurisprudences

- The Pre-natal diagnostic Techniques Act, 1994.
- The Draft sexual Assault Law Reforms, India, 2000.
- Domestic violence Act 2005.
- Reservation for Women.
- Child marriage Act.

Modes of Learning Engagement:


Classroom will be interactive by sharing experiences, discussing day today happenings in the society, visiting centres and offices, showing films followed by discussions and priority will be given to Candidates throughout the transaction of the course.

Practicum/ Tutorials

1. Write a paper on efforts of the Central and State governments for Gender Jurisprudences.
2. Prepare on any one topic from any one unit with the support of Teacher Educator and present in the classroom.
3. Review one recent article on Gender Issues in Education.
4. Prepare a report on recent trends in Educational development of girl child in India.
5. Conduct an opinion survey for Gender Issues in Education.

Suggested Readings:

1. Radha Kumar (1993). The History of Doing. Zubaan.
2. Sharma, Kumud, (1989). Shared Aspirations, Fragmented Realities, Contemporary Women's Movement in India, Its Dialectics and Dilemmas. New Delhi. Occasional Paper No. 12, CWDS.
3. Maithreyi Krishna Raj, (1986). Women Studies in India – Some Perspectives. Bombay. Popular Prakasham.
4. Devaki Jain and Pam Rajput (Ed) (2003). Narratives from the Women's Studies Family. New Delhi. Recreating Knowledge, Sage.
5. Bonnie G. Smith, (2013). Women's Studies: the Basics. Routledge.
6. Rege, Sharmila (2003) (ed), Sociology of Gender. New Delhi. The Challenge of Feminist Sociological Knowledge, Sage.
7. Singh, Indu Prakash, (1991). Indian Women: The Power Trapped. New Delhi. Galaxy Pub.
8. Mohanty, Manoranjan, (2004). (eds), Class, Caste, Gender. New Delhi. Sage.
9. Census Document Karve, Irawati (1961). Hindu Society: An Interpretation Poona. Deccan College.
10. Ahuja, Ram (1993/2002). Indian Social System. Jaipur. Rawat.
11. Report of the CIBE (2005) Committee on Girl's Education and the common School System New Delhi. MHRD,
12. NCERT (2005). National Curriculum Framework. New Delhi. NCERT.
13. NCERT (2006). Gender Issues in Education, Position Paper. New Delhi. NCERT.
14. Bhasin, Kamla (2000). Understanding Gender. New Delhi: Kali for Women.
15. Bhasin, Kamla. 2004. Exploring Masculinity. New Delhi. Women Unlimited.


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