

**FACULTY OF EDUCATION**  
**SYLLABUS AND SCHEME OF EXAMINATION**  
**ORDINANCES FOR B.A.B.Ed. PROGRAMME**

The M.D.S. University, Ajmer hereby institutes the following ordinances under the scheme governing admission, course of study, examination and other matters relating to the degree of B.A.B.Ed programme under the Faculty of Education.

**I. Eligibility**

1. The course of study shall extend over a period of four years as an integrated course in Language and Social Science, Education, Work Experience, General Hindi/General English and Environmental Education and Sustainable Development leading to the composite degree of B.A. B.Ed.
2. Candidates who have passed Senior Secondary 10 +2 examination or any other examination recognized as equivalent thereto by the MDS University, Ajmer with at least 50% marks in the aggregate are eligible for admission to the course.
3. The reservation for SC/ST/OBC/PWD (Person with Disability)/SBC and other category shall be as per the rules of the Central Government/State Government whichever is applicable.
4. There will be a pre B.A./B.Sc. B.Ed. test for admission in this course in all the colleges of Rajasthan. Candidates who have passed senior secondary examination (10+2) in any faculty from Board of Secondary Education, Rajasthan Ajmer or any other board as equivalent to there to by the M.D.S. university Ajmer with at least 50% marks in the aggregate are eligible to apply for admission to the course however SC/ST/OBC, SBC as well as physically challenged and widow or divorce women candidate of Rajasthan having at least 45% marks in aggregate in the senior secondary examination will be eligible to apply for admission.
5. Candidate will be eligible for admission in B.A. B.Ed. if s/he has qualified qualifying examination with appropriate merit. It is also essential for the candidate to opt only one language either Hindi or English or Urdu and two social Science's subjects from among four social science subjects taught i.e. History, Geography, Economics and Political Science.

## II. PROGRAMME STRUCTURE, INSTRUCTIONS & SCHEME OF EXAMINATION

### B.A. B.Ed. Part I Examination

Course/ Paper	Periods Per Week	Periods Per Year		Paper with External/Internal	Exam. Duration (hrs.)	Max. Mark	Min. for Pass
Group A: General Courses (GC)*							
GC 1: Gen Hindi/ Gen English	4	124		External	3	100	36
GC 2: Environmental Education & Sustainable Development	2	62		External	→ 2	50	18
Group B: Core Courses (CC)							
CC 1 : English/Hindi/Urdu	4	124		CC-1 (I) External Internal	3	60 15	54
	4	124		CC-1 (II) External Internal	3	60 15	
CC 2: Geography	3	93		CC-2 (I) External Internal	3	40 10	36
	3	93		CC-2 (II) External Internal	3	40 10	
	4	124		Practical	5	50	18
CC 3: History	4	124		CC-1 (I) External Internal	3	60 15	54
	4	124		CC-1 (II) External Internal	3	60 15	
CC 4: Political Science	4	124		CC-1 (I) External Internal	3	60 15	54
	4	124		CC-1 (II) External Internal	3	60 15	
CC 5 : Economics	4	124		CC-5 (I) External Internal	3	60 15	54
	4	124		CC-5 (II) External Internal	3	60 15	
CC 6: Vision of Education in India: Concerns and Issues	4	124		External Internal	3	60 15	27
Group C : Developing Teacher Sensibilities							
Section I : Experiences for Teacher Enrichment							
ETE 1 : Enriching Learning through Information and Communication Tech.	2	62		Internal		50	18
ETE 2 : Yoga, Health and Well being	2	62		Internal	-	50	18
Section II : Experiences for Social and Environmental Sensitivity (SES)							

SES 1 : Work Experience (Electricity and Electronics /Agri.)	3	93		Internal	-	50	18
SES 2 Arts and Aesthetics	One week workshop						Grade

**\* Marks will not be added to the aggregate for award of division**

**ETE and SES Internals are to be evaluated by a team of two members constituted by Principal.**

**Distribution of Marks:**

General Courses : 150\*

Core (Language and Social Sc.) Courses : 450

Education : 225

**Total Marks** **675**

**Total periods per week:**

With Geography 43

Without Geography 41

**B.A. B.Ed. Part II Examination**

Course/ Paper	Periods Per Week	Periods Per Year	Paper with External/Internal	Exam. Duration (hrs.)	Max. Mark	Min. for Pass
Group B: Core Courses (CC)						
CC 1 : English/Hindi/Urdu	6	180	CC-1 (I) External Internal	3	80 20	72
	6	180	CC-1 (II) External Internal	3	80 20	
CC 2: Geography	3	90	CC-2 (I) External Internal	3	40 10	54
	3	90	CC-2 (II) External Internal	3	40 10	
	3	90	CC-2 (III) External Internal	3	40 10	
	4	120	Practical	5	50	18
CC 3: History	6	180	CC-1 (I) External Internal	3	80 20	72
	6	180	CC-1 (II) External Internal	3	80 20	
CC 4: Political Science	6	180	CC-1 (I) External Internal	3	80 20	72
	6	180	CC-1 (II) External Internal	3	80 20	
CC 5 : Economics	6	180	CC-1 (I) External Internal	3	80 20	72
	6	180	CC-1 (II) External Internal	3	80 20	

CC 6: Learner, Learning and Cognition	4	120		External Internal	3	60 15	27
Group C : Developing Teacher Sensibilities							
Section II : Experiences for Social and Environmental Sensitivity (SES)							
SES 1 : Work Experience (Elect. and Electronics / Agriculture)	3	90		Internal	-	50	18
SES3: Addressing special needs in Inclusive School	2	60		External Internal	2 -	40 10	18
SES4: Working with the Community	10 Days			Internal		Grade	

**SES Internals are to be evaluated by a team of two members constituted by Principal.**

**Distribution of Marks:**

**Total periods per**

**week:**

Core (Language and Social Sc.) Courses : 600 With Geography  
46

Education : 175 Without Geography  
45

**Total Marks**

**775**

**B.A. B.Ed. Part III Examination**

Course/ Paper	Periods Per Week	Periods Per Year		Paper with External/Internal	Exam. Duration (hrs.)	Max. Mark	Min. for Pass
Group B: Core Courses (CC)							
CC 1 : English/Hindi/Urdu	4	112		CC-1 (I) External Internal	3	60 15	54
	4	112		CC-1 (II) External Internal	3	60 15	
CC 2: Geography	3	84		CC-2 (I) External Internal	3	40 10	36
	3	84		CC-2 (II) External Internal	3	40 10	
	4	112		Practical	5	50	18
CC 3: History	4	112		CC-1 (I) External Internal	3	60 15	54
	4	112		CC-1 (II) External Internal	3	60 15	
CC 4: Political Science	4	112		CC-1 (I) External Internal	3	60 15	54
	4	112		CC-1 (II) External Internal	3	60 15	
CC 5 : Economics	4	112		CC-5 (I) External Internal	3	60 15	54

	4	112		CC-5 (II) External Internal	3	60 15	
CC 6: Schooling, Socialization and Gender Concerns	4	112		External Internal	3	60 15	27
Group C : Developing Teacher Sensibilities							
Section I : Experiences for Teacher Enrichment							
ETE 3 : Strengthening Professional Development	2	56		Internal		50	18
Group D: Pedagogical Courses							
PC 1: Pedagogy of English/ Hindi/ Urdu	4	112		External Internal	3	60 15	27
PC 2: Pedagogy of Social Science	4	112		External Internal	3	60 15	27
PC 3: Learning to function as a Teacher	Four Weeks			Internal		50	20

**ETE Internals are to be evaluated by a team of two members constituted by Principal.**

**Distribution of Marks:**

**Total periods per week:**

Core (Language and Social Science) Courses : 450

With Geog. 40

Education : 325

Without Geog. 38

**Total Marks 775**

### B.A. B.Ed. Part IV Examination

Course/ Paper	Periods Per Week	Periods Per Year		Paper with External/ Internal	Exam. Duration (hrs.)	Max. Mark	Min. for Pass
Group B: Core Courses (CC)							
CC 1 : English/Hindi/Urdu	5	80		CC-1 (I) External Internal	3	60 15	54
	5	80		CC-1 (I) External Internal	3	60 15	
CC 2: Geography	5	80		CC-2 (I) External Internal	3	80 20	36
	6	96		Practical	5	50	18
CC 3: History	5	80		CC-3 (I) External Internal	3	60 15	54
	5	80		CC-3 (I) External Internal	3	60 15	
CC 4: Political Science	5	80		CC- 4 (I) External Internal	3	60 15	54
	5	80		CC- 4 (I) External Internal	3	60 15	

CC 5 : Economics	5	80		CC-5 (I) External Internal	3	60 15	54
	5	80		CC-5 (II) External Internal	3	60 15	
CC 6: Curriculum and School	5	80		External Internal	3	60 15	27
CC 7: Assessment for Learning	5	80		External Internal	3	60 15	27
Group D: Pedagogical Courses							
PC 1: Learning to function as a Teacher	Sixteen Weeks			External Internal	120* 180	300	120

\* External examiners will be appointed by the University for award of external marks.

\*\*For details of marks refer to syllabus.

**Distribution of Marks:**

**Total periods per week:**

Core (Language and Social Science) Courses : 450 With Geography 41

Education : 450 Without Geography 40

**Total Marks**

**900**

**Year wise marks of the four year B.A. B.Ed. course**

<u>Class</u>	<u>Marks</u>
I Year	675
II Year	775
III Year	775
IV year	900
<b><u>Total</u></b>	<b><u>3125</u></b>

**III Examination**

1. There shall be a University examination at the end of each year as per details of the scheme of examination.
2. A candidate will be permitted to appear in the annual examination only if s/he has pursued a regular course of study and attended at least 80% of the classes for all the course work and practicum and 90% for school internship.
3. A candidate shall be admitted to the next higher class only if s/he passes his/her Part I/ Part II / Part III Examination as per rules mentioned herein after.
4. In order to qualify for B.A. B.Ed. degree a candidate should obtain a minimum of 36% marks in theory and practicals separately, wherever applicable in each subject in each year of the course and 40% marks in Pre Internship in III Year and also in Internship in Teaching in the Fourth Year.
5. Candidate shall not be permitted to change the core subjects (CC1 to CC5) in subsequent years of the course.
6. In Part I, there will be two General courses GC1 is General Hindi/ General English, GC2 is Environmental Education and Sustainable Development. In order to pass, a candidate must secure atleast **36%** marks in each core subject. However, the marks obtained in these papers will not be taken into account for awarding the division. In case a candidate fails in the core subject, s/he has to clear the same as per provision.

7. The minimum pass marks in the supplementary examination shall be the same as prescribed for the main examination.

The candidate who has passed any year of B.A. B.Ed. programme after taking supplementary examination will be awarded minimum pass marks in the concerned subject irrespective of marks actually obtained in the supplementary examination.

(i) A candidate who fails in one or two subjects (excluding General Hindi/General English / Environmental Education and Sustainable Development in the Part I) in any year of the programme will be eligible to take the supplementary examination in the subject(s) in which s/he fails. In case the candidate is not able to pass even in the supplementary examination s/he can appear only as an ex-student in all subjects again at the main examination of the subsequent year. S/he will not be required to appear in practical(s) if s/he has already cleared the same. A candidate shall be deemed to be an ex-student if s/he completed a regular course of study at the Institute and fulfilled the required attendance as specified in clause No. 2 and appeared in University examination but failed or did not take the examination.

(ii) A candidate who fails in the practical/theory/field work of a subject at the main examination shall be required to appear only in the corresponding practical/ theory of the supplementary examination.

(iii) A candidate who does not appear in the supplementary examination will have to appear in the subsequent main examination in all subjects including practical, only as an ex-student.

A candidate who appears for the supplementary examination may take provisional admission to the next higher class at his/her own risk. Such a candidate will, however, be allowed to appear in the University examination of the next higher class subject to his/her passing the supplementary examination, fulfilling the attendance requirement as a regular candidate and completion of courses of study as per scheme of examination. If a candidate getting supplementary does not take provisional admission to the next higher class by the notified last date of admission and passes the supplementary examination at a later stage, s/he will not be admitted to the next higher class. However, such a candidate may take admission to the next higher class in the next academic session.

(iv) A candidate who fails in more than two subjects (except General Hindi/General English / Environmental Education and Sustainable Development) in any year of the course shall be declared failed and will not be promoted to the next class. Such a candidate will be permitted to appear at the main examination of the subsequent year in all the subjects only as an ex-student.

(v) However, in the case of General Hindi/General English, and Environmental Education and Sustainable Development, if a candidate fails in Part I s/he would get two more chances for clearing this paper either along with the supplementary examination in Part I or with the main examination in Part II. Non-appearance or absence from the examination of this paper will be counted as a chance.

(vi) A candidate who fails in more than two subjects but passes in practical s/he will be required to appear again in all the subjects (theory) except practical only as an ex-student.

7. A candidate will be given a maximum of three chances at the main examination and the corresponding supplementary examination in any year of the course. If s/he does not pass the examination even thereafter, s/he will not be eligible for readmission to any year of the programme.

8. If a candidate fails in the Learning to function as a teacher (Pre-Intern -ship/Internship in Teaching) or is unable to complete Pre-Internship/Internship in teaching but passes in all other subjects s/he will be required to repeat the complete Pre-Internship/ 'Internship in Teaching' in the next academic session along with regular candidates.
9. Division will be awarded to the successful candidates only after the Part IV examination and on the basis of cumulative total of marks obtained in all the four years of the course in all the subjects including Internship in Teaching but excluding the core subjects i.e., General Hindi/General English, and Environmental Education and Sustainable Development.

#### **IV. Evaluation**

##### **Rules&Regulations**

Question papers:

- i) Each question paper of 80 marks will be divided into five units. Each unit will have two questions one essay type and two short answer types with 2 to 3 parts having 16 marks in total. Candidate will be required to answer 5 questions one question from each unit.
- ii) Each question paper of 60 marks will be divided into five units. Each unit will have two questions one essay type and two short answer type with 2 to 3 parts having 12 marks in total. Candidate will be required to answer 5 questions one question from each unit.
- iii) Each question paper of 40 marks will be divided into five units. Each unit will have two questions on essay type and two short answer type with 2 to 3 parts having 08 marks in total. Candidate will be required to answer 5 questions one question from each unit.
- iv) Short answer type questions should aim at testing knowledge of concepts, facts, defining, laws, principles, generalisation etc. and also testing of understanding of principles and concepts. The answer to such question should not exceed 150 words.
- v) Essay type questions are to aim at testing ability of critical thinking and application of principles etc. taught in theory. The answer to such question should not exceed 400 words.
- vi) The overall question paper will be set keeping the following difficulty levels. Easy: 30% Average : 40% Difficult :30%.
- vii) For SES and EPC mode of internal assessment is given with the paper concerned.

##### **IV Award of Division**

1. Successful candidates will be awarded division on the basis of the aggregate marks of all the Core Courses, Pedagogy Courses and Courses on Developing Teacher Sensibilities as per the following:
  - i. First Division 60% or more
  - ii. Second Division 48% or more (but less than 60%)
  - iii. Third Division 36% or more (but less than 48%)
- 2 Candidates can apply for Re-evaluation in any of the theory courses as per rules stipulated by the University for B.A. B.Ed. degree. Changes in Statutes/ Ordinances/ Rules/ Regulations/ Syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the University determines otherwise, comply with any change that applies to years she/he has not completed at the time of change.

##### **Notes:**

- i. A course/ paper means any General Courses (GC), Core Courses (CC), Pedagogy Courses (PC) and Courses on Developing Teacher Sensibilities (i.e. ETE and SES) inclusive of Practical/Practicum, as the case may be.
- ii. Marks of that part of the course/ paper in which the candidate passes will be carried over.



FIRST YEAR  
GC-1 सामान्य हिंदी

उत्तीर्णांक : 36

अवधि : 3 घंटे  
पूर्णांक : 100

अंक योजना –(अ भाग)

- गद्य एवं पद्य संकलन की विविध विधाएँ क्रमशः (25+25 = 50 अंक)
1. एक प्रश्न व्याख्याओं से संबंधित क्रमशः (दो व्याख्याएँ) (10+10 = 20 अंक)
  2. दो परिचयात्मक प्रश्न पाठ्य पुस्तकों से (15+15 = 30 अंक)

(ब भाग)

व्याकरण खंड

1. शब्द शुद्धि – 5 अंक
2. वाक्य शुद्धि – 5 अंक
3. पारिभाषिक शब्दावली (अंग्रेजी शब्दों के हिंदी समानार्थक शब्द) – 5 अंक
4. संक्षेपण – 5 अंक
5. पल्लवन – 5 अंक
6. वाक्यांश के लिए एक सार्थक शब्द – 5 अंक
7. प्रारूप (प्रार्थना पत्र, निविदा, परिपत्र, अधिसूचना, ज्ञापन, विज्ञापन) – 5 अंक
8. शब्द युग्म – अर्थ भेद – 5 अंक
9. निबंध – 10 अंक

पाठ्य पुस्तकें

1. गद्य प्रभा, संपादक डा. नवल किशोर  
प्रकाशन : पंचशील प्रकाशन, फिल्म कालोनी चौडा रास्ता जयपुर मूल्य रूपये 15/-
2. कविता के आधुनिक सोपान, संपादक डा. जीवन सिंह, डॉ. भागीरथ भार्गव  
प्रकाशक: किरण पब्लिकेशन, पुरानी मंडी अजमेर, मूल्य रूपये – 5.50/-

GC-2 GENERAL ENGLISH

Contact Hours: 4 periods per Week Maximum Marks: 100

Duration: 3 Hours

Minimum for Pass: 36

**Objectives:** This is essentially a language-based course. It aims at making students read English prose with a view to enhancing their comprehension of the language and encouraging them to develop reading habits. It also aims at developing basic skills in grammar, enriching their vocabulary and enabling them to write simple and correct English.

**Scheme of Examination**

**1. Comprehension and Vocabulary**

- a. Questions based on content from the prescribed text 10 Marks
  - b. Questions based on a passage from the prescribed text to test the candidate's comprehension and vocabulary 20 Marks
  - c. Questions based on an unseen passage to test the candidate's comprehension and vocabulary 10 Marks
- (There will be a text of essays and short stories between 100 and 200 pages in length.)

- 2. Composition**
- a. Letter/Application writing 10 Marks  
b. Paragraph writing/Précis writing 10 Marks  
c. Report Writing 10 Marks
- 4. Grammar and Usage**
- The Questions in this exercise will be set with the purpose of testing the candidate's knowledge of grammar and familiarity with correct usage.
- A. Elements of sentence 5 Marks  
B. Transformation of Sentences 5 Marks  
C.Active and Passive Voice 5 Marks  
D. Modals 5 Marks E. Determiners 5 Marks  
F. Common Errors in English 5 Marks

**The following chapters are prescribed for study:**

1. M.K.Gandhi : Training: Literary and Spiritual
2. Kamla Devi Chattopadhyay : Indian Women and the Salt Satyagraha
3. Uma Rao : A Special Child
4. Neelam Saran Gour : Personal Friend
5. Vandana Shiva : Women in the Food Chain
6. Boman Desai : Between the Mosque and the Temple

**Recommended Books:**

1. A.J.Thomson & A.V.Martinet : A Practical English Grammar (OP)
2. S.Pit Corder : Intermediate English Practice Book (O.L.)
3. Bhaskaran and Horsburgh : Strengthen your English (OUP 1973)
4. F.T. Wood : A Remedial English Grammar for Foreign Students (Macmillan 1965)
5. T.L.H.Smith- Pearse : The English Errors of Indian students. OUP

**Book Prescribed**

Dr. Jasbir Jain (Edt.): **The Many Worlds of Literature**, Macmillan India Ltd.

**Environmental Education and Sustainable Development**

**Instructional Time: 2 periods / week**

**Max. Marks: 50 Min. Marks 18**

**Exam. Duration: 3 Hours**

**External: 50**

**Objectives of the Course:**

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

**Course Outline:**

**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 and Environment management**

Community participation in natural resource management- water, forests etc, Deforestation in the context of tribal life, Sustainable land use management, Traditional knowledge and biodiversity conservation. Consumerism and waste generation and its

management, Environmental degradation and its impact on the health of people, water resource management, Biomedical waste management.

**Unit III : Ecosystems :** Concept of an ecosystem, structure and function of an ecosystem. Procedures, consumers and decomposers, energy flow in the ecosystem, ecological succession, food chains, food webs and ecological pyramids. Introduction; types, characteristic features, structure and function of the following ecosystem: Forest ecosystem; Grassland ecosystem; Desert ecosystem; Aquatic ecosystems (Ponds, streams lakes, rivers oceans, estuaries)

**Unit IV: Environmental Pollution :** Definition : causes, effects and control measures of air pollution, water pollution, soil pollution, marine pollution, noise pollution, thermal pollution and nuclear hazards, Role of an individual in prevention of pollution, pollution case studies, disaster management, floods, earthquake, cyclone and lands.

#### **UnitV: 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 green house gas emission, Impact of industry/mining/transport on environment, Sustainable use of forest produces.

#### **Modes of Learning Engagement:**

- 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:**

1. The students on completion of each topic of Unit-I-III 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.
2. 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.
3. 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 Ecolog. Londen. W.B. Saunders Company.
3. Palmer, Joy A. (1998). Environmental education in the 21<sup>st</sup> Century. London. Routledge.
4. Sharma R. C and Tan, Marle C (Eds.) (1990). Resource Book in Evironmental education for secondary school lectures. Bangkok. UNSECO.

5. Sharma, R.C. (1981). 'Environmental Education. New Delhi. Metropolitan Publishers.
6. हरिश्चन्द्र व्यास (2001). पर्यावरण शिक्षा, नई दिल्ली. विद्या विहार।
7. सक्सेना हरिमोहन (2003). पर्यावरण अध्ययन, श्रीगंगानगर. अग्रवाल साहित्य सदन।
8. पंकज श्रीवास्तव (1998). 'पर्यावरण शिक्षा'. भोपाल. मध्यप्रदेश हिन्दी ग्रंथ अकादमी।
9. सक्सेना ए.बी. (1998). पर्यावरण शिक्षा. नई दिल्ली. आर्य बुक डिपो।
10. UNESCO (1990). Sourcebook in Environmental Education for Secondary 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 learnings in developing effective environmental education material. Ahmedabad. Centre for Environment Education,
14. Sharma, R. C. (1981). Environmental Education. Delhi. Metropolitan.
15. Reddy, K. Purushotham. (2007). Environmental education. New Delhi. Neelkamal 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. NCERT.
18. NCERT (2013). Project book in Environmental Education for the higher secondary stage. New Delhi. NCERT.

### पेपर-I

#### हिंदी भाषा और साहित्य का इतिहास

**Contact Hours: 4 periods per Week**

**Examination Duration: 3 Hours**

**Maximum Marks: 75**

**Theory: 60**

**Internal: 15**

#### उद्देश्य –

विद्यार्थी हिंदी भाषा के उद्भव एवं विकास का ज्ञान प्राप्त कर सकेगा, जो हिंदी साहित्य की पृष्ठभूमि के रूप में आवश्यक है। संप्रति हिंदी भाषा के विविध रूप जैसे राष्ट्र भाषा, राजभाषा और संपर्क भाषा का अंतर समझ सकेगा। वह हिंदी की ध्वनियों एवं देवनागरी की विशेषताओं का ज्ञान प्राप्त कर सकेगा।

हिंदी भाषा की प्रमुख बोलियों से खड़ी बोली तक की यात्रा को समझ सकेगा। हिंदी साहित्य के चारों कालों की मुख्य प्रवृत्तियों को समझ सकेगा।

#### प्रथम इकाई

(क) हिंदी भाषा – उद्भव और विकास

(ख) हिंदी भाषा के विविध रूप – राष्ट्रभाषा, राजभाषा, संपर्क भाषा

(ग) हिंदी की ध्वनियों : स्वर और व्यंजन, देवनागरी लिपि

#### द्वितीय इकाई – हिंदी भाषा की प्रमुख बोलियाँ

बाँगरू, खड़ी बोली

ब्रजभाषा, बुंदेली

कन्नौजी, अवधी

बघेली, छत्तीसगढ़ी

भोजपुरी, मारवाड़ी

#### तृतीय इकाई – हिंदी साहित्य का इतिहास

काल विभाजन एक परिचय

(क) आदिकाल (वीरगाथाकाल) परिस्थितियाँ, प्रवृत्तियाँ प्रमुख रचनाकार और उनकी रचनाएँ ।

(ख) पूर्वमध्यकाल (भक्तिकाल) भक्ति आंदोलन : एक परिचय परिस्थितियाँ, प्रवृत्तियाँ प्रमुख रचनाकार और उनकी रचनाएँ

**चतुर्थ इकाई – उत्तर मध्यकाल (रीतिकाल)**

परिस्थितियाँ प्रवृत्तियाँ प्रमुख रचनाकार और उनकी रचनाएँ

**पंचम इकाई : आधुनिक काल (गद्यकाल)**

(क) भारतेंदु काल, द्विवेदी युग और छायावाद

(ख) प्रगतिवाद, प्रयोगवाद और नई कविता, साठोत्तरी कविता

• 60 अंक विश्वविद्यालय द्वारा सत्रांत परीक्षा (प्रत्येक इकाई 12 अंकों की होगी)

• 15 अंक आंतरिक मूल्यांकन (सत्र संबंधी कार्य लिखित 5 अंक, टेस्ट 10 अंक )

**संदर्भ ग्रंथ**

- 1 सामान्य भाषा विज्ञान – डॉ. शिव शंकर प्रसाद
- 2 भाषा विज्ञान – डॉ. भोलानाथ तिवारी, किताब महल, इलाहाबाद
- 3 भाषा विज्ञान की भूमिका – देवेन्द्र नाथ शर्मा, राधाकृष्ण प्रकाशन, दिल्ली
- 4 हिंदी निरुक्त – किशोरी दास वाजपेयी, वाणी प्रकाशन, दिल्ली
- 5 भारत में नाग परिवार की भाषाएँ – डॉ. राजेंद्र प्रसाद सिंह, राजकमल प्रकाशन दिल्ली
- 6 हिंदी भाषा का इतिहास – डॉ. धीरेन्द्र वर्मा, हिंदुस्तानी एकेडमी, इलाहाबाद
- 7 हिंदी भाषा का उद्भव और विकास – डॉ. उदयनारायण तिवारी, भारती भंडार इलाहाबाद
- 8 हिंदी की बोलियाँ एवं उपभाषाएँ – डॉ. हरदेव बाहरी
- 9 भारतीय आर्य भाषाओं का इतिहास – डॉ. जगदीश प्रसाद दीक्षित, अपोलो प्रकाशन, जयपुर
- 10 हिंदी भाषा का ऐतिहासिक व्याकरण – डॉ. माताबदल जायसवाल
- 11 नागरीलिपि और उसकी समस्याएँ – डॉ. नरेश सिंह मंथन पब्लिकेशन, रोहतक
- 12 देवनागरी लिपि – डॉ. शिव शंकर प्रसाद
- 13 सामान्य भाषा विज्ञान – अम्बाप्रसाद सुमन
- 14 भाषा का समाजशास्त्र – डॉ. राजेंद्र प्रसाद सिंह, राजकमल प्रकाशन, दिल्ली

**संदर्भ ग्रंथ**

- 1 हिंदी साहित्य का इतिहास – रामचंद्र शुक्ल, काशी नागरी प्रचारिणी सभा वाराणसी
- 2 आधुनिक हिंदी साहित्य का विकास – डॉ. श्री कृष्ण लाल, हिंदी परिषद् विश्वविद्यालय, प्रयाग
- 3 हिंदी साहित्य का उद्भव और विकास – हजारी प्रसाद द्विवेदी
- 4 आधुनिक साहित्य की भूमिका – डॉ. लक्ष्मी सागर वार्ष्णेय, हिंदी परिषद् विश्वविद्यालय, प्रयाग
- 5 हिंदी साहित्य का आलोचनात्मक इतिहास – डॉ. राम कुमार वर्मा
- 6 हिंदी साहित्य का वैज्ञानिक इतिहास – डॉ. गणपतिचंद्र गुप्त
- 7 नया हिंदी काव्य – शिव कुमार शुक्ल
- 8 स्वतंत्रोत्तर हिंदी साहित्य का इतिहास – डॉ. लक्ष्मी सागर वार्ष्णेय
- 9 हिंदी साहित्य का आलोचनात्मक इतिहास – डॉ. राम कुमार वर्मा
- 10 हिंदी साहित्य का इतिहास – सं. डॉ. नगेंद्र सामान्य हिंदी

**विषय – हिंदी साहित्य**

**पेपर-II (मध्यकालीन काव्य)**

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**Theory: 60**

**Internal: 15**

विद्यार्थी मध्यकाल की प्रमुख काव्य धाराओं के साथ उस काल के रचनाकारों की विविध पैलियों को समझ सकेगा ।

**इकाई 1**

निम्नलिखित कवियों के दिए गए काव्यांशों में से किन्हीं दो काव्यांशों की ससंदर्भ व्याख्या करनी है। प्रत्येक पद्यांश का एक विकल्प भी दिया जाएगा। प्रत्येक ससंदर्भ व्याख्या के लिए 6 अंक निर्धारित हैं। पठनीय कवि निम्नलिखित हैं –

1	कबीर	2	संतवाणी	3	जायसी	4	सूरदास
5	तुलसीदास	6	मीरा	7	रसखान		

(पठनीय कविताओं की सूची इकाई संख्या 2 में देखें)

### इकाई 2

जायसी, कबीर, रैदास अथवा संत कवियों पर दो समीक्षात्मक प्रश्न (6+6 अंक)

संत कवि : नामदेव, नानक, दादू और रज्जब इन कवियों के निम्नांकित काव्यांश पढ़ने हैं –

		<b>जायसी</b>	
1.	नागमती चितउर पथ हेरा	–	विरह काल मोहि दीन्हा
2.	पिउ वियोग अस वाउर	–	पाँख जरां गा भागि ।
3.	चढा असाढ़ गगन	–	हम सुख भूला सर्व ।
4.	सावन बरसं मेह	–	नो मोहि पाँव न पाँख
5.	भा भादों दूभर	–	दे बूउत पिउ ।
6.	कातिक सरद चंद	–	रही छार सिर मोली ।
7.	अगहन दिवस	–	धुँआ हम्ह लाग ।
8.	फागुन पवन झकोरा	–	कंत धरे जहं पाँव ।
9.	भा बैसाखां तपनि	–	जो पिउ साँचै आइ ।
10.	जेठ जरे जग	–	असं पिउ लागि ।

		<b>कबीर</b>	
पद 1	दुलहनी गावहु	–	पुरिष एक अविनासी
2	बहुत दिनन में	–	दीन्हा
3	संतों भाई आइ	–	भया तम खीना ।
4	पाँडे कौन कुमति	–	राम ल्यौ लाई
5	हम न मरै	–	सुख सागर पावा ।
6	माया महा ठगिनी	–	अकथ कहानी ।

		<b>संतकवि</b>	
		<b>नामदेव</b>	
1	हरि नाँव हीरा	–	उतरे पारा ।
2	धृग ने बकता	–	राम ही जाने
3	जो लग राम जाँमै	–	भवजल तरिये ।
4	ऐसे जगथे दास	–	नामदेव दासा

		<b>संत रैदास</b>	
1	अब कैसे छूटे	–	ऐसी भक्ति करे रैदासा
2	ऊँचे मंदिर षाल	–	राम कहीं छूटयो
3	किहि विधि अब	–	मांहि आज ।
4	कही मन राम नाम	–	तैं न बिसार

		<b>नानक</b>	
		<b>भक्ति मार्ग</b>	
1	मन रे प्रभु की	–	उतारहिं पारा ।

		<b>योग मार्ग</b>	
1	मिलि जल	–	जलहिं खटाना
2	अब राखहुं दास	–	भाट की लाज
3	सावण आइया हे सखी	–	बढ़ाई देइ

### दादू

1	नीके राम कहत	—	यह मारग सकरा
2	अजहुं न निकसे	—	जैसे चंद चकोर
3	सजनी रजनी घटती	—	सकल सिरोमणी राइ
4	हमरे तुम्ह ही	—	सब जंजाल

### रज्जब

#### मन की प्यास

1	मन की प्यास	—	राम भजन करि भाई
2	संतों मगन भयां	—	धणी का चरा
3	ऐसो गुरु संसार	—	दर्षन पासा

### इकाई 3

सूर अथवा तुलसी पर एक समीक्षात्मक प्रश्न (6+6 अंक) इन दोनों कवियों के निम्नलिखित काव्यांश पढ़ने हैं —

### सूर

#### वात्सल्य

1	जसोदा हरि पालनै	—	नंद भामिनी पावै
2	मैया मैं तो चंद	—	सुमंगल गैहौं
3	खेलन अब मेरी जात	—	हरष कन्हैया
4	मैया बहुत बुरौ	—	मिले सखाऊ
5	खेलन दूरि जात कत प्यारे	—	सब हैं न्यारे

#### गोपी प्रेम

1	हरिमुख विधु	—	रस सिंधु झकोरी
2	चितवनि रोकै	—	फेरिहू न चही
3	बूझत स्याम	—	राधिका मोरी
4	अब तो प्रकट	—	भई जग जानी

#### विरह वर्णन

1	मधुकर स्याम	—	नवल किसोर
2	बिनु गोपाल	—	छुंजै
3	संदेसनि मधुबन कूप भरे	—	कपाट अरे
4	निरगुन कौन देस	—	मति नासी
5	ऊधौ मन	—	सुहात
6	संदेसौ देवकी सौं	—	कहियौ

### तुलसी

वाटिका प्रसंग	—	रामचरित मानस
देखन बागु	—	मृगी सभीत
कंकन किकिनि	—	समय अनुहारि

#### विनय पत्रिका

जो पै कृपा	—	काहु न उरै
रामचन्द्र ! रघुनायक	—	भवसिन्धु तरें ।

### इकाई 4

मीरा और रसखान पर दो समीक्षात्मक प्रश्न (6+6 अंकों के) इन दोनों कवियों के निम्नालिखित काव्यांश पढ़ने हैं ।

1	मन रे परस	—	अगम तारण तरण
2	बसो मेरे नैनन	—	भक्त वछल गोपाल
3	आलीं री मोरे	—	लोग कहे बिगड़ी ।
4	मैं तो सांवरे	—	भगत रसीलां जांची

5	माई री मैं तो	—	पूरब जनम को कोल ।
6	बरजी मैं काहूँ की	—	सतगुरु षरण गहूँ ।
7	नहिं भावै थारो	—	वर पायो छै पूरो
8	राणाजी थे क्यां नै	—	इमरत घर दियो जहर
9	पग घुँघरू बाँध	—	हरिचरणां की दासी रे
10	मीरां मगन भई	—	गिरधर पै बलि जाय ।

### रसखान

#### सुजान रसखान

1	प्रान वही	—	मन भायो
2	बैन वही	—	रस खानी
3	मानुष	—	कदंब की डारन
4	या लकुटी अरू	—	ऊपर वारौ
5	सेस, गनेस, महेस	—	नाच नचावै
6	ब्रहम में	—	पायन
7	कहा रसखानि	—	कुमार को
8	जो रसना	—	डारन
9	कंस के क्रोध	—	डारसी
10	द्रोपदी औ	—	राखन हारो

#### इकाई 5

क— एक प्रश्न काव्य शास्त्र से संबंधित पठनीय काव्य के गुण—दोष और शब्द शक्ति ख—छंद अलंकार पर एक प्रश्न

छंदः, दोहा, सोरठा, चौपाई, कुंडलियाँ । अलंकारः अनुप्रास, यमक, प्लेष, उपमा, रूपक, उत्प्रेक्षा, अतिष्योक्ति, व्यतिरेक, प्रतीप, संदेह, भ्रान्तिमान, दृष्टांत और उदाहरण ।

पाठ्य पुस्तक — प्राचीन काव्य सं. डॉ. सत्यनारायण शर्मा पंचशील प्रकाशन जयपुर ।

● 60 अंक विष्वविद्यालय द्वारा सत्रांत परीक्षा (प्रत्येक इकाई 12 अंकों की होगी)

● 15 अंक आंतरिक मूल्यांकन (सत्र संबंधी कार्य लिखित 5 अंक, टेस्ट 10 अंक)

संदर्भ ग्रंथ —

1	सूर की काव्यकला	—	डॉ. मनमोहन गौतम
2	सूर सौरभ	—	डॉ. मुंषीराम शर्मा
3	सूर काव्य	—	हरवंश लाल शर्मा
4	तुलसी और उनका युग	—	जयकिशन प्रसाद
5	मुक्तक काव्य परंपरा और बिहारी	—	डॉ. राम सागर त्रिपाठी
6	हिंदी साहित्य का इतिहास	—	डॉ. नगेंद्र
7	कबीर	—	विजयेन्द्र स्नातक
8	कबीर	—	डा. हजारी प्रसाद द्विवेदी
9	मीरा	—	शंभु सिंह मनोहर
10	मीरा (षोध ग्रंथ)	—	डॉ. प्रभात
11	मीराबाई	—	कल्याण सिंह षेखावत
12	जायसी के काव्य का सांस्कृतिक अध्ययन	—	डॉ. भीमसिंह मलिक

## ENGLISH

### Paper I: A Background to English Literature

Contact Hours: 4 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

External: 60

Internal: 15

**Rationale:** English is a global language in multilingual country like India. It is considered to be a library language or a window on the world. A good and proficient teacher of English



must possess a profound knowledge of the various aspects of English language and literature. In order to acquire a good command over the skills of English language teaching learning, the teacher–students needs to make themselves familiar with the history and development of English language and literature, literary genres, poetic devices etc. The paper aims to provide ample opportunities to gain a good understanding of the above-mentioned dimensions of English language and literature.

**Objectives:**

**The students will be able to:**

- have an understanding of historical development of English language and literature
- make themselves aware of various literary genres and figures of speech
- make themselves familiar with various schools of thought and literary movements.

**Course Contents: The paper will be divided into five Units.**

**Unit I: Historical Development of English Language**

The position of English in Germanic Family, Landmarks in the history of English (Old English, Middle English, Modern English), The influence of French, Latin, Greek and other languages and current trends, English as an international language

**Unit II: Literary Genres**

**Poetry** : Lyric, sonnet, ballad, elegy, ode, epic

**Prose** : (i) Fiction: Novel; short story

(ii) Nonfictional prose: Essay, Travelogue; autobiography; biography

**Drama**: Tragedy, Comedy, one-act play, Dramatic Monologue

**Unit III: Figures of Speech**

Simile; metaphor; allegory; alliteration; personification, pun; repetition; onomatopoeia; Transferred epithet, oxymoron; soliloquy; irony; wit; humour; satire; hyperbole; conceit.

**Unit IV: Literary History (i)**

**Elizabethan Period:**

- Elizabethan Lyrics, songs & sonnets
- University wits
- Metaphysical Poetry

**Neo Classical Period:**

- Eighteenth century Novel
- Augustan Poetry

**Pre-Romantic period:**

- Pre-Romantic Poetry

**Unit V: Literary History (ii)**

**Romantic period:**

- Romantic Revival poets
- Early Nineteenth century Novel

**Victorian period**

- Victorian poetry
- Victorian Novel

**The present Age:**

- Modern Poetry
- Modern Fiction

- Modern Verse Drama

### **Modes of Learning Engagement**

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 60 marks. Each Unit will carry a weight of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

### **Suggested Readings**

Abrams, M. H. *A Glossary of Literary Terms*, MacMillan: New Delhi. 2005.

Aurobindo, Sri. *The Future Poetry*. Pondicherry: Sri Aurobindo Ashram. 1998.

Bate, Jonathan. *English Literature: A Very Short Introduction*. New Delhi: Oxford University Press. 2010.

Daiches, David. *A Critical History of English Literature* Vol.1 & 2. New Delhi: Supernova Publishers. 2012.

Evans, Ifor. *A Short History of English Literature*. New Delhi: Penguin. 2011.

Gray, Martin. *A Dictionary of English Literary Terms*. London: Longman. 1994.

Hudson, W.H. *An Introduction to the Study of Literature*. New Delhi: Maple Press. 2012.

Hudson, W.H. *An Outline History of English Literature*. New Delhi: Maple Press. 2012.

Prasad, B. *A Background to the Study of English Literature* Delhi: MacMillan. 1999.

Rees, J.A. *English Literature: An Introduction for Foreign Readers*. New Delhi: Macmillan. 1974.

Thakur, D. *A Concise History of English*. Patna: Bharti Bhavan, 2008.

Wolfreys, Julian. *The English Literature Companion*. New York: Palgrave Macmillan. 2012.

## **Paper II: Poetry and Drama**

**Contact Hours: 4 periods per Week**

**Examination Duration: 3 Hours**

**Maximum Marks: 75**

**External 60**

**Internal: 15**

**Rationale:** English has a rich tradition of poetry and drama. A student aspiring to become a teacher of English should be familiar with some of the poetic creations and dramatic achievements of the sixteenth and seventeenth century poets and playwrights. In order to develop a poetic sensibility a student -teacher must read some representative poems of Shakespeare, Ben Jonson, John Donne, Henry Vaughan, Andrew Marvel, Thomas Gray, William Collins, John Milton, John Dryden and Pope in addition to some plays of Shakespeare. In this paper, Shakespeare's one romantic comedy and one tragedy have been included with a view to giving the students an exposure of the dramatic works of a great poet-playwright of the world.

### **Objectives:**

**The students will be able to:**

- Acquaint with certain specimens of Elizabethan and Metaphysical and Neo-classical poetry and drama.
- Develop their analytical and imaginative powers through readings in poetry and their skills in dialogue development through their readings in drama.
- Derive pleasure out of their readings in poetry and Shakespearean drama.

**Course Contents: The paper will be divided into five Units.**

**Unit I : Explanation**

4 passages for explanation with reference to the contexts from the texts prescribed in units II and III carrying a weight of three (3) marks each.

**Unit II: Poetry (i) (Detailed study)**

Shakespeare	:	Shall I compare thee to a summer's day?
Ben Jonson	:	To Celia
John Donne	:	The Sun Rising
Henry Vaughan	:	The Retreat
Andrew Marvel	:	Thoughts in a Garden

**Unit III: Poetry (ii) (Detailed study)**

Thomas Gray	:	An Elegy written in a country churchyard
William Collins	:	Ode to Evening
John Milton	:	On His Blindness
John Dryden	:	Shadwell
Alexander Pope	:	Ode on Solitude

**Unit IV: Drama (i) (Non-detailed Study)**

William Shakespeare : As you Like It

**Unit V Drama (ii) (Non-detailed Study)**

William Shakespeare : Macbeth

**Modes of Learning Engagement**

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 60 marks. Each Unit will carry a weight of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

**Suggested Readings**

Abrams, M.H. et al. *The Norton Anthology of English Literature*. Vol. 1 & 2. 8<sup>th</sup> Edition. New York: W. W. Norton & Company. 2006.

Bradley, A.C. *Shakespearean Tragedy*. 4<sup>th</sup> Edition. London: Palgrave Macmillan. 2006.

Green, David. (Ed.). *The Winged World: An Anthology of Poems*. New Delhi: Macmillan. 2009.

Grierson, H.J. *Metaphysical Poems and Lyrics of the 17<sup>th</sup> Century*. London. Oxford University Press. 1927.

Ker, W.P. & Chambers, R.W. (Ed.). *Form and Style in Poetry: Lectures and Notes*. London: Macmillan.1928.

Nair, V. G. (Ed.). *The Harp and the Lyre*. Hyderabad: Orient Longman. 1972.

Palgrave, F.T. & John Press. *Palgrave's Golden Treasury*. Oxford: Oxford University Press. 2002.

Sethna, K.D. *Sri Aurobindo on Shakespeare*. Pondicherry: Sri Aurobindo Ashram. 2008

Yadav, Saryug. *Challenges of Teaching English Language and Literature in the Age of Globalisation*. New Delhi: Lakshi Publishers. 201

## **PAPER I - JADEED NASR** **Inshaia, Khaka Aur Reportaz**

**Contact Hours: 4 periods per Week**

**Examination Duration: 3 Hours**

**Maximum Marks: 75**

**External : 60**

**Internal: 15**

**Note:** Each paper contains ten questions, having two questions from each unit. The candidates are required to attempt five questions in all selecting at least one question from each unit.

### *Unit I*

There are two parts of this unit. Part Ist contains six objective type questions on prescribed syllabus. Each question carry 1 mark. Second part contains two questions. Each question carry three marks and word limit for answer shall be up to 100 words.

### *Unit II*

Explanation of two extracts out of three extracts, from prescribed lessons with reference and context. Each extract carry six marks.

### *Unit III*

Reportaz ka Taaruf,

Urdu mne Reportaz Nigari.

Shamil-e-Nisab asbaq mne se Kisi ek sabaq ka khulasa.

### *Unit IV*

Shamile nisab Inshaia nigaron aur khaka nigaron ki hayat, shakhsiyat aur fan ka tanquidi jayza.

### *Unit V*

Urdu mne Inshaia nagari ki Riwayat

Urdu mne khaka Nigari ki Riwayat.

Inshaia aur khaka mne buniyadi farq.

#### • **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.

#### • **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.

- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
  - Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

**Text Book:** Intikhab-e-Nasr, Part II, U.P. Urdu Academy ke mundarja zail asbaq.

1.	Rashid-ul-Kheri	:	Mazloom ki Fariyad
2.	Sajjad Haider Yalderam	:	Mujhe mere doston se bachao
3.	Farahat-ullah-Beg	:	Yar Bash
4.	Pitras Bukhari	:	Lahore ka Jugrafiya
5.	Maulvi Abdul Haq	:	Hali
6.	Prem Chand	:	Adab ki Garz-o-Gayat
7.	Brij Mohan Dattatreya Kaifi	:	Lafz kyon kar bante hain

## PAPER II - JADEED NAZM

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External: 60**

**Internal: 15**

**Note:** Each paper contains ten questions, having two questions from each unit. The candidates are required to attempt five questions in all selecting at least one question from each unit.

### Unit I

There are two parts of this unit. Part I contains six objective type questions on prescribed syllabus. Each question carry 1 mark. Second part contains two questions. Each question carry three marks and word limit for answer shall be up to 100 words.

### Unit II

Explanation of two extracts out of three extracts from prescribed text with reference and context. Each extract carries Six marks.

### Unit III

Jadeed Urdu shayari ka Aghaz.

Jadeed shayari ki khususiyat.

Urdu me Jadeed shayari ki riwayat.

### Unit IV

Shamil-e-nisab shayron ki hayat aur adbi khidmat ka tanquidi jayaza.

### Unit V

Nazm ka Taaruf.

Nazm ki Aqsam : Nazme azad aur

Nazme – Moarra

Shamile Nisab kisi ek nazm ka markazi khayal.

### • 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.

### • Assessment Modalities

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
  - Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

**Text Book:** Intikhabe – Manzumat Pt I U.P. Urdu Academy (following lessons only)

1.	Nazeer Akbarabadi	:	Holi, Banjaranama
2.	Maulana Hali	:	Marsiya Dilhi
3.	Akbar Allahabadi	:	Farzi Lateefa, Mustaqbil
4.	Suroor Jahanabadi	:	Faze-e-Barshigal, Ganga
5.	Chakbast	:	Ramayan ka ek seen
6.	Iqbal	:	Naya Shivala, Shoa-e-Ummeed
7.	Faiz Ahmad Faiz	:	Nisar main teri galiyon ke

## HISTORY

### PAPER I: Evolution of Indian Culture and Thought

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External: 60**

**Internal: 15**

#### OBJECTIVE

- 1 It is important that our youngsters are made aware of the glorious part of our country. Our past is not only glorious but it is a source of inspiration.
- 2 It is our sages who contributed to enrich our past. Our sages did never hanker after personal glorification. They spread Indian culture and civilization not only within our country, but also in distant lands. It is only for this reason that our country became the center of 'knowledge tourism' and greatest centers of learning thrived in this country.
- 3 Our country also becomes a centre of fine arts such as dance, music, drawing painting etc. Moreover, no country in this world can boast of the artistic monuments, in number as well as quality of which we in this country can proud of.

We hope that study of 'Indian culture and thought' will enrich the knowledge of students regarding a period of our history about which little is known.

#### CONTENTS:

##### Unit I

- a) Indian Culture : salient features; unity in diversity
- b) Vedic Literature, Religion and Philosophy
- c) Varnashram system, Shodash Sanskars: Purusharthas
- d) Six systems of Indian Philosophy

##### UNIT II

- a) Religious and Philosophical teachings of Jainism and Buddhism.
- b) Contribution of Jainism and Buddhism to Indian culture.
- c) Main Centres of Ancient Indian Education
- d) Greater India: Expansion of Indian culture abroad

##### UNIT III

- a) Significance of Epic period
- b) Impact of Ramayan and Mahabharat of Indian society, Cultural importance of Puranas

- c) Vaishnavism, Shaivism and Shaktism
- d) Development of Science in ancient India up to Guptas

#### UNIT IV

- a) Legacy of Kalidas and Tulsidas
- b) Development of Art and Architecture: Maurayn Art, Development of Indigenous Art, Gupta temple Architecture and Sculpture, Pallav and Chola Art.
- c) Mughal Architecture and Painting

#### UNIT V

- A) Bhakti cult and Sufism
- B) Contribution of socio religious reformers– Raja Ram Mohan Roy, Vivekanand, Dayanand Saraswati, Jyotiba Phule, Sir Saiyyad Ahmad Khan, Annie Besant, Bhim Rao Ambedkar and Mahatma Gandhi
- C) Significance of ideas of Subhash Chandra Bose and Tagore

- **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 periods; Peer group teaching may be encouraged. Hard spots if any may be resolved during tutorials.

- **Assessment Modalities**

- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

Two assignments one oral presentation and one written assignments (5)

Semester and Examination will be for 60 marks. Each unit will carry a weightage of 12 marks.

#### संदर्भ पुस्तकें

1	A.L.Srivastava	:	Mediaeval culture
2	V.S.Agarwal	:	Indian Art, Vol.I
3	R.C.Majumdar	:	History and Culture of Indian People,(relevant vol..)
4	D.P. Chattopadhaya	:	Indian Philosophy
5	रामधारी सिंह दिनकर	:	संस्कृति के चार अध्याय
6	के. डी. वाजपेई	:	भारतीय कला
7	सत्यकेतु विद्यालंकार	:	भारतीय संस्कृति का विकास
8	बी.एन. लूणिया	:	प्राचीन भारतीय संस्कृति
9	राधा कुमद मुखर्जी	:	भारतीय संस्कृति

#### PAPER II- EARLIEST TIMES TO REFORMATION

Contact Hours: 4 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

External: 60

Internal: 15

#### OBJECTIVES

- 1 The intention behind having the paper at the early stage to let him imbued with a panoramic view of world history.

- 2 It will provide the student to have a general approach as a result he will not lose himself in the world.
- 3 It will become easier to have a macro view before studying the micro.

#### **UNIT I**

- a) Salient features of Palaeolithic, Mesolithic and Neolithic cultures.
- b) Ancient civilizations - causes of the growth of civilizations in the River valley regions.
- c) Egypt – State, society, Religion, Art and Architecture, development of Science.
- d) Mesopotamia – State, Society, Religion, Art and Architecture, Science and Technology, Trade and Commerce.

#### **UNIT II**

- A) Civilization of Greece – Evolution of Greek city states and society.
- B) Development of Religion, Philosophy, Literature, Science, Art and Architecture in Greece.
- C) Roman civilization – Political ideas and institutions, Roman law.
- D) Rise of Imperialism, Roman society, development of literature, Science, Art and Architecture.

#### **UNIT III**

- A) Sindhu – Saraswati civilization - salient features.
- B) Society, religion, science, art and architecture in Sindhu Saraswati Civilization,
- C) Civilization of ancient China state, society, religion, philosophy, science, art and architecture in China.

#### **UNIT IV**

- A) Disintegration of Roman empire. Rise of feudalism and its impact.
- B) Transition from ancient society to medieval society.
- C) Trade, Trade routes and commerce
- D) Rise of Christianity.

#### **UNIT V**

- A) Rise of Islam and advent of Arabs evolution of Islamic state under Ummayyids and Abbasides.
- B) Crusades and their impact on Europe.
- C) Renaissance
- D) Reformation

- **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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

#### **Assessment Modalities**

- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments one oral presentation and one written assignments (5)
- Semester and Examination will be for 60 marks. Each unit will carry a weight age of 12 marks.



## RESOURCE BOOKS

1	J.E.Swain	–	History of World Civilisation
2	सुरेन्द्र माधव पाठक	–	विश्व की प्राचीन सभ्यताएं
3	एस आर गोयल	–	विश्व की प्राचीन सभ्यताएं
4	जैन एवं माथुर	–	विश्व इतिहास (1500–1950)
5	मैजेनिस, एलिस, ऐपल एवं कॉर्नरेड	–	संसार का इतिहास
6	U.N.Rao	–	World History
7	Frankfort, Henri	–	The Birth of civilization in the Near East
8	Will Durant	–	The Story of Civilisation (Relevant portions of Vol. I to VI)

## GEOGRAPHY

Scheme	Exam Duration	Max. Marks	Min. for pass
<b>Paper I</b>	<b>3 hrs.</b>	<b>40 (External)</b>	<b>36</b>
		<b>10 (Internal)</b>	
<b>Paper II</b>	<b>3 hrs.</b>	<b>40 (External)</b>	
		<b>10 (Internal)</b>	
<b>Practical</b>	<b>5 hrs.</b>	<b>50</b>	<b>18</b>

## PAPER I: PHYSICAL GEOGRAPHY (LITHOSPHERE)

**Examination Duration: 3 Hours**

**Max. marks 40**

**Objectives:** The objective of this Paper is to introduce the latest concepts in Physical Geography, essentially geomorphology: to the students of geography in a brief but adequate manner.

### Unit-I

The nature and scope of Physical Geography: Inter relation of Physical Geography with other branches of earth science, the place of Geomorphology in Physical Geography, Geological Time scale

### Unit-II

Shape and size of the earth, Motions of the Earth and its satellite, Mathematical location of Places on the Globe, Standard Time, Time Zones and the International Date Line

### Unit-III

Earth's interior: Wegener's theory of Continental drift, Theories of Mountain Building – July and Kober; Plate Tectonics, Isostasy. Earth Movements: Diastrophic forces – Faults and folds. Sudden Endogenetic Forces– Earthquake and Volcano

### Unit-IV

Rocks: Origin and Composition of rocks; Weathering and Soil Formation, Concept of Cycle of Erosion – Davis and Penck

### Unit-V

Major Land forms associated with Fluvial, Karst, Glacier, Aeolian and Coastal landscapes

#### • 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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

- **Assessment Modalities**

- The end examination will be of 40 marks. Each unit will carry a weightage of 08 marks.
- 36% marks will be essential for passing the examination both in theory and practical.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

**Books recommended:**

1. Strahler, A.H. & Strahler A. H.: Elements of Physical Geography
2. Wooldridge S.W. : The physical basis of geography, Longman's Green & Co. London 1959.
3. Mathur I. R. : Climatology, Mc.Graw Hill, New York
4. Banerjee H.C. & D.S. : Mosam Vigyan, Rajasthan Upadhyaya Hindi Granth Academy, Jaipur.
5. Gerald S. : General Oceanography- An introduction, John Willey & Sons, New York.
6. Finch & Trewartha : Elements of Physical Geography
7. Negi : Physical Geography
8. Sharma R. C. : Oceanography for Geography, Chaitanya Publishers, Allahabad.

**PAPER II: HUMAN GEOGRAPHY**

**Examination Duration: 3 Hours**

**Max. marks 40**

**Objectives:** The objectives of this course are to acquaint the students with the nature of man environment relationship and human capability to adopt and modify the environment under its varied conditions from primitive life style to the modern living, to identify and understand environment and population in terms of their quality and spatial distribution pattern and to comprehend the contemporary issues facing the global community.

**Unit -I**

Development and history of human geography; Approaches of Human Geography; Elements of Human Geography; Branches of human geography; Concepts of man environment relationship; Concept of dualism in geography.

**Unit-II**

Division of races of mankind: spatial distribution, physical and social profile of racial groups, ethnic groups and tribal groups in the world and in India; Early economic activities of man: food gathering, hunting, fishing and shifting cultivation.

**Unit- III**

Human adaptation to environment (i) Cold Region -Eskimo; (ii) Hot Region -Bushman (iii) Plateau - Gonds (iv) Mountain- Khasi (v) Plain- Santhal. Social and Economic activities and adaptation in modern society by these.

**Unit- IV**

Distribution of population; factors influencing it; Concepts of over population, under population and optimum population. Demographic Transition Theory; Migration-internal and international; Problem of over population in India and its remedial measures.

**Unit- V**

Settlement: Origin and types of settlements; Rural Settlement -Pattern of Rural settlements; House types and Building materials: Urban settlement - Origin of towns; patterns of cities; functional classification cities; zoning of cities; Christaller's theory; Umland; Urbanization and problems; Slums; Town planning.

- **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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

- **Assessment Modalities**

- The end examination will be of 40 marks. Each unit will carry a weightage of 08 marks.
- 36% marks will be essential for passing the examination both in theory and practical.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

**Books recommended**

- 1 Bergman, Edward E: Human Geography; Culture, Connection and Land Shape, Prentice-Hall, New Jersey. 1995.
- 2 Carr, M: Patterns, Process and change in Human Geography, Mc Millan Education London, 1987.
- 3 Fellman, J. L.: Human Geography-Landscapes of Human Activities. Brown and Benchman Pub., U.S.A., 1997.
- 4 De Blij H.J.: Human Geography, Culture, Society and Space, John Wiley, New York, 1996.
- 5 डॉ कौशिक : मानव भूगोल के सरल सिद्धांत, रस्तोगी एंड कंपनी, मेरठ
- 6 विश्वनाथ द्विवेदी एंड कनोजिया: मानव भूगोल के सिद्धांत, किताब महल, इलाहाबाद
- 7 काशीनाथ सिंह एवं जगदीश सिंह – आर्थिक भूगोल के मूल तत्व, पब्लिकेशन वाराणसी।
- 8 कांस्वा – मानव एवं पर्यावरण
- 9 गुजर डॉ. आर. के. एवं जाट डॉ बी सी : मानव भूगोल, पंचशील प्रकाशन जयपुर

**GEOGRAPHY PRACTICAL**

**Contact Hours: 4 periods per Week**

**Maximum Marks: 50**

**20-25/Batch**

**Examination Duration: 5 Hours**

**SCHEME**

1. Lab. Work (Written Examination – 3 hours duration, 3 problems out of 4 Problems)	30
2. Record work and viva-voce	10
3. Field survey and viva voce (2 hours duration)	10
Total	<u>50</u>

**CONTENT**

1. Scales - Plain, diagonal and comparative-different units.
2. Enlargement, reduction and combination of maps-Square, Similar Triangle and Pantograph. Measurement of distance and computation of Area on maps.
3. Methods of representation of relief- Hachures, Hill Shading, Layer tint, Contours etc. Relief features, types of slopes, valleys, waterfall, Gorge, meanders, plateaux, conical hill, Ridge, Saddle & Pass to be drawn, with the help of contours shown in topographical sheets of different physiographic regions, profile Drawing.

4. Study of Topographical sheets, Scheme of Indian toposheets. Interpretation of a hilly and a plain area of India in respect of relief, drainage, Human settlement, Transport & Communication Pattern.
5. Chain and Tape survey- Importance, Appliances, Methods and Plotting.

#### **Books Recommended**

1. Singh R L. : Practical Geography .
2. Monk House, F.J. and Wilkinson, H.R: Map and Diagrams, Methuen, London 1994.
3. Robinson, A.H.: Elements of Cartography, John Willey & Sons, New York.
4. Mishra, RP. : Fundamental of Cartography, Macmillon, New Delhi.
5. Kellaway, Georgep: Man Projections, Mathuen & Co., London.
6. Steers, J.K.: Man Projections, University of London Press, London.
7. जे पी शर्मा : प्रायोगिक भूगोल, रस्तोगी प्रकाशन मेरठ
8. एम एस जैन : प्रयोगात्मक भूगोल, साहित्य भवन, आगरा

## **POLITICAL SCIENCE**

### **PAPER I- FOUNDATIONS OF POLITICAL THEORY**

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**Theory: 60**

**Internal: 15**

#### **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.
- To understand and analyse the basic aspects of major Political ideologies.

#### **CONTENTS:**

##### **UNIT I Political Theory**

Meaning, Nature and Scope, its Normative and Empirical perspectives, Behaviouralism and Post-Behaviouralism Decline and Revival of Political Theory.

##### **UNIT II Concepts**

Power (Laswell), Authority (Max Weber), Political system (Easton) Political Culture (Almond), Political Development (Lucian Pye), Social Change, E-Governance.

##### **UNIT III State**

Meaning and its elements, Specific theories of origin of State, Divine Social Contract and Evolutionary, Sovereignty, Rights, Liberty, Equality Justice and Citizenship.

##### **UNIT IV Forms of Governments**

Democracy and Dictatorship, Parliamentary and Presidential systems, Unitary and Federal systems, Political parties, Pressure groups, Theories of Representation.

##### **UNIT V Major Political Ideologies**

Idealism, Liberalism, Marxism, Feminism, Sarvodaya.

##### **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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

**Recommended readings**

- 1 ओम प्रकाश गाबा – राजनीति सिद्धांत की रूपरेखा, मयूर पेपरबैक्स नोएडा
- 2 ज्ञान सिंह संधु – राजनीति सिद्धांत, हिंदी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली
- 3 डॉ. श्री राम वर्मा, राजनीति विज्ञान के मूल आधार, कालेज बुक हाऊस जयपुर
- 4 जे सी जौहरी – आधुनिक राजनीति विज्ञान के सिद्धांत, स्टर्लिंग पब्लिशर्स प्रा. लि. नई दिल्ली, 1992
- 5 राय, वर्मा व कुमार – राजनीति सिद्धांत, ज्योति बुक डिपो प्राइवेट लिमिटेड, करनाल
- 6 G.A.Almond: Comparative Politics Today: A world view, 7<sup>th</sup> end, New York, London.
- 7 Sir, Barker, Principles of Social and Political theory
- 8 N.P.Barry, Introduction to Modern Political Theory, London, Macmillan, 1995.
- 9 A Brochl, Political theory: The foundations of Twentieth Century Political Thought, Bombay, The Times of India Press, 1965.
- 10 D. Easton, the Political System: An Inquiry into the state of Political Science, New York, Wiley 1953.

**PAPER II**

**REPRESENTATIVE INDIAN POLITICAL THINKERS**

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External: 60**

**Internal: 15**

**OBJECTIVES:**

- To understand the fundamentals of ancient 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 19<sup>th</sup> 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 M.K. Gandhi, Democratic socialism of Jawaharlal Nehru, Redical humanism of M. N. Roy.
- Understand and analyse political and social philosophy of Ambedkar, J.P.Narayan and Ram Manohar Lohiya.

**CONTENTS:**

**Unit I**

Manu, Kautilya and Somdev Soori, Ziauddin Barani

## Unit II

Raja Ram Mohan Ray, Swami Dayanand Saraswati and Jyotiba Phule

## Unit III

Gopal Krishan Gokhale, Bal Gangadhar Tilak, Aurobindo Ghosh

## Unit IV

M. K. Gandhi, Jawaharlal Nehru and M.N.Roy.

## Unit V

Bhim Rao Ambedkar, Jai Prakash Narain, 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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

#### • **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
  - Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

### RECOMMENDED READING

- 1 A.R. Appadorai; 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 ; Gokhale : 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.
- 8 पुखराज जैन – भारतीय राजनीतिक विचारक, साहित्य भवन पब्लिकेशन, आगरा
- 9 मधुकर श्याम चतुर्वेदी – भारतीय राजनीतिक विचारक, कॉलेज बुक हाऊस जयपुर
- 10 डॉ बी आर पुरोहित – राजनीतिक चिंतन का विकास
- 11 वी पी वर्मा – आधुनिक भारतीय राजनीतिक विचारक लक्ष्मीनारायण पब्लिकेशनस, आगरा
- 12 पुरुषोत्तम नागर, आधुनिक भारतीय राजनीतिक विचारक, उत्तर प्रदेश हिंदी ग्रंथ अकादमी, लखनऊ

## ECONOMICS

### PAPER I: ECONOMIC CONCEPTS AND METHODS

**Contact Hours: 4 periods per Week**

**Examination Duration: 3 Hours**

**Maximum Marks: 75**

**External: 60**

**Internal: 15**

### OBJECTIVE:

**The Students are expected to:**

- Understand about the various fundamental Concepts of Economic and statistics (Meaning, nature, scope and significance of fundamental Concepts).
- Distinguish between micro and macro Economics, Static and dynamic Analysis and stock and flow variables.
- Acquaint them with Indian economic thinkers and major source books.
- Understand about the importance of National Income in Economic Welfare.
- Familiarise them with banking system of the Country.

## **CONTENT:**

### **Unit I**

Economy and various forms of economic systems. Basic economic problems. Nature of Economic Laws, Distinction between Micro and Macro Economics. Static and Dynamic Analysis (only elementary approach), Stock and Flow variables.

### **Unit II**

The concept of National Income, Components and measurement of National Income. National Income and Economic Welfare. Measure of Economic Welfare. Circular flow of income. An elementary view of the price mechanism. Demand Supply Analysis, Law of Demand.

### **Unit III**

The concept of currency and credit. Concept of money supply –  $M_1$ ,  $M_2$ ,  $M_3$  and  $M_4$ . Functions of commercial banks. Balance sheet and credit creation by commercial banks. Functions of Central Bank. Methods of credit control. Internal and external value of money. Exchange rate and its determination (only demand and supply theory).

### **Unit IV**

Prominent ancient Indian economic thinkers and major source books (only names and brief knowledge). Definition and scope of economics according to ancient Indian thinkers. Basic assumptions – integral man, integrated rationality, Dharm based economic structure. Four purusharthas, Human wants- nature origin and kinds. The concept of restrained consumption and co-consumption. Meaning and importance of wealth code of conduct for earning. Main features of ancient Indian economic thinking and its comparison with western economic thinking.

### **Unit V**

Definition, nature, importance and limitations of statistics. The concept of Averages, Mean, Mode, Median, functional relationship in economic and the use of Graphs. The concept and interpretation of shapes and curves e.g. total revenue and total cost curves, consumption and production functions.

Simple derivatives: Concept of total, average and marginal values.

### **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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.

- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
  - Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

### Books Recommended

1	P.A.Samuelson & W'Nordhaos	Economics (latest edn.)
2	Mehta & Madnani	Elementary Mathematics for use in Economics
3	Gupta, B.L.	Value and Distribution on system in Ancient India, Gian Publishing House, New Delhi
4	D.G.Luckett	Money & Banking
5	एम सी वैश्य	मुद्रा, बैंकिंग, व्यापार एवं राजस्व
6	उदयवीर शास्त्री	कौटिल्य का अर्थशास्त्र
7	आचार्य महाप्रज्ञ	महावीर का अर्थशास्त्र

## PAPER II: MICRO ECONOMICS

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**Theory: 60**

**Internal: 15**

### OBJECTIVE

**The Students are expected to:**

- Develop and understanding about important principles of micro economic.
- Understand individual economic unit behavior
- Know the how prices and output of good/services and factor of production are determined.
- Understand about the type of market and their equilibriums.

### CONTENT

#### Unit I

Introduction: Nature and scope of economics, Methodology in economics, Choice as an economic problem: basic postulates; Consumer's Behaviour: Utility – Cardinal and ordinal approaches; Indifference curve, Consumer's equilibrium (Hicks and Slutsky), Giffin goods, Elasticity of demand – Price, income and cross, Consumer's surplus; Engle curve.

#### Unit II

Theory of Production and Costs: Production decisions; Production function; Iso-quant, Factor substitution, law of variable proportions, returns to scale, economies of scale, Different concepts of cost and their inter-relation, Equilibrium of the firm, Expansion path.

#### Unit III

Market structure: Market forms – Perfect and imperfect markets, Price and Output determination in Perfect competition, monopoly, Monopolistic Competition, Duopoly, Oligopoly (Paul's M Sweezy Model), Price discrimination under monopoly, Measure of monopoly power.

#### Unit IV

Factor Pricing: Marginal productivity theory of distribution; Modern Theory of Factor Price Determination with the help of MPP, VMP and MRP (with the help of Tables). Theories of wage determination: Wages and collective bargaining, Wage differentials; Rent-Scarcity rent,



Differential rent, Quasi rent, interest – Classical and Keynesian theories; Profits- Innovation, risk and uncertainty theories.

### **Unit V**

**Investment Analysis:** Payback period - average annual rate of return. Net present value, internal rate of return criteria, price changes, risk and uncertainty, elements of social cost-benefit analysis.

**Welfare Economics:** Problems in measuring welfare, Classical welfare economics, Pareto's criteria (Production, Consumption and Distribution). Concept of a social welfare function compensation principle – Kalder Tucks

### **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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
  - Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

### **Books Recommended**

- Bach, G.L. (1977) Economics, Prentice Hall of India, New Delhi.
- Gauld, J.P. and Edward P.L. (1996) Microeconomic Theory, Richard Irwin. Homewood.
- Henderson, J. and R.E. Quandt (1980). Microeconomic Theory: A mathematical approach. McGraw Hill, New Delhi.
- Heathfield and Wibe (1987); an Introduction to Cost and Production Functions, Macmillan, London.
- Koutsoyiarais, A. (1990). Modern Microeconomics, Macmillan.
- Lipsey, R.G. and K.A. Chrystal (1999). Principles of Economics (9<sup>th</sup> edition) Oxford University Press. Oxford.
- Mansfield, E.(1997), Microeconomics (9<sup>th</sup> Edition), W.W.Norton and Company, New York.
- Ray, N.C. (1975), An Introduction to Microeconomics, Macmillan Company of India Ltd., Delhi
- Ryan, W.J.L. (1962), Price Theory, Macmillan and Co. Limited, London.
- Samuelson, P.A. and W.D. Nordhaus (1996), Economics, Tata McGraw Hill, New Delhi.
- Stonier, A.W. and D.C. Hague (1972), A Textbook of Economic Theory :ELBS & Longman Group, London
- Varian, H.R. (2000). Intermediate Microeconomics : A Modern Approach (5th Edition), East-West Press, New Delhi

## **CC 6: Vision of Education in India: Issues and Concerns**

Instructional Time: 4 periods/week

Max. Marks: 75

Exam. Duration: 3 Hours

Internal: 15

External: 60

### **Objectives of the Course:**

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

- understand and analyse educational concepts, their premises and contexts that are unique to education.
- 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.
- analyse development of education in the light of socio-economic, political and cultural development.
- understand the relationship between education and society acquaint with the philosophy of Indian thinkers analyse the role of family and society in modernization.
- promote international understanding through education.
- appreciate the role of teacher in promoting social change.

### **Course Outline:**

#### **Unit I Basic Concepts Used in Education**

- Education, schooling and training: aims, objectives, values, ethics and logical analysis of relationship between mind and matter.
- Secularism, democracy, equality, egalitarianism, culture, social institutions, social grouping, social behaviours, social and moral values, quality of life, social justice and their educational implications.
- Salient features of Emerging Indian Society- our cultural heritage, its compositeness, unity in diversity, our philosophical tradition, central teachings of Indian Philosophies: Contribution of Indian philosophical thinkers in curriculum development and teaching.
- Indian Social system and the place of social therein. Types of schools and their pattern of relationship with social system.

#### **Unit II: Philosophy and Education**

- Major Philosophical Systems- their salient features and their impact on education, Realism with reference to Aristotle and Jainism, Naturalism with reference to the views of Rousseau and R. N. Tagore, Idealism with reference to Plato, Socrates and Advait philosophy, Pragmatism with reference to Dewey, Humanism and Buddhists.
- Educational thinkers and their contribution in developing principles of education- M.K. Gandhi, Swami Vivekanand, Sri Aurobindo and J. Krishnamurti.

#### **Unit III: Education and modernization**

- India as a modernizing nation, the constitutional provisions on education and the teacher's role in assisting the state in the implementation: aims of education relevant to modern Indian society.
- Educational needs of modern India, role of society, family and school as a social system in the development of child as an individual learner and citizen. Process of socialization of the child: A cultural analysis.

#### **Unit IV: Education and social change**

- Concept of social change, social mobility, social control, cultural lag, social stratification, caste and class structure in Indian society.
- Social change in Indian Society trend study. Impact of social change on Education and educational agencies.
- Education for Modernization attributes of modernity, impact of social change on modernization.
- Equality of educational opportunity: Problems of access, participation and success.
- Education for National development, Education for emotional and National integration.
- Education for peace, disarmament and International understanding.

#### **Unit V: Education and National Concerns**

- Promoting equality and equity, protective discrimination of compensatory education.
- Universalisation of Elementary Education: Dealing with educational wastage due to dropout and stagnation, enrolment, retention and achievement.
- Universalisation of Secondary education: resources and commitment Meeting the educational needs of special groups, disadvantaged (women, SC/ST) and the disabled.
- Fostering secular and scientific outlook.
- Population increase small family norm and quality of life. Attaining excellence in learning and instruction. Vocationalisation of education

**Note:** Each concern is to be discussed in terms of significance, inherent values and emerging issues based on Education Commission reports and the National Policy on Education (NPE).

#### **Practicum:**

1. Individual self-study of a text/article, with theme questions in mind
2. Group study of a text/article on a given theme
3. 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.
4. Observation of schools, teachers, student activities in a school context
5. 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.

#### **Modes of Internal Assessment**

#### **Marks**

Written tests

10

Any two Projects & Assignments from Practicum

05

#### **Suggested Readings:**

1. Aggarwal, J. C. 1988. "Theory and Principles of Education", Vikas Publishing House.
2. Tarachand, 1990. "Principles of Teaching" Anmol Publications.
3. Moore, W.E. 1965. Social Change, Prentice Hall.
4. Aggarwal, 1. C. 1996. Philosophical and Sociological Bases of Educations, Vikas Publishing House.
5. Govt. of India, 1964-66. Report of National Education Commission.

- NCERT, New Delhi.
6. Bhanu Pratap Singh, 1990. Aims of Education in India, Delhi: Ajanta Publications.
  7. Shikk, P.D. 1976. Towards the New Pattern of Education India, New Delhi: Sterling Publishers.
  8. NCERT, 1984. The Teacher and Education in Emerging Indian Society.
  9. Basu, D.D. 1976. Introduction to the Constitution of India, New Delhi: Prentice Hall.
  10. Brown, F.G 1990. Educational Sociology, New Delhi: Prentice Hall.
  11. Steven H. Cahn. (1970). The Philosophical Foundation of Education, New York. Harper & Row Publishers.
  12. Sykes, Marjorie.( 1988). The Story of Nai Taleem. Wardha. Nai Taleem Samiti.
  13. Thapan. M. (1991). Life at School: An Ethnographic Study. Delhi. Oxford University Press.
  14. Anand, C.L. etal. (1983). The Teacher and Education in Emerging Indian Society New Delhi. NCERT.
  15. Report of the University Education Commission. (1948).
  16. Sexena N.R. (1995-96) Swaroop Philosophical and Sociological Foundation of Education. Meerut. Usha Printer.
  17. Taneja V.R. (1973). Educational Thought and Practice. New Delhi. Sterling Publication.
  18. रवीन्द्र नाथ ठाकुर, (1999) शिक्षा के विविध आयाम रवीन्द्र नाथ का शिक्षा, दिल्ली, अरुण प्रकाशन, ई-54, मानसरोवर पार्क।
  19. डॉ रामनाथ शर्मा एव डॉ. राजेन्द्र कुमार शर्मा, (1996) शैक्षिक समाजशास्त्र, नई दिल्ली एटलांटिक पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स।
  20. आर.आर. रस्क अनुवादक एल. के. ओड़, (1990) शिक्षा के दार्शनिक आधार . जयपुर. राजस्थान हिन्दी ग्रंथ अकादमी।

### **Group C: Developing Teacher Sensibilities**

#### **Section I: Experiences for Teacher Enrichment**

#### **ETE 1: Enriching Learning through Information and Communication Technology**

**Instructional Time: 2 periods/week**

**Max. Marks: 50**

**Internal: 50**

#### **Objectives of the Course:**

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

- recognise, understand and appreciate ICT as an effective learning tool for learners and as an enormous functional support to teachers.

#### **Course Outline:**

##### **Unit I: Relevance of ICT in education (Radio, Television, Computers)**

- Role of information technology in construction of knowledge
- Possible uses of audio-visual media, computers, internet, subject specific software.
- Technological Pedagogical Content Knowledge (TPCK)

##### **Unit II: Visualising Learning situation using Multimedia**

- Use of radio and audio media: Script writing, storytelling, songs, etc.
- Using appropriate software (single and multiple media animations and simulation)
- Exploring ICT for teaching-learning, curriculum analysis to determine methods of transacting
- Classroom organisation for ICT infused lessons ( Teacher led instruction, Self-learning and group activities)

##### **Unit III: Visualising technology-supported Learning Situations**

- Preparation of learning Schemes.
- Interactive use of Digital content.
- Focusing on enhancing learning-appropriate technology.
- Developing PPT slide show for classroom use.
- Use of available software or CDs with LCD projection, smart board for subject learning interactions.
- Generating subject- related demonstration using computer software.

#### **Unit IV: Internet Based Tools**

- Web 2.0 Tools
- Engaging in professional self-development.
- Collaborative learning tasks.
- Interactive use of ICT: Participation in Google / Yahoo groups, creation of blogs, etc.
- Innovative usage of technology: some case Studies.
- Use of technology integration in resource-plenty as well as resources-scare situations.
- Critical issues in internet usage - authenticity of information, addiction, plagiarism, downsides of social networking group.

#### **Unit V: ICT for Evaluation**

- Evaluation and ICT for Evaluation-purposes
- Exploring software tools for evaluation
- Focusing on enhancing Learning-tracking and managing students.
- Exhibition and peer evaluation of project lessons. Portfolio submissions and evaluation.

#### **Modes of Learning Engagement:**

- Providing opportunities for group activities.
- Group/Individual Presentation.
- Providing opportunity for sharing idea.
- Exploring to exemplar constructivist-learning situation.
- Designing and setting up learning models.
- Audio- Visual Presentation followed by its analysis and discussion.

#### **Practical:**

- Functional knowledge of operating computers-on/off, word processing, use of PowerPoint, Excel.
- Computer as a learning tool
- Effective browsing of the internet for discerning and selecting relevant information.
- Survey of educational sites based in India.
- Downloading relevant material.
- Cross collating knowledge from varied sources.
- Competencies in developing original software.
- Practical exercise on windows and office package.
- Trouble shooting and seeking help.
- Installing hardware and software.
- Synchronous communication on the web.
- Project using Web 2.0 Tool.
- Use of Smart board / interactive board.

#### **Modes of Internal Assessment**

	<b>Marks</b>
Written tests	10
Presentation and Communication skills in subject specific matters	10
Designing innovative learning situations	10

Performance in-group activity	10
Reflective written Assignments	10

### **Suggested Readings:**

1. Imran R. Shaikh. Introduction to Educational Technology & ICT McGraw Hill Education (India) Private Limited (21<sup>st</sup> August, 2013).
2. Chris Abbott. ( 2001). ICT Changing Education. Psychology Press (2<sup>nd</sup> September, 2003).
3. Saxena. (2009). ICT in Professional Education. New Delhi. Aph Publishing Corp.
4. Gwen Solomon, Lynne Schrum. Web 2.0 New Tools, New Schools. International Society for Technology in Education (15<sup>th</sup> October, 2007) .
5. Gwen Solomon, Lynne Schrum. Web 2.0 How -To for Educators. International Society for Technology in Education (15<sup>th</sup> October, 2010).
6. Debra Geoghan. Visualizing Technology, Introductory(3<sup>rd</sup> Edition). Prentice Hall(18<sup>th</sup> May, 2014).
7. Laxman Mohanty & Neharika Vohra. ICT Stratigies for schools. New Delhi. SAGE Publication, (6<sup>th</sup> October, 2006).
8. Ed Bott, carl Siechert, Craig Stinson. Windows 7 inside Out. New Delhi. PHI Learning Private Limited, (3<sup>rd</sup> October, 2009).
9. David J emberton & J Scott Hamlin. Flash 4 Magic. New Delhi. Techmedia, (11<sup>th</sup> January, 2000).
10. Andy Rathbone. Windows 8 for dummies. John Wiley & Sons (23<sup>rd</sup> November, 2012)
11. Beth Melton. ( 2013). Microsoft Office Professional step by step. Microsoft Press(14<sup>th</sup> June, 2013).
12. Douglrs E Corner. The Internet Book , Everything you need to About Computer Networking and Now the Internet works (4th Edition) Addison- We sky (29<sup>th</sup> August 2006)
13. Preston Gralla. How the Internet Works ( 8<sup>th</sup> Edition) Que Publishing (1<sup>st</sup> December 2006)
14. J. Michael Stracz ynski. The Complete Book of scriptwriting. Writer Digest Books (1<sup>st</sup> July, 2002)
15. Ze-Nian Li and Marks S, Drew. Fundamentals of Multimedia, I<sup>st</sup> Edition. Prentice – Hall (1<sup>st</sup> November,2003)

## **Section I: Experiences for Teacher Enrichment**

### **ETE 2: Yoga, Health and Well being**

**Instructional time: 2 periods/ week**

**Max. Marks: 50**

**Internal:50**

#### **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 Outline:

### Unit I: Yoga for holistic Health

- Meaning and definition of Yoga- Need, importance and scope
- Yoga- A way of healthy and integrated living
- Yoga- A way of socio-moral upliftment of individual
- Ashtang yoga
- Characteristics of a Yoga practitioner and prerequisites of yoga practices

### Unit II: Health & Well being

- 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.
- Effects of exercise on skeleton, muscular, respiratory circulatory and digestive systems.
- Common health problems and diseases- causes, prevention and cure, immunization and first aid with special reference to rapidly increase of diabetes and cardiac disorders.
- Food and nutrition, food habits, nutrients and their functions, control over obesity.

### 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.
- Olympic movement.
- Development of motor components, speed, strength, endurance, flexibility, agility and coordinative ability

### Modes of Learning Engagement:

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

### Practical –Games, Sports and Yoga

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, Tadasana
- 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 – kapalbhathi, Anuloma-viloma, Bhramari, udgeeth, sheetali and sheetkaali.

### Modes of Internal Assessment

### Marks

Written tests	10
Performance – Games, Sports and Yoga –	40

### Suggested Readings:

1. Pande,PK. (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.
4. Dheer. S. Kamal Radhika (2002). Organization and Administration of Physical Education. Friends Publications.
5. Chandler Timothy, Mohin Mike, Vampew 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.
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## **Section II : Experiences for Social and Environmental Sensitivity.**

### **SES 1 - Work Experience: Electricity and Electronics**

**Instructional time: 1 period/week (Theory)**

**2 periods/ week (Practicum)**

**Max. Marks: 50**

**Min. Pass Marks: 18**

**Exam. Duration: 3 Hours**

**(Internal Examination)**

#### **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.\

#### **Course outline :**

##### **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.

Hand soldering, Soldering alloy, soldering flux and desoldering 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, Godown wiring, connection for fan.

### **Unit III**

**Switches and Measuring Devices :** Selection of fuse wire and use of DP and TP Switches. Knowledge of power consumed in Different Electrical and electronics gadgets.

Testing of energy meter, connection of energy meter and checking of electrical bills. Construction of Multi meter and knowledge of measuring the current, voltage and resistance in any circuit by using multimeter.

### **Unit IV**

**Electrical Components and Appliances:** Colour 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 V**

**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.

### **Modes of Learning Engagement:**

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

### **Practicum :**

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

- Clap switch
- IR Remote switch (fan, tube light)
- Remote operated musical bell
- Alarm for luggage security
- Mobile cell-phone charger using cell
- Power supply failure alarm
- Blown fuse indicator
- Rectifier
- Voltage Multiplier
- Transistor Amplifier

### **Modes of Internal Assessment**

### **Marks**

Written Tests	10
Exam. and Projects	40

### **Suggested Readings :**

1. Electrician – I Year Trade Theory 2007, National Instructional Media Institute, Chennai
2. Electrician – II Year – Trade Theory, 2007 national Instructional Media Institute Chennai
3. P.S. Bhimbhara (2007) Electrical Machinery. Krishna Publisher Delhi.

4. N.N. Bhargava, DC Kulshrestha and SC 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)

**SES 1 - Work Experience - Agriculture  
(Practices)**

**Instructional time: 1 Period/Week (Theory)  
2 Periods/ Week (Practicum)**

**Max. Marks: 50  
Min. Pass Marks : 18  
(Internal Examination)**

**Exam. Duration : 3 Hours**

**Objectives of the Course**

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

- understand the meaning and scope of agriculture.
- understand all about seeds, imported weed, manures etc.
- acquire skills to practices of seed sowing, planting materials etc.
- understand practices of different ornamental and horticulture crops.
- recognise different field practices like earthing, hoeing, weeding watering etc.
- inculcate healthy values related to work culture.

**Course Outline:**

**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**

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

**Unit IV**

**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 V**

**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.

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

**Practicum :**

(a) Identification of an agronomy of following crops:

Wheat, Bajra, Maize, Rose etc.

(b) Agricultural Processes:

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

<b>Modes of Internal Assessment</b>	<b>:</b>	<b>Marks</b>
Written test	:	10
Exam and project	:	40

**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

**SES 2:Arts and Aesthetics  
(Workshop mode)****Evaluation: grade point scale**

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 four year B.Sc. B. Ed. programme will 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.

**Theory:**

- Concepts and forms of arts and aesthetics- an introduction: Meaning of arts and aesthetics, visual art forms and performing art forms.
- Significance of art in education: Importance of art forms in learning.
- Integrating arts and aesthetics in school curriculum as a pedagogical support/ resource: education through arts and aesthetics.
- 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 forms: the diversity of India's arts its integration in the curriculum.

**Project:**

- The student-teacher can take a theme-based project from any of the curricular areas covering its social, economic, cultural and scientific aspects integrating various art and craft forms.
- They can do an analysis of textbooks - where they can find a scope either in the text or in the form of activities or exercises to integrate art forms.

- They can also document processes of an art or craft form from the pedagogical point of view; such as weaving or printing of textiles, making of musical instruments, folk performances in the community etc. - how the artists design their products, manage their resources including raw materials, market it, what problems do they face etc.
- A lived tradition of any artistic school devoted to traditional or folk arts can be studied by student-teachers available in their surrounding or locality.

**Workshop:**

A workshop for one week of working with artist or a group of artists (theatre, music, dance etc.) to learn basics of art forms and understand its pedagogical aspects is required for student-teacher in first year of the programme. The forms learnt during the course will help student-teachers in their profession, as a means of exploring different media and creative expressions such as drawing, painting, clay-work/pottery, collage-making, wood-work, toy-making, theatre, puppetry, dance, music etc. including regional and folk forms of arts, which will be helpful in imparting quality education among school children. The focus of the workshop will be on how art forms can be used as pedagogy for various subjects belonging to science/social science streams.

**Modes of Learning Engagement:**

- Workshop environment will be interactive and discussions will take place wherein student-teachers can document their 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.
- Projects and assignments may be given for individual learners as well as for group work.
- Workshop will be conducted in such environment wherein student teachers can get a firsthand experience of working with artists, handle different materials and media, learn about different aspects of art forms on how it relates to the society and community and can be used as pedagogical tool to transact.
- A small Resource centre may be a part of all colleges, where materials including books, CDs, audio, video cassettes, films, software, properties etc. are available.

**Practicum:**

- 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 will 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.

- Letter Grade	- Grade Point
- O (Outstanding)	- 100

- A+(Excellent)	- 90-99
- A(Very Good)	- 80-89
- B+(Good)	- 70-79
- B(Above Average)	- 60-69
- C(Average)	- 50-59
- P (Pass)	- 40-49
- F(Fail)	- Below 40
- Ab (Absent)	- 0

**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) pte.
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.

## SECOND YEAR

### पेपर—(रीतिकालीन काव्य)

Contact Hours: 6 periods per Week  
Examination Duration: 3 Hours

Maximum Marks: 100  
Theory: 80  
Internal: 20

#### उद्देश्य

विद्यार्थी प्रथम प्रश्न पत्र के अंतर्गत रीति काल की विभिन्न काव्य धाराओं और प्रत्येक की विशेषताओं से परिचित हो सकेगा । रीतिकाल की परिस्थितियों को भी समझ सकेगा ।

द्वितीय प्रश्न पत्र निबंध, नाटक एवं एकांकी विधाओं के तत्वों से परिचित होने के साथ इनकी समीक्षा भी कर सकेगा ।

#### इकाई—1

निम्नलिखित कवियों के दिए गए काव्यांशों में से किन्हीं दो काव्यांशों की ससंदर्भ व्याख्या करनी है। प्रत्येक पद्यांश का एक विकल्प भी दिया जाएगा । प्रत्येक ससंदर्भ व्याख्या के लिए (8+8 अंक) निर्धारित हैं ।

1. केषव, 2. बिहारी, 3. घनानंद 4. सेनापति 5. भूषण 6. मतिराम

(पठनीय कविताओं की सूची इकाई संख्या 2 में देखें )

#### इकाई 2

केषव, बिहारी, घनानंद पर दो समीक्षात्मक प्रश्न (8+8 अंक) का इन कवियों के निम्नांकित पद्यांश पढ़ने हैं

		केषव		
1	बानी जगरानी	---		तदपि नई नई ।
2	पूरण पुराण	---		नाम देहि मुक्ति को
3	विधि के समान	---		गंगा कैसो जल है
4	सातहु दीपनि	---		उठे तरु पुण्य पुराने
		धनुर्भंग		
5.	प्रथम टंकोर	---		भेदि ब्रहमांड को
	सीता हनुमान संवाद			
6.	कर जोरि रहयो	---		लच्छन बताउ ।
	हनुमान राम चर्चा			
7.	भौरने जयो भ्रमत	---		मूरत गहति है ।
	राम रावण युद्ध			
8.	इंद्र श्री रघुनाथ	---		लच्छना घतना करें ।
	रावण वध			
9.	जेहि सर मधु	---		दसौं खंडित करो ।
	रामराज्य			
10.	भावै जहां विभिचारी	---		जन्म हारियतु है
		बिहारी		
1	मेरी भवबाधा	---		हरित दुति सोई ।
2	तंत्री नाद कविता	---		सब अंग ।
3	कीने हुं कोटिक	---		पानी में कौ लौन
4	मंगल बिंदु सुरंग	---		किए लोचन जगत
5	जोग जुगति सिखए	---		काननु सेवत नैन

6	अजौं तर यौना	---	बसि मुकुतन के संग
7	तौं पर वारौ उरबसी	---	उरबसी समान
8	कहत, नटत, रीझत	---	नैनन ही सब बात
9	जगत जनायो जिहि	---	आँखि न देखि जाहि
10	दीरघ साँसन	---	दई दई सुं कबूलिं
11	या अनुरागी चित्त	---	त्योँ त्योँ उज्जल होय
12	जपमाला घापे तिलक	---	साँचे रांचे राम
13	स्वारथ, सुकृतन श्रमु वृथा	---	पंच्छीनुं न मारि
14	नर की अरु नल	---	तेतोँ ऊँचौ होइ
15	दुःसह दुराज प्रजानु	---	मावस रवि चंदु

### इकाई 3

घनानंद,

सेनापति और भूषण पर दो समीक्षात्मक प्रश्न (8+8 अंक) का इन कवियों के निम्नालिखित पद्यांश पढ़ने हैं -

		<b>घनानन्द</b>	
1	रूपनिधान सुजान	---	मनमोहन मोह के तारे
2	हीनं भएँ जल	---	रूप अवै धर चै
3	सुधि करै भूल	---	सम्हारो किरि कौन को
4	भए अति निदुर	---	कैसे कल पाय है
5	प्रीतम सुजान मेरे	---	धन बरसाय हो
6	अति सूधा	---	देहु छटांक नहीं
7	प्रेम सदा अति	---	नेह की पीर थकी
8	सोएँ न सोयबो	---	रहे अति खागी
9	कौन की सरन	---	आसरो न जित ढूकिये
10	पीरी परि देह	---	हिय होरी सी

### सेनापति

#### रामवंदना

1	मंद मुस्कान	---	लोक नाईक बखानिये
2	धातां जाहि	---	तिलक रिझाइये
		ऋतु वर्णन	
3	दामिनी दमक	---	सलिल चहुं ओर ते

#### रामकथा

6	दीरघ प्रचंड	---	दिगपालन कौं पति है
		ऋतु वर्णन	
7	बरन बरन	---	रितुराज कहियत है ।

### इकाई 4

भूषण और मतिराम पर एक समीक्षात्मक प्रश्न (8+8 अंक का) । इन कवियों के निम्नालिखित पद्यांश पढ़ने हैं -

		<b>भूषण</b>	
1	पूरब के उत्तर के	---	धन काज करते ।
2	ऊँचे घोर मंदिर	---	नगन जड़ाती है
3	वेद राखे विदित	---	राख्यो घर में
4	भुज भुंजगेस की	---	छीने है खलन के
5	चाक चक चमूं	---	महेवा महिपाल को

#### षिवाजी षौर्य

6	इंद्र जिमि जंभ	---	सेर सिवराज है
7	कामिनी कंत सों	---	खुमान सिवा सां मतिराम
1	सुरजन बंस राव	---	भिखारिन के भाग हैं
2	दिन दिन दीने	---	कछु न सुररू है युद्धवीर
3	सत्ता को सपूत	---	दिवान हिंदुवान को भक्तिभाव से चयनित अंश
4	तेरों कह्यो सिगरो	---	तिहुं लोक के साई श्रृंगार सुषमा
5	कुंदन को रंग	---	निकरै सी निकाई
6	ग्रीष्म हूँ रवि	---	प्रकृति वर्णन निकट की भूमि
7	भौर भाँवरे भरत है	---	प्रकृति वर्णन सौरभ सुभ सरसात
8	ग्रीष्म ऋतु की दुपहरी	---	पवन के पुंज
9	बाजत नगारे	---	युद्धवीर हाथिर हथ्यार है
10	विषयनि ते निर्वेद	---	भक्तिभाव पद पंकज प्रेम

### इकाई 5

रीति काव्य – सिद्धांत विषयक दो प्रश्न (8+8 अंक)

रीति का तात्पर्य, नायिका भेद, रीति काल में काव्य शास्त्रीय सम्प्रदाय ' अलंकार सम्प्रदाय पर दो प्रश्नों का उत्तर देना है। किंतु साथ में एक विकल्प देना है।

### पाठ्य पुस्तक –

रीतिकालीन काव्य संग्रह

सं- डॉ. सत्यनारायण शर्मा, पंचशील प्रकाशन जयपुर

- 80 अंक विष्वविद्यालय द्वारा सत्रांत परीक्षा (प्रत्येक इकाई 16 अंकों की होगी)
- 20 अंक आंतरिक मूल्यांकन (सत्र संबंधी कार्य लिखित 5 अंक, टेस्ट 10 अंक लिखित सत्रीय कार्य हेतु, 5 अंक मौखिक परीक्षा)

### संदर्भ ग्रंथ

- 1 बिहारी की वाग्विभूति – विष्वनाथ प्रसाद मिश्र, वाराणसी
- 2 मुक्तक काव्य परंपरा और बिहारी – डॉ. रामसागर त्रिपाठी
- 3 घनानंद – डॉ. कृष्ण चंद्र शर्मा, रवींद्र प्रकाशन, आगरा-1
- 4 हिंदी साहित्य को रीतिकालीन कवियों की देन डॉ. बच्चनसिंह

### पेपर- II

विषय – हिंदी साहित्य

**Contact Hours: 6 periods per Week**

**Maximum Marks: 100**

**Examination Duration: 3 Hours**

**Theory: 80**

**Internal: 20**

**उद्देश्य** – विद्यार्थी, निबंधों के विविध प्रकारों तथा विशेषताओं को भी समझ सकेंगे और उनकी साहित्यिक समीक्षा कर सकेंगे।

नाटक एवं एकांकी के तत्वों से परिचय प्राप्त करके वह उनके आधार पर समीक्षा कर सकेगा। नाटक एवं एकांकी का अंतर समझ सकेंगे। दलित साहित्य एवं स्त्री विमर्ष की अवधारणा से परिचित हो सकेंगे।

निबंध, नाटक एवं एकांकी



### इकाई-1

निम्नांकित तीन पुस्तकों से दो गद्यांशों की ससंदर्भ व्याख्या करनी है। प्रत्येक गद्यांश की व्याख्या के लिए 8 अंक निर्धारित हैं। गद्यांश तीनों पुस्तकों से लिए जाएँगे। निबंध संग्रह से दो गद्यांश लिए जाएँगे जिसमें से विकल्प चुनकर एक की व्याख्या करनी होगी। नाटक व एकांकी संग्रह से एक एक गद्यांश लिया जाएगा जिसमें से विकल्प चुनकर एक व्याख्या करनी होगी। पुस्तकों के नाम निम्नलिखित हैं—

- 1 निबंध संग्रह – डॉ. हेतु भारद्वाज  
(5 निबंध)
- 2 ध्रुवस्वामिनी – जयशंकर प्रसाद
- 3 एकांकी संग्रह – डॉ. हेतु भारद्वाज

### इकाई 2

निम्नलिखित निबंधों में से तीन निबंधों पर समीक्षात्मक प्रश्न दिए जाएँगे जिसमें से दो का उत्तर देना होगा। (8+8 अंक)

#### निबंध

- 1 साहित्य जनसमूह के हृदय का विकास है – बाल कृष्ण भट्ट
- 2 तुलसी के सामाजिक मूल्य – डॉ. राम विलास शर्मा
- 3 भारत एक है – रामधारी सिंह "दिनकर"
- 4 राष्ट्र का स्वरूप – वासुदेव शरण अग्रवाल
- 5 मानस की धर्म भूमि – रामचंद्र शुक्ल

### इकाई 3

ध्रुवस्वामिनी नाटक पर तीन समीक्षात्मक प्रश्न दिए जाएँगे जिनमें से दो प्रश्नों का उत्तर देना होगा। (8+8 अंक)

### इकाई 4

निम्नलिखित एकांकियों में से तीन एकांकियों पर समीक्षात्मक प्रश्न दिए जाएँगे जिनमें से (8+8 अंकों) के दो प्रश्नों के उत्तर देने होंगे।

- 1 नया पुराना उषेन्द्र नाथ अष्क
- 2 दीपदान राम कुमार वर्मा
- 3 भोर का तारा जगदीशचंद्र माथुर
- 4 ईद और होली सेठ गोविंद दास

### इकाई 5

दलित साहित्य की अवधारणा, स्त्री विमर्ष की अवधारणा, हिंदी साहित्य में महत्व/योगदान। एक प्रश्न निबंध, नाटक एवं एकांकी के संक्षिप्त आलोचनात्मक विकास क्रम से संबंधित होगा तथा दूसरा प्रश्न निबंध, नाटक एवं एकांकी के रचनाकारों से संबंधित होगा। एक प्रश्न दलित एवं स्त्री विमर्ष से संबंधित होगा। जिसमें एक प्रश्न विकल्प के रूप में दिया जाएगा। तीनों प्रश्नों से विकल्प चुनकर दो प्रश्नों के उत्तर देने होंगे। (8+8 अंक)

- 80 अंक विश्वविद्यालय द्वारा सत्रांत परीक्षा (प्रत्येक इकाई 16 अंकों की होगी)
- 20 अंक आंतरिक मूल्यांकन (सत्र संबंधी कार्य लिखित 5 अंक, टेस्ट 10 अंक लिखित सत्रीय कार्य हेतु, 5 अंक मौखिक परीक्षा)

#### संदर्भ ग्रंथ –

- 1 साहित्यिक निबंध – डॉ. प्रताप टंडन, लोकभारती प्रकाशन, इलाहाबाद
- 2 साहित्यिक निबंध – डॉ. गणपति चंद्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद
- 3 साहित्यिक निबंध – डॉ. त्रिभुवन सिंह, हिंदी प्रचारक संस्थान, वाराणसी
- 4 हिंदी निबंध का विकास – डॉ. ओंकार नाथ शर्मा, अनुसंधान प्रकाशन, कानपुर
- 5 हिंदी निबंध का इतिहास – ब्रह्मदत्त शर्मा
- 6 प्रसाद के नाटकों का शास्त्रीय अध्ययन – डॉ. जगन्नाथ प्रसाद शर्मा
- 7 नाट्य कला – डॉ. रघुवंश नेशनल पब्लिशिंग हाउस, दिल्ली
- 8 प्रसाद के ऐतिहासिक नाटक – डॉ. जगदीशचंद्र जोषी, आत्माराम एंड संस दिल्ली

9. दलित साहित्य का सौंदर्यशास्त्र ओम प्रकाश वाल्मीकि
10. प्रेत योनि कहानी चित्रा मुद्गल
11. छत पर दस्तक कहानी मृदुला गर्ग।

**ENGLISH**  
**Paper I: Prose and Fiction**

**Contact Hours: 6 periods per Week**

**Maximum Marks: 100**

**Examination Duration: 3 Hours**

**Theory: 80**

**Internal: 20**

**Rationale:** There are some great prose writers and novelists in English language both in India and Britain. The students who are in the process of making teachers must go through some of the kinds of prose by great authors such as Francis Bacon, Addison, Macaulay, Hazlitt and Stevenson as well as short story writers like Albert Camus, Catherine Mansfield, Leo Tolstoy, O. Henry and Shashi Deshpande besides some long specimens of prose (novel) by E. M. Forster and R.K. Narayan with a view to promoting their comprehension skill and enriching their literary and aesthetic sensibility.

**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.

**Course Contents/Units: The paper will be divided into five Units.**

**Unit I Explanation**

Four passages for explanation with reference to the context from the texts prescribed in Units II and III carrying a weight of four (04) marks each.

**Unit II Essays (Detailed study)**

Francis Bacon	:	Of Studies
Joseph Addison	:	Friendship
Thomas B. Macaulay	:	Minute on Indian Education
William Hazlitt	:	On the Feelings of Immortality in Youth
R.L. Stevenson	:	The Ideal House

**Unit III Short Stories (Detailed study)**

Albert Camus	:	The Guest
Katherine Mansfield	:	A Cup of Tea
Leo Tolstoy	:	How Much Land does a Man Need?
O. Henry	:	The Gift of Magi
Shashi Deshpande	:	My Beloved Charioteer

**Unit IV Novel-(i) (Non-detailed Study)**

R.K. Narayan	:	The Guide
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**Unit V Novel (ii) (Non-detailed Study)**

E.M. Forster	:	A Passage to India
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**Modes of Learning Engagement**

A response-based approach to Literature will be followed where students are regarded as active meaning makers whose personal experience affects their interpretation of literary texts. Students as readers and writers will participate in the constructive reading/writing process. An open-ended perspective on literacy texts will be encouraged where no single response

predominates and multiple interpretations can be provided. Seminars and open forums will accompany the discussion on texts.

- **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 80 marks. Each Unit will carry a weight of 16 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
  - Two assignments: one oral presentation and one written assignment. Each will carry a weight of five marks.

**N. B.:** One critical question will be set in question paper from each unit except Unit one carrying a weight of 16 marks each.

**Suggested Readings:**

Narayan, S.A. (Ed.) *The Joy of Reading Literature: Selected Prose and Poetry*. Hyderabad: Orient Longman.2008.

Thakur, D. *Selected Short Stories*. New Delhi: Macmillan. 2008.

Forster, E.M. *Aspects of the Novel*. New York: Harvest Book. 1955.

Peck, John. *How to Study a Novel*. London: Palgrave Macmillan. 1995.

Scholes. R et al. (Ed.). *The Elements of Literature*. Oxford: Oxford University Press. 2005.

Showalter, Elaine. *Teaching Literature*. Oxford: Wiley-Blackwell. 2002.

## **Paper II: Poetry and Drama**

**Contact Hours: 6 periods per Week**

**Examination Duration: 3 Hours**

**Maximum Marks: 100**

**Theory: 80**

**Internal: 20**

**Objectives:**

The students will be able to

- Make themselves familiar with pre-romantic, romantic and Victorian poetry.
- Enjoy and appreciate the romantic traits such as the obsession with the past, mystery, beauty and love of Nature.
- Enjoy and understand drama and improve their dramatic skills.

**Course Contents: The paper will be divided into five Units.**

**Unit I**

Four passages for explanation with reference to the context from texts prescribed in units II and III carrying a weight of four (04) marks each.

**Unit II Poetry (i) (Detailed study)**

William Blake	:	The Tiger
William Wordsworth	:	The Daffodils
S.T. Coleridge	:	Kubla Khan
Lord Byron	:	She walks in Beauty
John Keats	:	Ode to a Nightingale

**Unit III Poetry (ii) (Detailed study)**

P.B.Shelley	:	Ode to the West Wind
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Matthew Arnold : Dover Beach  
Lord Alfred Tennyson : Break, Break, Break  
Robert Browning : Porphyria's Lover  
Rudyard Kipling : If

**Unit IV Drama (i) (Non-detailed Study)**

Oliver Goldsmith : She Stoops to Conquer

**Unit V Drama (ii) (Non-detailed Study)**

William Congreve : Love for Love

**Modes of Learning Engagement**

A response-based approach to Literature will be followed where students are regarded as active meaning makers whose personal experience affects their interpretation of literary texts. Students as readers and writers will participate in the constructive reading/writing process. An open-ended perspective on literary texts will be encouraged where no single response predominates and multiple interpretations can be provided. Seminars and open forums will accompany the discussion on texts.

• **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 80 marks. Each Unit will carry a weight of 16 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two Assignments: one oral presentation and one written assignment. Each will carry a weight of 05 marks.

**N. B.** One critical question will be set in question paper from each unit except Unit one carrying a weight of 16 marks each.

**Suggested Readings**

Curran, Stuart et al. (Ed.). *The Cambridge Companion to British Romanticism*. Cambridge: Cambridge University Press. 2010.

Ford, Boris. et al. (Ed.). *The Pelican Guide to English Literature*. Vol. 1-8. Harmondsworth: Penguin Books. 1968.

Dobree, Bonamy. *Restoration Comedy 1660 1720*. Oxford: Oxford University Press. 1924.

Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. Oxford: Oxford University Press. 1972.

Kermode, Frank. *The Romantic Image*. London: Routledge Classics. 2002.

Wordsworth, William & S. T. Coleridge. *Lyrical Ballads*. London: Penguin Classics. 2006.

Bowara, C.M. *The Romantic Imagination*. Oxford: Oxford University Press. 1961.

**URDU**

**PAPER I - QADEEM NASR Aur Urdu Adab Ki Tareekh**

**Contact Hours: 6 periods per Week**

**Maximum Marks: 100**

**Examination Duration: 3 Hours**

**Theory: 80**

**Internal: 20**

**Note:** Each paper contains ten questions, having two questions from each unit. The candidates are required to attempt five questions in all selecting at least one question from each unit.

### **Unit I**

There are two parts of this unit. Part I contains 8 objective type questions on prescribed syllabus. Each question carry 1 mark. Second part contains two questions. Each question carries 4 marks and word limit for answer should be up to 100 words.

### **Unit II**

Explanation of two extracts out of three extracts from prescribed lessons of Dastan with reference and context. Each extract carries 8 marks.

### **Unit III**

Explanation of two extracts out of three extracts from Khutoot and prescribed lessons of prose.

### **Unit IV**

Adeebon ki savanhe aur Adabi khidmat.

Adeebon ke fan ka tanquidi jaiza.

### **Unit V**

Urdu Zaban ki Ibtida ke Mukhtlif Nazariyat

Fort William College ki Khidamat aur Tarruf

Dabistan-e-Delhi Aur Dabistan-e-Lucknow ki Shayari

#### **• 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.

#### **• Assessment Modalities**

- The end examination will be of 80 marks. Each Unit will carry a weight age of 16 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
  - Two assignments: one oral presentation and one written assignment. Each will carry a weight age of five marks. (10 marks)

**N. B.** One critical question will be set in question paper on each unit except Unit one carrying a weight-age of 16 marks each.

**Text:** Intikhabe Nasr Part I, U.P. Urdu Academys Following Lessons only:

- |    |                       |   |                                       |
|----|-----------------------|---|---------------------------------------|
| 1. | Meer Amman            | : | Sair pahale Daruesh ki                |
| 2. | Rajab Ali Beg Saroor  | : | Jan-e-Alam ka Tota                    |
| 3. | Sir Sayyad Ahmad Khan | : | Umr-e-Rafta                           |
| 4. | Nazeer Ahmad          | : | Mirza Zahirdar Beg                    |
| 5. | Mohd. Hussain Azaad   | : | Insan kisi Hal mne Khush Nahni Rahta. |
| 6. | Shibli                | : | Meer Anees ki Khusoosiyat-e-shairi    |
| 7. | Ghalib                | : | Intikhab-e-Khutoot                    |

### **PAPER II - GHAZAL AUR QASEEDA**

**Contact Hours: 6 periods per Week**

**Examination Duration: 3 Hours**

**Maximum Marks: 100**

**Theory: 80**

**Internal: 20**

**Note:** Each paper contains ten questions, having two questions from each unit. The candidates are required to attempt five questions in all selecting at least one question from each unit.

### **Unit I**

There are two parts of this unit. Part Ist contains 8 objective type questions on prescribed syllabus. Each question carry 1 mark. Second part contains two questions. Each question carries 4 marks and word limit for answer shall be up to 100 words.

### **Unit II**

Explanation of Ghazals out of three from prescribed text with reference and context. Each explanation carries 8 marks.

### **Unit III**

Explanation of two parts of Qaseeda out of three from prescribed text with reference and context. Each explanation carries 8 marks.

### **Unit IV**

Characteristic of forms of Urdu Ghazal and its importance:

Life and works of Ghazal Go and critical questions

### **Unit V**

Characteristic of forms of Qaseeda and its importance:

Life and works of Qaseeda Nigar and critical questions.

#### • **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.

#### **Assessment Modalities**

- The end examination will be of 80 marks. Each Unit will carry a weight age of 16 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
  - Two assignments: one oral presentation and one written assignment. Each will carry a weight age of five marks. (10 marks)

**N. B.:** One critical question will be set in question paper on each unit except

Unit one carrying a weight-age of 16 marks each.

**Text:** Intikhab-e-Manzumat Part II

Following poets and their poems only:

1. Wali: Hosh khoti hai nazni ki ada, Muflisi sab bahhar khoti hai, Pi ke hote na kar tu Meh ki sana
2. Meer: Tha mustaar husn se uske jo noor tha, Ulti ho gayin sab tadbiren, Patta patta butta butta haal hamara jane hai
3. Ghalib: Kisi ko de ke dil koi nawa sanj fughan kyun ho, Har ek baat pe kehte ho tum ki tu kya hai, Nukta chin hai gham-e-dil apna
4. Momin: Asar usko zara nahi hota, Ghairon pe khul na jaye kahin raz dekhna, Wo jo hamme tumme qaraar tha.
5. Dagh: Ghazab kiya tere wade pe aitbaar kiya, Saaz ye keena saz kya jaane, sabaq aisa padha diya tune.

6. Hasarat Mohani: Bhulata lakh hoon lekin barabar yaad aaten hain, Nigahe naaz jise aashnae raaz kare
7. Sauda: Ab samane jo mere koi peer-o-jawan hai
8. Ghalib: Han Mah-e-Nau sunen Ham uska Nam
9. Zauq: Dar Madah-e-Bahadur Shah.

## **HISTORY**

### **PAPER I -Indian History (Earliest times to 650 A.D.)**

**Contact Hours: 6 periods per Week**

**Maximum Marks: 100**

**Examination Duration: 3 Hours**

**Theory: 80**

**Internal: 20**

#### **Objectives:**

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

#### **UNIT-I**

- A)** Sources of ancient Indian History –Literary, Archaeological, Numismatical and Epigraphical.
- B)** Influence of Geography on Indian History, Geographical divisions of India.
- C)** Sindhu –Saraswati civilisation – origin, extent, urban planning, economy and contact with other civilisations.
- D)** Society, Polity and Economy as reflected in Vedic literature.

#### **UNIT II**

- (A)** Mahajanpadas: Administrative system of Republics, The age of second urbanisation
- (B)** Rise of Magadha Empire up to the Nanda dynasty.
- (C)** The Age of Mauryas – Chandragupta: extent of his empire and administration.
- (D)** Ashoka – his concept of Dhamma.

#### **UNIT III**

- (A)** Post Mauryan society and polity, Art and Architercure (Mathura and Gandhara schools of sculpture) Shungas, satvahanas and Kushanas.
- (B)** Sangam Age – Chiefdoms,literature, society and economy.
- (C)** Shakas – Rudradaman
- (D)** Economy of Pre-Gupta period – Trade and commerce, trade guilds, foreign trade, coinage and various industries.

#### **UNIT IV**

- (A)** Gupta dynasty – Chandragupta I, Samudragupta, Chandragupta II and Skundagupta.
- (B)** Gupta administration and society
- (C)** Trade and Commerce during the Gupta period
- (D)** Land revenue system of Gupta rulers.

## UNIT V

- (A) India in the post Gupta period – Hunas,
- (B) Vardhana dynasty of Thaneshwar
- (C) Social, religious and economic life during the reign of Harsha Vardhana.
- (D) Legacy of Ancient Indian History

### • 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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

### Assessment Modalities

- The end examination will be of 80 marks. Each Unit will carry a weight age of 16 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
  - Two assignments: one oral presentation and one written assignment. Each will carry a weight age of five marks. (10 marks)

### संदर्भ पुस्तकें

1	पाण्डे गोविन्द चन्द्र :	वैदिक संस्कृति, इलाहाबाद, लोकभारती भारतीय
2	गुप्त शिवकुमार :	परंपरा के मूल स्वर, नेशनल पब्लिशिंग हाउस, दिल्ली
3	मजूमदार, रमेशचन्द्र	प्राचीन भारत का इतिहास, कॉलेज बुक हाउस जयपुर
4	घोष, ए.	प्राचीन भारत, मोतीलाल बनारसीदास, दिल्ली
5	पाण्डे, राजबलि	भारत का प्राचीन इतिहास, इलाहाबाद
6	वर्मा, राधाकांत	प्राचीन भारत
7	थपलियाल, किरनकुमार	भारतीय प्रागैतिहासिक संस्कृतियां, इलाहाबाद
8	महाजन वी. डी.	सैन्धव सभ्यता, उ.प्र. हिंदी ग्रंथ अकादमी
9	गोयल, एस. आर.	प्राचीन भारत का इतिहास, दिल्ली
10	श्रीवास्तव, ए एल	प्राचीन भारत का इतिहास (संबंधित संस्करण)
11	Agarwal, D.P.	मध्यकालीन भारत का इतिहास
12	Roy Chowdhry, H.C.	History and Culture of Indian people.
13	Majumdar, A.K.	Political History of Ancient India
14	Sharma, Dasharath	A Concise History of India, Delhi
15	Smith, V.A.	Early Chauhan Dynasties, Vol. I and II
16	के.जी.शर्मा कमलनयन, मुरारीलाल –	Early History of India : Oxford
		प्राचीन भारत का इतिहास

## PAPER II: World History (From The Age of enlightenment to 2000 A.D.)

Contact Hours: 6 periods per Week

Maximum Marks: 100

Examination Duration: 3 Hours

Theory: 80

Internal: 20

### OBJECTIVES

- 1 It is intended to let the students have a panoramic view of modern history of the world since Renaissance and Reformation.
- 2 This will complete his study of the world history.



3 The candidate will have a bird's eye view of the whole history of the world.

4 This will prepare him for interplay between the micro and macro.

#### **UNIT I**

- a) Age of scientific Reasoning and Enlightenment.
- b) Emergence of Nation States in Europe.
- c) Industrial Revolution: Causes, Consequences, Emergence of New classes.
- d) American War of Independence: Nature and causes, course of struggle and significance.

#### **UNIT II**

- a) French Revolution: Causes, main events and its impact.
- b) France under Napoleon Bonaparte
- c) Vienna Settlement (with special reference to Metternich)
- d) Development of liberalism and Nationalism in Europe, Unification of Italy and Germany.

#### **UNIT III**

- a) Eastern question with special reference to Crimean war and Berlin settlement.
- b) Colonial expansion of European powers in Asia, Africa and Latin America
- c) American civil war: Causes and results
- d) First World war: Causes and Results, Paris Settlement and League of Nations.

#### **UNIT IV**

- a) Causes and consequences of Bolshevik Revolution, Economic and Social reconstruction of Russia.
- b) World Economic Depression (1924-30) Cultural Revolution in China. Rise of Japan as an imperial power.
- c) Rise of Nazism and Fascism
- d) Second World War: Causes and Results

#### **UNIT V**

- a) Formation of UNO and its achievements
  - b) Cold War- Meaning, causes and consequences
  - c) Rise of Nationalist movements in Indonesia, China and Indo China, Emergence of Kamal Ataturk, Awakening and Nationalism in the Arab World.
  - d) Beginning of Globalisation
- **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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

#### **Assessment Modalities**

- The end examination will be of 80 marks. Each Unit will carry a weight age of 16 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

- Two assignments: one oral presentation and one written assignment. Each will carry a weightage of five marks. (10 marks)

संदर्भ पुस्तकें :

1	J.E. Swain	:	History of World Civilisation
2	C.D.Hazen	:	Modern European History
3	J.H.Hayes	:	A Political and Cultural History of Modern Europe Vol.I,II
4	Jain & Mathur	:	World History (1500-1950)
5	देवेन्द्र सिंह चौहान	:	यूरोप का इतिहास
6	जेन एवं माथुर	:	आधुनिक विश्व इतिहास (1500-2000)
7	मैजेनिस, एलिस, ऐपल	:	संसार का इतिहास एवं कौनरेड

### GEOGRAPHY

Scheme	Exam Duration	Max. Marks	Min. for pass
<b>Paper I</b>	<b>3 hrs.</b>	<b>40 (External) 10 (Internal)</b>	<b>54</b>
<b>Paper II</b>	<b>3 hrs.</b>	<b>40 (External) 10 (Internal)</b>	
<b>Paper III</b>	<b>3 hrs.</b>	<b>40 (External) 10 (Internal)</b>	
<b>Practical</b>	<b>4 hrs.</b>	<b>50</b>	<b>18</b>

### PAPER I: PHYSICAL GEOGRAPHY (CLIMATOLOGY AND OCEANOGRAPHY)

**Examination Duration: 3 Hours** **Max. marks 40**

#### Objectives:

- This Paper on physical geography is structured into components of climatology and oceanography. The aspects of climatology emphasize the constituents of the atmosphere, the dynamic nature of the processes associated with it and their contribution in making the earth habitable. The course content also leads to the identification of climatic differentiation on the earth, and the consequences of human activities on the atmospheric processes.
- The component of oceanography similarly deals with the coastal processes and describes the vast and diversified resources the oceans hold.

#### A. CLIMATOLOGY

##### Unit I

Atmospheric Temperature: Insulation and global energy budget, vertical, horizontal and seasonal distribution of temperature.

Atmospheric pressure and winds: vertical and horizontal distribution of pressure; planetary, periodic and local winds.

##### Unit II

Atmospheric moisture: humidity, evaporation; and condensation; hydrological cycle; types of precipitation, world patterns of rainfall: regional and seasonal distribution.

Air masses and fronts: concept, classification and properties.

Atmospheric disturbances: tropical and temperate cyclones; thunderstorms and tornadoes.

##### Unit III

Climatic classification; basis of Koppen's classification and types - distribution,

characteristics and related plant and animal life.

Role of Climate in human life; Atmospheric pollution and global warming - general causes, consequences and measures of control.

## **B. OCEANOGRAPHY**

### **Unit IV**

Relevance of oceanography in earth and atmospheric sciences: Definition of oceanography.

Surface configuration of the ocean floor, continental shelf, continental slope, abyssal plain, mid-oceanic and oceanic trenches. Relief of Atlantic, Pacific and Indian Oceans.

Distribution of temperature and salinity of oceans and seas.

### **Unit V**

Circulation of oceanic waters: waves, tides and currents; currents of the Atlantic, Pacific and Indian oceans. Marine deposits and coral reefs; coastal environment. Oceans as storehouse of resources for the future.

- **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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

- **Assessment Modalities**

- The end examination will be of 40 marks. Each unit will carry a weightage of 08 marks.
- 36% marks will be essential for passing the examination both in theory and practical.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

### **Books recommended**

- 1 Barry, R.G. & Chorley, R.J. Atmosphere, Weather and Climate, Routledge. 1998.
- 2 Critchfield, H : General Climatology, Prentice-Hall, New York, 1975.
- 3 Das, P.K.: The Monsoons, National Book Trust, New Delhi, 1968.
- 4 Lydolph, Paul, E. : The Climate of the Earth. Rowman and Allanheld, Totowa, N.J. 1985.
- 5 Mather, J.R : Climatology-, McGraw-Hill, New York, 1974.
- 6 Patterson, S. : Introduction of Meteorology, McGraw-Hill Book Co., London, 1969.
- 7 Stringer, E.T. : Foundation of Climatology, Surjeet Publications, Delhi, 1982.
- 8 Trewartha, G.T.: An Introduction to Climate, International Students edition, McGraw Hill, New York, 1980.
- 9 Anikouchine, W.A. and Sternberg, R.W.: The World Oceans- An introduction to Oceanography, Englewood Cliffs, N.J. 1973.
- 10 Grald, S. : General Oceanography - An Introduction, John Wiley & Sons, New York, 1980.
- 11 Garrison, T. Oceanography. Wadsworth.com. USA 1998.
- 12 King, C.A.M: Oceanography for Geographers E. Arnold, London, 1975.
- 13 Sharma, R.C. Vatel M. Oceanography for Geographers, Chetnya Publishing House. Allahabad, 1970
- 14 Shepard, F.P.: Submarine Geology. Harper & Sons, New York, 1948.
- 15 Thurman, H.B.: Introductory Oceanography, Charles Webber E. Merril Publishing Co., 1984.

- 16 Weisberg, J. and Howard: Introductory Oceanography. McGraw-Hill Book Co., New York, 1976.

## **PAPER II: BIOSPHERE AND BIOGEOGRAPHY**

**Examination Duration: 3 Hours**

**Max. marks 40**

### **Objectives**

This paper on physical geography is structured into components of Bio-Geography. This aspects emphasize the constituents of the dynamic nature of the processes associated with it and their contribution in making the earth habitable. The course content also leads to the identification of different resources of the earth.

### **CONTENT:**

#### **Unit- I**

Definition, scope and significance of biosphere, components of biosphere, Concepts of Biome, Ecotone and Community, Geographical distribution of Plants and Animals; Concept of Biodiversity and conservation.

#### **Unit-II**

Concept of an ecosystem, Structure and function of an ecosystem, producers, consumers and decomposers, energy flow in the ecosystem, ecological succession, food chains, food webs and ecological pyramids

Ecosystem: types, characteristic features, structure and function of the following ecosystem: Forest ecosystem; Grassland ecosystem; Desert ecosystem; Aquatic ecosystems (eg. ponds, streams, lakes, rivers, oceans, estuaries).

#### **UNIT: III**

Ecosystem diversity: Bio-geographical classification of India, value of biodiversity: consumptive use, productive use.

Social, ethical, aesthetic values, biodiversity at global, national and local levels, India as a mega-diversity nation, hot-spots of biodiversity, threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, endangered and endemic species of India, conservation of biodiversity: In-situ and ex-situ conservation of biodiversity.

#### **Unit-IV**

Resources: its types as per availability.

Forest resources: use and over-exploitation, Timber extraction, mining, dams and their effects on forests and tribal people.

Water resources: Use and over-exploitation of surface and groundwater, floods, drought, conflicts over water, dams-benefits and problems.

Mineral resources: Use and exploitation environmental effects of extracting and using material resources, case studies.

Role of an individual in conservation of natural resources. Equitable use of resources for sustainable lifestyle.

#### **Unit - V**

Population: Distribution and density; Population structure - age and sex ratio, urban & rural, literacy and occupational population; Population growth since independence, causes problems and solutions.

Concept of Human Development - Major indicators, H.D.I. (Human Development Index) Status of Women - changing aspects of demographic, social, economic, health and nutrition. Concept of Sustainable development.

- **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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

- **Assessment Modalities**

- The end examination will be of 40 marks. Each unit will carry a weightage of 08 marks.
- 36% marks will be essential for passing the examination both in theory and practical.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

**Books recommended**

1. Strahler, A.H. & Strahler A. H. : Elements of Physical Geography
2. Wooldridge S.W. : The physical basis of geography, Longman's Green & Co. London 1959.
3. Finch & Trewartha : Elements of Physical Geography
4. Negi : Physical Geography

### **PAPER III: ECONOMIC GEOGRAPHY**

**Examination Duration: 3 Hours**

**Max. marks 40**

**Objectives:**

The basic economy of the world is undergoing rapid transformation in recent times. The process of such transformation of economic activities from primary to secondary and tertiary stage is dynamic in nature. In view of this, the objectives of this course are to integrate the various factors of economic development and to acquaint the students about this dynamic aspect of economic geography.

**Course contents:**

**Unit- I**

Definition, nature, scope and recent trends of economic geography, its relation with economics, and allied subjects, Classification of economies, local and spatial organization; Sectors of economy-primary, secondary and tertiary; the impact of economic activities on environment.

**Unit - II**

Natural resources-classification: renewable and non-renewable, biotic and abiotic, Conservation of resources, changing nature of economic activities; mining, forestry, agriculture, industry, trade and transport.

**Unit - III**

Agriculture-physical, social, cultural environment influencing crop production; Spatial distribution of major food and cash crops of the world; Agricultural types and classification.

**Unit - IV**

Minerals and Industries-classification of minerals: ferrous and non-ferrous and their world distribution, energy minerals and resources. Industries: factors of localization, Major industries-iron and steel, textile, chemicals, cement, ship buildings, small scale and cottage industries.

**Unit - V**

Trade and Transport-geographical factors in their development, Major water, land and air transport. Means of transportation and their importance, status of roads and development plans, national and state highways, problems relating to road transport network. Railway

network development and status. Internal and international trade. World Trade Organization (WTO) and globalization and their effect on developing countries of the world.

- **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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

- **Assessment Modalities**

- The end examination will be of 40 marks. Each unit will carry a weightage of 08 marks.
- 36% marks will be essential for passing the examination both in theory and practical.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

**BOOKS RECOMMENDED**

1. Boesch, H.: A Geography of World Economy. D. Van Nostrand Co., New York, 1964.
2. Chapman, J.D. : Geography and Energy, Longman, London, 1989.
3. Gregor, H.F.: Geography of Agriculture, Prentice Hall, New Jersey, USA, 1970.
4. Griggs, D.B. The Agricultural Systems of the World, Cambridge University Press, New York, 1974.
5. Hartshorne, T.N. and Alexander, J.W.: Economic Geography, Prentice Hall, New Delhi, 1988.
6. Jones, C.F. and Darkenwald, G.G.: Economic Geography, McMillan Co., New York, 1975.
7. Millar E.: Geography of Manufacturing, Prentice Hall, New York, 1962.
8. Raza. M and Agrawal, Y.: Transport Geography of India. Concept, New Delhi, 1986.
9. Smith, D.M.: Industrial Location – An Economic Geographical Analysis, John Wiley, New York, 1971.
10. Thomas, R.S.: The Geography of Economic Activities, McGraw Hill, New York 1962.

**GEOGRAPHY PRACTICAL**

**Contact Hours: 4 periods per Week**

**Maximum Marks: 50**

**20-25/Batch**

**Examination Duration: 5 Hours**

1.	Lab work (Written Examination 3 hours duration- 4 Problems out of 5)	20
2.	Record work and viva-voce	10
3.	Field Survey and Viva-voce (2 hours duration)	10
4.	Village Survey report and viva-voce	10
	<b>Total</b>	<b><u>50</u></b>

**CONTENTS:**

- 1 Types of cartographic symbols and their uses-point, line and area symbols, classification of distribution maps.
- 2 Representation of population data - distribution (dot), density (choropleth), growth (ring), sex -composition (Pyramid), urban & rural population (dot & circle, dot & sphere).
- 3 Agriculture data-land use (divided circle), production (square and rectangle), irrigated area as percent to total cropped area (choropleth), distribution (dot and symbols).

- 4 Industrial data - Production (Block pile, bar, band graph), Transport data -traffic flow diagram.
- 5 Mean, Median and Mode; Quartile, mean and standard deviation, Lorenz curve.
- 6 Plane table survey - radiation, intersection, traversing, resection (two and three point problems) Llano, Bassels. Trial and error, Mechanical Method.
- 7 Village Survey Report: Socio-economic survey report of any nearby village. Report should be prepared by the student. 4 days for survey and 3 days for introduction and preparation of survey report.

**Suggested Books :**

1. Monkhouse E.J. : Maps and diagrams, Methuen Co. London.
2. Robinson, A.H. : Elements of Cartography, John Willey & Sons, New York.
3. Mishra, R.P. : Fundamental of Cartography, Macmillon, New Delhi.
4. जे पी शर्मा : प्रायोगिक भूगोल, रस्तोगी प्रकाशन, मेरठ
5. एम एस जैन : प्रयोगात्मक भूगोल, साहित्य भवन, आगरा

**POLITICAL SCIENCE**

**PAPER I - COMPARATIVE GOVERNMENT AND POLITICS**

**Contact Hours: 6 periods per Week**

**Maximum Marks: 100**

**Examination Duration: 3 Hours**

**Theory: 80**

**Internal: 20**

**OBJECTIVES**

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

- Acquire knowledge about the constitutional systems of UK, USA, China, Switzerland and France.
- Understand the composition, functions and position of legislatures executives and judiceries 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.

**CONTENTS**

**UNIT I**

Comparative politics: Meaning, scope and nature. Evolution of Comparative Politics Comparative method, 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, China, Switzerland and France, Federal system of the U.S.A. and Switzerland. Political parties in the U.S.A., United kingdom France and Switzerland. Role of communist Party in China, Pressure Groups in USA, United Kingdom and France.

**UNIT III**

Executive: Composition and Functions, British King and the Crown. British Prime Minister and Cabinet, the President of the USA, France and China, Plural Executive of Switzerland.

**UNIT IV**

Legislature: Composition and Powers of the British Parliament, USA's Congress, Swiss Federal Assembly, French Parliament and National people's Congress of China.

**UNIT V**

Judiciary : Judicial system of UK, USA's Supreme Court and Judicial Review, the Administrative Law and Administrative courts of France, Federal Tribunal of Switzerland. Inter-relationship among the three organs of Government in comparative perspective.

- **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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

- **Assessment Modalities**

- The end examination will be of 80 marks. Each Unit will carry a weightage of 16 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two Assignments: one oral presentation and one written assignment. Each will carry a weightage of 05 marks. (10 marks)

### **SUGGESTED READINGS**

**Kamrava Mehran** : Understanding Comparative politics, Prentice hall of India Pvt.Ltd.,New Delhi 2000

**Charles, A. Beared:** American Government and Politics.

**H. C. Huiton:** An Introduction to Chinese Politics. London, David and Charles, 1973.

**H.J.Laskhi** : **American Democracy** : A commentary and An Interpretation, London Unwin 1984.

**C. Leys, Politics in Britain:** An Introduction, London, Heinemann, 1983.

**W. Zhang, Transforming China:** Economic Reforms and its Political Implication, NewYork, St. Martin's Press, 2000.

प्रभुदत्त शर्मा , तुलनात्मक राजनीतिक संस्थाएं

सी. बी. गेना – तुलनात्मक राजनीति एवं राजनीतिक

ओ पी गाबा – तुलनात्मक राजनीति की रूपरेखा

### **PAPER II - INDIAN POLITICAL SYSTEM**

**Contact Hours: 6 periods per Week**

**Maximum Marks: 100**

**Examination Duration: 3 Hours**

**Theory: 80**

**Internal: 20**

### **OBJECTIVES**

On the completion of the course the students 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 DPSP



- 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.
- Understand the constitutional bases, functioning and performance of local government (both rural and urban) and instruments of public participation with special reference to Rajasthan.
- Understand the Socio economic realities of the country and also the interaction between social and political factors in the country.
- To evaluate the electoral system of the country and to identify the areas of electoral reforms.
- To understand and evaluate the Gender issues in Indian politics.

## **CONTENT**

### **UNIT I**

National Movement – its strategy and evolution- Moderate, Extremist and Revolutionary streams, Gandhi’s contribution to national movement.

Major landmarks in the constitutional history of India with special reference to India Council Act 1909, Govt. of India Act 1919 with special reference to Diarchy, Govt. of India Act 1935- and provincial autonomy.

### **UNIT II**

The Constituent Assembly-Genesis, Organization and Function, Salient features of the Constitution of India, 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, Amendability of the Constitution.

### **UNIT IV**

Federal system: evolution and trends; Union-state relations, Areas of Tension and demand of Autonomy.

Governor - Powers and Role, Composition, and Functions of State Legislature, Rural and urban local self government.

### **UNIT V**

Election Commission, Issues of Electoral Reforms,

Nature of Indian Political System: Political parties pressure groups, Voting Behaviourism, Regionalism, Gender issues, Poverty and Caste.

- **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 periods, Peer group teaching may be encouraged. Hard spots if any may be resolved during tutorials.

#### **Assessment Modalities**

- The end examination will be of 80 marks. Each Unit will carry a weightage of 16 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two Assignments: one oral presentation and one written assignment. Each will carry a weightage of 05 marks. (10 marks)
- Voting Behavior, Political parties (National & Regional) & Pressure Groups.  
Role of caste, religion, region and languages, Gender and Terrorism in Indian politics, Class and Poverty, Social Justice and Politics of Reservation.

#### **SUGGESTED READINGS**

D.D. Basu : An Introduction to the Constitution of India, New Delhi. Prentice Hall, 1994.

G. Austin : Working a Democratic Constitution the Indian Experience. Delhi, Oxford University Press, 2000.

R. C. Agarwal : Indian Government and Politics (India Political System) 5<sup>th</sup> ed.

S.Chand and Co., New Delhi 2000

N.G. Jayal (ed.), Democracy in India, Delhi, Oxford University Press. 2001.

A.G.Noorani, Constitutional Questions in India : The President, Parliament and the States Delhi, Oxford University Press, 2000.

Payl, Flather : Recasting Indian Politics – Essays on a Working Democracy Palgsave 2002.

Niraja Gopal Jayal. Democratic Governance in India : Challenges of Poverty Development and identity. Sage Publications, New Delhi

S.N.Singh, Caste Tribe and Religion in Indian Politics, Sai, New Delhi, 2006

डॉ जयराम उपाध्याय – भारत का संविधान, सेन्ट्रल लॉ एजेन्सी, इलाहाबाद, 2007

बी. एल. फ़डीया – भारतीय शासन एवं राजनीति, साहित्य भवन पब्लिकेशनस, आगरा, 2007

डॉ ए पी अवस्थी – भारतीय शासन व राजनीति, लक्ष्मी नारायण अग्रवाल, आगरा 2006

एस एम सर्ईद – भारतीय राजनीतिक व्यवस्था, सुलभ प्रकाशन, लखनऊ 2004

**ECONOMICS**  
**PAPER I: MACRO ECONOMICS**

**Contact Hours: 6 periods per Week**

**Maximum Marks: 100**

**Examination Duration: 3 Hours**

**Theory: 80**

**Internal: 20**

**Objective:**

**The Students are expected to:**

- Understand the behavior of any economy in general and National Income determination in particular.
- Acquaint in Construction of National Income and social Accounts.
- Familiarise with the different Concept and Measurement of national income.
- Familiarise with classical theory, Keynesian theory and their main principles.

**CONTENT**

**Unit I**

**National Income and Social Accounts:** Nature and importance of Macro Economics. Fallacy of composition. Concept and measurement of national income. National income identities with government and international trade; incorporation of environmental concerns in national accounts green accounting.

**Unit II**

**Output and Employment:** Say's law of markets and the classical theory of employment; Keynes' objection to the classical theory. Keynesian theory of output and employment- Aggregate demand and aggregate supply functions. The principle of effective demand. Consumption function – Average and marginal propensity to consume : Factors influencing consumption spending.

**Unit III**

**Investment:** The investment multiplier and its effectiveness in LDCs. Theory of investment – Autonomous and induced investment. Marginal efficiency of capital : Savings and investment – ex post and ex ante. Equality and equilibrium.

**Rate of Interest:** Classical. Neo classical and Keynesian theories of interest

**Unit IV**

**Trade Cycles:** Nature and characteristics, Hawtrey's monetary theory. Hayek's over investment theory: Keynes' view of trade cycle. The concept of accelerator: Samuelson and Hicks multiplier accelerator interaction model : Control of trade cycles.

**Unit V**

**Economic Growth:** Sources of growth: Classical theories of growth, Ricardo, Harrod Domar Model. Lewis (Unlimited supply of labour).

• **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 periods, Peer group teaching may be encouraged. Hard spots if any may be resolved during tutorials.

**Assessment Modalities**

- The end examination will be of 80 marks. Each Unit will carry a weight age of 16 marks.

- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
  - Two assignments: one oral presentation and one written assignment. Each will carry a weight age of five marks. (10 marks)

### **Books Recommended**

- Ackley, G.(1976). Macro economics :Theory and Policy. Macmillan Publishing Company, New York.
- Day, A.C.L.(1960). Outline of Monetary Economics. Oxford University Press, Oxford.
- Gupta, S.B. (1994). Monetary Economics, S. Chand and Co. Delhi
- Hejdra, B.J. and F.V.Ploeg (2001). Foundations of Modern Macroeconomics. Oxford University Press, Oxford
- Lewis, M.K. and P.D.Mizan (2000). Monetary Economics. Oxford University Press, New Delhi
- Shapiro, E. (1996). Macroeconomic Analysis. Galgotia Publications, New Delhi
- Vaish, M.C. Macro Economics
- Dillard, D.(1960).The Economics of John Maynard Keynes. Crosby Lockwood and Sons. London
- Hanson, A.H. (1953). A Guide to Keynes. McGraw Hill, New York.
- Higgins, B. (1963) Economic Development : Principles, Problems andPolicies, Central book Depot, Allahabad
- Keynes, J.M.(1936) The General Theory of Employment, Interest and Money, Macmillan, London
- Kindleberger, C.P. (1958). Economic Development. McGraw Hill Book Company, New York.
- Lucas, R. (1981). Studies in Business Cycle Theory. MIT Press, Cambridge Massachusetts
- Mier, G.M. and R.E. Baldwin(1957).Economic Development : Theory, History and Policy, Wiley & Sons Inc., New York.
- Powelson, J.P.C. (1960). National Income and Flow of Funds Analysis. McGraw Hill, New York.

## **PAPER II: INDIAN ECONOMY**

**Contact Hours: 6 periods per Week**

**Maximum Marks: 100**

**Examination Duration: 3 Hours**

**Theory: 80**

**Internal: 20**

### **OBJECTIVE**

**The Students are expected to:**

- Understand the structure, economic problems, economic policies of various sectors of Indian Economy.
- Develop the ability to appraise critically the various issues related with various problems of Indian Economic.
- Familiarise with different New issues and polices adopted by Indian Government.
- Promote values with the various ideas of Indian economic thinkers.

### **CONTENT**

#### **Unit I : Structure of Indian Economy**

**Basic Features:** Natural resources – Land, water and forest resources: Broad demographic features – Population size and growth rates sex composition, rural urban migration occupational distribution: Problem of over population. Population policy: Policies focus from

population control to family welfare and women empowerment: Infrastructure development: national income: Human development Index.

## **Unit II: Agriculture and Industry**

**Agriculture:** Nature and importance: Trends in agricultural production and productivity. Factors determining productivity: Land Reforms: New agricultural strategy and green revolution: Rural credit. Agricultural marketing. Agriculture and WTO India's Food Policy.

**Industry :** Industrial development during the planning period : Industrial Policy of 1991: Industrial licensing policy – MRTP Act, FERA and FEMA. Growth and problems of small scale industries. Role of public sector enterprises in India's industrialization – recent policy towards public sector. Labour Sector Reforms

## **Unit III: Planning in India**

**Objectives:** Strategy: Broad achievements and failures: Current Five Year Plan – Objectives. Allocation and targets: New economic reforms – liberalization privatization and globalization: Rationale behind economic reforms: Progress of Privatization and Globalisation. Problems of subsidy in India, Main objectives targets and achievements of X<sup>th</sup> and XI<sup>th</sup> Five Year Plan and XII<sup>th</sup> Five Year Plan and XII<sup>th</sup> five year plan.

## **Important Areas of Concern**

Poverty and Inequality: Unemployment, Rising Prices: Industrial relations, Trends in Agriculture production and Agriculture Productivity.

## **Unit IV**

**External Sector:** Role of foreign trade: Trends in exports and imports: Composition and direction of India's foreign trade: Balance of payments crisis and the New economic reforms – Export promotion measures and the new trade policies. Foreign capital – FDI, aid; Multinational corporations (MNCs) and their impact on Indian Economy The relevance of SWADESHI.

## **UNIT V**

**Indian Economic Thinkers:** Basically this unit focuses economic ideas in the field of consumption, production, exchange, Distribution and Public Finance of Indian Economic Thinkers- R.C.Dutta, M.N.Roy, M.K.Gandhi, Deen Dayal Upadhyaya, J.K.Mehta and Amratya Sen

### **• 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 periods, Peer group teaching may be encouraged. Hard spots if any may be resolved during tutorials.

### **Assessment Modalities**

- The end examination will be of 80 marks. Each Unit will carry a weight age of 16 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
  - Two assignments: one oral presentation and one written assignment. Each will carry a weight age of five marks. (10 marks)

## **Books Recommended**

- Datt, R. and K.P.M. Sundharam (2001). Indian Economy. S. Chand and Company Ltd., New Delhi
- Kedia, Kusum and Sinha. Root of Under development - a peep into Indian Colonial Post. Tara Printing works, Varanasi.
- Dhingra, I.C. (2001). The Indian Economy: Environment and Policy. Sultan Chand and Sons, New Delhi.
- Dutt, R.C. (1950). The Economic History of India under Early British Rule. Low Price Publications, Delhi
- Kumar, D. (ed.) (1982). The Cambridge Economic History of India, Vol.II 1757-1970. Orient Longman Ltd. Hyderabad
- Misra, S.K. and V.K.Puri (2001) Indian Economy - Its Development Experience Himalaya Publishing House, Mumbai
- Gadgil, D.R. (1971). The Industrial Evolution in India in Recent Times, 1860 1939, Oxford University Press, Bombay.
- Government of India, Economic Survey (Annual), Economic Division, Ministry of Finance, New Delhi.
- Naoroji, D. (1962) Poverty and Un-British Rule in India. Low Price Publications, Delhi.
- Planning Commission (1999). Ninth Five Year Plan Government of India, New Delhi
- Singh, V.B. (Ed.) (1965) Economic History of India, 1857-1956, Allied Publishers Private Ltd., Bombay
- Ahluwalia, I.J. and I.M.D. Little (Eds.) (1999). India's Economic Reforms and Development (Essays in honour of Manmohan Singh) Oxford University Press, New Delhi
- Jalan, B. (1992). The Indian Economy : Problems and Prospects. Viking, New Delhi
- Jalan B. (1996). India's Economic Policy Preparing for the Twenty-first Century, Viking, New Delhi
- Parikh, K.S. (1999). Indian Development Report 1999-2000. Oxford University Press, New Delhi
- Datt, R. (Ed.) (2001). Second Generation Economic Reforms in India. Deep and Deep Publications, New Delhi
- R.G.D. Alllen – Mathematical Analysis for Economics
- Henderson and Quandt Micro Economic Theory, Mathematical approach Latest Edition, McGraw Hill Tokyo
- Chiang- Alpha C. Fundamental methods of mathematical Economics
- W.J. Baumal Economics Theory and operations Analysis
- G.C. Archiblad and R.G.K. Lipsey : An Introduction to a Mathematical treatment of Economics

## (CC 2)

### Group A: Core Courses

#### CC 6: Learner, Learning and Cognition

**Instructional Time: 4 periods/week Max. Marks: 75**

**Exam. Duration: 3 Hours**

**Internal: 15**

**External: 60**

#### **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; and
- 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 Outline:**

#### **Unit I: Learner as a Developing Individual**

- 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.
- Implications for teachers to develop holistic understanding of the learner in context.
- The understanding of cognitive and affective processes influencing the development of the learner and their applications in classroom teaching.

#### **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 postadolescence (special emphasis on concerns of adolescence).
- Meaning of 'cognition' and its role in learning.
- Socio-cultural factors influencing development and learning.
- Facilitating holistic development (for self and society). (The focus is on understanding the key concepts of development and cognition, different stages and dimensions of development and their applications in teaching–learning contexts).

#### **Unit III: Theoretical Perspectives on Learning**

- Implicit knowledge and beliefs about learning (demystifying misconceptions).
- 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,
- 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-centred orientation has implications for understanding learning as contextual and self-regulated process and following suitable classroom practices).

#### **Unit V: Individual differences among Learners**

- 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. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.
- Differences in learners based on predominant 'learning styles'.
- Differences in learners based on socio-cultural contexts: Impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners.
- Understanding differences based on a range of cognitive abilities— learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective.

#### **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:**

1. Reflective Written Assignments
2. Field observation notes
3. Analysis of a learning situation and case study, using theoretical perspectives
4. Administration of any one standardized tests (Intelligence/aptitude/ attitude/ creativity) and preparation of psychological assessment report.
5. Prepare a critical report on implications of any one theory of learning – Piaget, Erickson and Bandura.
6. 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.
7. Preparation of learners' profile based on cognitive and non-cognitive characteristics to depict inter and intra individual differences.

**Modes of Internal Assessment                      Marks**

Written tests	10
Any two of the Practicum:	05

**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 an F.W. Schneider (eds.) New York. Readings in the Foundations of Education, Vol II, Cromwell.
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 (4<sup>th</sup> 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. Kolb, D.A. (1984). Experiential Learning. Englewood Cliffs. NJ: Prentice-Hall Rogers. C.R. (1980). Educational Psychology in the Classroom. New York. Oxford University Press.
14. Luria, A. R. (1976). Cognitive Development: Its Cultural and Social Foundations. Cambridge, Mass.Havward University Press.
15. Phillippe Aives. (1962). Centuries of Childhood. A Sociology of Family Life. New York. Knops.
16. Rosser, Rosemary A. (1993). Cognitive Development. USA Psychological and Biological Perspectives, Allyn dand Bacon.
17. Wolfolk (1987). Educational Psychology. Prentice Hall Eaglewood Cliff.
18. Srivastava, A.K. (1998). Child Development. The Indian Perspective. New Delhi. NCERT.
19. Sibia, A. (2006). Life at Mirambika. New Delhi. NCERT.

20. Sarangapani M. Padma. (2003). Constructing School Knowledge. An Ethnography of learning in an Indian Village. New Delhi. Sage Publication
21. Chauhan S. S. (2002). Advanced Education Psychology. Delhi. Vikas Publication.
22. Woolfolk, A.E. (2009). Educational Psychology (11<sup>th</sup> Edition) (My Education Lab Series) Prentice Hall.
23. Wertsch, J.V. (1985). Vygotsky and the Social Formation of Mind. Harvard University Press .
24. Chauhan, S.S. (1990). Advanced Educational Psychology. New Delhi. Vikas Publication House.
25. Sharma R.A. (1996). Fundamentals of Educational Psychology. Meerut. Lal Book Depot,

### **Group C : Developing Teacher Sensibilities**

#### **Section II : Experiences for Social and Environmental Sensitivity**

#### **SES 1 - WORK EXPERIENCE : ELECTRICITY AND ELECTRONICS**

**Instructional Periods : Theory 1 Period /week**

**Max Marks : 50**

**Practium 2 periods/week**

**Min. Pass Marks : 18**

**Exam Duration : 3 hours**

**(Internal Examination)**

#### **Objectives of Course:**

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

- recognize and use different soldering methods.
- understand working of different lamps.
- acquire skill to assemble/prepare simple electrical appliances.
- develop the ability in repairing simple appliances used at secondary level.
- develop the skills for making simple projects/models.
- inculcate healthy values related to work culture.

#### **Course Outline:**

##### **UNIT I**

Knowledge of different soldering methods like wave soldering, dip soldering and ultra sonic soldering, Practice of soldering.

##### **UNIT II**

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

##### **UNIT III**

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

##### **UNIT IV**

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 V**

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.

#### **Project (anyone) - Only suggestive**

Alarm for luggage security

Mobile cell-phone charger using cell

Power supply failure alarm

Blown fuse indicator .

**Modes of Learning Engagement:**

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

**Modes of Internal Assessment : Marks**

Written Test	: 10
Exam and Project	: 40

**References:**

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

### **SES 1 - Work Experience - Agriculture (Practices)**

**Instructional time: 1 Period/Week (Theory)  
2 Periods/ Week (Practicum)**

**Max.Marks: 50**

**Min. Pass Marks: 18**

**Exam. Duration : 3 Hours**

**(Internal Examination)**

**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 Outline:****Unit I****Identification**

- a) Seeds of common crops.
- b) Seeds of common vegetables.
- c) Important weeds.
- d) Manures commonly used.
- e) Fertilizers commonly used.

**Unit II****Seeds and Seedlings**

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

**Unit III****Ornamental gardening**

- a) Identification of different summer flowers.
- b) Identification of different winter flowers.
- c) Identification of common hedge and creeper plants.
- d) Preparation and maintenance of rockeries and borders.
- e) Preparation and maintenance of borders through hedge and flower plantation.

**Unit IV**

## Horticulture Practices

- Agro forestry and related concepts
- Potting and repotting practices.
- Practices related to production of important flowering plants.
- Collection of different types of seeds.
- Preparation of a project.

## Unit V

### General field practices

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

### Modes of Learning Engagement:

Hands on experiences, Activity based learning, Experimentation, Interactive engagement, Group work, Peer learning, Project work.

### Practicum:

- Identification of an agronomy of following crops:  
Wheat, Mustard, Gram, Rose etc.
- Agricultural Processes:  
Irrigation, Training and Pruning, Hoeing and Weeding, Seed Bed preparation, Nursery Management.

Modes of Internal Assessment	:	Marks
Written test	:	10
Exam and project	:	40

### Suggested Readings:

- डॉ.भीष्म पाल, प्रमुख सुगंध एवं औषधीय पौधों की खेती (श्री कृष्णा पब्लिशर्स, आगरा, 2001).
- Jitendra Singh, Basic Horticulture (Kalyani Publishers, New Delhi, 2012).
- Dr. Jaiveer Sing, Plant Propagation & Nursery Husbandry (Rama Publishing House, Meerut, 2002).
- Dr. Rajveer Singh & Dr. O.P. Rajput, Principles of Agronomy, Scientific Crop Production (Kushal Publications and Distributors, Varanasi, 2008).
- Dr. K.N. Dubey, Fruit Production in India (Rama Publishing House, Meerut, 2008).

## SES 2: Addressing Special Needs in Inclusive School

**Instructional Time: 3 periods/week**

**Exam. Duration: 3 Hours**

**Max. Marks: 50**

**Internal: 10**

**External: 40**

### Objectives of the Course:

On completion of the course, the student teacher 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 Outline:**

#### **Unit 1: 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; 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. 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: Concept, characteristics, classification and curriculum adaptation in inclusive school for children with various disabilities**

- Visual impairment
- Hearing impairment
- Locomotor and Neuromuscular disorders
- Mental Retardation
- Specific learning disabilities

#### **UNIT IV: Inclusive practices in schools**

- 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 V: 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.

### **Practicum:**

1. Critically review the New Indian Disability Act/ UNCRPD and examine how the new Act will satisfy the needs of PWD in an inclusive society.
2. Identify any one child with disability and prepare a case report.
3. Identify any one topic from the textbook and write how the given content can be adapted for children with sensory impairment. Write what teaching learning aids can be used by the teacher.
4. Conduct a survey in the local community and identify the possible changes to be brought in to remove physical, social and attitudinal barrier towards PWD.
5. Identify various types of schools available for children with disability and make a note on educational facility available for them.
6. Prepare on any one of the topics of the five units for presentation in the class.

<b>Modes of Internal Assessment</b>	<b>Marks</b>
Written tests	05
Any two of the following	05
Reflective written assignments	
Conducting seminar on chosen topics	
Group reports	
Field visit reports/ project report	
Case studies on different disabilities	

### **Suggested Readings:**

- 1 Banine, D (1988). Handicapped children in Developing countries: Assessment, Curriculum and Instruction - Edmonton (Alberta). University of Alberta.
- 2 Bala, M.J (2004). Methods of Teaching Exceptional Children,

- 3 Browning , R, E (2004): Teaching Students with Behaviour and Serve Emotional  
Problems, Jampala, M, B: Methods of Teaching Exceptional Children,
- 4 Farrell, M. (2004). Special Educational Needs: A Resource for Practitioners. New  
Delhi. Sage Publications.
- 5 Hegarty S. & Mithu Alur (2002). Education and children with Special need. New  
Delhi. Sage Publication.
- 6 Mani, M., N., G. (2001). Inclusive Education in Indian context. INRDC.
- 7 Moyes, R.A (2010). Building Sensory Friendly Classrooms to Support Children with  
Challenging Behaviors: Implementing Data Driven Strategies
- 8 NCERT and UNESCO (2004). Inclusive Education: An Orientation package for  
Teacher Educators. Department of Education of Groups with special needs. NCERT  
and UNESCO.
- 9 NCERT and UNESCO (2000). Assessment of Needs for Inclusive Education. Report  
of the First Regional Workshop. NCERT and UNESCO.
- 10 National institute for the Visually Handicapped.(2015). Information Booklet on  
Visual Impairment in India, Dehradun: Government of India.
- 11 Nerbonne, M. A. & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation.  
6th ed. Boston: Pearson Education.
- 12 Panda, K., C. (1990). Education of Exceptional Children. New Delhi. Vikas  
Publications.
- 13 Reddy G.L. & Rama, R (2000). Education of children with special needs, New Delhi -  
Discovery Pub.
- 14 Smith, D.D. (2002). Introduction to Special Education: Teaching in an age of  
challenge. Boston. Allyn and Bacon.
- 15 The Persons With Disability Act (1995). Ministry of Social Justice and  
Empowerment. Government of India, India, MSJE.
- 16 Smith, D.D (2003). Introduction to Special Education Teaching in an Age of  
opportunity, Allyn& Bacon,
- 17 Strichart, S., S (1993). Teaching Study Strategies to Students with Learning  
Disabilities, Allyn & Bacon, Boston,
- 18 Sataloff, R. T. & Sataloff, J. (2005). Hearing Loss. (4th Ed.) London: Taylor &  
Francis
- 19 Loreman.T, Deppeler.J & Harvey.D (2005). *Inclusive education - A practical guide to  
supporting diversity in the classroom.*(2<sup>nd</sup> Eds.). U.K. Routledge
- 20 UNESCO (1994). The Solamanca Statement and Framework for Action on Special  
needs Education. Paris. UNESCO
- 21 Wong, B, Y, L (1999). The ABCs of Learning Disabilities,

(SES 4)

**Group C: Developing Teacher Sensibilities**

**Section II: Experiences for Social and Environmental Sensitivity**

**SES 3: Working with Community**

**Duration: 10 days/year**

**Evaluation: grade point scale**

**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 10 days 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 organisation, which are directly or indirectly concerned with educational /literacy programme.
3. Micro planning exercises for assessing the educational status of the community.
4. Organisation of "Nukad Natak" "Cultural Programmes", "Rallies" etc.for motivating parents for sending their wards to schools.
5. School mapping exercises for assessing the educational needs 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 assessing its educational needs, social needs etc.
9. 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.
10. Organization of Literacy programmes in the community
11. Cleanliness drives in the community and awareness about their needs.
12. Character building programmes
13. Developing healthy food habits among the community
14. Conducting Vocational training programmes for self employment.
15. Promoting peace oriented values in the community.
16. Remedial teaching work for poor and needy in the community.
17. Action Research regarding local problems in consultation with the community.
18. Promoting peace oriented values in the community.
19. Conducting Adult Education programmes
20. Assistance and working with local community in actual relief work whenever needed.
21. Training of community in First Aid.
22. Helping the children with special needs.
23. 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 will be conducted on their experiences and written report prepared by the student teachers.

- Letter Grade	- Grade Point
- O (Outstanding)	- 100
- A+(Excellent)	- 90-99
- A(Very Good)	- 80-89
- B+(Good)	- 70-79
- B(Above Average)	- 60-69
- C(Average)	- 50-59
- P (Pass)	- 40-49
- F(Fail)	- Below 40
- Ab (Absent)	- 0

**THIRD YEAR**  
**विषय : हिंदी**  
**पेपर-I (आधुनिक काव्य)**

**Contact Hours: 4 periods per Week**

**Examination Duration: 3 Hours**

**Maximum Marks: 75**

**External: 60**

**Internal: 15**

**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 संक्षिप्त जानकारी के साथ उनके काव्य ग्रंथों से अवगत हो सकेगा।

**इकाई 1**

निम्नलिखित कवियों के दिए गए काव्यांशों में से किन्हीं दो काव्यांशों की संसदर्भ व्याख्या करनी है। प्रत्येक पद्यांश का एक विकल्प भी दिया जाएगा। प्रत्येक संसदर्भ व्याख्या के लिए 6 अंक निर्धारित हैं।

- 1 मैथिलीशरण गुप्त
- 2 सुमित्रा नंदन पंत
- 3 सूर्यकांत त्रिपाठी निराला
- 4 जयशंकर प्रसाद
- 5 महादेवी वर्मा
- 6 रामधारी सिंह दिनकर
- 7 सच्चिदानंद हीरानंद वात्स्यायन अज्ञेय

(पठनीय कविताओं की सूची इकाई संख्या 2 में देखें)

**इकाई 2**

इकाई एक में उल्लिखित कवियों की कविताओं पर दो समीक्षात्मक प्रश्न दिए जाएँगे। उनमें से एक प्रश्न विकल्प से चुनकर उत्तर देना होगा (6 अंक)। सूर्यकान्त त्रिपाठी "निराला", मैथिलीशरण गुप्त, जयशंकर प्रसाद के काव्य पर एक-एक प्रश्न दिया जाएगा निम्नलिखित कविताएँ पठनीय हैं – (6 अंक)

1. मैथिलीशरण गुप्त –
  - (1) उद्बोधन
  - (2) वेदने, तू भी भली बनी
  - (3) मुझे फूल मत मारो
  - (4) सखि, वे मुझसे कहकर जाते
2. जयशंकर प्रसाद –
  - (1) जाग री
  - (2) मेरे नाविक
  - (3) पेशोला की प्रतिध्वनि

**इकाई 3**

निम्नलिखित कवियों की कविताओं पर तीन समीक्षात्मक प्रश्न दिए जाएँगे। जिसमें से विद्यार्थी दो (6+6) प्रश्नों का उत्तर देगा।

- 1 सुमित्रानंदन पंत –1. प्रथम रश्मि  
3द्रुत झरो
2. आँसू की बालिका  
4. भारत माता
- 2 सूर्यकांत त्रिपाठी निराला –
  - 1 ध्वनि
  - 2 बादल राग
  - 3 तोड़ती पत्थर

- 3 महादेवी वर्मा  
 1 मैं अनन्त पथ में लिखती जो  
 2 निशा को धो देता राके  
 3 क्या पूजा क्या अर्चन रे  
 4 कौन तुम मेरे हृदय में
- 4 रामधारी सिंह दिनकर  
 1 किसको नमन करूँ मैं 2 कुरुक्षेत्र

#### इकाई 4

निम्नलिखित कवि की कविताओं पर तीन समीक्षात्मक प्रश्न दिए जाएँगे । जिनमें से विद्यार्थी दो ( 6+6) प्रश्नों का उत्तर देगा ।

- 1 सच्चिदानंद, हीरानंद वात्स्यायान "अज्ञेय"  
 (1) कलगी बाजरे की (2) सर्जना के क्षण  
 (3) चाँदनी जी लो (4) नदी के द्वीप

#### इकाई 5

एक प्रश्न आधुनिक काव्य के कवियों के संक्षिप्त परिचय से संबंधित होगा और एक प्रश्न रस निष्पत्ति और इस के प्रमुख अवयवों से संबंधित होगा । दोनों प्रश्नों का उत्तर देना होगा । एक प्रश्न विकल्प के रूप में भी दिया जाएगा ।

**पाठ्यपुस्तक** –आधुनिक हिंदी कविता के विविध आयाम, सं• डॉ. वीणा शर्मा, भाग्योदय प्रकाशन, अजमेर

- 60 अंक विश्वविद्यालय द्वारा सत्रांत परीक्षा (प्रत्येक इकाई 12 अंकों की होगी)
- 15 अंक आंतरिक मूल्यांकन (सत्र संबंधी कार्य लिखित 5 अंक टेस्ट, 5 अंक लिखित सत्रीय कार्य हेतु, 5 अंक मौखिक परीक्षा)

#### संदर्भ ग्रंथ

- 1 आधुनिक हिंदी कविता के विविध आयाम (पाठ्यपुस्तक)
- 2 कविता के नये प्रतिमान – नामवर सिंह
- 3 निराला की काव्य साधना – राम विलास शर्मा
- 4 निराला काव्य की ज्ञानदीप चेतना, रमेश चंद्र मिश्र
- 5 कामायनी में काव्य संस्कृति और दर्शन – डॉ. द्वारिकाप्रसाद सक्सेना
- 6 नयी कविता – कांतिकुमार

## पेपर–II: कथा साहित्य (कहानी और उपन्यास)

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External: 60**

**Internal: 15**

#### उद्देश्य :

विद्यार्थी कहानियों एवं उपन्यास के तत्वों का ज्ञान प्राप्त कर सकेगा तथा उनकी समीक्षा करने की क्षमता का विकास कर सकेगा ।

#### इकाई 1

निम्नलिखित इकाई 2 में वर्णित कहानियों में से दिए गए गद्यांशों में से किन्हीं दो गद्यांशों की संसदर्भ व्याख्या करनी है। प्रत्येक 6 अंक के गद्यांश का एक विकल्प भी दिया जाएगा । निम्नालिखित पुस्तकें पठनीय हैं –

- 1 कथा कलश : सं. मनोहर वर्मा, किरण पब्लिकेशन्स अजमेर
- 2 त्याग पत्र : जैनैन्द्र कुमार प्रकाशक – पूर्वोदय प्रकाशन दिल्ली

### इकाई 2

कथा कलश की निम्नलिखित कहानियों में से दो कहानियों पर दो समीक्षात्मक प्रश्न दिए जाएंगे जिनमें से दो (6+6) अंकों के प्रश्न का उत्तर देना होगा ।

- |   |                |   |                 |
|---|----------------|---|-----------------|
| 1 | नमक का दारोगा  | – | प्रेमचंद        |
| 2 | दुःख           | – | यशपाल           |
| 3 | चीफ की दावत    | – | भीष्म साहनी     |
| 4 | दादी माँ       | – | शिव प्रसाद सिंह |
| 5 | नौकरी पेशा     | – | कमलेश्वर        |
| 6 | सरहद के इस पार | – | नासिरा शर्मा    |

### इकाई 3

त्यागपत्र उपन्यास पर दो समीक्षात्मक प्रश्न दिए जाएँगे जिनमें से (6+6) अंक के दो प्रश्नों का उत्तर देना होगा ।

### इकाई 4

कथा कलश सं. मनोहर वर्मा की कहानियों अथवा त्याग पत्र उपन्यास पर दो समीक्षात्मक प्रश्न दिए जाएंगे । उनमें से (6+6) अंक के दो प्रश्नों का उत्तर देना होगा। एक प्रश्न विकल्प के रूप में दिया जाएगा । कथा कलश की 6 कहानियों के नाम इकाई 2 में दिए गए हैं ।

### इकाई 5

आधुनिक हिंदी कहानी एवं उपन्यास के तत्वों पर तथा कथाकारों के परिचयात्मक अध्ययन पर तीन प्रश्न दिए जाएँगे उनमें से (6+6) अंकों के दो प्रश्नों का उत्तर देना होगा ।

- 60 अंक विश्वविद्यालय द्वारा सत्रांत परीक्षा (प्रत्येक इकाई 12 अंकों की होगी)
- 15 अंक आंतरिक मूल्यांकन (सत्र संबंधी कार्य लिखित 5 अंक टेस्ट, 5 अंक लिखित सत्रीय कार्य हेतु, 5 अंक मौखिक परीक्षा)

## ENGLISH

### Paper I: Prose and Fiction

Contact Hours: 4 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

External: 60

Internal: 15

### Objectives:

The students will be able to

- develop their comprehension skill through readings in various types of prose
- develop their reading habits through some long specimens of prose.

**Course Contents: The paper will be divided into five Units.**

### Unit I

Four passages for explanation with reference to the context from texts prescribed in units II and III carrying a weight of three (03) marks each.

### Unit II Essays (Detailed study)

E.M. Forster	:	Does Culture matter?
Bertrand Russell	:	Knowledge and Wisdom
A.G. Gardiner	:	On Saying 'Please'
Anonymous	:	The Lost Umbrella

### Unit III Short Stories (Detailed study)

William Somerset Maugham	:	Mr. Know-All
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Nadine Gordimer	:	Once upon a time
Mulk Raj Anand	:	The Lost Child
Munshi Premchand	:	The Shroud

**Unit IV Novel (i) (Non-detailed Study)**

Ernest Hemingway	:	The old Man and the Sea
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**Unit V Novel (ii) (Non-detailed Study)**

Kamala Markandeya	:	Nectar in a Sieve
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**Modes of Learning Engagement**

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 60 marks. Each Unit will carry a weight of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
  - Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

**N. B.** : One critical question will be set in question paper from each unit except Unit one carrying a weight of 12 marks each.

**Suggested Readings**

Williams, R. *The English Novel from Dickens to Lawrence*. London: The Hogarth Press 1987.

Ward, A.C. *Twentieth Century Prose (1940-1960)*. London: Longman. 1962.

Forster, E.M. *A Passage to India*. New Delhi: Penguin Classics.2005.

Toyne, Anthony. *An English Reader's History of England*. Oxford: Oxford University Press. 2006.

Trevelyan, G. M. *English Social History*. London: Penguin. 1987.

Blamers, Harry. *A Short History of English Literature*. London: Routledge. 1984.

Fowler, Roger. *A Dictionary of Modern Critical Terms*. London: Routledge. 1987.

Sinha, Sushant. K. *English Essayists*. New Delhi: Oxford University Press.1978.

**Paper II: Poetry and Drama**

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External: 60**

**Internal: 15**

**Objectives:**

The students will be able to

- make themselves familiar with modern English Poetry.
- appreciate the Indian English Poetry in pre-independence and post-independence era.
- enjoy drama and improve their dramatic skills.

**Course Contents: The paper will be divided into five Units.**

**Unit I:** Four passages for explanation with reference to the contexts from the texts prescribed in units II and III carrying a weightage of three (03) marks each. **(12Marks)**

**Unit II Poetry (i) (Detailed study)**

G.M. Hopkins	:	Pied Beauty
T.S. Eliot	:	The Hollow Men
Wilfred Owen	:	Strange Meeting
W.B. Yeats	:	Sailing to Byzantium
Robert Frost	:	Mending Wall
Rupert Brooke	:	The Soldier

### **Unit III Poetry (ii) (Detailed study)**

Sri Aurobindo	:	The Tiger and the Deer
Rabindranath Tagore	:	Where the Mind is without Fear
Sarojini Naidu	:	A Challenge to Fate
Nissim Ezekiel	:	Night of the Scorpion
Kamala Das	:	An Introduction
A.K. Ramanujan	:	A River

### **Unit IV Drama (i) (Non-detailed Study)**

G.B. Shaw	:	Arms and the Man
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### **Unit V Drama (ii) (Non-detailed Study)**

Vijay Tendulkar	:	Silence; The Court is in Session
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### **Modes of Learning Engagement**

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 end examination will be of 60 marks. Each Unit will carry a weight of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
  - Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

**N. B.** One critical question will be set in question paper from each Unit except Unit one carrying a weight of 12 marks each.

### **Suggested Readings**

Brooks, Cleanth. *Modern Poetry and the Tradition*. Chapel Hill: The University of North Carolina Press, 1939.

Drew, Elizabeth A. *Poetry: A Modern Guide to Its Understanding and Enjoyment*. New York: W. W. Norton & Company. 1959.

Hulse, Michael and Simon Rae. *The 20th Century in Poetry*. New York: Pegasus. 2013.

King, Bruce. *Modern Indian Poetry in English*. New Delhi: Oxford University Press. 2005.

Southam, B.C. *A Guide to the Selected Poems of T.S. Eliot*. New York: Faber & Faber. 1998.

### **PAPER I: MASNAVI AUR MARSIA**

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours External: 60**

**Internal: 15**

**Note:** Each paper contains ten questions, having two questions from each unit. The candidates are required to attempt five questions in all selecting at least one question from each unit.

#### **Unit I**

There are two parts of this unit. Part Ist contains Six objective type questions on prescribed syllabus. Each question carry 1 mark. Second part contains two questions. Each question carries three marks and word limit for answer shall be up to 100 words.

#### **Unit II**

Explanation and critical appreciation of any two extracts of Marsia out of three extracts with reference context from prescribed text. Each carries 6 marks.

#### **Unit III**

Explanation of any two stanzas of Masnavi out of three with reference and context.

#### **Unit IV**

Marsia: Lughvi aur Istelahi mafhoom. Marsia ki mukhtlif Hayyaten. Marsia aur Almia, Sanha-e-karbla se mutaliq Marsie ki Khususiyat. Masnavi aur Uska fan – Ajza-e-Tarqeebi.

#### **Unit V**

Anees aur Dabeer ki savanhe aur unke Marsiyon ka Tanquidi jayaza. Meer Hasan aur Pt. Daya Shankar Naseem ki Masnvi Nigari ka Tanquidi jayaza.

#### **• 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.

#### **• Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
  - Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

**N. B.** One critical question will be set in question paper on each unit except unit one carrying a weight-age of 12 marks each.

**Text** : Intikhab-e-Manzoomat Part II, U.P. Urdu Academy.

Anees: Marsia – Namak-e-khan-e-Takallum Hai Fashat Meri

Dabeer: Dast-e-Khuda ka Quvvat-e-sahar-e-Bazoo Hussain Hain.

Meer Hasan: Masnavi – Intekhab-e-sahar-ul-Bayan

Daya Shankar Naseem: Intekhab-e-Gulzar-e-Naseem.

### **PAPER II: NOVEL, AFSANA AUR DRAMA**

**Contact Hours: 4 periods per Week**

**Examination Duration: 3 Hours**

**Maximum Marks: 75**

**External 60**

**Internal: 15**

**Note:** Each paper contains ten questions having two questions from each unit. The candidates are required to attempt five questions in all selecting at least one question from each unit.

### **Unit I**

General knowledge's questions on prescribed syllabus. There are two part of this unit. Part Ist contains Six objective type questions. Each question carries 1 mark. Part II<sup>nd</sup> contains two questions. Each question carries Three marks and word limit for answer shall be up to 100 words.

### **Unit II**

Explanation of two extracts out of three extracts from prescribed stories with reference and context. Each extract carries 6 marks.

### **Unit III**

Explanation with reference and context from prescribed Novel and Drama.

Or

Critical appreciation of story, plot. Technique and characters etc.

### **Unit IV**

Life and works of prescribed Novelist, short story writers and play wright.

### **Unit V**

Components of Novel, short story and Drama

Difference between Novel, Short Story and Drama

Urdu Drama Nigari ki Tareekh

#### • **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.

#### • **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.

- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

- Two assignments: one oral presentation and one written assignment. It will carry a weight age of five (05) marks.

**N. B.** One critical question will be set in question paper on each unit except unit one carrying a weight-age of 12 marks each.

**Text:** (i) Novel Ibnul – Waqt by Nazeer Ahmad (first 5 chapters only for explanation)

1. Intekhab-e-Afsana : U.P. Urdu Academy

(ii) Following short stories from Intekhab-e-Afsana, U.P. Urdu Academy

1. Kafan – Munshi Prem Chand

2. Toba Tek Singh : Manto

3. Kalu Bhangi : Krishan Chander

4. Babbal : Rajinder Singh Bedi

(iii) Drama : Darwaze Khol Do – Krishna Chande



**B.A. B.Ed. 3<sup>Rd</sup> Year**  
**HISTORY**  
**PAPER I: INDIAN HISTORY 650 A.D. to 1526 A.D.**

**Contact Hours: 4 periods per Week**  
**Examination Duration: 3 Hours**

**Maximum Marks: 75**  
**External 60**  
**Internal: 15**

**OBJECTIVES**

- 1 To enlighten the students about the rich literary and archaeological heritage of sixth and seventh centuries onwards.
- 2 To provide the knowledge about the Rajputs of north India and their achievements.
- 3 This Semester will highlight the South Indian history and its contact with rest of India.
- 4 To give the knowledge of Turkish conquests and Khilji administrative and economic reforms.
- 5 The Semester will show how the Tughlaq rulers contributed to the state and society in India.
- 6 This Semester will highlight the rise of regional powers in India in the 16<sup>th</sup> century.

**UNIT I**

- a) Survey of the sources of the period.
- b) Rise of Rajputs; origin and consolidation, main dynasties society and polity
- c) South India - Pallavas, Chalukyas, Rashtra Kutas, Cholas, Hoyasalas, Kaktiyas- society and polity.
- d) Tripartite struggle

**UNIT II**

- A) Turkish Invasions and early Rajput resistance.
- B) Establishment of Delhi Sultanate (1206-1290)
- C) Conflicts with regional powers, with special reference to Khilji imperialism.
- D) Administrative and economic measures of Alauddin Khilji.

**UNIT III**

- A) Mohammad Bin Tughlaq – his plannings and failures
- B) Firoz Tughlaq – agrarian reforms and public welfare.
- C) Vijayanagar and Bahamani Kingdoms – Expansion and conflict
- D) Society and economy under Vijayanagar and Bahamani empires.

**UNIT IV**

- A) The problem of North Western frontier. The Mangol invasions and their impact.
- B) Administrative institutions of the Sultanate period, theory of kingship and land revenue system.
- C) Development of Art, Architecture and literature in sultanate period
- D) Decline of the Delhi sultanate.

**UNIT V**

- A) Rise of provincial kingdoms – Malwa, Gujrat, Bengal, Jaunpur and Mewar.
- B) Inter state conflicts with reference to Malwa, Gujrat and Mewar.
- C) Lodis and Saiyyads
- D) The nature of Afgan polity.

• **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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

● **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

**संदर्भ पुस्तकें**

1 सत्यकेतु विद्यालंकार	—	प्राचीन भारत, दिल्ली
2 ओम प्रकाश	—	प्राचीन भारत
3 रमेश चन्द्र मजूमदार	—	प्राचीन भारत
4 ए. घोष	—	भारत का प्राचीन इतिहास
5 वी सी पाण्डेय	—	प्राचीन भारत का राजनीतिक एवं सांस्कृतिक इतिहास
6 वी. डी. महाजन	—	प्राचीन भारत का इतिहास
7 शिव कुमार गुप्त	—	प्राचीन भारत का इतिहास
8 झा एवं श्रीमाली	—	प्राचीन भारत का इतिहास
9 H.C.Raychowdhry	—	Political History of Ancient India
10 R.C.Majumdar	—	History and Culture of Indian people.
11. B.N.Lunia	—	History of Ancient India
12. H.C.Jain	—	मध्यकालीन भारत का इतिहास
13 आशीर्वाद लाल श्रीवास्तव	—	दिल्ली सल्तनत

**PAPER II: INDIAN HISTORY (1526-1857 A.D)**

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External 60**

**Internal: 15**

**OBJECTIVES:**

- 1 The period under review marks a very crucial phase in the study of Indian History and attempts to answer questions which hitherto have defined answer.
- 2 The Mughal Empire attempted to seek solutions to issues which had an all India character and lasting impact. This shift and change in emphasis is vital for a student of History who attempts to study it on a national basis. The inherent contradictions in the Mughal policy have to be understood in their proper perspective to shed fresh light on the decline of the Mughal Empire such approaches are objective in nature.
- 3 The reader/student should fully understand the mechanism which affected the factors which led to the establishment and consolidation of the British power in India. This time of reasoning will force the student to think afresh on many issues.

**UNIT I**

- A Sources of the period
- B Advent of Mughals – Babur, Humayun and the second Afghan empire. (with special reference to Sher Shah Suri)
- C State and society, political, administrative and economic institutions.

**D** Agriculture and industry, trade and commerce and establishment of urban centers

## **UNIT II**

- A)** Consolidation and expansion of the Mughal Empire Akbar, Jahangir, Shah Jahan and Aurangzeb.
- B)** Rajput policy of Akbar, Aurangzeb and the fall of Mughal Empire.
- C)** Mughal Relation with Rajputs, Jats, Marathas and Sikhs.

## **UNIT III**

- A)** Mughal administrative institutions -land revenue system, Mansabdari and Jagirdari system.
- B)** Rajput policy of Akbar, Aurangzeb and the fall of Mughal Empire.
- C)** Development of Art and culture during Mughals

## **UNIT IV**

- A)** Third Battle of Panipat, Maratha confederation
- B)** Maratha struggle against the British.
- C)** Establishment of British rule in Bengal and consequent administrative changes.
- D)** British Relations with Indian states: Mysore, Punjab and Awadh

## **UNIT V**

- A)** Estimate of Clive and Hastings
- B)** Growth of Legislature
- C)** Administrative changes
- D)** Indian resistance prior to 1857

### • **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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

### • **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
  - Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

### **संदर्भ पुस्तकें (Suggested Readings)**

- |          |   |   |   |
|----------|---|---|---|
| <b>1</b> | हरिश्चन्द्र वर्मा<br>दिल्ली विश्वविद्यालय | : | मध्यकालीन भारत, हिंदी माध्यम कार्यान्वयन निदेशालय,  |
| <b>2</b> | उर्मिला प्रकाश सिंह                       | : | भारत का इतिहास, मध्यप्रदेश हिंदी ग्रंथ अकादमी       |
| <b>3</b> | ताराचंद                                   | : | भारतीय स्वतंत्रता का इतिहास, (खंड 1-4)              |
| <b>4</b> | शर्मा और व्यास<br>आंदोलन                  | : | ब्रिटिश साम्राज्यवाद भारतीय प्रतिरोध एवं स्वतंत्रता |
| <b>5</b> | R.P.Tripathi                              | : | Rise and Fall of the Mughal Empire                  |
| <b>6</b> | S.R.Sharma                                | : | Religious Policy of the Mughal Emperors             |
| <b>7</b> | J.N.Sarkar                                | : | Mughal Administration                               |
| <b>8</b> | G.S.Sardesai                              | : | New History of the Marathas vol.III                 |
| <b>9</b> | Tara Chand                                | : | History of Freedom Movement in India (4 vols.)      |

10. आर.एल.शुक्ल : आधुनिक भारत  
 11. बी.एल.ग्रोवर : आधुनिक भारत का इतिहास  
 (ii) Following short stories from Intekhab-e-Afsana, U.P. Urdu Academy  
 1. Kafan – Munshi Prem Chand  
 2. Toba Tek Singh : Manto  
 3. Kalu Bhangi : Krishan Chander  
 4. Babbal : Rajinder Singh Bedi  
 (iii) Drama : Darwaze Khol Do – Krishna Chande

### GEOGRAPHY

Scheme	Exam Duration	Max. Marks	Min. for pass
Paper I	3 hrs.	40 (External) 10 (Internal)	36
Paper II	3 hrs.	40 (External) 10 (Internal)	
Paper III	5 hrs.	50	18

### PAPER I: WORLD REGIONAL GEOGRAPHY

**Examination Duration: 3 Hours**

**Max. Marks : 40**

#### Objectives:

To familiarize the students with the different places and people of different countries. Besides this they will be able to know our Neighboring Countries also. They are supposed to understand the relationship between geographical facts and human responses.

#### CONTENTS

##### Unit-I

Asia in the context of the world. Terrain pattern, drainage, climate, natural vegetation, soils, spatial distribution of population and economic base of the continent. Regional studies of China and Japan.

##### Unit- II

Africa and Europe – in the context of Asia. Regional Studies of Egypt and South Africa. Physical, economic, demographic characteristics of the continent of Europe. Regional Studies of U.K., Germany and France.

##### Unit-III

North and South America Physical, Economic and demographic set-up; Regional Studies of USA and Brazil.

##### Unit-IV

Australia & New Zealand general account of the physical, economic and demographic set-up. Detailed regional studies of Australia, New Zealand.

##### Unit V

Contemporary issues in world geography: Globalisation, W.T.O. and world Summit, UN Environment programmes (UNEP), UN Development programmes, environment and sustainable development; Disaster management: concepts, components and people's response, concepts of regions and regional planning.

- **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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

#### **Assessment Modalities**

- The end examination will be of 40 marks. Each unit will carry a weightage of 08 marks.
- 36% marks will be essential for passing the examination both in theory and practical.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

#### **Books Suggested:**

1. Cole, J. : A Geography of the World's Major Regions, Routledge, London, 1996.
2. Deblij, H.J. : Geography: Regions and concepts, John Willey, New York 1994.
3. Jackson, R. H. and Hudman, L. E. : World Regional Geography: Issues for Today John Willey, New York, 1991.
4. Minshull, G. N. : Western Europe, Hodder and Stoughton, New York, 1984.
5. Patterson, J. H. : Geography of Canada and the United States, Oxford University Press, 1985.
6. Shaw E. B. : Anglo American- A Regional Geography.
7. Minshull Roger: Regional Geography.
8. James P. E. Latin America Cassed and Co. London
9. डॉ जगदीश सिंह एवं डा वी पी राव, तीन दक्षिणी महाद्वीप, वसुंधरा प्रकाशन, गोरखपुर
10. Minshull Roger: The changing nature of Geography.
11. Jarrot H.Q. : Africa
12. निगम एम एन : तीन दक्षिणी महाद्वीप
13. एम एस डी कौशिक : भौगोलिक विचारधाराएं एवं विधि तंत्र
14. James P.E.: Latin America, Cassed and Co., London.
15. Trewartha G. T.: Japan (The University of Wisconsin Types)
16. Ackverman E. A. : Japan's Natural Resources.
17. Stamp, L. D.: Africa, John Willey and Sons, New York.
18. Butland, G J. : South Africa.
19. C.B. Crassey : Geography of China.
20. बनवारी लाल : उत्तरी अमेरिका का भूगोल

### **PAPER II : GEOGRAPHY OF INDIA**

**Examination Duration: 3 Hours**

**Max. Marks : 40**

**Objectives:** To present a comprehensive, integrated and empirically based profile of India. The course is designed so as to present the role of geographical positioning of India in molding its geopolitical personality and its inter relations with other countries.

#### **CONTENT:**

##### **Unit -I**

India in the context of the South-East and South Asia; India: A land of diversities; unity within diversities. Major terrain elements of India and their role in shaping physical landscape of India. Drainage system and its functional significance.

##### **Unit-II**

Regional and seasonal variation of climate- The monsoon, Western disturbance, norwesters. Climatic regions of India.

Soil types - their distribution and characteristics, vegetation types and their distribution.

Forest - The status of their use and need for conservation.

##### **Unit- III**

Agriculture, irrigation and multipurpose projects, Geographical conditions, distribution and production of wheat, rice, sugarcane, cotton, jute, tobacco, coffee, tea; Live stock, Horticulture and Dairy products in India; Fisheries.

#### **Unit-IV**

Resources: minerals - iron-ore, mica, manganese and sources of power – coal, petroleum, hydropower, solar, atomic energy; Resource Regions of India; Industries -Iron and steel, textile, cement, chemical, fertilizer, paper and pulp; Industrial regions of India; Composition of domestic and international trade; Transportation -railways, road, air and water.

#### **Unit-V**

Changing nature of Indian economy-Agricultural growth during the plan period: Green revolution vis-à-vis traditional farming; regionalization of Indian agriculture. Agricultural regions and its relevance in agricultural development planning. Spatial distribution of population and density; Socio Economic implications of population explosion; urbanization; Gender discrimination and empowerment of women.

- **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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

- **Assessment Modalities**

- The end examination will be of 40 marks. Each unit will carry a weightage a 08 marks.
- 36% marks will be essential for passing the examination both in theory and practical.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

#### **Books Recommended**

1. Deshpande C.D.: India –A Regional Interpretation, Northern Book Centre, New Delhi, 1992.
2. Singh R.L. (ed.): India - A Regional Geography, National Geographical Society, India, Varanasi, 1971. .
3. Spate, O.H.K. and Learnmonth, A.T.A. : India and Pakistan - Land People and Economy,
4. Methuen & Co., London, 1967.
5. Wadia, D.N.: Geology of India, McMillan & Co., London 1967.
6. Dr. Khullar: India (A Comprehensive Geography) Kalyani Publication, New Delhi.
7. Negi: Geography of India.
8. Govt. of India: Five Year Plans of India.
9. Indian Year Book (Latest Edition) : Publication Division, Delhi.
10. Irrigation Atlas of India.
11. Chatterji, S.B. : Climatology of India (Calcutta University, Calcutta)
12. Gazetteers of India: Publication Division, New Delhi.
- 13<sup>प</sup> वी के तिवारी, भारत का वृहत् भूगोल, हिमालय पब्लिकेशन
- 14<sup>प</sup> मामोरिया एवं जैन : भारत का वृहत् भूगोल, साहित्य भवन, आगरा
- 15<sup>प</sup> सुरेश चन्द्र बंसल, भारत का वृहत् भूगोल

## GEOGRAPHY PRACTICAL

**Contact Hours: 4 periods per Week**

**Maximum Marks: 50**

**20-25/Batch**

**Examination Duration: 5 Hours**

1. Lab work (Written Examination 3 hours duration)	20
2. Record work and viva-voce	10
3. Field Survey and Viva-voce (2 hours duration)	10
4. Environmental Project report and viva-voce	10
<b>Total</b>	<b>50</b>

### CONTENTS:

1. Projection -General principles, classification and choice of projections, construction, properties, merit and demerits, limitations and use of the following projections:
  - Cylindrical: Simple, equal area, Gall's and Mercator's projection.
  - Conical: One standard parallel, two standard parallels, Bonne's and Polyconic.
  - Zenithal (polar case): Orthographic, Stereographic, Gnomonic, Equidistant and Equal Area.
  - Conventional: Mollweide's, Sinusoidal, GlobularProjection suitable for map of India
2. Climatic maps and diagrams –Isopleth Maps (Isobar, Isotherms and Isohyte maps), Simple and Compound Wind rose, climograph, hythergraph and climatograph.
3. Study & interpretation of weather maps of January & July months.
4. Statistical methods - Calculation of coefficient of correlation (Spearman's and Carl Pearson's)
5. Prismatic Compass Survey -Importance, Appliances, Methods: Radiation, Intersection, Traverse (closed and open traverse), correction of bearings and removal of closing error,
6. Project report pertaining to problems of Environmental Geography of local areas. Detailed report will be prepared and separate topics to be given to a batch of 8-10 students. It will be for 7 days.

### Suggested Books:

1. Kellaway, George: Man Projections, Mathuen & Co., London.
2. Steers, J.K.: Man Projections, University of London Press, London.
3. Singh R. L.: Elements of Practical Geography, Kalyani Publishers, New Delhi.
4. शर्मा, जे. पी., प्रायोगात्मक भूगोल, राज हिंदी ग्रंथ अकादमी, जयपुर
5. जैन एम एस : प्रयोगात्मक भूगोल (पार्ट तृतीय) साहित्य भवन, आगरा

## POLITICAL SCIENCE

### PAPER I: REPRESENTATIVE WESTERN POLITICAL THINKERS

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External: 60**

**Internal: 15**

### OBJECTIVES

- 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.

**CONTENT:**

**UNIT I**

Plato: Ideal State, Justice, Rule of Philosophy, Education, Communism. Aristotle: State, Constitution, Citizenship, Property, 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

**UNIT IV**

Jeremy Bentham: Utilitarianism, Law & Reforms

J.S.Mill: Revision of Bentham's Utilitarianism, Liberty and Representative Government.

T. H. Green: Theory and functions of state, Liberty

**UNIT V**

G. W. Hegel: Dialectical idealism, Theory of State

Karl Marx: Dialectical & Historical materialism, Surplus value, Class Struggle, Revolution

John Rawls: Theory of Justice

- **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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.

- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

- Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

**SUGGESTED READINGS**

Sir, E. Baker, Greek political Theory: Plato and his predecessors, New Delhi, B. L. Publications, 1964.

A. Ashcraft, Revolutionary Politics and Locko's Two Treatises of Govt., London, Allen and Unwin 1986.

K.C.Brown (ed.) the Cambridge History of Political Thought 1450-1700, Cambridge, Cambridge University Press, 1991.

J.A. Dunning; History and Political Theories, New York, Macmillan, 1902.

H.J.Laski, Political thought from Locke to Bentham, Oxford, Oxford University Press, 1920.

S.Mukherjee and S. Ramaswamy, A History of Political Thought : Plato to



Marx, New Delhi Prentice Hall, 1999.

C.C. Maxey, Political Philosophies, New York, Macmillan, 1948.

हरिदत्त वेदालंकार – पाश्चात्य राजनीतिक विचारक

बी एल फड़िया – पाश्चात्य राजनीतिक विचारक, साहित्य भवन पब्लिकेशन, आगरा

जे.पी.सूद – प्रमुख राजनीतिक विचारक, के नाथ एंड कंपनी मेरठ

नरेश दाधीच – जान राल्स का न्याय सिद्धांत : अविष्कार पब्लिशर्स, जयपुर 2003

## **PAPER II: INTERNATIONAL RELATIONS SINCE 1945**

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External 60**

**Internal: 15**

### **OBJECTIVE**

- 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.

### **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. Morton Kaplan's System Theory, Game Theory, Decision Making Theory.

#### **UNIT II**

National Power: meaning and elements, Balance of power, Collective Security, Instruments of National Interest – Diplomacy and Propaganda.

#### **UNIT III**

Cold War: meaning, causes, events and impact, Detente, new Cold War, end of Cold War, International relations in unipolar world, Non Alignment Movement (India and NAM).

#### **UNIT IV**

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.

#### **UNIT V**

Major Contemporary, Trends and Issues in International Politics, Role and Impact of UN in changing the World, Environmentalism, Human Rights and Global Terrorism, International Political Economy, Disarmament, SAARC, ASEAN, European Union.

#### **• 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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
  - Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

### **SUGGESTED READING**

L.M.Goodrich, United Nation in changed world, New York, Columbia University Press, 1974.

M.S.Rajan (ed.), United Nations at Fifty and Beyond, New Delhi, Lancer Books 1996.

R.A.Folk, Law, Morality and War in the Contemporary World, New York, Frederick A Praegar, 1963.

W.D. Coplin, Introduction to International Politics, Chicago, Markham 1971.

Mahendra Kumar: International Politics.

K.N.Waltz, Theory of International Politics Reading Massachusetts : Addison Wesley 1979.

Fredman : Introduction to World Politics.

डॉ आर एस यादव – भारत की विदेश नीति – एक विश्लेषण, किताब महल एजेन्सीज, इलाहाबाद, 2004

पीताम्बर दत्त कौशिक – अन्तर्राष्ट्रीय संबंध, कल्याणी पब्लिशर्स, लुधियाना

डॉ पुष्पेश पंत व श्री पाल जैन, अन्तर्राष्ट्रीय संबंध, मीनाक्षी प्रकाशन, मेरठ

जे एन दीक्षित – भारतीय विदेश नीति, प्रभाव प्रकाशन, नई दिल्ली

यू आर धर्ई – अन्तर्राष्ट्रीय राजनीति : सिद्धांत व व्यवहार न्यू एकेडेमिक पब्लिशिंग कंपनी, जालंधर, 2005

## **ECONOMICS**

### **PAPER I: MONEY, BANKING AND PUBLIC FINANCE**

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External: 60**

**Internal: 15**

### **OBJECTIVE**

**The Students are expected to :**

- Understand the meaning, usage of impacts of money on economy and functioning of banks and different aspects of Public finance.
- Develop the ability to appraise critically the issues related with inflation, deflation, reflation.

### **CONTENT**

#### **UNIT I**

**Basic Concepts:** Money – meaning, functions and classification. Gresham's law:: Monetary standards – metallic and paper systems of note issue.

**Value of Money and Inflation:** quantity theory of money – Cash transaction and cash balance approaches: The Keynesian approach: Inflation, deflation and reflation – definition, types, causes and effects of inflation on different sectors of the economy: Demand pull and cost push inflation: Measures to control inflation: Philips curve.

## **Unit II**

**Commercial Banking:** Functions of commercial banks, the process of credit creation – Purpose and limitations; Liabilities and assets of banks: Evolution of commercial banking in India after Independence : A critical appraisal of the progress of commercial banking after nationalization : Recent reform in banking sector in India. Determinants of Money Supply - High powered Money and Money Multiplier.

## **Unit III**

**Central Banking:** *Functions of a Central Bank, Various quantitative and qualitative methods of credit control objective methods. Role and functions of the Reserve Bank of India. Monetary, Policy, with special reference to India.*

## **Unit IV**

**Nature and Scope of Public Finance:** *Meaning and scope of public finance: Distinction between private and public finance: Public goods vs. private goods: Market failure: Role of the Government.*

**Public Expenditure:** Meaning, classification and principle of public expenditure : Canons and effects of public expenditure : Trends in public expenditure and causes of growth public expenditure in India.

## **Unit V**

**Taxation:** Sources of public revenue: Taxation – meaning, canons and classification of taxes: Effects of taxation: Characteristics of good tax system: major trends in tax revenue of the Central and State Governments Rajasthan.

### **• 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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

### **• Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
  - Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

### **Books Recommended**

- Ackley, G.(1978). Macro economics: Theory and Policy, Macmillan Publishing Co., New York.
- Bhargava, R.N. (1971). The Theory and Working of Union Finance in India, Chaitanya Publishing House, Allahabad.
- Gupta., S.B. (1994). Monetary Economics S. Chand and Company, New Delhi.
- Houghton, E.W. (Ed.) (1988). Public Finance Penguin. Baltimore.

- Jha, R. (1998), Modern Public Economics, Routledge London.
- Mithani, D.M. (1981), Macroeconomic Analysis and Policy, Oxford and IBH, New Delhi
- Mithani, D.M. (1998). Modern Public Finance, Himalaya Publishing House, Mumbai.
- Musgrave, R.A. and P.B. Musgrave(1976). Public Finance in Theory and Practice, McGraw Hill, Kogakusha, Tokyo.
- Shapiro, E. (1996). Macroeconomic Analysis Galgotia Publications, New Delhi.
- Day, A.C.L. (1960), Outline of Monetary Economics Oxford University Press, Oxford.
- DeKock, M.H. (1960). Central Banking, Staples Press, London.
- Due, J.F. (1963), Government Finance, Irwin, Homewood.

## **PAPER II: QUANTITATIVE TECHNIQUES**

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External 60**

**Internal: 15**

### **OBJECTIVE**

**The Students are expected to:**

- Understand the meaning definition and basic Concept of Statistics and Mathematics.
- Understand the use of different tools and techniques of measurement to solve various statistical problems.
- Understand various methods and their uses in economics.

### **CONTENT**

#### **Unit I**

**Calculus:** Differentiation of a Function: Integration of a function. Arithmetic and Geometrical progressions, Logarithm.

**Matrix and Determinants:** Various types of matrices. Determinants. Inverse of a matrix, Cramer's rule.

#### **Unit II**

**Introduction to Statistics:** Basic concepts : Population Sample, Parameter Frequency Distribution, Cumulative frequency :Graphic and diagrammatic representation of data. Techniques of data collection : Sampling vs. Population, primary and secondary data.

#### **Unit III**

*Central Tendency and Dispersion: **Measures of central tendency : Mean, Median, Mode, Geometric mean and Harmonic mean. Measures of dispersion, Range, Mean Deviation, Standard deviation. Coefficient of variation. Quartile deviation. Skewness, Concept of rate of growth.***

#### **Unit IV**

##### **Correlation and Regression**

Correlation: Simple Coefficient of Correlation – Karl Pearson and Rank Correlation. Partial and Multiple correlation Analysis, Regression analysis – Least squares method, interpretation of regression coefficients. Interpolation (Newton's and Binomial Method).

#### **Unit V**

##### **Times Series and Index Numbers**

Time series analysis – Concept and components – Determination of regular trend and seasonal indices : Index numbers – Concept, price relative, quantity relative, value relative. Laspeyres's, Paasche's and Fisher, Family budget method; Problems in the construction and limitations of index numbers. Tests for ideal index number.

## Indian Statistics

Current population census 2011. Statistical system in India. Agriculture, Industrial and Trade Statistics in India.

- **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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.

- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

- Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

### Books Recommended

- Allen, R.G.D. (1974) Mathematical Analysis of Economics Macmillan Press, London.
- Black, J. and J.F. Bradley (1973). Essential Mathematics for Economists. John Wiley and Sons.
- Chiang, A.C. (1986) Fundamental Methods of Mathematical Economics (3<sup>rd</sup> edition) McGraw Hill, New Delhi
- Croxton, F.E., D.J. Cowden and S. Klein (1973), Applied General Statistics Prentice Hall, New Delhi
- Gupta, S.C. and V.K. Kapoor (1993). Fundamentals of Applied Statistics. S. Chand and Sons, New Delhi
- Speigal, M.R. (1992) Theory and Problems of Statistics McGraw Hill Book, London.

### CC: 6 Schooling, socialization and Gender Concerns

**Instructional Time: 6 periods/week**

**Max. Marks: 75**

**Exam. Duration: 3 Hours**

**Internal: 15**

**External: 60**

### 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'.
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, culture, religion and region.

## **Course Outline:**

### **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;
- Understanding interface between home, community and school; inter-linkages within wider socio-cultural context

### **Unit II: Emergence of 'person' and 'identity'**

- 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

### **Unit III: Schooling and identity formation**

- Schooling as a process of identity formation: ascribed, acquired and evolving
- School as a site of identity formation in teacher and students: school culture and ethos, teaching-learning practices and teacher discourse in the classroom,
- Potential role of school in developing national, secular and humanistic identities

### **Unit IV: 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'.
- Relevance of education for peace oriented values and peaceful living

### **Unit V : Gender and Education**

- Gender Identities and Socialisation Practices in: Family, Schools, Other Formal and Informal Organization.
- Gender bias in curriculum, drop out, Sex Ratio, Literacy. Recent trends in Women's education.
- Issues related to marginalized Women: ST/SC/Minorities, Physically challenged women, victims of violence.

### **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:**

1. Visit to a school and studying the role of school in socialization of the child.
2. Preparing notes on ways of managing conflicting identities with illustrations.
3. Studying the school activities which enhance secular identity in children.
4. Observing school processes that contribute to peaceful living of teachers and students.
5. Describing ones' own process of socialization quoting some experiences.
6. Write a paper on efforts of the Central and State governments for Gender Jurisprudences.
7. Review one recent article on Gender Issues in Education.
8. Prepare a report on recent trends in Educational development of girl child in India.

<b>Modes of Internal Assessment</b>	<b>Marks</b>
Written tests	10
Any two of the Practicum	05

#### **Suggested Readings:**

1. Pathak, Avijit (2002). Social Implications of Schooling. New Delhi. Rainbow Publishers.
2. Kumar Krishna (2004). What is Worth Teaching? 3<sup>rd</sup> 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. Bonnie G. Smith, (2013). Women's Studies: The Basics. Routledge.
9. Devaki Jain and Pam Rajput (Ed) (2003). Narratives from the Women's Studies Family. New Delhi. Recreating Knowledge, Sage.
10. Dipankar Gupta (Ed.) (2004). Caste in question Identity or Hierarchy. New Delhi. Sage Publications.
11. Kamala Ganesh & Usha Thakkar (Ed.) (2005). Culture and Making of Identity in India. New Delhi. Sage Publications.
12. Saraswati, T.S. (Ed.) (1999). Culture, Socialization and Human Development. Theory Research and Applications in India. New Delhi. Sage Publication.
13. Sen Amartya (2006). Identity and Violence. The Illusion of Destiny. New Delhi. Allen and Lane Penguin Books India Pvt. Ltd.
14. Shashi Tharoor (2007). The Elephant, the Tiger & The Cell phone. (Particularly part two of the book). New Delhi. Penguin Viking.
15. Srinivas M.N. (1986). Social Changes in Modern India. Bombay. Allied Publishers.
16. Vidyanathan, T.G. (1989). 'Authority and Identity in India', in 'Another India.' Dae dalus, Fall, 118 (H): 147-69.
17. Maithreyi Krishna Raj, (1986). Women Studies in India – Some Perspectives. Bombay. Popular Prakasham.
18. Rege, Sharmila (2003) (ed), Sociology of Gender. New Delhi. The Challenge of Feminist Sociological Knowledge, Sage.
19. NCERT (2006). Gender Issues in Education, Position Paper. New Delhi. NCERT.
20. Bhasin, Kamla (2000). Understanding Gender. New Delhi: Kali for Women.

### **Group C:Developing TeacherSensibilities**

## Section I: Experiences for Teacher Enrichment

### ETE 4: Exploring Library and other Learning Resources

**Instructional Time:** 2 periods/week

**Max. Marks:** 50

**Exam Duration:** 3 Hours

**Internal:** 50

#### Objectives of the course:

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

- develop a sense of initiative, imagination and discernment of learning potential of the resources available in their surroundings.
- take some initiative in pursuing interests outside the formal course work from a range of available resources - the institute library, websites on the internet, local events and facilities, as well as local issues (in the neighborhood or town), members of local community and visiting resource persons.

#### Course Outline:

##### Unit I: Knowing ones Library

Knowing your library, Library Management and Automation.

##### Unit II: Arrangement of documents

Types of books and other materials. Searching and locating relevant reference materials.

##### Unit III: Library for professional development

Resources helpful for professional development: Newspaper, Magazines, Websites, Learning guides, Members of local community, Resource persons, Websites.

#### Modes of Learning Engagement:

Learning engagement includes lecture, discussion, observation, field visits and assignments.

#### Practicum:

Each student teacher is expected to:

1. Maintain a list of books and journals that have been read.
2. Make a dossier with relevant websites and notes on their learning potential.
3. Write reviews of at least two books of his/her own interest.
4. Make a plan for setting up of a school library and discuss it with the school s/he has attached with and write a programme-evaluation report.
5. A small survey to collect information about different kinds of libraries in the city.
6. A project to discern the present status of libraries in schools.
7. Discern learning opportunities in the local environment, and create an occasion and/or a strategy for some significant learning for fellow students.
8. Interview resource persons/member of local community and/or organize a 'learning encounter' with any of them for their fellow students.

#### Modes of Internal Assessment

Written tests

**Marks**

20

Preparation of Bibliography

10

Evaluation of one reference book

10

An analytical study of a school library

#### Suggested Readings:

1. Krishna Kumar (2009). Library Organization. New Delhi. Vikas Publishing House.
2. Krishna Kumar (2000). Reference Service. New Delhi. Vikas Publishing House.
3. Krishna Kumar (2009). Library manual. New Delhi. Vikas Publishing House.
4. Krishna Kumar (2009). Library Administration and Management. New Delhi. Vikas Publishing House.



5. Roshan LalMittal (1978). LibraryAdministration. New Delhi. Metropolitan Book.

### Pedagogy

PC II- हिंदी भाषा – विषयवस्तु एवं विधि

Contact Hours: 4 (periods per Week)

Maximum Marks: 75

(Including 2 Practicum)

External: 60

Examination Duration: 3 Hours

Internal: 15

उद्देश्य –

प्रशिक्षणार्थी

1. माध्यमिक स्तर पर व्यापक रूप से पढ़ाई जाने वाली हिंदी भाषा और उसकी विषय वस्तु को पूरी तरह जान समझ सके तथा उसकी शिक्षण विधियों का कुशलतापूर्वक प्रयोग कर सके।
2. हिंदी भाषा की मौखिक एवं लिखित अभिव्यक्ति के शिक्षण के लिए भाषा के अनिवार्य अंगों उपांगों का वैज्ञानिक विश्लेषण कर सके तथा हिंदी भाषा के व्यावहारिक रूप का कक्षा शिक्षण में प्रयोग कर सके।
3. छात्रों में भाषा बोध के विभिन्न आयामों के विकास के लिए पढ़ाई जाने वाली विषयवस्तु यथा कविता, कहानी, निबंध, नाटक तथा अन्य विधाओं के शैक्षणिक उद्देश्य और उनका अलग-अलग महत्व समझ सके तथा विभिन्न विधाओं की पाठ योजनाओं का विकास कुशलतापूर्वक कर सके।

प्रथम इकाई–

(अ) ध्वनि,

हिंदी की ध्वनियाँ, मुख विवर में स्थान और प्रयत्न के आधार पर उनका वर्गीकरण।

वर्ण लिपि तथा मात्राएँ

वर्णमाला का स्वरूप। देवनागरी लिपि और उसका मानक स्वरूप। स्वर और व्यंजन। मात्राओं का प्रयोग। 'र' के प्रकार और प्रयोग। संयुक्त स्वर और व्यंजन, उनकी संधि, प्रकार और प्रयोग।

(आ) उच्चारण,

हिंदी में उच्चारण की समस्याएँ। अशुद्ध उच्चारण के कारणों की पहचान तथा निदानात्मक शिक्षण। कक्षा शिक्षण में उच्चारण ठीक कराने के प्रयत्न तथा अन्य भाषिक क्रियाएँ।

द्वितीय इकाई –

भाषा शिक्षण की विधियाँ

(क) अनुवाद विधि

(ख) प्रत्यक्ष विधि

(ग) वार्तालाप विधि

(घ) दृश्य एवं श्रव्य विधि, संरचनावाद विधि

भाषा प्रयोगशाला

तृतीय इकाई –

विभिन्न भाषा कौशल

सुनना, बोलना, पढ़ना, लिखना

पठन

आदर्श पठन, सस्वर पठन (वाचन), मौन वाचन, शब्द भण्डार में वृद्धि की विधियाँ

भाषा शिक्षण में पाठ्य सहगामी क्रियाएँ।

चतुर्थ इकाई –

विषय वस्तु संप्रेषण एवं पाठ योजना, गद्य शिक्षण, पद्य शिक्षण, व्याकरण शिक्षण, निबंध शिक्षण उपर्युक्त विषयों पर पाठ योजना का निर्माण, विषय वस्तु विश्लेषण, सहायक शिक्षण सामग्री शिक्षण का निर्माण एवं उसकी उपयोगिता।

पंचम इकाई –

मूल्यांकन का अर्थ एवं परिभाषा

फारमेटिव एवं (S.E.) सतत एवं व्यापक मूल्यांकन

परीक्षण के प्रकार (उपलब्धि परीक्षण)

निदानात्मक एवं उपचारात्मक परीक्षण

परीक्षण की विशेषताएँ एवं प्रश्नों के प्रकार।

अध्यापन विधियाँ :- व्याख्यान के साथ-साथ परिचर्चा, छात्रों द्वारा स्वयं करके सीखना

उनकी सहभागिता द्वारा शिक्षण।

### Modes of Learning Engagement

Modes of Learning Engagement will be based on eclectic approach. It includes questioning, Lecture-cum-discussion, Demonstrations, Communicative activities, Situational teaching,

Learning by Doing, organizing inquiry activities/open ended activities for learning English, Group work and discussion; Use of ICT related to ELL/ELT, Group work on pedagogic analysis of content and planning lessons, and peer interaction. The emphasis will be on learner-centered teaching.

#### **Scheme of Assessment**

- The term -end examination will be of 60 marks. Each Unit will carry a weight of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight of five (05) marks.
- Two assignments: one oral- presentation and one written- assignment. It will carry a weight of five (05) marks.

#### **Practicum: Any two of the following**

- Preparing a small dictionary of the difficult words used in the secondary textbooks.
- Preparing different visual-aids for teaching.
- Framing suitable exercises on a given topic /passage.
- Development of language games
- Preparation of 20 test items (5 each on the LSRW skills).
- Analysing errors committed by secondary students.
- Analysis and categorisation of exercises on grammar as given in the prescribed textbook of the school.
- A write-up on the problems faced by the school students in relation to the acquisition of the receptive (listening and reading) or productive (speaking and writing) skills in English.

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

#### **संदर्भ पुस्तकें :-**

1. माध्यमिक विद्यालयों में हिंदी शिक्षण – निरंजन कुमार सिंह
2. हिंदी भाषा शिक्षण विधि – भाई योगेंद्र जीत
3. हिंदी शिक्षण विधि – डा. वैद्यनाथ प्रसाद वर्मा
4. सुबोध हिंदी व्याकरण एवं रचना – भानावत एवं जोशी
5. भाषा विज्ञान – डा. भोला नाथ तिवारी
6. हिंदी व्याकरण – कामता प्रसाद गुरु

### **PC II-Pedagogy of English**

**Contact Hours: 4 periods per Week)**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External 60**

**Internal: 15**

#### **Objectives:**

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

- understand the nature and resources of language and issues related to language acquisition, language learning.
- acquire knowledge about the role, status and objectives of teaching English as a second language in India.
- develop the four basic skills i.e. listening, speaking, reading and writing in students.
- enrich their knowledge of English vocabulary, and structures,.
- improvise and use appropriate aids for teaching English.
- know, compare and analyse various methods of and approaches to teaching English as a second language.

- plan and teach lessons in English prose, poetry, grammar and composition related to the textbooks prescribed by different State Boards of Secondary Education.
- use various techniques for the evaluation of learner's achievement in English.
- identify and analyse errors to plan and execute remedial instruction.

**Course Contents: The paper will be divided into five Units.**

### **Unit I. About Language and Language Teaching**

- Nature, concept, importance and functions of language, the First, the Second and third language,
- Psychological, linguistic and pedagogical principles of teaching English as a second language.
- The objectives of teaching English at secondary level in India.

### **Unit II. Language Skills**

- *Receptive skills: listening and reading skills*  
Developing listening skills through storytelling, dialogues, situational conversations, role plays etc.  
Developing reading skills through Reading Aloud and Silent reading, Intensive and Extensive Reading, Skimming and Scanning
- *Productive Skills: speaking and writing*  
Developing speaking and writing skills through storytelling, dialogues, situational conversations, role plays, etc.  
Developing writing skills, process, mechanics and steps of writing: brainstorming, note-making, organizing thoughts, preparing first draft, editing and improving, finalizing.  
Writing and teaching of letters, applications, reports, stories, e-mails, paragraphs, CV/resume, précis, summary, notes, dialogues etc.

### **Unit III. Approaches and Methods**

- A brief introduction to the major approaches and methods.
- Structural-Situational Approach, Communicative Approach, Constructivist Approach and Eclectic Approach.
- Grammar-Translation Method, Bilingual Method and Direct Method.
- Using role-play, group-discussion, debate, group-work, project etc for language teaching .;

### **Unit IV: Teaching-Learning Materials and Planning for Teaching**

- Concept, Scope and Importance
- Audio-visual aids: (electronic and print media), radio, TV, films, mobile phones, computer, internet, realia, pictures, flashcards, flannel board, OHP, blackboard, models, tape recorder, charts, magazines, newspapers, class libraries, language labs, CALL programmes, language games, etc.
- Criteria of Analysis and Evaluation of textbooks.
- Lesson planning: Nature, objectives and needs; Lesson planning for LSRW skills, grammar, vocabulary, prose, poetry and drama at school level.

### **Unit V. Assessment and Evaluation**

- Concept, Scope and Importance
- Types of Assessment and Evaluation in English
- Assessment of Language Skills(LSRW) and Language Content (Sounds, Vocabulary, Structure and Grammar), Communication Skills
- Error analysis and remedial instruction/work

### **Modes of Learning Engagement**

Modes of Learning Engagement will be based on eclectic approach. It includes questioning, Lecture-cum-discussion, Demonstrations, Communicative activities, Situational teaching,

Learning by Doing, organizing inquiry activities/open ended activities for learning English, Group work and discussion; Use of ICT related to ELL/ELT, Group work on pedagogic analysis of content and planning lessons, and peer interaction. The emphasis will be on learner-centered teaching.

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#### **Practicum: Any two of the following**

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- Preparing different visual-aids for teaching.
- Framing suitable exercises on a given topic /passage.
- Development of language games
- Preparation of 20 test items (5 each on the LSRW skills).
- Analysing errors committed by secondary students.
- Analysis and categorisation of exercises on grammar as given in the prescribed textbook of the school.
- A write-up on the problems faced by the school students in relation to the acquisition of the receptive (listening and reading) or productive (speaking and writing) skills in English.
- Selection of materials for writing in English from the newspapers, comics, magazines, advertisements and preparation of an outline for teaching language items.

#### **Suggested Readings**

- Bansal, R.K. and Harrison, J.B. *Spoken English for India*. Madras: Orient Longman Ltd. 1972.
- Baruah, T.C. *The English Teachers' Handbook*. New Delhi: Sterling Publishing Pvt. Ltd. 1985.
- Bright, J. A. and McGregor, G. P. *Teaching English as Second Language*. London: Longman. 1970.
- Brumfit, C.J. *Communicative Methodology in Language Teaching*. Cambridge: Cambridge University Press. 1984.
- Doff, A. *Teaching English*. Cambridge: Cambridge University Press. 1988.
- Freeman, Diane-Larsen. (2000). *Techniques and Principles in language Teaching*. Oxford: Oxford University Press. 2000.
- Gimson, A.C. (1980). *An Introduction to the Pronunciation of English*. London: Edward Arnold. 1980.
- Hornby, A.S. *A Guide to Patterns and Usage in English*. Oxford: Oxford University Press. 1968.
- Lado, R. *Language Teaching*. New Delhi: Tata McGraw Hill Publishing. 1971.
- Mishra, A. K. et al. *Issues in Education at Elementary Level*. New Delhi: Lakshi Publishers. 2013.
- Paliwal, A.K. (). *Methodology of Teaching English as a Second Language*. Jaipur: Kalpana Publications. 2012.
- Palmer, H.L. *The Principles of Language Study*. London: Oxford University Press. 1965.
- Quirk, R. and Greenbaum, S. *A University Grammar of English*. London: Pearson Longman. 1973.
- Raimes, Ann. *Techniques in Teaching Writing*. Oxford: Oxford University Press. 2010.

- Richards, J.C. and Rodgers, T.S. *Approaches and Methods in language Teaching* Cambridge. Cambridge University Press. 2014.
- Roach, Peter. *English Phonetics and Phonology*. Cambridge: Cambridge University Press 1991.
- Sinclair, John. *Collins Cobuild English Grammar* London: Harper Collins. 2000.
- Tickoo, M.L. *Teaching and Learning English in India*. Orient Blackswan. 2004.
- Yadav, Saryug. *Challenges of Teaching English Language and Literature in the Age of Globalisation*. New Delhi: Lakshi Publishers. 2014.
- Harmer, Jeremy. *How to teach English*. Harlow: Pearson Education Limited. 2007.
- Brown, H. Douglas. *Principles of Language Learning and Teaching*. New York: Pearson Education. 2007.

## **PC II-PEDAGOGY OF URDU**

**Contact Hours: 4 (periods per Week)**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External 60**

**Internal: 15**

### **Learning Outcomes/Objective**

To train the students in theory and practice of teaching and learning Urdu and use Urdu in real life situations.

**Course Contents/Units: The paper will be divided into five Units.**

#### **Unit I Role and importance of Urdu language**

Language: Importance and functions with a special reference to Urdu language, elementary knowledge of Urdu scripts Khat-e-Naskh, Khat-e-Nastaliq and Khat-e-Shikash. Objectives of teaching Urdu at secondary level.

#### **Unit II Teaching Language Skills**

Listening Skill; Speaking Skill; Reading Skill;(loud reading and silent reading, intensive and extensive reading, Writing Skill; Punctuation. Teaching Vocabulary;Co-curricular activities.

#### **Unit III Approaches and Methods**

Grammar translation method; Direct method; Bilingual approach; Communicative language teaching; Eclectic approach; Audio-lingual method;

#### **Unit IV Teaching Learning Material and Lesson Planning**

Teaching of Prose; Teaching of Poetry; Teaching of Grammar; Teaching of Composition ; Lesson Planning in all the above four areas, content analysis, development of TLMs.

#### **Unit V Assessment and Evaluation**

Concept, scope and importance

Types of assessment and evaluation

Assessment of language skills (LSRW) and language content (sounds, vocabulary, structure and grammar)

Error analysis and remedial teaching

### **Modes of Learning Engagement**

Modes of Learning Engagement will be based on eclectic approach. It includes questioning, Lecture-cum-discussion, Demonstrations, Communicative activities, Situational teaching, Learning by Doing, organizing inquiry activities/open ended activities for learning English, Group work and discussion; Use of ICT related to ELL/ELT, Group work on pedagogic analysis of content and planning lessons, and peer interaction. The emphasis will be on learner-centered teaching.

### **Scheme of Assessment**

- The term -end examination will be of 60 marks. Each Unit will carry a weight of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight of five (05) marks.
- Two assignments: one oral- presentation and one written- assignment. It will carry a weight of five (05) marks.

### **Practicum: Any two of the following**

- Preparing a small dictionary of the difficult words used in the secondary textbooks.
- Preparing different visual-aids for teaching.
- Framing suitable exercises on a given topic /passage.
- Development of language games
- Preparation of 20 test items (5 each on the LSRW skills).
- Analysing errors committed by secondary students.
- Analysis and categorisation of exercises on grammar as given in the prescribed textbook of the school.
- A write-up on the problems faced by the school students in relation to the acquisition of the receptive (listening and reading) or productive (speaking and writing) skills in English.

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

### **Reference Book:**

1. Urdu Zaban ki TAdrees – Moinuddin NCPUL, New Delhi.
2. Urdu Kaise Padhaen – Rasheed Hasan Khan.
3. Urdu Kaise Likhen - Rasheed Hasan Khan.
4. Insha Aur Talaffuz. - Rasheed Hasan Khan.
5. Tadreesiat part I, NCERT, New Delhi

## **PC II – PEDAGOGY OF SOCIAL SCIENCE**

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External: 60 Internal: 15**

### **Objectives:**

- develop an understanding of the nature and scope of social science and its relationship with natural and other sciences.
- acquaint student teachers with nature of different disciplines within and their interrelationship concerns with society.
- acquaint student teachers with different approaches to pedagogy of social sciences.
- examine different pedagogical issues in learning social sciences.
- plan lessons based on different approaches to facilitate learning of social sciences.
- develop learning materials on selected units to facilitate learning in social sciences.
- realize their role as facilitator in enhancing social sciences learning in the real classroom situation.
- develop professional outlook and humane approach among student teachers.

### **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 interdisciplinarity.

- Major Social Science Discipline in Schools- Place of Social Science in the School Curriculum. Need for strengthening teaching of social science.
- 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 to Teaching Learning and Pedagogical Issues in Social Science**

- **Methods and Approaches in teaching/learning of social science:** Observation, project method, field trip, role-play, dramatization, problem solving, exploratory, concept mapping, self-learning strategies, map based learning, Thematic approach, Multimedia approach and Interdisciplinary approach.
- **Pedagogical Issues:** Creating an interactive learning environment, encouraging cooperative, collaborative and participatory learning, Going beyond the text book, Bringing inclusiveness in teaching and learning, primacy of the learner.

### **Unit III Teaching Learning Resources and Pedagogical Planning in Social Science**

- **Teaching and 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, visuals, Use of ICT in teaching and learning of social science- multimedia and internet. Local Community Resources.
- **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 Social Science Curriculum and Text Book for Schools:**

- **Social Science Curriculum:** Features, Issues and Concerns in Social Science Curriculum as reflected in NCF. Misconceptions in teaching- learning 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*.
- **Social Science Text Book:** Analysis of Social Science Text Books from the perspective of the Child, Gender, Peace, and Environment. Need and Parameters for Text Book Analysis.
- Need for question paper analysis ( Class test/ Board Exam); Analysis of Question Papers in the light of subject specific requirements in terms of understanding and skills; Development of different types of test items- objective and essay type questions in social science.
- Continuous and Comprehensive Evaluation (CCE) in Social Science.

### **Unit V 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.
- Development of audio-video material in teaching of social sciences, Using library resources, magazines, journals and newspapers etc. in teaching and learning of social science.

- Planning and management of social science corner (resource room) in school.
- Planning for social science exhibition, quiz competition, field trips, celebration of important days like (Earth Day, World population day, Environment Day etc.).
- Planning and organization for social science fair and field visit.

### **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 periods, 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 60 marks. Each Unit will carry a weight of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight of five (05) marks.

Two assignments: one oral- presentation and one written- assignment. It will carry a weight of five (05) marks.

## **PC 3: Learning to Function as a Teacher**

**Duration: Four weeks**

**Max. Marks: 50**

**Internal: 50**

### **Objectives of the Course:**

On completion of the Course, the student teachers 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 (Details to be worked out).

**Modes of Assessment:**

The assessment of the student teachers will be carried out on the basis of their day to day participation and performance by a group of teacher educators. The details of activities and the marks allotted are given below.

<b>Activity</b>	<b>Marks</b>
a. Content Analysis in each teaching subject	10
b. Preparation and use of TLM during Peer Teaching in each teaching subject	10
c. Observation Record Five classes of regular classroom teacher Five classes of peer	10
d. Actual classroom teaching One lesson in each teaching subject	20
<b>Total</b>	<b>50</b>

# FOURTH YEAR

हिंदी

पेपर— I : भाषा दक्षता संवर्धन

Contact Hours: 5 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

External : 60

Internal: 15

उद्देश्य :-

- विद्यार्थियों को भाषा की प्रकृति संरचना एवं भूमिका से अवगत कराना।
- विद्यार्थियों में संप्रेषण की दक्षताओं का विकास करना।
- विद्यार्थियों में भाषा की प्राथमिक बुनियादी दक्षताओं का विकास (सुनना, बोलना, पढ़ना, लिखना)
- विद्यार्थियों में प्रदर्शन (परफोर्मिंग) कला की अवधारणा एवं समझ का विकास करना।
- विद्यार्थियों में सूचना एवं संचार प्रौद्योगिकी (ICT) की अवधारणा एवं भाषा के माध्यम से आत्म विकास की योग्यता उत्पन्न करना।

**इकाई—I**

- भाषा अवबोध
- भाषा की अवधारणा/प्रकृति संरचना एवं भूमिका
- लिखित एवं मौखिक भाषा की भूमिका बोली, स्वीकृत (विकासशील) भाषाएँ
- ध्वनियों एवं लिपि की भूमिका।

**इकाई—II - आधारभूत भाषायी कौशलों का संवर्धन**

- आधारभूत भाषायी दक्षताओं की अवधारणा, प्रकृति, प्रकार भूमिका/कार्य (सुनना, बोलना, पढ़ना, लिखना) प्रश्नोत्तर में भाषायी दक्षता की भूमिका
- निबंध लेखन, पत्र लेखन, सारांश लेखन, टिप्पणी लेखन, रिपोर्ट लिखना, सूचना पत्र लेखन, ई मेल लेखन, बायोडाटा लेखन समूह विमर्श और प्रस्तुतीकरण।

**इकाई—III- संप्रेषण दक्षताओं का संवर्धन**

- अवधारणा, संप्रेषण के प्रकार (मौखिक एवं सांकेतिक) संप्रेषण में शारीरिक हावभाव की भूमिका (आंगिक चेष्टाएँ) प्रभावी संप्रेषण के तत्व, संप्रेषण के अवरोध, संप्रेषण में उच्चारण एवं विराम चिहनों की भूमिका।

**इकाई—IV- भाषा एवं प्रदर्शन कला**

- भाषा एवं दृश्य कला/मंच कला
- अवधारणा, प्रकृति, संरचना, भूमिका (नाटक रंगमंच संगीत नृत्य ड्राईंग पेंटिंग अभिनय इत्यादि)
- संप्रेषण में प्रदर्शनकारी कला की भूमिका
- शिक्षण में प्रदर्शन कला की भूमिका

**इकाई—V- सूचना प्रौद्योगिकी भाषा एवं आत्मविकास**

- सूचना प्रौद्योगिकी की अवधारणा प्रकृति प्रकार कार्य एवं संभावनाएँ
- शिक्षण में सूचना प्रौद्योगिकी की भूमिका
- विद्यार्थियों में सामाजिक संवेदना एवं जागरूकता के विकास में भाषा की भूमिका
- अध्यापकों के व्यक्तित्व एवं आत्मविश्वास के विकास की प्रविधियाँ।

**Modes of Learning Engagement**

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 end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.
  - Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

**संदर्भ साहित्य :-**

1. हिन्दी शिक्षण का आधार पत्र (पोजिशन पेपर) एन.सी.ई.आर.टी. प्रकाशन।
2. अभिव्यक्ति एवं माध्यम एन.सी.ई.आर.टी. प्रकाशन।
3. हिंदी शिक्षण रमन बिहारी लाल।

## **PAPER II: LANGUAGE, LITERATURE AND EDUCATION**

(भाषा साहित्य और शिक्षा)

**Contact Hours: 5 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External : 60**

**Internal: 15**

**उद्देश्य :** कोर्स पूरा करने के पश्चात् विद्यार्थी जान पाएँगे : कोर्स की विषय वस्तु में भाषा की महत्ता। पेपर को पाँच खंडों/इकाईयों में विभाजित किया जाएगा।

**इकाई 1 : भाषा एवं समाज**

भाषा एवं संस्कृति

भाषा एवं पहचान

भाषा एवं लिंग (जेण्डर)

भाषा एवं सत्ता

**इकाई 2 : साहित्य**

साहित्य की अवधारणा एवं भविष्य

समाज के लिए साहित्य की महत्ता

समाज पर साहित्य का प्रभाव

साहित्य पर समाज का प्रभाव

**इकाई 3 : शिक्षा के लिए भाषा**

शिक्षा में भाषा की भूमिका

भाषा एवं शिक्षा में सम्बन्ध

शिक्षा पर भाषा का प्रभाव

शिक्षा का माध्यम बहुभाषिकता एक संसाधन के रूप में

**इकाई 4 : शिक्षा के लिए साहित्य**

शिक्षा में साहित्य की भूमिका

साहित्य और शिक्षा में संबंध

शिक्षा पर साहित्य का प्रभाव

**इकाई 5 : शिक्षा के लिए पाठ्यक्रम**

शिक्षा में पाठ्यक्रम पाठ्यचर्चा और पाठ्यपुस्तकों की भूमिका

पाठ्यचर्चा, पाठ्यक्रम, पाठ्यपुस्तक और कक्षा संप्रेषण में भाषा की भूमिका एवं शिक्षा में मूल्यांकन भाषा के पार पाठ्यक्रम की अवधारणा

- **Transactional Modalities (ट्रान्जक्शनल मोडालिटिस)**

लेक्चर/संपर्क कालांश; बातचीत/मिलकर काम करना एवं constructivist approach (कन्स्ट्रक्टिविस्ट एप्रोच); परिस्थितियाँ उत्पन्न करके उनके द्वारा पढ़ाना

- **अध्यापकीय अभ्यास (शिक्षकीय/प्राक्टिस)**

विद्यार्थी समूह में कार्य करेंगे लेक्चर/संपर्क कालांश में अर्जित ज्ञान पर एवं उसके व्यावहारिक बिंदुओं पर कार्य करेंगे। समूह में पढ़ाना (Peer group Teaching) को बढ़ावा दे सकते हैं। कठिन विषय वस्तु को शिक्षण के दौरान सुलझा सकते हैं।

- **मूल्यांकन (रूपात्मकता और तौर-तरीका)**

- अंत में होने वाली परीक्षा 60 अंकों की होगी। हर एक इकाई 12 अंकों की होगी।
  - Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- दो प्रयोगात्मक परीक्षाएँ एक मौखिक प्रस्तुतिकरण और एक लिखित प्रयोगात्मक परीक्षा। जो 5 अंकों की होगी।

**नोट :** एक समीक्षात्मक प्रश्न प्रत्येक इकाई से पेपर में पूछा जाएगा जो 12 अंकों का होगा।

**सुझाव पाठ्य सामग्री**

1. राष्ट्रीय पाठ्यचर्चा रूपरेखा 2005
2. भारतीय भाषाओं के शिक्षण का आधार पत्र (पोजिशन पेपर)
3. हिंदी शिक्षण का आधार पत्र (पोजिशन पेपर)
4. कोठारी कमीशन
5. शिक्षा पर राष्ट्रीय नीति 1986 ( पी.ओ.ए. 1992)
6. मुदलियार कमीशन।

## ENGLISH

### Paper I: Language, Literature and Education

**Contact Hours: 5 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External: 60**

**Internal: 15**

**Objectives: This course aims at:**

- Developing in student –teachers the conceptual understanding of language.
- Developing in student –teachers the conceptual understanding of literature.
- Developing in student –teachers the conceptual understanding of the relationship between language, literature and education.
- Developing in student –teachers the conceptual understanding of the relationship between curriculum, language and literature.
- Developing in student –teachers the conceptual understanding of the impact of society on language, literature and education, and vice versa.

**Course Contents: The paper will be divided into five Units.**

**Unit I: Language**

- Language and society
- Language and culture
- Language and identity
- language and gender

**Unit II: Literature**

- Concept, scope of literature
- Importance of literature for society
- Impact of literature on society and vice versa

**Unit III. Language for Education**

- Role of language in education
- Relationship between language and education
- Impact of language on education
- Medium of instruction
- Multilingualism as a resource

**Unit IV: Literature for Education**

- Role of literature in education
- Relationship between literature and education
- Impact of literature on education

#### **Unit V: Curriculum for Education**

- Role of curriculum, syllabus and textbooks in education
- Role of language in curriculum, syllabus, textbooks, classroom transaction and assessment in education
- Concept of Language Across Curriculum
- Role of literature in curriculum, syllabus and textbooks in education.
- **Modes of Learning Engagement**  
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 end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.
  - Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
  - Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

#### **Suggested Readings**

- National Policy on Education*. 1986. Ministry of HRD, Department of Education, New Delhi.
- Ministry of Education. 'Education Commission "Kothari Commission"'. 1964-1966.
- Education and National Development*. Ministry of Education, Government of India. 1966.
- NCERT. *National Curriculum Framework for School Education*. (Reprint Edition) NCERT, New Delhi. 2001.
- Learning without Burden*. Report of the National Advisory Committee. Education Act. Ministry of HRD, Department of Education, October, 2004.
- MHRD *National Policy on Education* ( NPE). Govt. of India. New Delhi. 1986.
- MHRD. *Programme of Action, National Policy on Education*. Govt. of India. New Delhi. 1992.
- Govt. of India. *Education and Development Report of the National Commission on Education*. 1968.
- NCERT. *National Curriculum Framework for School Education*. National Council of Educational Research and Training, New Delhi, India. 2000.
- NCERT. *National Curriculum Framework – 2005*, National Council of Educational Research and Training, New Delhi, India. 2005.
- NCERT. *Position Paper: Teaching of English* National Curriculum Framework–2005, National Council of Educational Research and Training, New Delhi, India. 2006.
- NCERT. *Position Paper: Teaching of Indian Languages* (National Curriculum Framework–2005), National Council of Educational Research and Training, New Delhi, India. 2006.

#### **Paper II: Enhancing Language Proficiency**

**Contact Hours: 5 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External: 60**

**Internal: 15**

**Objectives: This course aims at:**

- Developing in student – the conceptual understanding of the nature, structure, functions etc. of language.
- Developing in student –teachers the conceptual understanding of communication skills.
- Developing in student –teachers the conceptual understanding of basic language skills (LSRW).
- Developing in student –teachers the conceptual understanding of performing arts.
- Developing in student –teachers the conceptual understanding of the ICT and self-development through language.
- Enhancing student –teachers’ basic language skills.
- Enhancing student –teachers’ communication skills.
- Enhancing student –teachers’ language proficiency skills.

**Course Contents:**

**UNIT I: Understanding Language**

- Concept, structure, nature, scope and functions of language.
- Role of dialect, register, and standard and non –standard language.
- Role of spoken and written language.
- Role of sounds and script

**UNIT II. Enhancing Basic Language Skills**

- Concept, nature, types, elements and functions of basic language skills (LSRW).
- Role of language skills in questioning and responding (answering/replying).
- Essay writing, letter writing, summary writing, note –making, note –taking, report writing, notice writing, email –writing, CV/resume writing , group discussion, presentations,

**UNIT III. Enhancing Communication Skills**

- Concept, types of communication, animal and human communication, Verbal and non-verbal communication.
- Role of Paralinguistic features in communication
- Communication skills
- Elements of effective communication
- Removing barriers to communications
- Role of proper pronunciation and punctuations in communication

**UNIT IV: Performing Arts and Language**

- Concept ,nature ,scope, types and functions of performing arts ( drama, theatre, music , dance, drawing and painting, sketching, acting , mime , simulations)
- Role of performing arts in communication
- Role of performing arts in teaching

**UNIT V: ICT, Language and Self-development**

- Concept, scope, nature, types and functions of ICT
- Role of ICT in teaching
- Role of language in developing social sensitivity and awareness in students
- Techniques of developing personality and self-confidence of teachers

**Modes of Learning Engagement**

workshop, Seminar, Group discussion ,mock session, reading and writing assignments, role play, acting, simulations , exhibition, mime, presentations, debates, extempore speech,

critical reading, PPP, etc. 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 end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

### **Suggested Readings**

Beaken, M. *The Making of Language*. Edinburgh: Edinburgh University Press. 1996.

Johansson, S. *Origins of Language*. Amsterdam: John Benjamins. 2005.

Chambers, A. et al. (Ed.) *ICT and Language Learning*. Birmingham: The University of Birmingham Press. 2004.

Kenning, M.M. *ICT and language learning: from print to the mobile phone*. London: Palgrave Macmillan, 2007

Hargie, Owen. (Ed.) *The Handbook of Communication Skills*. 3<sup>rd</sup> Ed. London: Routledge. 2006.

Seely, John. *The Oxford Guide to Writing and Speaking*. Oxford: Oxford University Press. 2000.

Rosengren, Karl Erik. *Communication: An Introduction*. New Delhi: Sage Publications. 2000.

Beck, Andrew et. al. *Communication Studies: The Essential Introduction*. London: Routledge. 2002

Position Paper on Art, Music, Dance and Theatre. NCERT, New Delhi.2006

## **B.A. B. Ed. Fourth Year**

### **URDU**

#### **Paper I: Language, Literature and Education**

**Contact Hours: 5 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External : 60**

**Internal: 15**

#### **Objectives: This course aims at:**

- Developing in student –teachers the conceptual understanding of language.
- Developing in student –teachers the conceptual understanding of literature.
- Developing in student –teachers the conceptual understanding of the relationship between language, literature and education.
- Developing in student –teachers the conceptual understanding of the relationship between curriculum, language and literature.
- Developing in student –teachers the conceptual understanding of the impact of society on language, literature and education, and vice versa.

**Course Contents: The paper will be divided into five Units.**

#### **Unit I: Language**

- Language and society

- Language and culture
- Language and identity
- language and gender

#### **Unit II: Literature**

- Concept, scope of literature
- Importance of literature for society
- Impact of literature on society and vice versa

#### **Unit III. Language for Education**

- Role of language in education
- Relationship between language and education
- Impact of language on education
- Medium of instruction
- Multilingualism as a resource

#### **Unit IV: Literature for Education**

- Role of literature in education
- Relationship between literature and education
- Impact of literature on education

#### **Unit V: Curriculum for Education**

- Role of curriculum, syllabus and textbooks in education
- Role of language in curriculum, syllabus, textbooks, classroom transaction and assessment in education
- Concept of Language Across Curriculum
- Role of literature in curriculum, syllabus and textbooks in education.
- **Modes of Learning Engagement**  
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 end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.
    - Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
  - Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

#### **Suggested Readings**

*National Policy on Education.* 1986. Ministry of HRD, Department of Education, New Delhi. Ministry of Education. 'Education Commission "Kothari Commission"'. 1964-1966.

*Education and National Development.* Ministry of Education, Government of India. 1966.

NCERT. *National Curriculum Framework for School Education.* (Reprint Edition) NCERT, New Delhi.2001.

*Learning without Burden.* Report of the National Advisory Committee. Education Act. Ministry of HRD, Department of Education, October, 2004.

MHRD *National Policy on Education ( NPE).* Govt. of India. New Delhi. 1986.



- MHRD. *Programme of Action, National Policy on Education*. Govt. of India. New Delhi. 1992.
- Govt. of India. *Education and Development Report of the National Commission on Education*. 1968.
- NCERT. *National Curriculum Framework for School Education*. National Council of Educational Research and Training, New Delhi, India. 2000.
- NCERT. *National Curriculum Framework – 2005*, National Council of Educational Research and Training, New Delhi, India. 2005.
- Tadreesiat Part 1 & Part 2; NCERT 2006
- NCERT. *Position Paper: Teaching of Indian Languages* (National Curriculum Framework– 2005), National Council of Educational Research and Training, New Delhi, India. 2006.

## URDU

### Paper II: Enhancing Language Proficiency

**Contact Hours: 5 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External: 60**

**Internal: 15**

**Objectives: This course aims at:**

- Developing in student – the conceptual understanding of the nature, structure, functions etc. of language.
- Developing in student –teachers the conceptual understanding of communication skills.
- Developing in student –teachers the conceptual understanding of basic language skills (LSRW).
- Developing in student –teachers the conceptual understanding of performing arts.
- Developing in student –teachers the conceptual understanding of the ICT and self-development through language.
- Enhancing student –teachers’ basic language skills.
- Enhancing student –teachers’ communication skills.
- Enhancing student –teachers’ language proficiency skills.

**Course Contents:**

#### **UNIT I: Understanding Language**

- Concept, structure, nature, scope and functions of language.
- Role of dialect, register, and standard and non –standard language.
- Role of spoken and written language.
- Role of sounds and script

#### **UNIT II. Enhancing Basic Language Skills**

- Concept, nature, types, elements and functions of basic language skills (LSRW).
- Role of language skills in questioning and responding (answering/replying).
- Essay writing, letter writing, summary writing, note –making, note –taking, report writing, notice writing, email –writing, CV/resume writing , group discussion, presentations,

#### **UNIT III. Enhancing Communication Skills**

- Concept, types of communication, animal and human communication, Verbal and non-verbal communication.
- Role of Paralinguistic features in communication
- Communication skills
- Elements of effective communication

- Removing barriers to communications
- Role of proper pronunciation and punctuations in communication

#### **UNIT IV: Performing Arts and Language**

- Concept ,nature ,scope, types and functions of performing arts ( drama, theatre, music , dance, drawing and painting, sketching, acting , mime , simulations)
- Role of performing arts in communication
- Role of performing arts in teaching

#### **UNIT V: ICT, Language and Self-development**

- Concept, scope, nature, types and functions of ICT
- Role of ICT in teaching
- Role of language in developing social sensitivity and awareness in students
- Techniques of developing personality and self-confidence of teachers

#### **Modes of Learning Engagement**

workshop, Seminar, Group discussion ,mock session, reading and writing assignments, role play, acting, simulations , exhibition, mime, presentations, debates, extempore speech, critical reading, PPP, etc. 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 end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.
  - Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

#### **Suggested Readings**

Beaken, M. *The Making of Language*. Edinburgh: Edinburgh University Press. 1996.

Johannson, S. *Origins of Language*. Amsterdam: John Benjamins. 2005.

Chambers, A. et al. (Ed.) *ICT and Language Learning*. Birmingham: The University of Birmingham Press. 2004.

Kenning, M.M. *ICT and language learning: from print to the mobile phone*. London: Palgrave Macmillan, 2007

Hargie, Owen. (Ed.) *The Handbook of Communication Skills*. 3<sup>rd</sup> Ed. London: Routledge. 2006.

Seely, John. *The Oxford Guide to Writing and Speaking*. Oxford: Oxford University Press. 2000.

Rosengren, Karl Erik. *Communication: An Introduction*. New Delhi: Sage Publications. 2000.

Beck, Andrew et. al. *Communication Studies: The Essential Introduction*. London: Routledge. 2002

Position Paper on Art, Music, Dance and Theatre. NCERT, New Delhi.2006

## **HISTORY PAPER I**

## **INDIAN FREEDOM STRUGGLE (FROM 1857 TO 1947 AD)**

**Contact Hours: 5 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External: 60**

**Internal: 15**

### **OBJECTIVES:**

- 1 To provide the knowledge of the first war of Independence 1857 to the students.
- 2 Students shall come to know about the role of peasants, tribal's and others in the Indian freedom movement.
- 3 To enlighten the students about the freedom of press struggle.
- 4 This Semester will highlight the beginning of revolutionary activities in India during the First World War era.
- 5 Students shall be informed about the revolutionary activities and their leaders, who contributed for Indian freedom struggle from abroad.
- 6 To provide the knowledge of the revolutionary heroes of Indian freedom movement as Bhagat singh, Ram Prasad Bismil and Chandra Shekhar Azad.
- 7 Students will come to know about the IONOA and Subhash Chandra Bose and their armed resistance.
- 8 The contribution of Gandhian Satyagraha and Gandhian Movement is highlighted in this Semester.
- 9 This Semester will provide the knowledge of the circumstances led to the Indian freedom and participation of the Indian masses.

### **UNIT I**

- a) Background of the struggle of 1857 Civil, Tribals, Pesantrevolts.
- b) Outbreak of the struggle of 1857, its nature causes and results.
- c) Leaders of 1857 – Mangal pandey, Bahadurshah, Tantya tope, Nana Saheb and Laxmi Bai.

### **UNIT II**

- A) Peasant struggle after 1857 – Indigo revolt 1859-60, Pabana revolt 1873-76, Deccan revolt 1875
- B) Role of moderates, Dada Bhai Naroji, M.G. Ranade and G.K. Gokhale.
- C) Partition of Bengal (1905) and Swadeshi Movement, Role of Tilak, Arvind Gosh and Lala Lajpat Ray.
- D) Surat split (1907), Rise of revolutionary activities – Ras Bihari Bose, V.D. Savarkar and Abhinav Bharat, Khudi Ram Bose, Prafulla Chaki Sachin Sanyal and Madan Lal Dhingara.

### **UNIT III**

- A) Revolutionary activities abroad – Gadar Movement and Lala Hardayal, Kamagatamaru incident (1914).
- B) Home rule movement, Rollat Act and Gandhian Satyagraha, Jaliyanwala Bagh massacre.
- C) Non co-operation movement – Peasants and Labour Movements of Champaran, Khera, Ahmedabad, Surat, Bardoli and Malabar (1918-1940)
- D) Revolutionary Nationalists and their role - Bhagat Singh, Surya Sen, Ashfaqullah, Ram Prasad Bismil, Sukhdev and Chandrashekhar Azad.

### **UNIT IV**

- A) Golmage Conferences and Poona Paet.
- B) Declaration of complete Independence, 1929, Civil Disobedience Movement

- C) Quit India Movement 1942  
D) Naval Revolt of 1946.

#### UNIT V

- A) Freedom struggle in Princely States of India  
B) Formation of Indian National Army and its role in the independence.  
C) Factors responsible for the Independence of India.

- **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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

- **Scheme of Assessment**

- The end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

#### REFERENCE BOOKS

1. Tarachand – History of the Freedom Movement in India Vol.I Delhi 1961.
2. Bipan Chandra – Indian National Movement – Delhi, 1988 (Hindi and English)
3. S.N.Banerjee – A Nation in Making, Calcutta 1963
4. Ram Gopal – Lokmanya Tilak, Bombay 1965
5. Haridas and Uma – India's fight for freedom- Calcutta 1958
6. B.B. Majumdar – Militant Nationalism of India – Calcutta 1965
7. Harish K. Puri – Ghadas Movement
8. A.C. Bose – Indian Revolutionaries abroad (1905-1922) Patna 1971
9. M.K. Gandhi – An Autobiography
10. J.C.Jha- Struggle for Swaraj (1919-1922)
11. Shirin Mehta – The Peasantry and Nationalism Delhi 1984
12. Sumit Sarkar – The Swadeshi Movement in Bengal.
13. Shiv Verma – Selected writings of Shaheed Bhagat Singh , Delhi 1986.
14. K.K.Ghosh – The Indian National Army
15. सुन्दरलाल – भारत में अंग्रेजी राज
16. वी डी सावरकर – भारत का प्रथम स्वतंत्रता संग्राम
17. एस सी मित्तल 1857 एक पुनरावलोकन, दिल्ली 2006
- 18 ए आर देसाई –Peasant struggle in India – Delhi 1979

#### PAPER II

#### CONTEMPORARY INDIA (1947-2000 A.D.)

Contact Hours: 5 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

External 60

Internal: 15

#### OBJECTIVES:

- 1 This Semester is of most crucial information for the study of Indian History.

- 2 We are closely to the present. The knowledge of history unfolds and leads us to the present.
- 3 We try to understand how we got where we are but writing about this period is the most difficult.
- 4 We have to trade a path free of the quagmire of politics.
- 5 Truth and only truth must be explored however unpalatable it could be.

#### UNIT I

- a) Legacy of freedom struggle, socio cultural values of non-violence.
- b) Problems and process of the integration of Indian states.
- c) Problems of displaced persons and rehabilitation process.
- d) Framing of Indian constitution main Features and Amendments.

#### UNIT II

- A) Agrarian reforms and Bhudan movement, Green revolution.
- B) Five year plans and beginning of planned economy.
- C) Industrialisation : Problems and prospects
- D) Nationalisation of Banks and Abolition of Privy Purse.

#### UNIT III

- A) Main characteristics of Indian Foreign policy
- B) Principle of Panchsheel, Policy of Non-alignment and role of India
- C) Indo china war, Indo Pakistan wars, Kashmir problem, Shimla Agreement 1971-72
- D) India's relations with neighbouring countries

#### UNIT IV

- A) Major political parties and their role in Indian democracy, changing scenario of the political parties.
- B) Challenges to developing India social evils, population growth environmental crisis, poverty, terrorism etc.
- C) Indian women after Independence, Political participation and contribution of women in various spheres.
- D) Upliftment of depressed classes, problems and challenges before Indian society.

#### UNIT V

- A) Achievements in the field of science and technology with special reference to space, atomic energy and I T sector
  - B) Development of Hindi literature
  - C) Impact of mass communication on society.
  - D) India emerging as a world power.
- **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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.
  - **Scheme of Assessment**
    - The end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.
    - Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

- Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

#### पाठ्य पुस्तकें

- 1 भारत 2006, वार्षिक संदर्भ ग्रंथ, प्रकाशन विभाग, सूचना एवं प्रसारण मंत्रालय, भारत सरकार नई दिल्ली
- 2 विपिन चन्द्र, मृदुला मुखर्जी एवं आदित्य मुखर्जी : आजादी के बाद भारत (1947–2000) हिंदी माध्यम क्रियान्वयन निदेशालय, दिल्ली विश्वविद्यालय, नई दिल्ली
- 3 M.S.A. Rao: “Social movements in India, Vol I and II
- 4 स्वतंत्रता पश्चात्का भारत – डा. बी. के. शर्मा, जयपुर।

### GEOGRAPHY

Scheme	Exam Duration	Max. Marks	Min. for pass
Paper I	3 hrs.	80 (External) 20(Internal)	36
Paper III	6 hrs.	50	18

### PAPER I: HISTORY OF GEOGRAPHICAL THOUGHT

**Examination Duration: 3 Hours**

**Max. Marks : 80**

#### Objectives :

To familiarize the students with the origin, evolution and development of the conceptual aspects of Geography. They are supposed to understand the relationship between geographical facts and human responses.

#### Course contents

##### Unit- I

The nature of geography: meaning and definitions and recent trends in geography; Objectives and relevance of geography; Place of geography in the classification of sciences-natural and social sciences and relations with other social sciences; Elements of geography: location on the surface of the earth, physical conditions, forms of life and human responses; Development of modern geography in India.

##### Unit-II

Geography of Vedic age and Geography of Purana - Dwipa and Ocean, River and Mountain systems; Ancient classical Geography - Contribution of Greek and Roman. Early Medieval Geography and contribution of Arab Geographers, Late medieval Geography-age of travels, exploration and discoveries

##### Unit-III

The emergence of scientific geography in the 18th, and 19<sup>th</sup> centuries-German School of Geography: Humboldt, Ritter and Ratzel; School of French Geography: Blache and Brunches; British and American School of Geography: Mackinder, Herbertson, Miss Sample; Huntington and Davis; Russian contribution: Lomonsov, Dokuchayer and Gerasimov.

##### Unit-IV

Man-environment relationships - Determinism, possibilism and neo-determinism: Dualism in Geography-Physical and human, systematic and regional; Quantitative revolution in geography; Major Concepts in Geography-terrestrial unity and interconnections, culture and acculturation.

##### Unit- V

Spatial distribution, interaction and organization, Area differentiation. Behavioural geography; Humanistic and Welfare geography.

Models and analogues; Hypothesis-meaning, need, origin and importance regional delimitation and quantitative analysis.

- **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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

- **Assessment Modalities**

- The end examination will be of 80 marks. Each unit will carry a weightage a 16 marks.
- 36% marks will be essential for passing the examination both in theory and practical.
- Two sessional Tests of 20 Marks for each paper will be conducted and average of both the tests will be taken

**BOOKS RECOMMENDED**

1. Abler, Ronald F. et al, Geography's Inner Worlds: Pervasive themes in contemporary American Geography, Routledge, New Jersey, 1992.
2. Dikshit R.D. :Geographical Thought- A Contextual History of Ideas, Prentice Hall of India Pvt. Ltd. 2000.
3. Dikshit R.D. :The Art and Science of Geography: Integrated Readings, Prentice Hall of India Pvt. Ltd. 1994
4. Dohrs, F.E. and Sommers, L.W. (eds.) Introduction to Geography, Thomas Y. Crowell Col., New York, 1967.
5. Hartshorne, Richard, Perspective on the Nature of Geography, Rand McNally and Co. Chicago, 1959.
6. Harvey, David, Explanation in Geography, Edward Arnold, London, 1972.
7. Holt-Jensen, A., Geography: Its History and Concepts, Longmans, 1980.
8. Husain, Majid, Evolution of Geographical Thought, Rawat Publications, Jaipur, 1984.
9. James, P.E., All Possible Worlds: A History of Geographical Ideas, Sachin Publication, Jaipur, 1980.
10. Johnston, R.J. and Claval, R (eds.), Geography Since the Second World War. Croom Heim, London/Bernes and Noble, N.J., 1984.
11. Jones, P.A. : Field Work in Geography, Longmans, 1968.
12. Lovvnsburg, J.F. and Aldrich, F.T., Introduction to Geographical Methods and Techniques, Charles Marrill, Columbus, 1979.
13. Minshull, R, The Changing Nature of Geography, Hutchinson University Library, London, 1970.
14. Wooldridge, S.W., The Geographer As Scientist, Thomas Nelson and Sons. Ltd., London, 1956.
15. जैन एस एम : भौगोलिक चिन्तन का विकास (साहित्य भवन आगरा)
16. कौशिक, एस. डी. : भौगोलिक विचारधारा एवं विधि तंत्र (रस्तोगी प्रकाशन, मेरठ)
17. माथुर एवं जोशी : भौगोलिक विचारधाराओं का इतिहास (आर बी एस पब्लिशर्स जयपुर)
18. सिंह जे. : भौगोलिक चिन्तन के मूलाधार (वसुंधरा प्रकाशन नई दिल्ली)

**GEOGRAPHY PRACTICAL**

**Contact Hours: 6 periods per Week**

**Maximum Marks: 50**

**20-25/Batch**

**Examination Duration: 5 Hours**

- |    |  |    |
|----|--|----|
| 1. | Lab work (written - 3 hours duration)<br>(3 problems out of 4) | 15 |
| 2  | Record work and viva   | 10 |
| 3  | Field survey and Viva (2 hours duration)                       | 10 |

4	Geography tour report (Report & Viva voce )	15
	<b>Total</b>	<b>50</b>

**Content:**

- 1 Maps: History, techniques and preparation.
- 2 Theoretical basis of nearest neighbour analysis; practical exercise on nearest neighbours analysis, Network analysis, locational analysis of urban centers, coefficient of variation.
- 3 Air photo interpretation and exercise on the determination of height, knowledge of stereoscopic vision, interpretation and identification of cultural and physical features on areal photography.
- 4 Remote sensing and GIS: Historical development, types of satellite and space programmes of India, GIS – importance and its application in regional planning. Modern cartographic techniques
- 5 Use and application of Indian clinometer in small area survey; use of dumpy level and contouring.
- 6 A Geographical tour for 10 days. The report shall be prepared separately and independently.

**BOOKS RECOMMENDED**

Singh, R.L. Singh – Elements of Practical Geography, Kalyani Pub., New Delhi  
 Khan, Z.A. – Text Book of Practical Geography, Concept, New Delhi  
 Sarkar, A.K. - Practical Geography – A systematic approach, Oriented  
 Longman Calcutta  
 Mishra, R.P. – Fundamental of Cartography, Macmillan, New Delhi

**POLITICAL SCIENCE  
 PAPER -I**

**HUMAN RIGHTS: THEORY AND PRACTICE**

**Contact Hours: 5 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External 60**

**Internal: 15**

**OBJECTIVE**

- Understand the meaning and nature of Human rights
- Acquire the understanding of distinguished human rights perspectives in different ideological framework.
- Acquaint themselves with socio-political history of Human rights.
- Understand the Human Rights dimension of certain concepts, such as Liberty, Justice etc.
- Understand the world wide concern of Human rights as evinced through Universal proclamation of Human rights.
- Understand the nature and scope of Human rights as proclaimed in the Constitution of India.
- Appreciate and evaluate the institutional and legal arrangement for the protection of human rights in India.
- Appreciate and analyse the social economic environment for human rights in India as also the relevant social issues associated with Human rights.
- Understand and appreciate specific context of women, children as regards the Human rights.



- Appreciate the role of civil society institutions for the protection of Human rights.

## **CONTENT**

### **UNIT I**

Human Rights : meaning, nature and characteristics of Human Rights, Liberal and Socialist tradition of Human Rights in the West, Dalit perspective of Human Rights in India.

### **UNIT II**

Socio Political History of Human Rights: State, Civil Society, Liberty, Equality and Justice with special relationship to Human rights.

### **UNIT III**

United Nations and Human rights, Universal Declaration of Human rights 1948, International Covenant in Civil and Political Rights, 1966, International Covenant in Economic, Social and Cultural Rights, 1966

### **UNIT IV**

Human Rights and Indian Constitution: Preamble, Fundamental Rights, Directive, Principles of State Policy and Judicial approach, NHRC: Composition and Functions.

### **UNIT V**

Human Rights in context of changing Society, women rights. Child labour, Rights of the aged, Rights of differently abled persons.

### **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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.

- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

- Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

### **SUGGESTED READING**

A Goewirth : Human Rights : Essays on Justification and Applications Chicago and London, University of Chicago Press, 1982.

A A An Naim (ed.) : Human Rights in cross cultural perspectives, Philadelphia University of Pennsylvania Press, 1991

Danjili Yael, Else stamatopulor and Clarenace J. Dias, (Ed.) : The declaration of Human Rights – Fifty years and Beyond

J.C.Johari : Human Rights and New World Order : Towards perfection of the Democratic Way life.

S. Subramanian : Human Rights : International Challenges, Delhi, Manad 1997.

V. Kaushik : Women's Movements and Human Rights

D. D. Basu: Human Rights in Constitutional Law, Press.

V. Kaushik, Women's movements and Human Rights.

## **PAPER – II**

### **PUBLIC ADMINISTRATION: THEORY AND PRACTICE**

**Contact Hours: 5 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External 60**

**Internal: 15**

## **OBJECTIVE**

- Understand meaning, nature and scope of Public Administration.
- Acquaint themselves with the impact of technological development and the Public Administration.
- Evaluation of new perspectives in public administration and management.
- Understand the inter relation of politics and administration.
- Understand the various approaches of the study of administrative systems.
- Appreciate various theories of organizations
- Enable themselves to understand the administrative behaviour, theories of leadership, motivation and communication.
- Understand various aspects of personnel administration.
- Acquaint themselves with recent trends and issues in public and administrative reforms and the concept of good governance.

## **CONTENT**

### **UNIT I**

Meaning, Scope and Nature of Public Administration, Impact of Information Technology on Public Administration, Politics and Administration, New Public Administration, New Public Management perspective.

### **UNIT II**

Ecological approach (Riggs), Development Administration approach, Political economy approach: Liberal Democratic and Marxist approach, Process of Public Policy.

### **UNIT III**

Theories of organization, Scientific management, Bureaucratic theory, The classical theory, Human relations theory, Behavioral approach, Systems approach

### **UNIT IV**

Administrative behavior: Rational decision-making approach (Simon), Theories of Leadership, Theories of Motivation and Communication.

### **UNIT V**

Personnel administration- Position, classification, recruitment, training, promotion, neutrality of civil services. Impact of globalization and socialization on public administration, Administrative Reforms, Administrative Culture, Good Governance.

#### • **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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

#### • **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.

- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

- Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

### **SUGGESTED READING**

Avasthi and Maheshwari : Public Administration (Hindi and English)  
 H.Simon : Administrative Behaviours in India  
 L.D.White ; Introduction to the study of Public Administration.  
 M.P.Sharma : Public Administration: Theory and Practice (English and Hindi)  
 Mohit Bhattacharya : New Horizons of Public Administration.  
 Nisa Singh : Administration and Development of India.  
 S.R. Maheshwari : Theory and Concept in Public Administration.  
 V.M.Kulkarni : Social Administration  
 वी एल फड़िया – लोक प्रशासन  
 पी डी शर्मा – लोक प्रशासन के सिद्धांत व व्यवहार

## **ECONOMICS**

### **PAPER I: INTERNATIONAL ECONOMICS**

**Contact Hours: 5 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External 60**

**Internal: 15**

### **OBJECTIVE**

**Students are expected to :**

- Understand the importance of the study of international economics.
- Understand the difference between inter regional and international trade.
- Develop the Critical thinking about for the globalization and open economy.
- Understand various theories of international trade.

### **CONTENTS**

#### **UNIT I : Importance of Trade and Trade Theories**

Importance of the study of international economics; Inter-regional and international trade; Theories of absolute 'advantage, comparative advantage and opportunity costs; Heckscher Ohlin theory of trade – Its main features, assumptions and limitations.

#### **UNIT II : Gains from Trade**

Gains from trade. - Their measurement and distribution; Trade as an engine of Economic growth; Concepts of terms of trade and their importance in the theory of trade; Doctrine of reciprocal demand its importance and limitations in the theory of trade.

#### **UNIT III : Tariffs and Quotas**

Types of tariffs and 'quotas; their impact in partial equilibrium analysis; Free trade and policy of tariffs in relation to economic growth with special reference to India; Concept of optimum tariff.

#### **UNIT IV : Balance of Trade and Balance of Payments**

Concepts and components of balance of trade and balance of payments; Equilibrium and disequilibrium in balance of payments; Consequences of disequilibrium in balance of payments; Various measures to correct deficit in the balance of payments; Relative merits, demerits and limitations of devaluation; Concept and implications of foreign trade multiplier.

**UNIT V: The Regional blocks and Trade policy in India:** Functions of IMF, World Bank and GATT/WTO; ASIAN DEVELOPMENT BANK. Need for and rationale of trade reforms in India (including partial and full convertibility of rupee); Recent Trade Policy of India.

- **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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

**Books Recommended**

- Kenan, P.B. (1994), The International Economy, Cambridge University Press, London.
- Kindberger, C.P. (1973), International Economics', R.D. Irwin, Homewood.
- Krugman, P.R. and M. Obstfeld (1994), International Economics : Theory and Policy, Glenview, Foresman.
- Salvatore, D.L. (1997) International Economics, Prentice : Hall, Upper Saddle River. N.J.
- Sodersten, Bo (1991), International Economics, Macmillan Press Ltd London
- Aggarwal, M. R. (1979), Regional Economic Cooperation. In South Asia S. Chand and Co., New Delhi.
- Bhagwati, J. (Ed.) (1981), International Trade, Selected readings, Cambridge University Press, Mass.
- Crockett. A. (1982), International Money: Issue and Analysis, ELBS and Nelson London,
- Greenaway, D. (1982) International Trade Policy, Macmillan Publishers Ltd., London.
- Heller H.R. (1968), International Monetary Economics. Prentice Hall, India.
- Joshi V. and I.M.D Little (1998), India's Economic Reforms, 1999-2001, Oxford University Press, Delhi
- Nayyar, D. (1976), India's Exports and Export Policies in the 1960s. Cambridge University Press, Cambridge.
- Panmukhi, V.R. (1978), Trade Policies of India : A Quantitative Analysis, Concept Publishing Company, New Delhi.
- Patel, S.J. (1995), Indian Economy Towards the 21<sup>st</sup> Century, University Press Ltd., India.

**PAPER II: DEMOGRAPHY**

**Contact Hours: 5 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External 60**

**Internal: 15**

**OBJECTIVE**

**Students are expected to :**

- Understand the various theories of demographic transitions.
- Develop the skills of the techniques of analysis.
- Familiarize with the different Concepts of demography.
- Develop the ability of appraise critically the issues related with increasing population.

- Know the New population policy, population health, poverty and environmental linkage in India.

## **CONTENTS:**

### **UNIT I : Introduction**

Population study and demography; its relation with other disciplines; Historical evidence of population growth in developed and developing countries.

**UNIT II : Theories of Population:** Theories of Population – Malthus, Optimum theory of population, and theory of demographic transition.

**UNIT III : Sources of Analysis** Sources of Demographic data in India : Census- Civil registration system and demographic surveys: National Family Health Survey 1 and 2- their relative merits and demerits.

### **UNIT IV : Techniques of Analysis**

Crude birth and death rates, age specific birth and death rates, standardized birth and death rates- Study of Fertility; Total fertility rate, gross reproduction rate, and net reproduction rate – Study of marital status- Life table : Meaning of its columns and its uses- Reproductive and child health in India- Temporal and special variation in sex ratios.

### **UNIT V : Population Projection**

Techniques of population projection- Concept of stationary, stable and quasi-stationary population- Aging of population in India- Changes in family and old age security. Salient Features of Population Censuses of 2011. New Population Policy of India, Population health, Poverty and environment linkage in India.

- **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 periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.

- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

- Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

### **Books Recommended**

- Agarwal S.N., (1985), India's Population Problem, Tata McGraw Hill, Bombay
- Agarwal U.D. (1999), Population Projections and Their Accuracy, B.R. Publishing Corporation, New Delhi.
- Bhende, A.A. and T.R. Kanitkar (1982), Principles of Population Studies, Himalaya Publishing House, Bombay.
- Bogue, D.J. (1971), Principles of Demography, John Wiley, New York.
- Bose A. (1996), India's Basic Demographic Statistics B.R. Publishing Corporation, New Delhi.
- Census of India, Government of India, Various Reports, New Delhi.
- Choubey. P.K. (2000), Population Policy in India, Kanishka Publication, New Delhi.

- Misra, B.D. (1980), An Introduction to the Study of Population South Asian Publication, New Delhi.
- Srinivasan, K.(Ed.), Population Policy and Reproductive Health, Hindustan Publishing Corporation, New Delhi.

### **CC 6: Curriculum and School**

**Instructional Time: 4 periods/week Max. Marks: 75**

**Exam. Duration: 3 Hours**

**Internal: 15**

**External: 60**

#### **Objectives of the Course:**

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

- develop an Understanding of the emerging Curriculum theory.
- develop an Understanding in to the various foundation of curriculum planning
- acquaint the student with the existing approaches to curriculum design.
- reflect on various trends in curriculum development.
- enable student to understand the basic concepts to educational management.
- develop a futuristic vision about devising new curriculum design.
- orient the student teachers with curriculum process and construction to curriculum development.

#### **Course Outline:**

##### **Unit I: Concept of Curriculum**

- Understanding the meanings and nature of Curriculum: need and importance of curriculum in schools
- Differentiating Curriculum Framework, Curriculum and Syllabus; their significance in school education
- Facets of curriculum: core curriculum - significance in Indian context,
- Meaning and concerns of 'hidden' curriculum
- Curriculum visualized at different levels: national-level; state-level; school level; class-level and related issues

##### **Unit II: Curriculum Determinants and Considerations**

- Broad determinants of curriculum making: (At the national or state level)  
Educational and Professional Polices
  - Socio-political aspirations including ideologies and educational vision
  - economic necessities
  - technological possibilities
  - cultural orientations
  - national priorities
- Considerations in curriculum development: (at school level)
  - Forms of knowledge and its characterization in different school subjects;
  - Relevance and specificity of educational objectives for concerned level;
  - Learner characteristics
  - Teachers' experiences and concerns
  - Socio-cultural context of students - multi-cultural, multi-lingual aspects
  - Critical issues: environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity

### **Unit III: Curriculum Development (at school level)**

- Understanding shifts in emphasis in approach to curriculum: from subject centered ‘minimum levels of learning’ and behaviouristic learning outcomes; to integrated approach involving development of perspectives, concepts and skills across subjects, incorporating environmental/local concerns, to activity centered and constructivist orientation
- Process of Curriculum making
  - Formulating aims and objectives (based on overall curricular aims and syllabus)
  - Criteria for selecting knowledge and representing knowledge in the form of thematic questions in different subjects
  - Organizing fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects
  - Selection and organization of learning situations

### **Unit IV: School - the site of curriculum engagement**

- Role of school Philosophy, Management and Administration (and organization) in creating a context for development of curriculum.
- Available infrastructure, curricular sites and resources (library, laboratory, school playground, neighbourhood etc)
- School culture, climate, environment and time management as the context for teachers’ work
- Construction of curriculum vis a vis teachers’ role and support in ‘developing curriculum’ ‘transacting curriculum’ and ‘researching curriculum’
- Space for teacher as a Critical Pedagogue
- Role of external agencies in providing curriculum and pedagogic support to teachers within schools – local, regional, national

### **Unit V: Curriculum implementation and renewal**

- Operationalising curriculum into learning situations - Teachers’ role in generating dynamic curricular experiences through:
  - flexible interpretation of curricular aims
  - contextualization of learning
  - varied learning experiences
- Selection and development of learning resources (text-books, teaching-learning materials and resources outside the school- local environment, community and media, etc.
- Evolving assessment modes
- Reviewing and renewal of aims and processes
- Process of curriculum evaluation and revision- need for a model of continual evaluation
- Feedback from learners, teachers, community and administrators;
- Observable in congruencies and correspondence between expectations and actual achievements

### **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 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 operationalise 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:**

1. Preparation of any topic from the course content and presenting in the classroom.
2. Analytical study of school- curriculum development.
3. Report on curriculum development for the school stage in state/UT.
4. Write a paper on curriculum development.
5. Development of a unit test and its try out.
6. Evaluation of a school textbook.

### **Modes of Internal Assessment      Marks**

Written tests	10
Any two of the Practicum:	05

### **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, Rontceoge.
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 Press.
10. Kochhar S.K. (1970). Secondary School. New Delhi. Sterling publishers Administration.
11. The Report of Education Commission. (1964-66). MHRD Govt. of India .
12. भटनागर, सुरेश. (1996). शैक्षिक प्रबन्ध और शिक्षा की समस्याएँ. मेरठ. सुर्या पब्लिकेशन।
13. गुप्ता एल.डी. (1990). उच्च शैक्षिक प्रशासन. हरियाणा साहित्य अकादमी चण्डीगढ़।
14. सुखिया एस.पी. (1965). विद्यालय प्रशासन एवं संगठन. आगरा. विनोद पुस्तक मंदिर।
15. वशिष्ठ केके. (1985). विद्यालय संगठन एवं भारतीय शिक्षा की समस्याएँ, मेरठ. लायलबुक डिपो।
16. देव आचार्य महेन्द्र. (1998). विद्यालय प्रबन्ध, राष्ट्रवाणी. दिल्ली. प्रकाशन।



17. शर्मा आर.ए. (1995). विद्यालय संगठन तथा शिक्षा. मेरठ. प्रशासनसूर्या पब्लिकेशन।  
 18. व्यास हरिश्चन्द्र. (2003). शैक्षिक प्रबन्ध और शिक्षा की समस्याएँ. नई दिल्ली. आर्य बुक डिपो, 30 नईवालाकरौलबाग।

## **CC 7 - Assessment for Learning**

**Instructional time: 4 periods /week**

**Max. Marks: 75**

**Exam Duration: 3 Hours**

**Internal: 15**

**External: 60**

### **Objectives of the course:**

On completion of the course, the student teacher 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 Outline:**

#### **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
- Critical review of current evaluation practices and their assumptions about learning and development
- Meaning and Objectives of :
  - test, measurement, examination, and evaluation
  - formative and summative evaluation
  - 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***

- 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
- Using assessment feedback for further learning

#### **Unit V: Data Analysis, Feedback and Reporting**

- 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:

- 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. Organising student Portfolio assessment and developing rubrics for portfolio assessment.
7. Developing Achievement Test and practicing method of finalizing the test.

<b>Modes of Internal Assessment</b>	<b>Marks</b>
Written tests	10
Any two of the Practicum	05

**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* (4<sup>th</sup> Ed.). Thousand Oaks, CA. Corwin. Burke, K. Fogarty, R. & Belgrad, S (2002). *The portfolio connection Student work linked to standards* (2<sup>nd</sup> Ed.) Thousand Oaks, CA. Corwin.
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 S. P. (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* (3<sup>rd</sup> ed.). Upper Saddle River. NJ. Prentice Hall.
16. Singh H.S. (1974) *Modern Educational Testing*. New Delhi. Sterling Publication.
17. Thorndike RL and Hagen. (1977). *Measurement and Evaluation in Psychology and Education*.

**PC 3 ; Group B: Pedagogical Courses**

## PC 1: Learning to Function as a Teacher (School Internship)

Duration: Sixteen weeks

Max. marks: 300

External : 120\*

Internal : 180

### Objectives of the course:

On the completion of the course the student teachers 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 organisational 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 student teachers will perform the following in the school attached to her/him.

#### (a) *Delivery of lessons*

- The student teachers will deliver a minimum of 40 lessons including two criticism lessons (one at the end of 9<sup>th</sup> 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 student teachers 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.
- 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 student teachers 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 student teacher periodically.
- Student teachers 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 student teacher in which she/he records his/her experiences, observations and reflections on classroom experiences.
- A portfolio will be maintained by the student teachers which includes lesson plans, resources used, assessment tools, student observations and other records.
- Student teachers will always work in liaison with the regular teachers in the schools 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.
- External examiners will be appointed by the University for award of external marks.

**Modes of Assessment:**

The assessment of the student teachers will be carried out on the basis of their day to day participation and performance by a group of teacher educators. The details of activities and the marks allotted are given below.

<b>Activity</b>	<b>Marks</b>	
a. Classroom teaching ( two Pedagogy courses) :	200(80 Internal & 120 External*)	} 100 (Internal)
b. Criticism lessons ( four lessons in total) :	40	
c. Reflective Journal ( two Pedagogy courses) :	10	
d. Observation Records		
Ten lessons of school teacher :	05	
Ten lessons of peer :	05	
e. Achievement test- development,		
Administration and analysis :	10	
f. Case study/ Action Research :	10	

- g. Detailed Record of any two activities  
organized by the student teacher : 10
  - h. One Teaching Aid in each of the Pedagogy courses 10
- Total 300**

\*External examiners will be appointed by the University for award of external marks.

पाठ्यक्रम

SYLLABUS

**SCHEME OF EXAMINATION AND  
COURSES OF STUDY**

**B.A.B.Ed. Programme (New scheme)  
(MDS UNIVERSITY, AJMER)**

**B.A.B.Ed. Part I Examination 2017**

**B.A.B.Ed. Part II Examination 2018**

**B.A.B.Ed. Part III Examination 2019**

**B.A.B.Ed. Part IV Examination 2020**