

रानी दुर्गावती विश्वविद्यालय, जबलपुर

Rani Durgawati University, Jabalpur



Four-Year Integrated (Eight Semester)

B.A.B.Ed. Course

Session 2022 Onward's

Course of Studies & Prescribed Books
Approved by Board of Studies in Education

FACULTY OF EDUCATION

RANI DURGAWATI VISHWAVIDAYALAYA

Saraswati Vihar Pachpedi

JABALPUR (M.P.) 482001

Website: rdunijbin.org

Rani Durgawati

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Rani Durgawati University, Jabalpur

STRUCTURE OF THE COURSE

B.A. B.Ed.

First Semester

Subject/Paper	Paper	Intern.	Total	Pds./week
B.A. Part: Foundation Course				
Moral Values	40	10	50	3
Language – Hindi	40	10	50	3
- English	40	10	50	3
Elective I + Practicum	60	15+25	100	9
Elective II + Practicum	60	15+25	100	9
Elective III + Practicum	60	15+25	100	9
Total	300	150	450	
B.Ed. Part				
Human Development in Socio-cultural Context	40	10	50	3
School Education in India: Historical Perspective	40	10	50	3
Health, Physical Education & Yoga	-	25	25	2
Work Education	-	25	25	2
Total	80	70	150	
Grand Total	380	220	600	

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Second Semester

Subject/Paper	Paper	Intern.	Total	Pds./week
B.A. Part: Foundation Course				
Basic of Computer	40	10	50	3
Language – Hindi	40	10	50	3
- English	40	10	50	3
Elective I + Practicum	60	15+25	100	9
Elective II + Practicum	60	15+25	100	9
Elective III + Practicum	60	15+25	100	9
Total	300	150	450	
B.Ed. Part				
Cognition & Learning	40	10	50	3
Psychology Practical	-	25	25	2
Health, Physical Education & Yoga	-	25	25	2
Work Education	-	25	25	2
Art & Aesthetics	-	25	25	2
Total	40	110	150	
Grand Total	340	260	600	

Third Semester

Subject/Paper	Paper	Intern.	Total	Pds./week
B.A. Part: Foundation Course				
Comp. & ICT in Education	40	10	50	3
Language – Hindi	40	10	50	3
- English	40	10	50	3
Elective I + Practicum	60	15+25	100	9
Elective II + Practicum	60	15+25	100	9
Elective III + Practicum	60	15+25	100	9
Total	300	150	450	
B.Ed. Part				
Reading & Reflection on text		50	50	2

Curriculum Development	40	10	50	3
Arts and Aesthetics	-	25	25	2
Community Living	-	25	25	1week
Total	40	110	150	
Grand Total	340	260	600	

Fourth Semester

Subject/Paper	Paper	Intern.	Total	Pds./week
B.A. Part: Foundation Course				
Comp. & ICT in Education	40	10	50	3
Language – Hindi	40	10	50	3
- English	40	10	50	3
Environmental Education	40	10	50	3
Elective I + Practicum	60	15+25	100	9
Elective II + Practicum	60	15+25	100	9
Elective III + Practicum	60	15+25	100	9
Total	340	160	500	
B.Ed. Part				
Inclusive Education	40	10	50	3
Assessment for learning I	40	10	50	3
Total	80	20	100	
Grand Total	420	180	600	

Fifth Semester

Subject/Paper	Paper	Intern.	Total	Pds./week
B.A. Part: Foundation Course				
Entrepreneurship Dev.	40	10	50	3
Elective I + Practicum	60	15+25	100	9
Elective II + Practicum	60	15+25	100	9
Elective III + Practicum	60	15+25	100	9
Total	220	130	350	

Rajiv Kumar
 Chairman, Dept. of Studies
 Rani Durgam Mahavidyalaya
 Jabalpur (M.P.)

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Dr. S. S. Srivastava

K. P. Singh

B.Ed. Part				
P.C.- I: Soc. Sc.	60	15	75	5
P.C.-II: Lang.-H/E/Sans.	60	15	75	5
Assessment for Learning II	40	10	50	3
Basics in Education	40	10	50	3
Total	200	50	250	
Grand Total	420	180	600	

Sixth Semester

Subject/Paper	Paper	Intern.	Total	Pds./week
B.A. Part: Foundation Course				
Entrepreneurship Development	40	10	50	3
Elective I + Practicum	60	15+25	100	9
Elective II + Practicum	60	15+25	100	9
Elective III + Practicum	60	15+25	100	9
Total	220	130	350	
B.Ed. Part				
P.C.- I: Soc. Sc.	60	15	75	5
P.C.-II: Lang.-H/E/Sans	60	15	75	5
Gender Issues & Peace Education	40	10	50	3
Schooling, Socialization & Identity	40	10	50	3
Total	200	50	250	
Grand Total	420	180	600	

Kanishk
 Chairperson, Faculty of Education
 Rani Durgam, Indore

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H. P. Singh

Seventh Semester

Subject/Paper	Internal/External	Total
B.Ed. Part Pre-internship	50	50
Internship (100+100)	200	200
External Final Teaching (100+100)	200	200
Post-internship	50	50
Action Research (25+25)	50	50
Concerns of Education coming from the field: A Report	50	50
Grand Total	600	600

Eight Semester

Subject/Paper	Paper	Intern.	Total	Pds./week
B.A. Part: Foundation Course Environmental Education	40	10	50	3
Elective I + Practicum / Project	70+50	30	150	9
Elective II + Practicum /Project	70+50	30	150	9
Elective III + Practicum /Project	70+50	30	150	9
Total	400	100	500	
B.Ed. Part Vision of Indian Education :Issues and Concerns	40	10	50	3
School Management & Leadership	40	10	50	3
Total	80	20	100	
Grand Total	480	120	600	

Rajna Tiwari
 Chairman, ...
 Rani Durgavati Vishwavidyalaya
 Jabalpur (M.P.)

Prati Shastri
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Alpesh Kumar

Bachelor of Arts and Bachelor of Education

Rani Durgawati University

COURSE OF STUDIES

For

Four Year Integrated

B.A. B.Ed. (Eight Semesters) Course

FIRST SEMESTER

Subject/Paper	Paper	Intern.	Total	Pds./week
B.A. Part: Foundation Course				
Moral Values	40	10	50	3
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- English	40	10	50	3
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Grand Total	380	220	600	

- Elective 1 – Any one Literature – Hindi/English/Sanskrit
- Elective 2 – History/Geography.
- Elective 3 – Economics/Political Science

(All Electives have Practicum, but it will be practical in Geography and will be evaluated internally)

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Abhinav

Chairman, Board of Studies
Rani Durgawati University
Bhopal (M.P.)

Prof. Srivastava

B.A. Component

Foundation Course : Moral Values

आधार पाठ्यक्रम – नैतिक मूल्य

Contact Periods/week : 03
Internal Marks : 10

कुल अंक – 40
न्यूनतम उत्तीर्ण अंक – 14
प्रश्न एवं अंक निर्धारण

4 समीक्षात्मक/दीर्घ उत्तरीय प्रश्न – 28 अंक (7 x 4)

2 लघु उत्तरीय प्रश्न – 07 अंक (3.5 x 2)

5 वस्तुनिष्ठ प्रश्न – 05 अंक (1 x 5)

व्याख्यान एवं समीक्षात्मक प्रश्नों में आंतरिक विकल्प होंगे

इकाई 1	1 नैतिक मूल्य परिचय एवं वर्गीकरण 2 आचरण की सभ्यता	– डॉ शशि राय – सरदार पूर्ण सिंह
इकाई 2	1 बुद्ध की करुणा 2 शिकांगो व्याख्यान	– डॉक्टर श्रद्धा शिवांगी – स्वामी विवेकानंद
इकाई 3	1 धर्म और राजनीति धर्म और राष्ट्रवाद 2 अब दीपो भव	– महर्षि अरविंद – स्वामी श्रद्धानंद
इकाई 4	1 अंतर्ज्ञान और नैतिक जीवन 2 सादगी	– डॉक्टर सर्वपल्ली राधाकृष्णन – महात्मा गांधी
इकाई 5	1 भय से मुक्ति 2 सत्य के साथ मेरे प्रयोग	– जे कृष्णमूर्ति – महात्मा गांधी की आत्मकथा का संक्षिप्त विद्यार्थी संस्करण (सारांश)

Foundation Course : Language - Hindi

आधार पाठ्यक्रम – हिंदी भाषा

प्रश्न पत्र – 1

Contact Periods/week : 03
Internal Marks : 10

कुल अंक – 40
न्यूनतम उत्तीर्ण अंक – 14
प्रश्न एवं अंक निर्धारण

4 समीक्षात्मक/दीर्घ उत्तरीय प्रश्न – 28 अंक (7 x 4)

2 लघु उत्तरीय प्रश्न – 07 अंक (3.5 x 2)

5 वस्तुनिष्ठ प्रश्न – 05 अंक (1 x 5)

व्याख्यान एवं समीक्षात्मक प्रश्नों में आंतरिक विकल्प होंगे आंतरिक मूल्यांकन के लिए 10 अंक निर्धारित हैं ।

इकाई 1	1 स्वतंत्रता पुकारती (कविता) 2 जाग तुझको दूर जाना (कविता) 3 उत्साह (निबंध) 4 गरीब के फूल (ललित निबंध)	– जयशंकर प्रसाद – महादेवी वर्मा – रामचंद्र शुक्ल – हजारी प्रसाद द्विवेदी
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Ranjana

Chandni
Rani Durg
Jabalpur (M.P.)

Abhi

Prati Srivastava

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Abhi

इकाई 2	1 नमक का दरोगा (कहानी)	–	प्रेमचंद
	2 हार की जीत (कहानी)	–	सुदर्शन
	3 भगवान बुध (निबंध)	–	स्वामी विवेकानंद
	4 लोकतंत्र एक धर्म है (निबंध)	–	सर्वपल्ली राधाकृष्णन
इकाई 3	1 कछुआ धर्म (निबंध)	–	चंद्रधर शर्मा गुलेरी
	2 वह क्रांति पटवा (कविता)	–	सूर्यकांत त्रिपाठी निराला
	3 सपनों की उड़ान (प्रेरक निबंध)	–	एपीजे अब्दुल कलाम
	4 ग्रीक की दावत (कहानी)	–	भीष्म साहनी

Foundation Course : Language English

Paper – 1

Contact Periods/week : 03

Internal Marks : 10

External Marks : 40

Min. Pass Marks – 14

Distribution of Marks:

- Four critical questions are to set be from unit I. Two questions are to be attempted. Each question will carry 5 marks. (5X2 = 10 marks).
- Students are required to write a paragraph on a given topic in about 100-125 words. (4x1=4 Marks)
- Students are required to attempt five questions based on the given unseen passage. Each question will carry marks. (2X5=10 marks)
- Students are required to attempt six questions on vocabulary. Each question will carry one mark. (1X6=6 marks)
- Students are required to attempt 10 questions on Grammar. Each question will carry one mark. (1X10=10 marks)

UNIT: I

John Keats- Ode to a Nightingale, Rabindranath Tagore- Where the mind is without fear,
Rajgopalachari-Preface to the Mahabharata, J.L.Nehru- Tryst with Destiny, Walt Whitman –O Captain !
My Captain , O Henry – The Last Leaf.

UNIT:II

Paragraph Writing

UNIT:III

Comprehension of an unseen passage

UNIT:IV

Vocabulary: Synonyms, Antonyms, Homophones, Homonyms.

UNIT: V

Grammar & Usage Noun, pronoun, verbs, adjective, adverbs, conjunctions, preposition, articles.

Elective I – Literature : Hindi

हिन्दी साहित्य : प्रश्नपत्र – 1

प्राचीन काव्य

Contact Periods/week:05+4 Practicum

Internal Marks : 10

कुल अंक – 60

न्यूनतम उत्तीर्ण अंक – 22

प्रश्न एवं अंक निर्धारण

3 व्याख्या आधारित प्रश्न – 18 अंक (6 X 3 प्र.)

2 समीक्षात्मक/दीर्घ उत्तरीय प्रश्न – 18 अंक (9 x 2)

5 लघु उत्तरीय प्रश्न – 20 अंक (4 x 5)

4 वस्तुनिष्ठ प्रश्न – 04 अंक (1 x 4)

(आंतरिक मूल्यांकन के लिए 15 अंक और प्रकटीकम के 25 अंक निर्धारित हैं। व्याख्यात्मक एवं समीक्षात्मक प्रश्नों में आंतरिक विकल्प होंगे। द्रुत पाठ खंड से मात्र 3 लघुउत्तरीय प्रश्न होंगे।)

प्रस्तावना :

हिन्दी क्षेत्र में 1857 के विद्रोह को आधुनिक चेतना में निहि विद्रोह-भावना का पहला उद्घोष माना गया है। चूंकि प्रायः हम इस विद्रोह के बाद की हिन्दी कविता को आधुनिक कविता मानते हैं इसलिए इसके पहले के समूचे हिन्दी काव्य को प्राचीन काव्य कहा जा सकता है। 1000 ई. के आसपास हिन्दी की जनपदीय बोलियों साहित्य रचना हुई। अनेक महत्वपूर्ण साहित्य काव्य रूप मुक्तक, दोहा, सोरठा, पद, कवित्त, छप्पय आदि थे। प्रमुख कवियों में अमीर खुसरो, विद्यापति, कबीर, सूर, तुलसी जायसी, रहीम, रसखान, मीरा, के। वदास, मतिराम, बिहारी, घनानंद और पद्माकर के नाम लिए जा सकते हैं। पुरानी हिन्दी कविता बहुत दूर तक रचना की रीतिबद्ध प्रणाली तथा भक्ति और श्रृंगार जैसे परंपरागत विशयों का अनुसरण करते हुए भी अपनी विकसित संवेदनशीलता, मानवीय करुणा, लोकोन्मुखता और सौंदर्य दृष्टि के कारण स्थायी महत्व रखती है। इस दौर कविता को जानना हिन्दी की जड़ों को जानना है। इस पाठ्यसामग्री के अध्ययन के द्वारा विद्यार्थियों में इस समय के हिन्दी साहित्य की रचनाशीलता के प्रति समग्र दृष्टि का विकास हो सकेगा।

इकाई 1: कबीरदास – (सं. कान्ति कुमार)

गुरूदेव को अंग, बिरह को अंग, ग्यान बिरह को अंग, सुमिरन को अंग प्रत्येक से प्रारंभिक 5-5 दोहे एवं प्रारंभिक 5 पद।

इकाई 2: रैदास – 10 पद और 10 साखी (रैदासबानी – सुखदेव सिंह)

इकाई 3: सूरदास – (सं. डॉ. धीरेन्द्र वर्मा)

विभिन्न प्रसंगों से कुल 15 पद – उद्धव संदेश से पद कम 9, 10, 15, 21, 22, 26, 27, 29, 52, 53, 62, 82, 95, 101, 120।

इकाई 4: तुलसीदास – (विनय पत्रिका एवं कवितावली से प्रारंभिक 5 – 5 पद,)

आयोध्या कांड (रामचरितमानस) दोहा क्रमांक 117 से 121 तक।

Rajasthan
Rani Lalji
Jabalpur (M.P.)

Mpti Srinivasan

इकाई 5: बिहारी – (बिहारी रत्नाकार – जगन्नाथ दास रत्नाकार) चयनित 15 दोहे (प्रकृति, श्रृंगार विरह के 5-5 दोहे)

दोहा संख्या 21, 25, 28, 31, 32, 35, 37, 38, 41, 51 = कुल 15।

इकाई 5: द्रुतपाठ – अमीर खुसरो, चंदबरदाई, मीरा और भूषण, रसखान, मतिराम, पद्माकर (इस इकाई से कवि परिचय एवं उनकी रचना प्रवृत्तियों पर लघुउत्तरीय प्रश्न पूछे जाएंगे)

(Practicum – Project, Assignment, Remediation, Tutorial, Progress review, Workshop, Group discussion Seminar, Symposia, etc.)

संदर्भ ग्रंथ

1. सूर साहित्य – हजारी प्रसाद द्विवेदी
2. भक्ति आंदोलन और सूरदास का काव्य – मैनेजर पाण्डेय
3. त्रिवेणी – रामचंद्र भुक्ल
4. गोस्वामी तुलसीदास – रामचंद्र भुक्ल
5. विद्यापति – शिवप्रसाद सिंह
6. हिन्दी साहित्य का आदिकाल – हजारी प्रसाद द्विवेदी
7. जायसी ग्रंथावली – रामचंद्र भुक्ल
8. बिहारी का नया मूल्यांकन – बच्चन सिंह
9. शैली काव्य की भूमिका – डॉ. नगेन्द्र

Elective I – Literature : English

English Literature Paper I : Growth and Structure of the English Language

Contact Periods/week: 05+4 Practicum

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practicum – 25 (Internal)

Distribution of Marks

- 1- Objective type questions : 10 questions are to be set from Units I to V. One question will carry 1 mark. $10 \times 1 = 10$
- 2- Four critical questions are to be set with an internal choice from Units I to IV. Four questions are to be attempted one from each Unit. Each question will carry 10 marks. $10 \times 4 = 40$
- 3- Short questions : Two short questions are to be set with an internal choice from unit V. Each question will carry 5 marks. $5 \times 2 = 10$

Objectives :

- To enable students to understand and use the variety of language being used in other
- To enable students to understand the nuances of the English language.
- To enable students to understand how the English language has evolved,

- To help them understand why the English language is hailed as a living language
- To help them and appreciate factors responsible for shaping and enriching languages,
- To help them understand why loan-words are called the milestones of philosophy,
- To sustain and enhance the degree of bilingualism and metalinguistic awareness that
- To enable students to understand and appreciate that language is not only a rule-governed system of communication but also a phenomenon that structures our thoughts and defines our social relationships,
- To enable students to understand how energy individual creates a repertoire of multiple registers to negotiate a variety of social encounters,
- To enable students to understand and appreciate that linguistic diversity is important for
- To enable students to understand how they as teachers can use multilingualism as a
- To enable students to understand the correlation between multilingual language proficiency and academic achievement,
- To enable students to understand how multilingualism leads to greater cognitive flexibility and social tolerance,
- To enable students to understand that there is no intrinsic relationship between languages
- To help students cultivate respect for minor and endangered languages, and
- To help students identify the social psychological variables that influence the learning.

Unit I: Characteristics of the English Language

Characteristics of Old, Middle and Modern English American English, Indian English. Loan words – Scandinavian, Latin, French, Greek, Indian.

Unit II: Word – Formation

Compound – Formation, Duplication, derivation, back – formation, conversion, clipping, acronymy, blending, word manufacture, multiple-formation, tradespeople's coinages, war-coinages.

Unit III: The structure of English Speech

Received Pronunciation (R.P.) Syllable, Suprasegmental features of RP, stress, juncture, intonation, phonetic transcription of individual words.

Unit IV: Psycholinguistics

1- Relationship between human language and the human brain.

2- Relationship between language and society

Unit V: Socio-Linguistics

1- Functions of language

2- Relationship between language and society

3- Understanding and reconstruction of culture through language.

4- Language and power

- 5- Language and gender
- 6- Language and Aesthetics
- 7- Extinction of languages-reason and the need for preservation - relationship between language and script, social psychological variables and the learning of a second
- 8- Multilingualism and social tolerance.
- 9- Role of media in the shaping of the English language, English today and tomorrow,
- 10- Dialect, register, slang, pidgin, hybridism.

(Practicum – Project, Assignment, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, etc.)

Suggested Readings

1. Jespersen, Otto, Growth and Structure of the English Language. New Delhi : Oxford
2. Adams, V. An Introduction to Modern English Word – Formation. London Longman,
3. Bauer, L. English Word-Formation. Cambridge : Cambridge University Press, 1983.
4. Crystal, D.A. Dictionary of linguistics and phonetics. London : Basic Blackwell. 1983.
5. Barber, Charles. The Story of Language. London : The English Language Book Society
6. Jones, Daniel. English Pronouncing Dictionary. London : English Language Book
7. Wilkins, D.A. Linguistics in Language Teaching. London : The English Language Book
8. Hudson, R.A. Sociolinguistics. Cambridge : Cambridge University Press. 1980.
9. Downes, William. Language and Society. London : Fontana Paperbacks, 1984.
10. Trudgill, Peter. Sociolinguistics : An Introduction. Middlesex Penguin, 1974.
11. Cecco, John P.De. The psychology of Language, Thought and instruction. New York : Holt, Rinehart and Winston, 1967.
12. Deese, James. Psycholinguistics. Boston : Allyn & Bacon, 1970.
13. Lenneberg E. The Biological Foundations of Language. New York. John Wiley &
14. Burtin, Robbins. Man's Many Voices : Language in its Cultural Context. New York :
15. Holt, Rinehart, and Winston, 1970.

Rajni Tiwari
 Chairman, Board of Studies
 Education, Jharkhand
 Rani Durgavati Vishwavidyalaya
 Jabalpur (M.P.)

Prasanna Kumar

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Elective I – Literature : Sanskrit

Contact Periods/week : 03
Internal Marks : 10

कुल अंक – 60
न्यूनतम उत्तीर्ण अंक – 22
प्रश्न एवं अंक निर्धारण
4 दीर्घ उत्तरीय प्रश्न –20 अंक (4 x5)
8 लघु उत्तरीय प्रश्न –20 अंक (8 x2.5)
5 अतिलघु उत्तरीय प्रश्न –10 अंक (5 x2)
10 वस्तुनिष्ठ प्रश्न –10 अंक (10 x1)

संस्कृतकाव्यं काव्यशास्त्र

उद्देश्य – संस्कृत के नाटको के विषय में ज्ञान प्राप्त करेंगे और कालीदास ,भारवी, विश्वनाथ, आदि संस्कृत के महान विद्वानों के विषय में ज्ञान प्राप्त करेंगे ।

परिणाम – अपने भविष्य को उज्ज्वल बनायेंगे और अच्छे नागरिक बनेंगे

Unit – I

महाकविकालिदासकृतं – कुमारसम्भव—पंचसर्ग
हिन्दी भाषया व्याख्यात्मकअध्ययनम्

Unit – II

भारविकृत्रं किरातार्जुनीयम् – द्वितीय सर्गः
हिन्दी भाषया व्याख्यात्मकअध्ययनम्

Unit – III

भारविकृत्रं किरातार्जुनीयम् – तृतीय सर्गः
हिन्दी भाषया व्याख्यात्मकअध्ययनम्

Unit – IV

उभयोरग्रन्थयोः समीक्षात्मकअध्ययनम्

Unit – V

साहित्य दर्पण – आचार्य विश्वनाथ
व्याख्यात्मकयमीक्षात्मकप्रश्न

(काव्यलक्षणम्, काव्यप्रज्ञानम् , नाटक, लक्षणम् , कथा, अख्यायिका च)

Assesment : Five assignments (one from each unit)

संस्तुत ग्रन्थ –

1. कुमारसम्भव—पंचसर्ग, हिन्दीसंस्कृतकाव्यसहितम् डा. राजेश्वर भास्त्री मुसलगांवकर
2. कुमारसम्भव—कालिदास, हिन्दीसंस्कृतकाव्यसहितम् आचार्य भोशराज शर्मा रेग्मी
3. रघुवंश कालिदास , हिन्दीसंस्कृतकाव्यसहितम् आचार्य भोशराज शर्मा रेग्मी
4. काव्यशोभा – साहित्यदर्पणातसंग्रह सम्पादकः— प्रो. ब्रजेश कुमार शुक्ल
5. कुमारसम्भव – पंचमसर्ग —कालिदास डा. शिवबालक द्विवेदी
6. साहित्य दर्पण – विश्वनाथ चौखम्बा वाराणसी
7. कालिदास – अपनी बात प्रो. रेवा प्रसाद द्विवेदी

❖ Latest edition of all the suggested books are recommend.

Rajni Tisari
Chairman
Rani Durgam Vaidya
Jabalpur (M.P.)

Dr. Prakashastav
14

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H. P. Singh

Elective II – History

Paper I : Themes in Early Indian History (Earliest to 1200 AD)

Contact Periods/week: 05+4 Practicum

Maximum Marks – 60

Min. Pass Marks – 22

Internal - 15

Practicum – 25 (Internal)

Evaluation

Note : 1. First question having Five Objective type questions (selecting one from each unit)

1*5 = 5

2. Second question having 5 short questions to be answered in about 125-150 words (selecting one from each unit) 3*5 = 15

3. Third question having Five questions having internal choice selecting one from each unit. 8*5=40

Objectives :

After completing the course the student teachers will be able to :

- Understand the nature, scope and importance of studying History. Understand the various sources of History, Importance of Facts and its compilation, and the problem of Objectivity in History
- Understand Pre – Historic India, Harappa and Vedic Cultures.
- Appreciate the developments during the Mauryan period.
- Appreciate the Dhamma Policy of Ashoka.
- Analyze the post Mauryan Society and Cultural developments.
- Understand state, society and administration during the post – Gupta Period.

Course Details :

UNIT I: History: Nature Significance and Sources of Study, Historiography : Facts, Problem of objectives

- ❖ History: Nature and Importance of study.
- ❖ Sources : Literature, Epigraphic, Numismatics and Archaeological, Primary and Secondary Source of History
- ❖ Historical Evidence, Facts and their compilation.
- ❖ Historical Objectivity : Meaning, Need and Importance.

UNIT II: Pre-Historic India, The Indus Valley Civilization and The Vedic Civilization

- ❖ Pre Historic India – Paleolithic, Mesolithic and Neolithic Age
- ❖ Indus Valley Civilization : Socio-economic and Religious life, Art and Architecture

- ❖ The Aryan Debate; The Rig Vedic and Later Vedic Period-Political, Economic and Socio-Religious life

UNIT III: Mahajanpads and the Rise of The Magadha And Maurya Empire

- ❖ Sixteen Mahajanpadas – Political structure
- ❖ Rise of Magadha Empire
- ❖ Invasion of Alexander and its effects
- ❖ Political structure of the Maurya; Society and Economy of the Mauryan Age
- ❖ Asoka's Dhamma

UNIT IV : Post Mauryan Polity – The Indo-Greeks; The Gupta Age, The Vardhana Dynasty

- ❖ The Kushans-Wimkadphise, Kanishka – Conquests, Patronage to Buddhism
- ❖ The Guptas-Samudra Gupta, Chandra Gupta Vikramaditya
- ❖ Gupta Political System : State and Administrative institutions
- ❖ Harshavardhana – Career and Achievements

UNIT V : History of South India, Rajputs, The Arab and Truk Invasions

- ❖ Major Powers in the South – Cholas, Chalukyas, Rashtrakutas, Pallavas – Political Achievements; Chola Administration
- ❖ Rajputs – Gurjars, Pratiharas, Parmars And Palas
- ❖ India's relations with South-east Asia and Srilanka
- ❖ Invasions of the Arabs, Ghaznavids and Ghorids and their Impact

PRACTICUM

The course of history has been designed to enable students to know that history is a critical discipline, a process of enquiry, a way of knowing about the past rather than just a collection of facts. The syllabus helps them to understand the process, through which a historian collects, chooses scrutinize and assembles different types of evidences to write history. Practical work in History will give students an opportunity to develop higher cognitive skills. It will take students to a life beyond text books and provide them a platform to refer materials, gather information, analyze it further to obtain relevant information and thereby construct their own knowledge. It will help them to decide what matter to keep and hence understand how history is constructed and studied. It will inculcate a spirit of inquiry, research and analysis in the learners.

The learners will be able to understand contemporary issues in context to our past. They will grow into caring, sensitive individuals capable of making informed, intelligent and independent choices. Experiential learning will enhance learning through exploration and will also be joyous. It will thereby develop lasting interest in history discipline.

Process

The Practicum will be assigned to the students individually and discussed at different stages right from assigning topic, identifying resources, draft review to finalization. Students will be facilitated in terms of providing relevant materials, suggesting websites, obtaining of required permission for archives, historical sites, etc.

The practicum (one per semester) can culminate in the form of Power Point Presentation/Exhibition/Skit/album/files/songs and dance or culture show/story telling/debate/panel discussion/paper presentation and so on. However a practicum report shall also report shall also be required to be submitted. Practicum report may be hand written or in printed form. It will be ensured that the students submit original work.

List of Practicum :

1. Facts and their compilation – On a theme of your choice collect facts and interpret them thereby constructing history through these facts.
2. Exploring Objectivity and Biases in the writing of Indian History.
3. Numismatics and construction of History. (Model of Ancient coins may be made)
4. Role of Archaeology in the construction of History.
5. Literary sources of constructing Indian History.
6. Paleolithic Period – Reflections on Bhimbetka. (Paintings of Bhimbetka may also be made)
7. Town planning and Artifacts of the Harapa civilization. (A model of the miniature city of Indus Valley Civilization can also be made by using cardboards, wooden planks, sand etc.)
8. Asoka's Dhamma : Principles and Relevance in today's context.

Parameters of Evaluation :

1. Research contribution : 5 marks
2. Written Report Assessment : 8 marks
3. Individual presentation/explanation : 8 marks

References :

1. Agrawal, D.P. The Archaeology of India
2. Basham, A.L. The Wonder that was India
3. Chakrabarti, D.K. Archaeology of Ancient India Cities
4. Thapar, Romila History of Early India
5. Allchin, F.R. and B Origins of a Civilization: The Prehistory and Early Archaeology of South Asia
6. Jha, D.N. Ancient India in Historical Outline (1998.)
7. AronRaymand – Introduction to the philosophy of History
8. Kosambi, D.D. Culture and civilization of Ancient India

9. Ray, H.P. Monastery and Guildin India A Historical Outline
10. R.S. Sharma, Inida's Ancient Past
11. Ray, NiharranjanMaourya and Post Maurya Art
12. Sharma, R.S. Aspects of Political Ideas and Institutions in Ancient India (1991)
13. Thapar, Romila Ashoka and the Decline of the Mauryas.
14. Yazdani, G. Early History of Deccan
15. Aspects of Political Ideas and Institutions in Ancient India (1991)
16. Carr. E.H. What is History
17. Collingwood. R.G. The Idea of History ed. Jan Van Deer Dussen, Oxford University Press.
18. Tripathi, R.S. : Prachin Bharat Kaltihas
19. Pandey, Rajbali : Bharatiya Itihas Ki Bhumika
20. Chopra S.N. : Prachin Bharat Kaltihas
21. Jharkhand Choubey : Itihas Darshan
22. Thapar Romilla : Itihas ki Punarvyakha
23. Pandey, Govindchandra : Itihas Swaroop avam Siddhant
24. RaychoudharyHC : Bharat Ka Rajnaitik Itihas
25. Kiran Kumar : Sindhu Sabhyata
26. Raymond and Bridge Allchin. 1997. Origins of Civilization. Viking, New Delhi
27. G. L Possehl. 2003. The Indus Civilization. Vistaar, New Delhi.
28. Shereen Ratnagar. 2001. Understanding Harappa. Tulika, New Delhi.

Elective II : Geography

Paper I : Evolution of Geographical thought

Contact Periods/week: 05+4 Practical

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practical – 25 (Internal)

Note:

1. First question having ten objective type questions. (Selecting two from each unit)
1 X 10 = 10 marks.
2. Five question with internal choice selecting one from each units. (5 X 10 = 50 marks)

Unit I:

Geography in classical age: Contributions of Greek and Roman scholars with special references to the works of Herodotus; Hecateus; Strabo and Ptolemy.

Unit II :

Dark Age in Europe and its impact on the development of Geography; Contributions of Arab Scholars with special reference to the works of Al-Masudi; Al-Biruni; Ibn-e-Batuta and Ibn-e-Khaldun.

Unit III:

Modern: Evolution of Geographical Thinking and Disciplinary Trends in Germany; France; Britain; United states of America and India.

Unit IV:

The revival of scientific geography with special reference to the work of Varenus and Kant. Contributions of Humboldt and Ritter. Darwin's impact on geography.

Unit V:

The Quantitative Revolution in Geography; Post Quantitative Revolution trends; Welfare; Radical; Post Quantitative Revolution trends: Welfare; Radical; Post Modernization; Systems Approach; Radicalism; Feminism.

Books recommended

1. Deakinson (1969) The Making of Modern Geography Routledge and Kegan Paul, London.
2. Dikshit R.D., 1997: Geographical Thought: A Contextual History of Ideas, Prentice-Hall India.
3. Hartshorne (1939) The Nature of Geography. Association of American Geographers Lancaster Pennsylvania.
4. Hartshorne (1959) Perspective on the Nature of Geography Rand McNally and company Chicago.
5. Harvey, D. (1989) The condition of Post Modernity: An Enquiry into the Origins of Cultural Change, Blackwell, Oxford.
6. Holt-Jensen A., 2011: Geography: History and Its Concepts: A Students Guide, SAGE.
7. Husain, M. (2002) Evolution of Geographic Thought (also in hindi) Rawat Publication's Jaipur.
8. Johnston R.J., (Ed.): Dictionary of Human Geography, Routledge.
9. Johnston R.J., 1997: Geography and Geographers, Anglo-American Human Geography since 1945, Arnold, London.
10. Kapur A., 2001: Indian Geography Voice of Concern, Concept Publications.
11. Martin Geoffrey J., 2005: All Possible Worlds: A History of Geographical Ideas, Oxford.
12. Peet, R. (1998) Modern Geographical Thought Blackwell, Oxford.
13. Soja, Edward 1989. Post-modern Geographies, Verso, London. Reprinted 1997: Rawat Publ., Jaipur and New Delhi.

Practical: Introduction to cartography

Unit I: Map: Definition, significance and usefulness

Unit II: Scales: Definition of scales; Types and application; Reading distances on a map: Methods of scale representation on a map.

Ranajit

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Shyam

Dr. S. S. S. S.

Unit III: Map Projections – Criteria for Choice of Projections; Attributes and Properties of: Zenithal Gnomonic Polar Case, Zenithal Stereographic Polar case, Cylindrical Equal area, Mercator's Mercator's projection, Conical Projection with two Standard Parallel, Bonne's Projection.

Unit IV: Representation of data – Symbols, Dots, Choropleth, Isopleth and Flow diagrams, Interpretation of Thematic maps.

Unit V: Journal and Viva voce

Books recommended

1. Anson R. and Ormelling F.J., 1994 International Cartographic Association: Basic Cartographic Vol. Pregmen Press.
2. Gupta K.K. and Tyagi, V.C., 1992: Working with Map, Survey of India, DST, New Delhi.
3. Loxton J., 1980: Practical Map Production, John Wiley.
4. Mishra R.P. and Ramesh, A., 1989: Fundamentals of Cartography, Concept, New Delhi.
5. Monkhouse F.J. and Wilkinson H.R., 1973: Maps and Diagrams, Methuen, London.
6. Rhind D.W. and Taylor D. R. F., (eds.), 1989: Cartograohy: Past, Present and Future, Elsevier, International Cartographic Association.
7. Robinson A.H., 2009: Elements of Cartography, John Wiley and Sons, New York.
8. Sharma J.P., 2010: Prayogic Bhugol, Rastogi Publishers, Meerut.
9. Singh R.L. and Singh R.P.B., 1999: Elements of Practical Geography, John Wiley and Sons, New York.
10. Steers J.A., 1965: An Introduction to the Study of Map Projections, London.

Elective III: Economics

Paper 1: Micro Economics – I

Contact Periods/week: 05+4 Practicum

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practicum – 25 (Internal)

Paper	Internal Test	Practicum	Total
Mark: 20	Mark: 15	Marks: 25	Maximum Mark: 100
Pass Mark:20	Pass Mark: 05	Pass Mark : 08	Pass Mark : 33
Time : 3 hours	Time: 1	Time: 2 hours	Time : 6 hours
Period: 6+1=7 Per Week	Period:2=2 Per Week	Period=9 Per Week	

Ranvishan

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Rajk. Srivastava

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Objectives:

After completion of this course the learner would be able to:

1. Define and understand the various terms & basic concept of economics.
2. Describe meaning, nature and scope of economics.
3. Explain the theoretical and practical advantage of the study of economics.
4. Take into account different theories of economics – like consumer behavior, production, cost, market structure etc.
5. Analyze determination of equilibrium price and quantity of commodity in individual firm and Industry under perfect competition., monopolistic competition and oligopoly.
6. To explain the behavior of the economic agents in term of factor pricing like rent, wage, interest and profit in distribution.

Note:

1. First question having ten objective type questions. (Selecting two from each unit)
 $1 \times 10 = 10$ marks.
2. Five question with internal choice selecting one from each units. ($5 \times 10 = 50$ marks)

UNIT-I:

Meaning, Nature, Scope, Methodology and Fundamentals of Economics.

Is there any difference between economy and economics? Evolution of definition of economics-wealth welfare, scarcity and growth; Nature of economics – as an arts or science, positive or normative science; Genesis of economic activities-wants, effort and satisfaction; Division of basic units of economics activities – consumption production, exchange, distribution and public finance; interdependence of economic agents – household, firm and government for each division of economic activities; Theoretical and practical advantages of the study of economics.

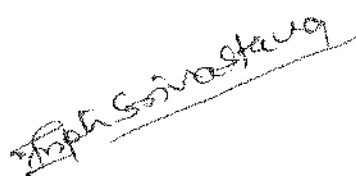
Basic Concept of Economics: Human wants – its important characteristics and types of wants; Utility-it's distinguished from usefulness; Satisfaction, pleasure and can it be measured? Wealth-its characteristics and distinguished from capital, money, income and welfare. Goods & Services-types of goods. Value & Prices – Value in-use & value – in – exchange.

Methods of economic analysis: the verbal argument or method of logical deduction – inductive and deductive logic; mathematical and geometrical method. Scope of economics: Basic economic problems – the problems of scarcity and choice; Economics systems, Derivation of production possibilities curve (PPC) or frontiers.

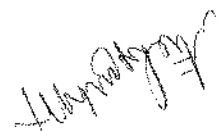


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Chairman, Board of Studies
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UNIT – II

Theory of Demand and Consumer Behavior

Law of demand; why the demand curve downward sloping? Determination of demand, Extension and contraction of demand curve, Elasticity of demand-price, income and cross.

Utility analysis: Cardinal and ordinal approach to demand – Law of diminishing marginal utility and indifference curve analysis. Consumer's equilibrium (Hicks & Slutsky), Giffen, goods, compensated demand curve consumer surplus.

UNIT-III

Theory of Supply, Production and Cost

Factor of production; Law of supply; Factors affecting supply; Production function-short period and period; Law of variable proportion, Return to scale,

Concept of Cost: Total, average, marginal; opportunity cost; optimum factor combination and product – derivation of cost function from production function.

Isoquant – least cost combinations of inputs: Return to factors; Economics of scale; Elasticity Substitution; Euler's Theorem.

UNIT-IV

Theory of Revenue and Market Structure

Concept of Revenue – TR, AR, MR, relationship between AR & MR,

Meaning and classification of market structure; Objectives and Equilibrium condition of firm.

Perfect competition – its Characteristics, short run and long run equilibrium of the firm and industry.

Determination of equilibrium price and output under perfect competition, Derivation of supply curve.

Monopoly – its characteristics, equilibrium price and output determination; Price discrimination,

Monopolistic competition- its characteristics, equilibrium price and output determination under monopolistic competition,

Oligopoly-its characteristics, In-determining of price and output,

UNIT – V:

Theory of Distribution and Wage determination

Concept of productivity, Marginal productivity theory of distribution, Theory of distribution in imperfect product and factor market; Concept of Marginal Physical Product(MPP), Value of Marginal Product

(VMP) and Marginal Revenue Product (MRP), Factor pricing under perfect completion and monopoly,

Adding-up theorem;

Ranjana

Theory of wage: Determination of wages under perfect completion and imperfect competition; Collective bargaining and Trade Union, Wage differential.

Rent- Ricardian Theory of rents, Modern theory of rent; Scarcity rent; Differential rent and Quasi-rent.

Internal-Classical theory of interest; Keynes liquidity preference theory of interest;

Profit – Schumpeterian innovation of profit and F.H. knight Risk & uncertainty theory of profit.

Suggested Readings

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

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Practicum-I : Mathematics for Economics

UNIT-I: Sets Theory: Set Algebra, Relation and Function, Functional Relation

UNIT-II Limits: Concept of Function, Limits, Continuity and Derivative

UNIT-III: Derivatives: Rules of Differentiation, Rule of Partial Differentiation and interpretation of partial derivatives

UNIT-IV: Maxima and Minima Function: Increasing and decreasing function, convexity, Problems of Maxima and Minima in one, two and multi-variable function; Applications in competitive equilibrium of a firm, monopoly price and output.

UNIT-V: Integration: Concept of Integration, Simple rules of integration. Application of derivatives and integration in Economics-Total cost and Marginal cost

Suggested Reading:

1. Allen, R.G.D(1974), Mathematical Analysis for Economists, Mac Millan Press and ELBS London
2. Baumal, W.J (1984) Economic theory and Operational Analysis, Englewood Cliffs, New Jersey.

3. Chiang, A.C (1986), Fundamental methods of Mathematical Economics, Mc Graw Hill, New York.
4. Handry A.T(1999) Operations research, Prentice Hall of India, New Delhi.
5. Meheta, B.C & Madnani, G.M (1999), Mathematics for Economists, Eighth Edition, Sultan Chand & Sons, Educational Publishers, New Delhi.
6. Monga, G.S(1972), Mathematics and Statistics for Economists, Vikash Publishing House, New Delhi.
7. Yamane, Taro (1975), Mathematics for Economists, Prentice Hall of India, New Delhi.

Elective III: Political Science

Paper I : Fundamentals of Political Theory

Contact Period/week: 05+4 Practicum

Maximum Marks-60
Min. Pass Marks – 22
Internal – 15
Practicum – 25 Internal

Distribution of Marks:

1. Five Objective type questions from units I to V. One question will carry 1 mark.
5 X 1 = 5 Marks.
2. Three Short answer type questions to be answered between 100-150 words. One question will carry 5 marks 3X 5 = 15
3. Five long answer type questions with internal choice selecting one from each unit.
5 X 8 = 40 Marks.

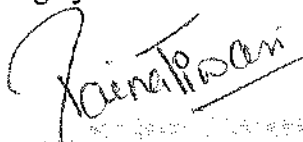
Objectives:


This paper is designed to help the student to understand meaning, nature, scope and significance political theory; ideas and theories; elements and origins of state; evolution, use and relevance of concept the changing concept of development, Socialist, Liberal and Gandhian view on development; nature categories of human right.

Unit-I: Political Science: Definition, nature and scope; Approaches to Politics: Liberal, Marxist and Feminist. Political Theory: Meaning, Scope and Relevance. Approaches to Political Theory: Normative, Historical Empirical

Unit-II: State: Meaning and Elements

Theories of origin of State: Divine Theory, Force, Evolutionary Theory, Social Contract Theory. Sovereignty: Monistic and Pluralistic views


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Unit-III: Concepts: Liberty (Meaning, Types and characteristics), Equality (Meaning and Types), Rights (Meaning and Types), Justice (Concept and Dimensions), Civil society (Meaning and characteristics)

Unit-IV: Democracy: Meaning, Types and Theories. Theories of Representation. Welfare State

Unit-V: Development: Concept of Development; Socialist, Liberal, Gandhian and Sustainable development. Human Rights: Meaning, Nature and Categories

(Practicum – Project, Assignment, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, etc.)

Suggested Readings:

1. A Brecht, Political Theory: The Foundations of Twentieth Century Political Thought, The Times of India Press, Bombay, 1965.
2. Adrian Leftwich, What is Politics?, Polity, New Delhi, 2004.
3. Andrew Hacker, Political Theory, Macmillan, New York, 1961.
4. Anup Chand Kapur, Principles of Political Science, S. Chand, New Delhi, 2010.
5. David Held, Political Theory and the Modern State, London, Polity, 1994.
6. Eddy Asirvatham and K.K. Mishra, Political Theory, S. Chand, New Delhi, 2010.
7. Eddy Asirvatham and K.K. Mishra, Rajniti Vigyan, S. Chand, New Delhi, 2010.
8. Anthony Giddens and David Held (eds), Class, Power and Conflict, Macmillan Press, London, 1982.
9. Graeme Duncan (ed.), Democratic Theory and Practice, OUP, Cambridge, 1983.
10. Iqbal Narayan, Rajniti Vigyan ke Mool Sidhant, Ratna Prakashan Mandir, New Delhi, 1996.
11. J.C. Johari, Contemporary Political Theory, Sterling Publisher, New Delhi, 2012.
12. J Shyanmsundaram and C P Sharma, Rajniti Vigyan, Ram Prasad & Sons, Agra, 2001.
13. Jeremy Waldron (ed.), Theories of Rights, OUP, New Delhi, 1984.
14. John Rawls, A Theory of Justice, Harvard University Press, Cambridge, 1971.
15. Lokesh Agrawal, Rajniti Vigyan ke Mool Sidhant, Madhya Pradesh Hindi Granth Academy, Bhopal, 2006.
16. N P Barry, Introduction to Modern Political Theory, Macmillan, London, 1995.
17. O.P. Gauba, An Introduction to Political Theory, Macmillan, New Delhi, 2009.
18. R.C. Agarwal, Political Theory, S. Chand, New Delhi, 2014.
19. R.C. Agarwal, Rajniti Vigyan ke Mool Siddhant, S. Chand, New Delhi, 1990.
20. R. Dahl, Modern Political Analysis, Prentice Hall, Englewood Cliffs, NJ, 1963.
21. Ralph Millband, Marxism and Politics, OUP, New Delhi, 1977.

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Rani Durgawati Vaidya Yalaya
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22. Rajeev Bhargava, What is Political Theory and Why do we Need it?, Oxford University Press, New Delhi, 2010.
23. Ranjita Mohanty and Rajesh Tandon, Participatory Citizenship Identity, Exclusion and Inclusion, Sage, New Delhi, 2006.
24. Shyama Prasad Dubey, Adhunik Rajnitik Vicharadharayein, Madhya Pradesh Hindi Granth Academy, Bhopal, 2001.
25. Sushila Ramaswamy, Political Theory, Orient Longman, New Delhi, 2002.
26. T.W.Hosley, Sovereignty, OUP, Cambridge, 1984.
27. Thomas Pantham, Political Theories and Social Reconstruction, Sage, New Delhi, 1995.
28. Vidya Dhar Mahajan, Political Theory (Principles of Political Science), S.Chand, New Delhi, 2006.

Education Component:

Human Development in Socio-cultural Context

Contact Periods/week: 03

Maximum Marks-40

Min. Pass Marks-14

Internal-10

Question Paper Pattern :-

- Part A - Five objective type questions covering all the units are to be set on the basis of Knowledge and understanding. Each question carry 1 mark.(5×1=5).
- Part B- Seven short answer type questions are to be set on the basis of Comprehension out of which 5 to be attempted.(5×5=25)
- Part C- Two long answer type question are to be set on the basis of application, analysis, synthesis and evaluation out of which 1 to be attempted .(1×10=10).

Objectives:

- To develop a contemporary understanding of human development: its meanings, processes and perspectives in socio cultural context.
- To acquire theoretical perspectives and develop an understanding of dimensions of human development with special reference to adolescent learners.
- To develop an understanding about the impact/influence of socio-cultural context in shaping adolescent development.

- To make them cognizant of specific issues of adolescent behavior in schools and the critical role in dealing with children of diverse abilities.

Course Content:

Unit-I: Human Development and the contexts

- Human development: Meaning, Nature and Dimensions
- Role of Heredity and Environment in Development
- Socio-cultural Contexts: Meaning, Nature and its influences on Human Development: Culture, Caste, Class, Religion and Gender- their bearing on development
- Family: Child rearing practices
- School: School Culture, Climate, School Ethos, Teacher Values and Peer groups

Unit-II: Socio-cultural aspects of personality Development

- Cognitive Development (Piaget, Vygotsky & Bruner)
- Psycho-Social Development (Erikson)
- Moral Development (Piaget & Kohlberg)
- Character Development
- Culture and Personality

Unit-III: Understanding Adolescents

- Nature of Adolescence : stage of development, Socio-cultural context
- Characteristics and concerns of Adolescents
- Biological: Physical, Sexual, Emotional
- Cognitive: Abstract Thinking, Meta-Cognition
- Psychological: Identity, Individuation and Sense of Independence
- Social: Adolescents expectation, Social expectation, Parental expectation, Skepticism, Peer Culture, Role model
- Challenges and Opportunities during adolescence: Role of Guidance and Counseling

Unit-IV: Socio-cultural Context Shaping Human Development

- Nature of Socio-culture and Environment
- Physical Environment
- Influence of Educational Technology
- Media Exposures
- Dealing with learners from varied socio-cultural context and creating culturally compatible classroom

Transactional Modes:

- Class presentations

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- Readings and class discussions
- Assignments
- Survey to study child rearing practices
- Case study analysis to understand contextual influence on development
- Exercises on self concept and personality development
- Use of online videos related to cognitive and moral development
- Case study of an adolescent

Suggested Readings:

- Aives, Phillippe(1962). Centuries of Childhood: A Sociology of Family Life, Knops, New York.
- Ambron, S.R.(1983). Child Development, Holt Rinehart & Winston, New York.
- Atkinson, Richard C. et.al. (1983). Introduction to Psychology. Harcourt Brace Jahonovich Inc. New York
- Barry, Johson (1964). Classroom Group Behavior, Macmillan New York.
- Bhargava, Mahesh (1994). Introduction to Exceptional Children, Sterling Pubshers Pvt. Ltd. New York.
- Bourne, L.E. (1985): Its Principles and Meaning Holt, Rinehart Land Winston, New York.
- Christian, Jyoti (1984). Classroom Group Dynamic, Anu Books, Meerut.
- Dececco, John P. (1977). The Psychology of Learning and Instruction Prentice Hall of India Pvt. Ltd. Delhi.
- Gessel, A.L. & Allagh, F.H. (1946). The Child from Five to Ten, Harper & Brothers, New York.
- Hurlock, E.B., (1964). Child Development, Mcgraw Hill Book Co. New York.
- Klausmeier, Herber, J. (1985). Educational Psychology. Herper and Row, New York.
- Kochar, S.K. (1989). Guidance and Counselling in College and Universities, Sterling Publishers Pvt. Ltd., ... Delhi.
- Lindern, H.C. (1980). Educational Psychology in the Classroom (sixth ed.). Oxford University Press, New York.
- Mathur S.S. (1988). A Sociological Approach to Indian Education, Vinod Prakashan, Agra.
- Pastrocha, prem, (1976). Guidance and Counselling in India Education NCERT, New Delhi.
- Smith Ronald E. Sarason, I.G. and Sarason, Barbara R. (1982). Psychology: The frontiers of Behavior Harper and Row Pub. New York.
- Shrivastava, G.N.P. (1986). Recent Trends in Personality study. Agra Psychological Research Balangunj, Agra.
- Shrivastava, G.N.P. (1999). Shiksha Manovigyanb, Naveen Vikchardharayen Concept Publishing company New Delhi.

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School Educational in India: Historical Perspective

Contact Periods/week: 03

Maximum Marks – 40

Min Pass Marks – 14

Internal – 10

Question Paper Pattern :-

- Part A - Five objective type questions covering all the units are to be set on the basis of Knowledge and understanding. Each question carry 1 mark.(5×1=5).
- Part B- Seven short answer type questions are to be set on the basis of Comprehension out of which 5 to be attempted.(5×5=25)
- Part C- Two long answer type question are to be set on the basis of application,analysis, synthesis and evaluation out of which 1 to be attempted .(1×10=10).

Course Description

The course 'School Education in India' seeks to develop an understanding of processes of how and why education system in India evolved over a period of time. It gives an understanding of the socio-historical evolution of Indian education system by drawing attention on history of formal education system. The course will trace the dimensions of basic understanding of culture, politics and economics that impacted school/university education in light of Vedic, Buddhist, Islamic and British education systems.

Course Objectives

- To introduce the systems of education in historical perspective to appreciate education and its relation to socio-political, cultural and economic context
- To explain about formal school system in India in socio-historical context and its institutionalization.
- To appreciate the change and continuities in educational purposes and practices in Indian education
- To develop historical perspective on contemporary educational issues and problems

Unit-I

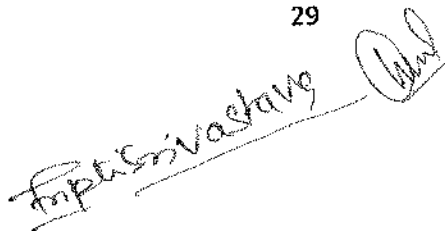
Understanding Educational Systems of Ancient India: Vedic Education

- Understanding 'India' of Ancient times: Economic Activities, Cultural Practices and Social System
- Social Foundation of education during Vedic period
- Origin and development of formal education during the period


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- Vedic education system: Critical understanding of Aims, knowledge and educational practices and agencies
- Relevance of Vedic educational practices to contemporary times

Unit-II

Understanding Educational Systems of Ancient India: Buddhist Education

- Social development stage during Buddhist Period: Economic Activities, Development of commerce, Cultural Practices and Social System.
- Development of Education system and higher learning centers
- Social Foundation of education during Buddhist period
- Buddhist education system: Critical understanding of Aims, knowledge and educational practices and agencies
- Relevance of Buddhist educational practices to contemporary times
- Comparative study of Vedic and Buddhist education systems

Unit-III

Development of Islam education during medieval period

- Understanding 'India' of Middle Ages: Economic activities, Commerce, cultural practice, social systems and political formations
- Origin and development of Islam education
- Islam education system: Critical understanding of Aims, knowledge and educational practices and agencies

Unit-IV

Education during Colonial period: British education

- Understanding 'India' of Modern period: Economic activities, commerce, cultural practices, social systems and political formations
- The orientalist and anglicist Conflict
- Development of British education in India through 1813 Act, 1835 McCauley Minutes, 1854 Woods
- Despatch, 1882 Hunter Commission, 1943-44 Sargent Report
- Efforts and Movement by Indians for compulsory education in India-Mahatma Jyotiba Phule, Gokhale Bill (1910), Basic education (1937)
- British education system: Critical understanding of Aims, knowledge and educational practices and agencies

- Contribution of British to Indian education

Transactional Modes:

- Class presentations
- Readings and class discussions
- Assignments
- Survey to study historical places
- Case study analysis to understand contextual influence on historical development
- Use of online videos related to the history of development of education in India

Suggested Readings:

- Altekar, A.S. (1965). Education in ancient India. Varanasi: Nand Kishore.
- Arnold, D. (1993). Colonizing the body: State medicine and epidemic disease nineteenth-century India. Berkeley: University of California Press.
- Blackwell, F. (2004). India: A global studies handbook. Santa Barbara, CA:ABC-CLIO.
- Chatterjee, P.(1993). Nationalist thought and the colonial world: A derivative discourse. Minneapolis: University of Minnesota Press.
- Dharampal. (1983). The beautiful tree. Indigenous Indian education in the eighteenth century. New Delhi: Biblia Impex.
- Ghosh, S.C. (2001). The history of education in ancient India, c. 3000 BC to AD 1192. New Delhi: Munshiram Manoharlal Publishers.
- Ghosh, S.C. (2001). The history of education in modern India, 1757-2007. New Delhi: Orient Blackswan.
- Kumar, D. (2006). Science in a Colony: Concept and Contours. Science and the Raj, 1-31.
Doi:10.1093/acprof:oso/9780195687149.003.0001
- Kumar, D. (n.d.). India. The Cambridge History of Science, 669-687. Doi: 10.1017/cho19780521572439.029
- Mookerji, R. (1951). Ancient Indian education: (Brahmanical and Buddhist). London: Macmillan.
- R.N. (1975). Society and culture in India. Meerut: Rajhans Prakashan Mandir.
- Thapar, R. (2000). Cultural pasts: Essays in early Indian history. New Delhi: Oxford University Press.
- Thapar, R. (2014). The past as present: Forging contemporary identities through history.

Rajendra Kumar

Dr. R. N. Singh

Dr. R. N. Singh

Health, Physical Education & Yoga – I

Contact Periods/week: 2 Practical

Maximum Marks – 25

Min. Pass Marks – 09

Internal – 25

Unit I

Physical Education – Meaning Scope, Aims & Objectives of Physical Education. Health Education and recreation ... general education. Concept and Importance of Health, Personal and Environmental Hygiene. Nutrition and Balance Diet.

Unit II

Physical Fitness, Motor Fitness, Component of Physical Fitness. Effect of Exercise on different Body Systems.

Unit III

Measurements and Evaluation in Physical Education. Different types of Physical Fitness Test and Motor Fitness Test.

Unit IV

Common Sports injuries and their rehabilitaton. First Aid. Snake bite and its First Aid.

Unit V

Yoga harmony of body and mind. Instrument of Yoga-Pranayama, Yogasana, Surya Namaskara, Meditation and Mental Health.

Work Education – I

Option I: Electricity and Electronics

Contact Periods/week: 2 Practical

Maximum Marks – 25

Min. Pass Marks – 09

Internal – 25

Introduction:

Importance of Work Education has been highlighted in the Nation Policy of Education in 1986 and subsequently in NCF 2005. It has been emphasized that the Work Education should be in the form well structured, graded programme comprising activities to cater the needs of students. The level of knowledge and skills should be upgraded with the advancement in stage of education. The experience would be helpful to the student on his entry into work force.

Objectives:

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

- Understand the concept of electricity and to define the term electrons, charge, current, voltage, resistance, power and energy.

- Recognize the importance of safety precaution and cause for electrical accidents.
- Identify and apply safe procedure in actual work situations and the step to be observed in electrical shock treatment.
- Acquire knowledge about tools and instrument required in electrical and electronics field.
- Develop the awareness of series and parallel circuit.
- Acquire knowledge about selecting wire, cables and fuse wires etc.
- Acquaint with functional aspects of various electrical and electronics accessories.
- Identify common measuring instrument.
- Learn connection of different common measuring instrument in the circuit.
- Acquire knowledge about working principal, operation and application of various domestic electrical and electronics appliances.
- Examine schematic layout, wiring diagram and product data of small electrical and electronics project.
- Install DTH, Public Address System (PAS), antenna and repair of T.V. and DVD player.

Learning Outcomes: The student will:

1. Develop practical skills, problem solving skills, experimental skills in him.
2. Get exposed to different processes / methods used in electrical and electronic devices.
3. Develop creative thinking for preparing new electrical and electronics devices.
4. Dismantle and assemble electrical and electronics devices.
5. Locate faults in these devices and repair them.
6. Understand the basic electrical quantities.
7. Recall safety precautions during electrical operations.
8. Rewire the fuse.
9. Understand the principles of functioning of electrical appliances.
10. Measure various electrical quantities.
11. Develop practical skills in repairing, maintaining, and making electronic devices used in day-to-day life.
12. Develop problem-solving skills related to electronic devices.
13. Develop creative thinking in the area of electronics.
14. Develop understanding of basic electrical and electronics science.
15. Identify and test electronic components.
16. Develop skill of soldering to construct electronic devices.
17. Locate fault of electronic devices by various methods i.e.
 - i. Testing individual components
 - ii. By signal flow method
 - iii. By measuring voltages at testing points
18. Installation and use P.A. system.

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Syllabus:

Unit 1: Basic Electricity

Definitions of basic electrical quantity electrons, charge, current, voltage, resistance, and power and its unit formula and calculations using simple circuits .A.C. and D.C. and graphical representation of amplitude, frequency, phase difference, wave length, Effect of electric current. Test the supply if A.C. / D.C. Single phase and 3 phase system.

Unit 2: Safety Precaution

Presentation and treatment of shock – cause and effect. First aid treatment To perform an exercise on artificial respiration. To remove person from electrical contact Common tools, description, precaution, care and maintenance of tools used for electrical work and personal safety, shock treatment. Rescue and first aid. Sign and symbol their importance and abbreviation.

Unit 3: Electrical Circuit

Close circuit. Open circuit, Leakage circuit, Short circuit, Series circuit, Parallel circuit, Series- Parallel circuit, Ohms Law, Resistance Specific Resistance, effect of temperature on resistance, Power and Energy Formula and calculations using

Simple circuits. Draw a wiring diagram of a 2 room set consisting of four points –

Bulb, tube light, ceiling fan and three pin plug. Making of a switchboard.

Unit 4: Generation Transmission and Utilization of Electrical Power

Basic principal of electrical generation, Principle of Electro-magnetic Induction, Faraday's Law, Lenz's law. Principle of generator, A.C. and D.C. generator Fleming's right hand rules, Transmission of electrical power single phase and three phase system, Types of transformer study of single phase transformer working principle, types, material used, construction, testing and specifications, Elementary idea about A.C. Generator Distribution of electrical energy, transmission at high voltage, energy losses during transmission. Types of insulator, pole and tower for transmission line, over head and underground distribution, relay and circuit breaker, uses of electrical power in house, factory, farm etc.

Unit 5: House Wiring

Types of wiring system, General rule for electrical wiring, wiring accessories, cleat, casing-capping, CTS or TRS wiring, Lead sheathed wiring, conduit pipe wiring, wiring materials, load calculation of house. Types of wires & cables standard wire gauge. Classification of wires & cables-insulation and voltage grades, Fuse and its importance, general guideline for fuse, types of fuse and MCB. Earthing and its importance and their type, earth resistance fuse and earthing materials. Different types of wiring connection like staircase, Go-down wiring, Call – bell connection, different connection of bulb, tube-

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light connection etc. Arrangement of bulbs for a decorative series used in festivals, Make a switch board for one room set consisting of four points –Bulb, tube-light, ceiling fan and socket on the board.

Distribution of marks (25)

1. Internal Exam – 10 marks
2. Practical Exam - 10 marks
3. Record and Viva Vice - 05 marks

Suggested Reading:

1. Basic Electrical Engineering by M.L. Anwani published by Dhanpat Rai and Sons, New Delhi.
2. Elementary Electrical Engineering by M.L. Gupta published by New Hights Karol Bagh, New Delhi.
3. A Text Book of Electrical Technology by B.L. Theraja and A.K. Theraja published by S.Chand & Company Ltd. Ram Nagar New Delhi – 110055
4. Basic Electrical and house wiring published by G.T. Publication (Lab) India,Jaipur,Rajestan.
5. Principal of Electronics by V.K.Mehta and Rohit Mehta by S.Chand & Company Ltd. Ram Nagar New Delhi – 110055
6. The art of Electronics by Thomas C. Hayer and Paul Horowitz , Cambridge University Press, International Sales Department, The Edinburgh Building, Cambridge , U.K

Work Education – I

Option II: Agriculture - ORNAMENTAL HORTICULTURE

Contact Periods/week: 2 Practical

Maximum Marks – 25

Min. Pass Marks – 09

Internal – 25


Introduction:


The importance of Work Education has been highlighted in the National Policy of Education in 1986 and subsequently in NCF 2005. It has been emphasized that the Work Education should be in the form of well structured, graded programme comprising activities to cater the needs of students. The level of Knowledge and skills should be upgraded with the advancement in stages of education. The experience would be helpful to the students on his entry into work force.

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

- Identify different types of ornamental plants, flowers and gardening tools.
- Propagate plant sexually and asexually.
- Identify different types of garden and its component and understand design & features of garden.
- Demonstrate the knowledge of floriculture.
- Establish and maintain lawn and kitchen garden

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- Demonstrate the ability to grow and maintain Vegetable and Fruit crops.
- Identify and categorize fruits and vegetable crops.
- Understand application of manures and fertilizers.
- Demonstrate the control of Insect pest and diseases in kitchen garden.
- Demonstrate the ability for preservation and processing of Horticulture produce.

ORNAMENTAL HORTICULTURE

Unit-I Identification and study of gardening tools, equipments, seasonal flowers, Ornamental trees,

Shrubs, Climbers, Creepers and Indoor plants.

Unit-II Knowledge of preparation of seed bed, Transplanting of seedlings, Pot Filling, Potting, Repotting, Various methods of plant propagation, Training, Pruning, Staking and Desucking etc.

Unit-III Principles of design and layout along with their different styles, various types, Important parts and special features of Ornamental Garden.

Unit-IV Commercial cultivation of Rose, Chrysanthemum, gladiolus, marigold and other flower species with reference to improved varieties, Propagation methods nutrition and irrigation requirements with pre and post harvest management practices.

Unit-V Establishment and Maintenance of lawn in ornamental garden.

SCHEME OF EXAMINATION

1. Identification of seasonal flowers, trees, shrubs, climbers, garden tool with comments
- 05 mark.
2. Drawing layout Plan of a Ornamental Garden
- 05 marks
3. Knowledge of different styles, various types, important parts & special features of ornamental garden.
- 05 marks
4. Cultivation of Important Ornamental Plants.
- 05 marks
5. Viva and Practical Record
- 05 marks

Suggested Readings:

1. Gardening in india, Bose, T.K. and Mukherjee; Oxford and IBH, New Delhi.
2. Floriculture and landscaping, Bose, T.K. and Maiti R.G; NayaPrakash Calcutta.
3. Floriculture in india, Ramdhawa, G.S. and Mukopadhyay, A.K; Allied publishers, New Delhi.
4. Introductory Ornamental Horticulture, Arora, J.S; Kalyani publishers, New Delhi.
5. Planing and Planting Design for Home Gardens, Desai, B.I., I.C.A.R., New Delhi.
6. Flowering Trees, Randhawa, M.S; N.B.T., New Delhi.
- 7 Garden Flowers, Swarup V; N.B.T., New Delhi.
8. Home Gardening, Trivedi , P; I.C.A.R., New Delhi.
9. Rose, Pal, B.P., I.C.A.R., New Delhi.

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Dr. S. S. Srivastava

Bachelor of Arts and Bachelor of Education

Rani Durgawati University

COURSES OF STUDIES

For

Four Year Integrated

B.A.B.Ed. (Eight Semesters) Course

SECOND SEMESTER

Subject/Paper	Paper	Intern.	Total	Pds./week
B.A. Part: Foundation Course				
Basic of Computer	40	10	50	3
Language – Hindi	40	10	50	3
- English	40	10	50	3
Elective I + Practicum	60	15+25	100	9
Elective II + Practicum	60	15+25	100	9
Elective III + Practicum	60	15+25	100	9
Total	300	150	450	
B.Ed. Part				
Cognition & Learning	40	10	50	3
Psychology Practical	-	25	25	2
Health, Physical Education & Yoga	-	25	25	2
Work Education	-	25	25	2
Art & Aesthetics	-	25	25	2
Total	40	110	150	
Grand Total	340	260	600	

- Elective 1 – Any one Literature – Hindi/ English/ Sanskrit
- Elective 2 – History/ Geography.
- Elective 3 – Economics/ Political Science

(All Electives have Practicum, but it will be Practical in Geography and will be evaluated internally)

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B.A. Component:

Foundation Course: Basics of Computers

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 14

Internal – 10

Question Paper Pattern :-

- Part A - Five objective type questions covering all the units are to be set on the basis of Knowledge and understanding. Each question carry 1 mark.(5×1=5).
- Part B- Seven short answer type questions are to be set on the basis of Comprehension out of which 5 to be attempted.(5×5=25)
- Part C- Two long answer type question are to be set on the basis of application,analysis, synthesis and evaluation out of which 1 to be attempted .(1×10=10).

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

- Appreciate the historical development of computer,
- Demonstrate understanding of the main components of the computer hardware in use,
- Use various digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners (including differently abled),
- Differentiate between digital and non-digital resources,
- Explain various operating systems and their main functions,
- Use a word processor, spread sheet, drawing and presentation software skillfully and intelligently to produce various teaching learning resources for educational use,
- Use internet technologies efficiently to access remote information, communicate and collaborate with others in different learning situations,
- Understand the social, economic, security and ethical issues associated with the use of Computer and internet.

UNIT-I: Introduction to Computer

- History of computer
- What is a computer: Computer hardware fundamentals (anatomy, input devices, output devices, storage devices, display devices),
- Types of computers: Super Computer, Server Computer, Workstation Computer, Personal Computer or PC, Microcontroller
- Numeral System
 - Introduction
 - Decimal Numeral System

- Binary Numeral System: Converting Binary to Decimal and vice versa
- Hexadecimal Numeral System: Converting Hexadecimal to Decimal and vice versa
- Data sizes: bit, nibble, byte, word, KB, MB, GB, TB, PB
- Measurements of Data Speed: bps, kbps, mbps, gbps

UNIT-II: Hardware and Software

- Hardware Fundamentals
 - Use of digital still and video camera, digital sound recorder, scanner, printer, interactive white board, visualizer, and multimedia projector for creating and using multimedia resources
- Software Fundamentals
 - Software –Meaning and types; System software and Application software
 - Operating systems– Meaning and types; Windows, Linux, Macintosh
 - Navigating the desktop, control panel, file manager, explorer, and accessories
 - Concept, philosophy, types, and advantages of Proprietary software, open source software, shareware and freeware
 - Licenses – Software license, document license, fair use and piracy

UNIT-III: Software Applications

- Application software- Meaning and types
- Introduction to office applications
 - Word processing – Text (Indian and English), common features, functions and use, Educational applications of word processing
 - Spreadsheet – Common features, functions and use; Educational applications of spreadsheets-Recording, reporting, and research
 - Presentations – Common features, functions and use; Educational applications of presentations
 - Databases – Common features, functions and use; Educational applications of database
 - Drawing tools – Diagrams, concept maps, timelines, flow charts; Educational applications of these tools
- File formats and conversion, utility tools
- Cloud computing: Meaning and advantages
- Online software tools and applications and their educational use

UNIT-IV: Motherboard and Computer Networks

- Introduction to the motherboard
- Expansion slots: Graphics card, Sound card, Network Interface Cards (NICs), PC Card, Express Card
- Ports: USB, Firewire, Parallel, Thunderbolt, Ethernet

- Definition of network Why were networks created?
- Types of common networks: LAN, WAN, The Internet, VPN
- Internet: concept and architecture; Locating internet resources – browsing, navigating, searching, selecting, evaluating, saving and bookmarking
- Computer security: Privacy, hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices

Sessional Work

- Hands on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices
- Practicing word processing using Indian language software
- Practice in installing various system and application software
- Using word processor, spread sheet, and presentation software to produce various teaching learning resources and sharing it online
- Locating internet resources – navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria)

Suggested readings

- Crumlish, C. (1999). The Internet No Experience Required. BPB Publications: New Delhi
- Christopher, M.(2009).Beyond Hardware-Using Existing Technology to promote Higher-Level thinking. Viva Books: New Delhi.
- Evant, M: The International Encyclopedia of Educational Technology.
- James, K.L. (2003). The Internet: A User's Guide. Prentice Hall of India Pvt.Ltd: New Delhi
- Lee, William W., Dianna, L. Owens, (2001) Multimedia based Instructional design: Computer Based Training. Jossey-Bass
- NCERT (2013) Information and Communication Technology for School System: Curricula for ICTs in Education (students and Teachers), Version-1.2, CIET-NCERT, NCERT, New Delhi (www.ictcurriculum.gov.in)
- Noam Shemtov, Ian Walden.(2014)Free and Open Source Software: Policy, Law and Practice. Oxford University Press
- Sarkar, S.K. & Gupta, A.K.(1998). Elements of Computer Science. S.Chand& Company: New Delhi
- Tahenbaum Andrews (2003). Modern Operating Systems. Prentice Hall of India Pvt.Ltd: New Delhi
- Introduction to Computer: https://en.wikiversity.org/wiki/Introduction_to_Computers

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Dr. S. S. Swastika

Foundation Course : Language - Hindi

आधार पाठ्यक्रम – हिंदी भाषा

प्रश्न पत्र – 2

Contact Periods/week : 03

Internal Marks : 10

कुल अंक – 40

न्यूनतम उत्तीर्ण अंक – 14

प्रश्न एवं अंक निर्धारण

4 समीक्षात्मक/दीर्घ उत्तरीय प्रश्न – 28 अंक (7 x 4)

2 लघु उत्तरीय प्रश्न – 07 अंक (3.5 x 2)

5 वस्तुनिष्ठ प्रश्न – 05 अंक (1 x 5)

व्याख्यान एवं समीक्षात्मक प्रश्नों में आंतरिक विकल्प होंगे आंतरिक मूल्यांकन के लिए 10 अंक निर्धारित हैं ।

इकाई 1	1 भारत बढ़ना (कविता)	–	सूर्यकांत त्रिपाठी निराला
	2 पुष्प की अभिलाषा (कविता)	–	माखनलाल चतुर्वेदी
	3 अकाल और उसके बाद (कविता)	–	नागार्जुन
	4 निर्मली (ललित निबंध)	–	विद्यानिवास मिश्र
इकाई 2	1 अफसर (व्यंग)	–	शरद जोशी
	2 भोलाराम का जीव (व्यंग)	–	हरिशंकर परसाई
	3 भारत का सामाजिक व्यक्तित्व (चिंतन परक)–	–	जवाहरलाल नेहरू
	4 भारत देश और उसके निवासी (विश्लेषण)–	–	रामधारी सिंह दिनकर
इकाई 3	1 आदिवासी धरोहर (निबंध)	–	डॉक्टर श्यामाचरण दुबे
	2 नारीत्व का अभिशाप (निबंध)	–	महादेवी वर्मा
	3 ब्रह्मांड की रचना (वैज्ञानिक लेख)	–	जयंत विष्णु नारलीकर
	4 प्रमुख वैज्ञानिक आविष्कार	–	(संकलित)

Foundation Course: Language English

Paper II

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 14

Internal – 10

Distribution of Marks:

1. Four critical questions are to set be from unit I. Two questions are to be attempted. Each question will carry 5 marks. (5 X 2 = 10 marks).
2. Students are required to write a paragraph on a given topic in about 100-125 words. (4 X 1 = 4 marks).
3. Students are required to attempt five questions based on the given unseen passage. Each question will carry 2 marks. (2 X 5 = 10 marks)
4. Students are required to attempt 6 questions on vocabulary. Each question will carry one mark. (1 X 6 = 6 marks)

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5. Students are required to attempt 10 questions on Grammar. Each question will carry one mark. (1 X 10 = 10 marks).

UNIT I : William Wordsworth –The Solitary Reaper; Tagore (Trans) – A Song of Kabir; Khushwant Singh – The Portrait of a Lady; Mahatma Gandhi – Satyagraha; R.K. Narayan – The Axe; C.V. Raman – Water

UNIT II: Letter Writing – Formal, Informal and Business Letter

UNIT III: Expansion of an Idea

UNIT IV: Word formation; Prefixes & Suffixes; Figures of Speech.

UNIT V: Grammar & Usage - Tenses, Modals, Gerunds, Infinitives, determiners, Active and Passive Voice, Direct & Indirect Speech

Elective I – Literature: Hindi

हिन्दी साहित्य : प्रश्नपत्र – 2

हिन्दी भाषा एवं साहित्य का इतिहास

Contact Periods/week: 05+4 Practicum

कुल अंक – 60
न्यूनतम उत्तीर्ण अंक – 22
प्रश्न एवं अंक निर्धारण

4 समीक्षात्मक/दीर्घउत्तरीय प्रश्न – 32 अंक (8x4 प्र.)
लघुउत्तरीय (75–150 शब्दों तक) – 20 अंक (4x5 प्र.)
वस्तुनिष्ठ प्रश्न – 08 अंक (1x8प्र.)

(आंतरिक मूल्यांकन के लिए 15 अंक और प्रकटीकन के 25 अंक निर्धारित हैं। व्याख्यात्मक एवं समीक्षात्मक प्रश्नों में आंतरिक विकल्प होंगे।)

प्रस्तावना: इस प्रश्न-पत्र में विद्यार्थी हिन्दी भाषा का सामान्य इतिहास आधुनिक कविता से पूर्व की कविता में काव्यांग विवेचन हिन्दी के साहित्योतिहास की अवधारणा, कालविभाजन से, विभिन्न काल की सामान्य काव्य प्रवृत्तियों एवं प्रमुख कवियों से अर्थात् हिन्दी कविता की परंपरा और उसके इतिहास से परिचित होंगे।

इकाई 1. हिन्दी भाषा का उद्भव और विकास संस्कृत से, हिन्दी भाषा के विविध रूप ओर प्रमुख बोलियां, हिन्दी का शब्द भंडार, हिन्दी, हिन्दुस्तानी, उर्दू से परिचय, राजभाषा, राष्ट्रभाषा, संपर्क भाषा और जनसंचार माध्यमों की भाषा के रूप में हिन्दी

इकाई 2. काव्यांग विवेचन: काव्य का स्वरूप, हेतु एवं प्रयोजन, रस, प्रमुख छंद,

प्रमुख भाब्दालंकार एवं अर्थालंकार आदि से संक्षिप्त परिचय

हिन्दी साहित्य का स्वीकृत काल विभाजन

आदिकाल – ऐतिहासिक पृष्ठभूमि, प्रमुख प्रवृत्तियां एवं प्रमुख कवि

भक्तिकाल – ऐतिहासिक पृष्ठभूमि, भक्ति आंदोलन, निर्गुण भक्ति काव्य की विविध धारायें, प्रमुख

प्रवृत्तियां एवं कवि

- इकाई 3. सगुण भक्तिकाव्य की विविध धारायें, प्रमुख प्रवृत्तियां एवं कवि रीतिकाल—ऐतिहासिक पृष्ठभूमि, रीति परम्परा, रीतिकाव्य की प्रमुख धारायें — रीतिबद्ध, रीति—मुक्त, प्रमुख कवि
- इकाई 4. आधुनिक काल—ऐतिहासिक पृष्ठभूमि, नवजागरण और गद्य विधाओं का उदय, हिन्दी गद्य का जातीय रूप, प्रमुख गद्य विधाओं का सामान्य परिचय
- इकाई 5. आधुनिक काल—प्रमुख काव्य धारायें—भारतेंदु युग, छायावाद, प्रगतिवाद, नयी कविता, नवगीत, समकालीन कविता

संदर्भ ग्रंथ

भाषा का इतिहास

1. हिन्दी भाषा — भोलेनाथ तिवारी
2. हिन्दी भाषा — धीरेन्द्र वर्मा
3. शुद्ध हिन्दी — हरदेव बाहरी
4. अच्छी हिन्दी — रामचंद्र वर्मा
5. हिन्दी भाषा एवं नागरी लिपि — हरदेव बाहरी
6. हिन्दी भाषा का इतिहास — धीरेन्द्र वर्मा
7. हिन्दी शब्दानुशासन — किशोरी दास वाजपेयी
8. हिन्दी एवं उसकी भाषाओं का इतिहास — अम्बा प्रसाद सुमन
9. राजभाषा हिन्दी — केन्द्रीय हिन्दी निदेशालय
10. हिन्दी भाषा का उद्भव और विकास — उदयनारायण तिवारी

साहित्य का इतिहास

1. हिन्दी साहित्य का इतिहास — आचार्य रामचंद्र भुवेल
2. हिन्दी साहित्य की भूमिका — डॉ. हजारी प्रसाद द्विवेदी
3. हिन्दी साहित्य एवं संवेदना का इतिहास — डॉ. रामस्वरूप चतुर्वेदी
4. हिन्दी साहित्य का दूसरा इतिहास — डॉ. बच्चन सिंह
5. भक्ति आंदोलन के सामाजिक आधार — डॉ. गोपेश्वर सिंह
6. रीति काव्य की भूमिका — डॉ. नगेन्द्र
7. आधुनिक काव्य की भूमिका — डॉ. नामवर सिंह
8. हिन्दी साहित्य की बीसवीं सदी — डॉ. नंददुलारे वाजपेयी
9. हिन्दी साहित्य का इतिहास — डॉ. वि वनाथ त्रिपाठी
10. हिन्दी गद्य विन्यास और विकास — डॉ. रामस्वरूप चतुर्वेदी
11. हिन्दी का गद्य साहित्य — डॉ. रामचंद्र तिवारी

12. साठोत्तरी कविता : परिवर्तित दिशाएँ — डॉ. विजय कुमार

13. भक्ति आंदोलन और भक्ति काव्य – डॉ. शिवकुमार मिश्र
14. हिन्दी साहित्य का इतिहास – (स) डॉ. नगेन्द्र
15. भारतेन्दु युग एवं हिन्दी
नवजागरण की समस्याएँ – डॉ. रामविलास भार्गव
16. हिन्दी साहित्य
उद्भव और विकास – डॉ. हजारी प्रसाद द्विवेदी
17. इतिहास और आलोचना – डॉ. नामवर सिंह

Elective I – Literature: English

English Literature Paper II: Language Skills and Communication

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practicum – 25 (Internal)

Distribution of Marks

1. **Short questions** - 5 short questions, with internal choice from unit I. Each question carries 2 marks, (word limit 30-50 words) $2 \times 5 = 10$ Marks
2. **Short questions**- 2 short questions, with internal choice from units I to V. Each question carries 5 marks,(word limit 150-250 words) $5 \times 2 = 10$ Marks
3. **Four Critical questions** with an internal choice from units II to V. One question is to be Attempted from each unit. Each question carries 8 marks, (word limit 500 words)
 $10 \times 4 = 40$ Marks

Objectives: This paper is designed

- To enable the students to negotiate all communicative encounters with tolerance & dignity.
- To make them 'communicatively competent',
- To help them develop the competence to understand what they hear,
- To help them develop the ability to read with comprehension, and not merely decode,
- To help them understand and use the variety of language being used in other domains,
- To help develop LSRW skills,
- To help them develop their cognitive abilities, and
- To enable them to study languages in a scientific manner.

Unit I – Language and Communication

- Communication: process and Significance
- Language as Communication

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- Types of communication: Formal and Informal Communication
- Non-verbal Communication

Unit II – Developing the skill of Listening

- The concept of listening
- Sub skills and barriers of listening
- Tasks, materials and Resources for developing the Listening skills

Unit III - Developing the skill of Speaking

- The skill of speaking
- Formal and Informal Speaking
- Conversational skill
- Telephoning skill
- Speech
- Debate
- Tasks, Material and resources for developing the speaking skills

Unit IV - Developing the skill of Reading

- The concept of Reading
- Sub skills of Reading
- Reading techniques – Scanning , Skimming, Skipping, Extensive and intensive Reading, Critical Reading
- Global comprehension & summarizing
- Task , Materials and Resources for developing the Reading skill – using a dictionary, Encyclopedia

Unit V - Developing the skill of Writing

- Salient features of written communication
- Advantages and disadvantages of written communication
- Descriptive, persuasive and argumentative writings
- Effective writing techniques, enriching vocabulary, foreign words and phrases in English, Punctuation.

Suggested Readings

- 1- Kumar E. Suresh Kumar and P. Sreehari, Communicative English, Orient Longman, 2007.
- 2- Mackay, I. listening Skills, Orient Longman, 2000.
- 3- Soundaraaj, Francis, Speaking and Writing for Effective business communication. Macmillan, 2007.
- 4- Michigan, E. A. Speed reading with Word Power. Infinity Books, 1999.
- 5- Dorner, Jane Writing for the Internet. Oxford University Press.

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Elective I – Literature: Sanskrit II

व्याकरणम् अनुवाद संस्कृतसाहित्येतिहासश्च

Contact Periods/week : 03

Internal Marks : 10

कुल अंक – 60

न्यूनतम उत्तीर्ण अंक – 22

प्रश्न एवं अंक निर्धारण

4 दीर्घ उत्तरीय प्रश्न –20 अंक (4 x5)

8 लघु उत्तरीय प्रश्न –20 अंक (8 x2.5)

5 अतिलघु उत्तरीय प्रश्न –10 अंक (5 x2)

10 वस्तुनिष्ठ प्रश्न –10 अंक (10 x1)

उद्देश्य – इस पेपर में विद्यार्थी संस्कृत व्याकरण और संस्कृत हिन्दी अनुवाद का अध्ययन करेंगे और संस्कृत भाषा के विकास में अपना योगदान देंगे

परिणाम – संस्कृत का अध्ययन कर विद्यार्थी आत्मनिर्भर बनेंगे और सभ्यता के विकास में अपना योगदान देंगे

Unit – I

लघुसिद्धान्तकौमुदी , संज्ञासन्धिप्रकरणे

संज्ञाप्रकरणेसूत्रावयव्या सन्धिप्रकरणे सन्धिविच्छेद सन्धियोजना च

Unit – II

लघुसिद्धान्तकौमुदी – हल् –विसर्ग – सन्धिप्रकरणे

सूत्रावयव्या: सन्धिविच्छेद सन्धियोजना च

Unit – III

संस्कृतकाव्यसाहित्येतिहास – व्यास रत्नाकर, माध, एतेषा कवीना व्यक्तित्वं कर्तव्यचस्य संस्कृतभाषयानुवाद

Unit – IV

वाल्मीकी, अश्वघोष, कालिदास, भारवि, एतेषा कवीना व्यक्तित्वं कर्तव्यचस्य संस्कृतभाषयानुवाद

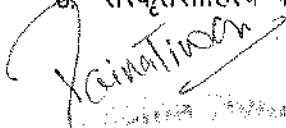
Unit – V


संस्कृतकाव्यसाहित्येतिहास श्री हर्ष,भट्ट कुमारदास, विल्हण, जयदेव चएतेषा कवीना व्यक्तित्वं कर्तव्यच

Assesment : Five assignments (one from each unit)

संस्तुत ग्रन्था : –

1. लघुसिद्धान्तकौमुदी – संज्ञासन्धिप्रकरणे – वरदराजः – हिन्दीआकाशकत्री डा. प्रेमा अवस्थी
2. लघुसिद्धान्तकौमुदी – वरदराजः, भैमीआकाशहिता – डॉ. भीमसेनशास्त्री
3. बृहद्अनुवादचन्द्रिका – चक्रधर हंस नौटियाल
4. अनुवादकला – चारुदेव शास्त्री
5. आनुवादचन्द्रिका– डॉ.यदुनन्दमिश्रः
6. संस्कृतसाहित्य का इतिहास – ए.बी.कीथ, अनुवादः–डॉ. मंगलदेवशास्त्री


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7. संस्कृतसाहित्य का इतिहास – ए.बी.कीथ, अनुवादक:—डॉ. मंगलदेवशास्त्री
 8. प्राचीन भारतीय साहित्य – भाग –1 प्रथम खण्ड विटरनिट्ज , अनुवादक: – रामचन्द्रपाण्डेय:
 9. लघुसिद्धान्तकौमुदी – संज्ञासन्धिप्रकरणम् – डॉ. शिवलक द्विवेदी
 10. संस्कृतरचनानुवाद – कौमुदी – डॉ. शिवलक द्विवेदी
 11. संस्कृतरचनानुवाद – प्रभा – डॉ. श्रीनिवास शास्त्री
 12. निबन्धपथ प्रदर्शक – वी.एस.आप्टे
 13. संस्कृत व्याकरण की उपक्रमणिका – ईश्वर चन्द्र विद्यासागर
- ❖ Latest edition of all the suggested books are recommend.

Elective II: History

Paper II: Themes in Medieval Indian History (1200-1750 AD)

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practicum – 25 (Internal)

Evaluation

- Note:** 1. First question having Five Objective type questions (selecting one from each unit) $1*5=5$
2. Second question having 5 short questions to be answered in about 125-150 words (selecting one from each unit) $3*5=15$
3. Third question having five questions having internal choice selecting one from each unit.
 $8*5=40$

Objectives:

The course is designed to help teacher students to understand:

- The processes of rise and establishment of the Slave, Tughlaq , Khilji and Mughal Dynasties in India.
- The polity, administration, economic life and military organization of Delhi – Sultanate
- The Nature and Character of a Mughal state.

Course Details:

Unit I: The Slave Dynasty

- ❖ Survey of sources of Sultanate history
- ❖ Turkish conquest of North India ; Political and Social condition of India at the time of Turkish invasion

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- ❖ Foundation and consolidation of the Delhi Sultanate – Qutubuddin Aibak, Iltutmish- Military and administrative achievements
- ❖ Razia Sultana - Strengths and Challenges; Balban- Theory of Kingship, Nobility

Unit II: India under the Khiljis and Tughlaq

- ❖ Khilji Revolution, Mongol Invasions and measures to check during the reign of AlauddinKhalji
- ❖ Alauddin Khalji- Agrarian measures and market control policy
- ❖ Grand schemes of Mohammad Bin Tughlaq
- ❖ Feroze Shah Tughlaq's reforms: Role in the downfall of the Sultanate
- ❖ Timur's invasion and its impact.

Unit III: India under the Mughals

- ❖ Survey of Sources of Mughal History
- ❖ Factors responsible for Babar's Success
- ❖ Humayun's Difficulties
- ❖ Shershah- Conquests , Administrative Reform
- ❖ Akbar- Rajput and Religious Policy

Unit IV: Expansion of Mughal Empire

- ❖ Jehangir-Rajput and Deccan Policy
- ❖ Shajahan- Deccan Policy, War of Succession
- ❖ Aurangzeb- Religious and Deccan Policy
- ❖ Causes of Decline Of Mughal Empire
- ❖ Rise of Marathas , Shivaji's conquests and administration
- ❖ Marathas under Peshwa

Unit V: Political, Social and Economic life during the Sultanate and Mughal Period

- ❖ Political structure of the Delhi Sultanate- Central administration and military organization
- ❖ Economic system under the Sultanate: Market regulations and the Iqta system
- ❖ Social Life during the Sultanate period
- ❖ Mughal Revenue Administration and Mansabdari system
- ❖ Social Life during the Mughal period.

Transaction Mode

Lecture, discussion, demonstration, field visit, seminar, workshop, project work.

PRACTICUM

(for Background and Process refer Semester I)

Abhinav Singh

Any one of the following or equivalent can be assigned to the students.

1. From the diaries of the Travelers; The experiences of Travelers who visited the subcontinent and how their accounts help us to understand the social political cultural and economic history of that region during the medieval period. Any one of the following may be chosen s •IbnBatuta• Al Biruni• Marco Polo •Nicolo Conti •AbdurRazaq• Francois Bernier • Athanasius Nikitin• Duarte Barbosa • Jean-Baptiste Tavernier • Jesuit Roberto Nobili 11 12 •Manucci• Thomas Roe
2. Raziya : Understanding the dynamics of women rulers during the medieval period
3. Biographies/ Autobiographies as a source of construction of history; Issues and challenges.
4. Akbar and Aurangzeb: A comparison and analysis of their religious policy.
5. Critical Evaluation of experiments of Mohammad Bin Tughlaq
6. Various aspects of social life during the sultanate period

Parameters of Evaluation:

1. Research contribution : 5 marks
2. Written Report Assessment : 8 marks
3. Individual presentation /explanation: 8 marks
4. Viva-voce: 4 marks

References

1. Tapan Ray Chaudhary and IrfanHabib (ed.)
2. The Cambridge Economic History of India, Vol.I
3. Peter Jackson: Delhi Sultanate: A Political and Military History
4. Tara Chand: Influence of Islam on Indian Culture
5. Satish Chandra: A History of Medieval India, 2 Volumes
6. IrfanHabib: The Agrarian System of Mughal India 1556-1707,
7. IrfanHabib (ed.) : Madhya Kaleen Bharat, (in Hindi), 8 Volumes,
8. M. Athar Ali: Mughal Nobility under Aurangzeb,
9. ShireenMoosvi: The Economy of the Mughal Empire
10. S.A.Rizvi: Muslim Revivalist Movements in Northern India during 16th and 17th Centuries
11. R.P. Tripathi: The Rise and fall of the Mughal Empire, 2 vol. I
12. H. Siddiqui: Some Aspects of Afghan Despotism
13. P.J. Marshall: The Eighteenth Century in Indian History.Dey.U.N. -Mughal Government
14. Hubibullah A.B.M.- Foundation of Muslim Rule in India,
15. Habib&Nizami-Comperhensive History of India
16. Majumdar, RC- An Advanved History of India Vol-II
17. Choudhary&Dutta, Mehta-Advance Study in the Medieval History of India
18. Pandey, A.B.LaterMedievel India
19. Prasad Ishwari- Medieval India

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20. श्रीवास्तव ए.एल.—दिल्लीसल्तनत
21. श्रीवास्तव ए.एल.—मुगलकालीनभारत
22. हबीबउल्लाह—भारत में मुस्लिम भासन की बुनियाद
23. मजमूदार,राय चौधरी एवं दत्त—भारतकावहृदइतिहास खण्ड—2
24. पंजाबीबी.के. —भारत में मुस्लिम भासन की बुनियाद
25. हबीब एवं निजामी—दिल्लीसल्तनत
26. वर्माहरिशचन्द्र— मध्यकालीनभारत (1206—1761) दो खंडोंमें
27. भार्मा कालरूम एवं व्यासपकाश,मध्यकालीनभारतीय संस्कृति
28. सक्सेनाआर.के. दिल्लीसल्तनत
29. राधे ारण—भारत की सामाजिक एवं आधिकसंरचनाऔरसंस्कृति के मूल तत्व(आदिकाल से 1950 ईस्वी तक)
(म.फ़.हिन्दी ग्रंथ अकादमीक प्रकाशन)
30. पाण्डेय ए.बी.—पूर्व मध्यकालीनभारत
31. पाण्डेय ए.बी.—उत्तर मध्यकालीनभारत
32. ईश्वरीप्रसाद— मध्ययुगीनभारत
33. श्रीवास्तव एच.एस.—मुगलकालीन शासनव्यवस्था
34. सरदेसाई जी.एस.—मराठों का नवीन इतिहास खण्ड—2
35. सरकारजे.एन.—शिवाजी और उनका पुत्र
36. त्रिपाठीआर.पी.—मुगलसाम्राज्य का उत्थान और पतन
37. मित्तल ए.के. — यनीफाइड इतिहास(प्रारंभ से 1761 ई. तक)
38. मित्तल ए.के. — यनीफाइड इतिहास(प्राचीन काल से 1950 ई. तक)
39. श्रीवास्तवब्रजेशकुमार, मध्यकालीनभारत
40. हीमाते ए.के. मध्यकालीनभारत

Elective II: Geography

Paper II: Introduction to Human Geography

Contact Periods/week: 05 +4 Practical

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practical – 25 (Internal)

Note:

1. First question having ten objective type questions. (Selecting two from each unit)

1 X 10 = 10 marks.

2. Five question with internal choice selecting one from each units. (5 X 10 = 50 marks)

Unit I: Human geography: Nature and scope; Branches of Human geography and its link with Social Sciences;contemporary relevance.

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Unit II: Population: Population Growth and Distribution; Population Composition (Age, Gender and Literacy); Demographic Transition Theory, Malthusian theory.

Unit III: Cultural Regions; Racial groups; ethnic; Language, tribal groups and Religious groups.

Unit IV: Economic activities: Agriculture: Factors influencing agriculture activity; theory of agriculture location by Von Thunen Industries: Factors influencing location of industries, classification of industries, industrial belts in the world; Central place theory of Christaller; theories of industrial location by Weber, Smith.

Unit V: Settlements: Types and patterns of Rural settlements; Classification of urban settlements; Trends and patterns of world urbanization.

Books recommended

1. Barret, H.R.(1995): Population Geography, Oliver and Boyd.
2. Bhende, A. and Kanitkar T.(2000): Principles of Population Studies, Himalaya Publishing house.
3. Bogue, Donald, J. (1969): Principles of Demography, John Wiley and Sons, New York.
4. Chandana, R.C.(2008): Geography of Population: Concepts, Determinants and Patterns, 7th Edition, Kalyani Publishers, New Delhi.
5. Clarke, J.I. (1965): Population Geography, Pergamon press Ltd; Oxford.
6. Daniel, P. 2002: Geography of Settlement, Rawat Publs., Jaipur & New Delhi.
7. Ghosh, Santwana 1999: A Geography of Settlements, Orient Longman, Kolkata.
8. Hartshorn, T.A. and Alexander, J.W. 1988: Economic Geography, Prentice Hall India, New Delhi.
9. Jones, C.F. and Darkenwald, G.G. 1954, Economic Geography, Macmillan, New York.
10. Leong, G.C. and Morgan, G.C. 1975: Human and Economic Geography, Oxford University Press, Hong Kong.
11. Mahendra K. Premi (2001) Population of India, In the New Millennium: Census, National book trust, New Delhi.
12. Mahendra K. Premi, Dipendra Nath Das (2011) Population of India, B.R. Publishing Corporation, Delhi.
13. Tiwari, R. C. 2000: Settlement Geography, (in Hindi), Prayag Publ., Allahabad.

Practical: Methods of representation Relief features

Unit-I: Representation of Relief-I

- a) Methods of depicting relief feature:-contour; Hachures, hill shading and layer tinting.
- b) Drawing of Profiles: Composite, serial and Projected

Unit-II: Representation of Relief-II

- a): Representation of waterfall, spur, saddle, escarpment, valley with their contours.

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b): Determination of slope, Gradient

c): Interpretation of topographical maps and Geological Maps.

Unit III- Journal and Viva voce

Books Recommended:

1. Dickinson.G.C. 1968: Statistical Mapping and Presentation of Statistics. Arnold, London
2. Lawrence. G.R.P,1971 : Cartographic Methods, Methuen , London
3. Monkhouse. F.J and Wilkinson.H.R.1972: Maps and Diagrams. Methuen , London
4. Misra. R.P.1969: Fundamentals of Cartography, Prasaranga. University of Mysore
5. Raisz.E. 1962: Principles of Cartography, McGraw Hill, New York.
6. Robinson.A.H.1978: Elements of Cartography, John Wiley, New York.

Elective III: Economics

Paper II: INDIAN ECONOMY

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practicum – 25 (Internal)

External Mark:60	Internal Mark: 15	Practicum: 25	Maximum Mark: 100
Pass Mark : 24	Pass Mark : 05	Pass Mark : 08	Pass Mark : 33
Time: 3 hours	Time: 1 hours	Time: 2 hours	Time: 6 hours
Period: 6+1=7 Per Week	Period: 2=2 Per Week	Period=9 Per Week	

Objectives:

1. Explain the various issues, problems and policies of Indian Economy
2. Details account the development of Indian economy before, at the time and after independence.
3. Describes sectoral development and different component of Indian Economy.
4. Understand the problems of population growth, unemployment, inflation and its measure to check in Indian Economy.
5. Critically explain the current economic problems and new economic reforms in India.

Note:

1. First question having ten objective type (Selecting two from each unit) 1X 10 = 10 marks.
2. Five question with Internal choice (Selecting one from each units) 5 X 10 = 50 marks.

UNIT-I: Structure of Indian Economy

Basic feature of Indian Economy, Natural Resources- Land, Water and Forest; Human Resource- Broad demographic features- Population size, growth rate, sex composition, literacy, life expectancy,

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rural-urban migration, Occupational distribution, Causes and Problems of over-populations, Population policy; The Problems of Poverty, Inequality, unemployment and inflation in India, Composition of GDP.

UNIT- II: The Primary Sector

Nature and importance, Trends in agricultural production and productivity, Factors determining the low productivity of agriculture, Land reforms, New agricultural strategy and green revolution, Rural credit, Agricultural marketing, Food Security and Public distribution System(PDS).

UNIT-III: The Secondary Sector

Role and pattern of the growth of industrialization during plan periods in India; Industrial Policy- 1948,1956 and 1991; MRTP Act; Role of Public sector & private sector enterprise and their performance, Problems of the growth of Small-scale and large-scale industries, Privatization and Disinvestment debate, Role of public sector and private sector enterprise, Industrial finance.

UNIT- IV: The Tertiary Sector

Meaning and importance of Infrastructural Development in India, Social and Economic infrastructural development in India; Special Economic Zone (SEZ), Agri-Export Zone (AEZ), Growth and Pattern of IT Industries,Outsourcing, Role of RBI in Financial sectors reforms, Role of State in Fiscal sector reforms, Role of foreign trade in Indian economy, Money & capital market in India, working of SEBI in India, EXIM Policy, Exchange rate policy, The progress of trade reform in India.

UNIT-V: Planning and Economic Reforms

Indian economy on the eve of independence, Planning in India-its objectives, strategies, achievement and failure; New Economic Reforms- Liberalisation, Privatisation and Globalisation, WTO and its impact on different sector of the Indian economy, FDI & MNCs in India,

Suggested Readings:

1. Agrawal, A.N(), Indian Economy,
2. Ahluwalia, IJ and I.M.D Little (Eds) (1999) India's Economic Reforms and Development, Oxford University Press, New Delhi.
3. Ahluwalia, J(1985), Industrial Growth in India Since the Mid sixties, OUP.
4. Barhan, P.K(1999), The Political Economy of Development in India, Oxford University Press, New Delhi.
5. Bashu Kaushik(2010), The concise Oxford companion to Economics in India Annemie Maertens, OUP.
6. Bawa, R.S and Raikhy, P.S(Eds) (1997), Structural Changes in Indian Economy, Guru Nanak Dev University Press.
7. Byres T.J(Eds) (1997), The State, Development Planning and Liberalisation in India, Oxford University Press, New Delhi.

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8. Chakravarty, S.(1987), Development Planning: The Indian Experience, Oxford University Press, New Delhi.
9. Choudhury, P(), Indian Economy,
10. Dantwala, M.L.(1996), Dilemmas of Growth: The Indian Experience, Sage Publications, New Delhi.
11. Dhameeja, N and Sastry, K.S(1998), Privatisation: Theory and Practices, A.H. Wheller, New Delhi.
12. Dhar, P.K(), Indian Economy, Its growing dimensions,
13. DHingra, I.C(2001), Indian Economy, Environment and Policy, Sultan Chand & Company, New Delhi.
14. Dubey, M(1996), An Unequal Treaty – World Trading Order After GATT, New Age International Ltd. New Delhi.
15. Gupta, S.P(1998), Post-Reform India: Emerging trends, Allied Publishers, New Delhi.
16. Jallan, B(), Problems and Prospects of Indian Economy, Penguin.
17. Jallan, B(Eds)(), Indian Economy in the New Millennium, selected essays.
18. Jhunjhunwala, B(), Indian Economy,
19. Kalan, A.K(1986), Economic Policy- Preparing for the Twenty First Century, Viking, New Delhi.
20. Mishra, S.K and Puri, V.K(2001), Indian Economy, Its development experience, Himalaya Publishing House, Mumbai.
21. Roy, Tirthankar(2012), The Economic History of India, 1857-1947, OUP, 3rd Edition.
22. Rudder Dutt and Sundaram, K.P.M(2001), Indian Economy, S. Chand & Company Ltd., New Delhi.
23. Sen, A.K and Chatterjee(2001), Indian Economy: Agenda for 21st Century, Deep and Deep Publications, New Delhi.
24. Sinha & Dubey(), Economic development and Planning,
25. Srinivasan, T.N(Eds) (2000), Eight Lectures on India's Economic Reforms, Oxford University Press, Oxford.

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Practicum-II: Computer Application in Economics

UNIT-I: Basic Concept of Microsoft Office:

UNIT-II: MS-Word:

UNIT-III: MS-Power Point:

UNIT-IV: MS- Excel:

UNIT-V: Application of Ms-Excel: in Tabulation, Frequency distribution, Correlation & Regression Analysis

Suggested Reading:

1. Course Materials developed by NICE and Others computer institutions.
2. Agricultural Census.
3. State's Agriculture Statistics
4. Statistical Abstracts of the concern State as well as India

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Elective III: Political Science
Paper II: INDIAN GOVERNMENT AND POLITICS

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practicum – 25 (Internal)

Objectives:

The aim of this paper is to give knowledge to the student on the political process and actual functioning of the political system in India. It will also help the student to understand the political structure from constitutional and administrative aspects.

Distribution of Marks

1. Five Objective type questions from units I to V. One question will carry 1 mark. $5 \times 1 = 5$ Marks.
2. Three Short answer type questions to be answered between 100-150 words. One question will carry 5 marks. $3 \times 5 = 15$ Marks
3. Five long answer type questions with internal choice selecting one from each unit. $5 \times 8 = 40$ Marks.

Unit I: The Making of the Indian Constitution and its sources. Basic Features of Indian Constitution
Preamble

Unit II: Fundamental Rights, Directive Principle of State Policy, Methods of Constitutional Amendment. The Supreme Court of India, Election Commission of India,

Unit III: The Parliament, President, the Prime Minister and Cabinet. State Legislature, The Governor, Chief Minister and the Council of Ministers.

Unit IV: Federalism and Decentralization: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules, Panchayati Raj and Municipalities.

Unit V: Nature of Indian Party System, Electoral Reforms. Major issues in Indian politics: Role of Caste, Religion, Language, Region, Poverty- Alleviation

Suggested Readings:

1. Atul Kohli (ed.) Indian Democracy; State-Society Interface, Orient Longman, New Delhi, 1989.
2. Atul Kohli (ed.), The Success of India's Democracy, Cambridge University Press, New Delhi, 2001.
3. Bipan Chandra, Mridula Mukherjee and Aditya Mukherjee, India Since Independence, Penguin India, New Delhi, 2008.
4. Bipan Chandra, Mridula Mukherjee and Aditya Mukherjee, Ajadi Ke Baad Bharat, Dilli Vishwavidhyalaya, Delhi, 2015.
5. B. Arora and Douglas Verney (eds.), Indian Federalism in the New Millenium, Manohar, Delhi, 2004.
6. B D Dua, M.P. Singh & Rekha Saxena (eds), Indian Judiciary and Politics: The Changing Landscape, Manohar, New Delhi, 2007.
7. D. D. Basu, An Introduction to the Constitution of India, LexisNexis, New Delhi, 2013.
8. D. D. Basu, Workbook on Constitution of India, LexisNexis, New Delhi, 2014.
9. Francine Frankel and MSA Rao (eds.), Dominance and State Power in Modern India: Decline of Social Order, Vol. I and 2, OUP, New Delhi, 1989.
10. Ghanshyam Shah (ed.) Social Movements and the State, Sage, New Delhi, 2002.

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11. Granville Austin, Indian Constitution: Cornerstone of a Nation, OUP, New Delhi, 2000.
12. Granville Austin, Working a Democratic Constitution: A History of the Indian Experience, OUP, New Delhi, 1999.
13. Niraja Gopal Jayal (ed.), Democracy in India, OUP, New Delhi, 2001.
14. M.P. Singh and Himanshu Roy, (eds.), Indian Political System, Manak, New Delhi, 2005.
15. M.V Pylee, An Introduction to the Constitution of India, Vikas Publication, New Delhi, 2010.
16. M.V Pylee, Constitutional History of India, S. Chand, New Delhi, 2012.
17. M.V Pylee, India's Constitution, S. Chand, New Delhi, 2016.
18. M.V Pylee, Constitutional Government in India, S. Chand, New Delhi, 2003.
19. P.M Bakshi, The Constitution of India, Universal Law Publishing, New Delhi, 2015.
20. Partha Chatterjee (ed.), State and Politics in India, OUP, New Delhi, 1997.
21. Paul Brass, Politics of India Since Independence, Orient Longman, Hyderabad, 1994.
22. Paul Brass, Caste, Faction and Party in Indian Politics, Vols.2, Chanakya Publications, Delhi, 1984-1985.
23. Paul Brass, Language, Religion and Politics in North India, Cambridge University Press, London, 2005.
24. Rajni Kothari, Politics in India, Orient Longman, New Delhi, 1970.
25. Rekha Saxena (ed.) Mapping Canadian Federalism for India, Konark, New Delhi, 2003.
26. Rudolph and Rudolph, In Pursuit of Lakshmi: Political Economy of Indian State, Orient Longman, New Delhi, 1987.
27. Smitu Kothari, Social Movements and the Redefinition of Democracy, Westview, Boulder, 1993.
28. Stuart Corbridge & John Harris, Reinventing India: Liberalisation, Hindu Nationalism and Popular Democracy, OUP, New Delhi, 2000.
29. Sudipta Kaviraj (ed.) Politics in India, OUP, New Delhi, 1998.
30. Subhash C. Kashyap, Our Constitution, National Book Trust, India, 2011.
31. Zoya Hasan (ed.), Politics and the State in India, Sage, New Delhi, 2000

Education Component:

Cognition and Learning

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 14

Internal – 10

Question Paper Pattern :-

- Part A - Five objective type questions covering all the units are to be set on the basis of Knowledge and understanding. Each question carry 1 mark.(5×1=5).
- Part B- Seven short answer type questions are to be set on the basis of Comprehension out of which 5 to be attempted.(5×5=25)
- Part C- Two long answer type question are to be set on the basis of application,analysis, synthesis and evaluation out of which 1 to be attempted .(1×10=10).

Objectives

- 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
- To become aware of different contexts of learning and situate schools as a special environment for learning
- To develop awareness of the different contexts of learning.
- To 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;
- Appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

UNIT 1: COGNITION

- Meaning of Cognition and its Role in learning
- Structure and Process of Cognition: sensation, perception, attention, memory, concept formation and problem-solving in learning.
- Socio-cultural factors that influence cognition

UNIT 2: THEORETICAL PERSPECTIVES ON LEARNING

- Implicit knowledge and beliefs about learning (demystifying misconceptions).
- Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
- Concepts and principles of each perspective and their applicability in different learning situations.

UNIT 3: ROLE OF LEARNER IN LEARNING

- Role of learner in various learning situations, as seen in different theoretical perspectives
- 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)
- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.

UNIT 4: INDIVIDUAL DIFFERENCES AMONG LEARNERS

- Dimensions of differences in psychological attributes—cognitive abilities, interest, aptitude, creativity, personality, values.

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- Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences including emotional intelligence.
- Differences in learners based on socio-cultural contexts
- Understanding differences based on a range of cognitive abilities— learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness and implications for classroom practices and teaching.

Suggested Sessional Work

- Reflective Written Assignments – comments and grade
- Field observation notes – comments and grade
- Participation in discussions – to be assessed qualitatively (along a set of rubrics)
- Analysis of a learning situation and case study, using theoretical perspectives – to assess for conceptual grasp and clarity of analysis – comments, further questions, grade
- A written test can be given on 'conceptual grasp' of theories of teaching, learning and cognition, as well as 'working understanding' of constructivist approach to construction of knowledge – evaluated with marks.
- Assignment on the implications of Piaget/Vygotsky/Ausubel's approach to teaching-learning
- Student panel discussion of selected themes.
- Class presentations
- Readings and class discussions
- Assignments

Suggested Reading

- Atkinson, Richard C. et.al. (1983). Introduction to Psychology. Harcourt Brace Johanovich Inc. New York,
- Aggarwal, J.C. Essential of Educational Psychology, Vikas Publishing House, New Delhi, 1994.
- Aggarwal, J.C. Essential of Educational Psychology, Vikas Publishers, Delhi, 1998
- Benjafield, J.G. (1992). Cognition, Prentice Hall, Englewood Cliffs.
- Bereday, George, F., and Lanwery Joseph (1963). Educational and Training of Teacher, Trens. Brother Ltd.London.
- Bhargava, Mahesh, Introduction of Exceptional Children, Sterling Publishers, New Delhi, 1994.
- Bhatia, H.R., A Text Book of Educational Psychology, Delhi: McMillan Co., New Delhi, 1977
- Bhatia, K.K. Educational Psychology and Techniques for Teaching, Kalyani Publishers, Ludhiana, 1994.
- Brown, J.S., Collins A and Dugrid, P (1989). Situated Cognition and the Culture of Learning, Educational Researcher; 32-42.
- Chauhan, S.S. Advanced Educational Psychology, Vikas Publishing New Delhi, 1996

- Gage, N.L. (1964). Theories of Teaching. In Theories of Learning and Instruction, NSSE University Press Year Book, Chicago.
- Gagné, R. M. (1985) The Conditions of Learning and Theory of Instruction (4th edition). New York: Holt, Rinehart and Winston
- Gardner, H. (1999) The disciplined mind: What all students should understand. New York: Simon & Schuster
- Gardner, Howard (1989). Frames of Mind. The Theory of Multiple Intelligences, Basic Books, New York.
- Gardner, Howard (1991). The Unschooled Mind, Basic Books, New York.
- Haas, KB and Packer, HQ: Preparation and use of Audio-Visual Aids, Prentice Hall, Inc. 1990
- Jeanne Ellis Ormrod Educational Psychology: Developing Learners. Fourth Edition
- Kundu, C.L. and Tutoo, D.N., Educational Psychology, Sterling Publishers, New Delhi, 1980.
- Kundu, V.L and Tutoo, D.N., Educational Psychology, Sterling Publishers, New Delhi.
- Kolb, D.A. (1984) Experiential Learning. Engelwood Cliffs, NJ: Prentice-Hall
- Lindgren, H.C. (1980). Educational Psychology in the Classroom Oxford University Press, New York.
- Luria, A.R. (1976). Cognitive Development: Its Cultural and Social Foundations. Havward University Press, Cambridge, Mass.
- Mangal, S.K. Advanced Educational Psychology, Prentice Hall of India. Pvt. Ltd., 1999
- Mathur, S.S., Educational Psychology, 9th Ed., VinodPustakMandir, Agra, 1981
- Patricia A. Alexander, Philip H. Winne (2006) Handbook of Educational Psychology
- Rogers, C.R. (1983) Freedom to Learn (revised edition). Columbus, OH: Merrill
- Rosser, Rosemary A. (1993). Cognitive Development: Psychological and Biological Perspectives, AllyndandBacon:USA
- Sarangapani M. Padma(2003.), Constructing School Knowledge :An Ethnography of learning in an Indian Village, Sage Publication
- Sharma, R.A. (1983). Technology of Teaching; International Publishing House, Meerut.
- Sibia, A. (2006) : Life at Mirambika, NCERT, New Delhi
- Storm, Robert D. (1971). Teaching and Learning Process, Prentice Hall Inc. Englewood Ciffs, New Jersey.
- Sturt Mary, Oakden, E.C. (1999) Modern Psychology and Education, Routledge.
- Shivashankara H.V. and Basakumar P., ShaikshanikaManovijnana, HanjiPrakashanaDavangere, 1977
- Skinner, C.E. (Ed) Educational Psychology, 4th Ed., Prentice Hall of India Pvt., Ltd., New Delhi, 1996
- Thorndike Edward L. (2007) Educational Psychology, Published by READ Books.
- Vygotsky, L.S. (1978). Mind in Society. The Developemnt of Higher Psychological Process.Havward University Press, Cambridge.
- Vygotsky, L.S. Mind in Society, Harvard University Press: Cambridge, 1978. Chapter 6.
- Wertsch, J.V. (1985) Vygotsky and the Social Formation of Mind. Harvard University Press

- Wertsch, J.V. (1985). Culture, Communication and Cognition. Vygotskian Perspectives, Cambridge University Press, Cambridge.
- Walia, J.S. Foundation of Educational Psychology, Paul Publishers, Jalandhar, 2001
- White, William, L. (1969). Psychological Principles Applied to Classroom Teaching McGraw Hill, New York.
- Wolfolk, Educational Psychology, Prentice Hall: Eaglewood Cliff, 1987
- Woolfolk, A.E. (2009) Educational Psychology (11th Edition) (My Education Lab Series) Prentice Hall

Psychology Practical

Contact Periods/week: 03

Maximum Marks – 25
Min. Pass Marks – 09
Internal – 25

Any five from the following:

- I. Intelligence (Verbal, Non-Verbal and Performance Tests)
- II. Personality
- III. Creativity
- IV. Motivation
- V. Learning
- VI. Concept Formation
- VII. Problem Solving

Health, Physical Education & Yoga -II

Contact Periods/week: 2 Practical

Maximum Marks – 25
Min. Pass Marks – 09
Internal – 25

Unit I

Programme of Physical Fitness and Muscular Development (Free Hand and Callisthenic Exercise) :
Circuit Training
and Weight Training.

Unit II

Athletics is Printing and Distance Running- Crouch Start, Striding, Curve Running and Finishing Technique.

Jumps- Approach Run, Take off, Clearance and Landing.

Throws- Hold/Grip, Placement/Swing, Stance, Action, Releasing and Recovery.

Unit III

Layout and Marking of Track and Field and Different Play Grounds.

Unit IV

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Dr. S. S. S. S.
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Teaching Skills of Major Games, Teaching Rules, Officiating and Organizing Tournaments of Major Games.

-Cricket, Football, Kabaddi, Kho-Kho, Volleyball, Basketball, Table-Tennis, Lawn-Tennis, Badminton

-Instruction and demonstration of basic skills

-Equipments and dimensions of play fields

-Common rules and interpretation

-Organization and conduct of tournament/competition.

Unit V

Teaching/lesson in physical education and sports (skills)

Art & Aesthetic

Contact Periods/week: 02

Maximum Marks – 25

Min. Pass Marks – 09

Internal – 25

Introduction:

The need of integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness and encourage little children and creative minds to do the arts. An understanding of the arts and aesthetics will give our children to give ability to appreciate the richness and variety of artistic traditions as well as make them liberal, creative thinker and after all a good citizen of the nation. In National Curriculum frame work (2000, 2005) and National Education Policy introduced arts education as a mainstream curricular area, which must be taught in every elementary and primary schools as a compulsory subject up to secondary level, keeping this in view, its all the more important that arts education is integrated in the school curriculum to provide an aesthetically viable atmosphere in elementary levels encouraging creativity.

For this, not only the art teachers but every teacher should be sensitive to appreciate this.

Aim:

Teaching Arts education in elementary and school may be perceived as a tool for development of aesthetics sensitivity among learners to enable them to respond to the beauty in different form of arts. For effectiveness and interest of teaching, curricular area of arts education are required. Some broader objectives are follow-

• Objectives:

- अध्ययन-अध्यापन प्रक्रिया को कला के माध्यम से रोचक बनाना।
- शिक्षण-अधिगम के दौरान आसपास के माहोल, विद्यालय, घर-ससुराल को स्वच्छ एवं सुन्दर रखने हेतु कलात्मक कार्य की प्रेरणा देना।

Rajni Taneja

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H. P. Singh

Dr. S. S. S. S. S.

ROHIT DARGA
JALANDHAR

- सीखने-सीखाने हेतू सौंदर्य, संवेदना एवं कल्पनाशीलता का समन्वय करना।
- कलात्मक द्रष्टिकोण एवं सांस्कृतिक घटकों की समझ हेतू अवसर उपलब्ध करवाना।
- अध्ययन-अध्यापक के माध्यम से कलाएं तथा प्रवृत्ति लक्ष्मी वातावरण के निर्माण से विषयबोध प्राप्त करना।
- प्रकृति-परिवेश, पर्यावरण और गणित जैसे विषयों को विभिन्न कलाओं के माध्यम से सीखने को अवसर प्रदान करना।
- अध्ययन प्रक्रिया में कलाओं को जोड़कर कार्यानुभव प्राप्त करना।
- सृजनात्मकता एवं सौंदर्यबोध के अविषकार से नैतिक एवं राष्ट्रीय भावनाओं का विकास करना।
- चित्रकार्य, गायन, शिल्प-स्थापत्य एवं अन्य दृश्य-श्रव्य काठों को टेक्नोलॉजी के माध्यम से समझना एवं नवाचार सीखना।
- कलाओं के साथ अन्य विषयों के समन्वय से राष्ट्रीय धरोहर एवं संस्कृति के प्रति लगाव पैदा करना।
- विभिन्न कलाकारों और उनके जीवन को जानना।

COURSE – CONTENT

Unit-1: Art क्या है, कलाओं के प्रकार, Concept of Art Education-

- कलाओं का महत्व क्यों समझना है। कलाओं का जीवन में स्थान। कलाओं से जीवनयापन आदि।
- कला और शिक्षा –
 - कला शिक्षण और कलाओं के साथ समन्वित शिक्षण।
 - कला के क्षेत्र (work), विस्तार।

Unit-2: Visual Art: दृश्य कलाएं (Visuals)

- रेखाचित्र, रंगकार्य, स्केचिंग, छाप कार्य, भीत्री चित्र आदि और उनके प्रकार। चित्रकार्य हेतु उनकी गतिविधियाँ।
 - चित्रकारी एवं क्राफ्ट जैसी कलायें सीखने में कैसे सहायक होती हैं?
 - इसे पर्यावरण, भाषाएं, विज्ञान, गणित जैसे विषयों के साथ जोड़ना।
 - अनेक गतिविधियों से कला एवं सौंदर्यबोध आत्मसात करना।

Unit-3: नाटी-नृत्य विधाएं

- अभिनय, रंगमंच, साज सज्जा, नाटक के संवाद, अभिव्यक्ति, संगीत, लोक नाटक, को समझना व प्रयुक्त करना।
- नाटक की ऐतिहासिक प्रष्ठभूमि, भारतीय व पाश्चात्य अवधारणा।
- नाटक, अभिनय गीत, नृत्य गीत, खेल, व्यायाम, योग, व्यक्तित्व विकास एवं कलासरुम शिक्षा को जोड़ना।

Activities & Assignments-

1. विभिन्न कलाओं के बारे में जाने तथा उसके नमूनों का संग्रह करें।

Raina Tripathi

Dr. S. S. S. S.

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2. प्राथमिक, उच्च प्राथमिक, माध्यमिक कक्षाओं के पाठ्यपुस्तकों में नर्सरी, जिस क्लास की बात हुई उसकी list बनायें। साथ ही उनके चित्र, मूर्तियां आदि के picture इकट्ठा करें।
3. अपने क्षेत्र में प्रचलित लोककलाएं जैसे मांडना, भीत्रिचित्र, गोंदना, मेंहदी, महावर, गौंडी, वारली, रंगोली, आदि के चित्र इकट्ठा करके छात्रों से प्रवृत्ति करवाएं।
4. अपने क्षेत्र में पाई जानेवाली सांस्कृतिक धरोहरों, मूर्तिकला, काष्ठकला, छापाकला, स्टोन Art शिल्प-स्थापत्यों के बारे में जानकारी लेकर सूची बनाएं तथा उनके स्थानीय कलाकारों से भेंट करवायेंगे। (Experience) list
5. अपने क्षेत्र एवं भारत के प्रचलित लोकनृत्य और लोकगीतों की जानकारी ओडियो, विडियो एवं ICT के माध्यम से प्राप्त करना तथा स्थानीय कलाकार से वार्तालाप करना। (Documentation of Arts, Dance/Folk lore etc.)
6. नाटक, सोलप्ले, एकांकी, एक पात्रीय अभिनय, अभिनय गीत, आदि को वर्गखण्ड के विषयवस्तु के साथ Integrate करके मंचन करें।
7. सामूहिक अभिनय, अभिनय गान, सामूहिक गान, सामूहिक नृत्य आदि (practically) करवायें। नाटक हेतु व्यायाम, योगा, मौखिक अभिव्यक्ति, संगीत पसन्द करें।
8. रागों का परिचय एवं प्रायोगिक कार्य करवा सकते हैं।
9. Art dks ICT के साथ Integrate करके Practical work कर सकते हैं।


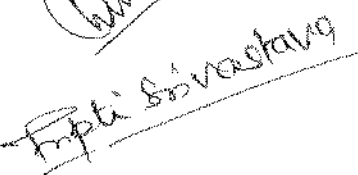
❖ **Projects:**


- i. विविध कलाओं के बारे में सूची बनाएं तथा कलाकारों से वार्तालाप करें।
- ii. परिसंवाद, चर्चा, इन्टरव्यू का आयोजन करें जिसमें क्षेत्रीय कलाकारों से मुलाकात हो सके।
- iii. नाटकों को वाचन, मंचन करवायें। (Reading and Acting)
- iv. संस्कृतिक संग्रहालय, क्षेत्रों की फिल्ड मुलाकात का आयोजन करें एवं एसाइन्टमेन्ट तथा प्रोजेक्ट कार्य करें। (Field visit/Report)
- v. जनजातीय, लोककलाएं, भीत्रिचित्र, छापाकलाएं, मूर्तिकला, वुडनआर्ट, ग्लास (Glass Painting) डीजिटल आर्ट, प्राचीन एवं मोडर्न आर्ट, फेब्रिक कलाएं, आदि के बारे में ग्रुप में चतवरमवज दे सकते हैं। (Research based Projects)

❖ **Reference:-**

- i. NCF- 2005
- ii. Position papers of Arts and Craft and Drama, Music
- iii. Basic Education
- iv. शिक्षा का बहन-कला- देवीप्रसाद


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Chairman, Board of Studies
Education Society
Rani Durgavati Vishwavidyalaya
Jabalpur (M.P.)


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- v. कला कारीगरी की शिक्षा—भाग. गिजूभाई बघके।
- vi. Wikipedia- Art Education
- vii. Learning Curve, Art Education volume.
- viii. चकमक पत्रिका, कला समय, चंपक, NCERT की पत्रिका आदि।
- ix. Drama and Theatre in Education, Dodd, Nigel and Winifred Hickson (1980).
- x. Kabad se Jugad: Little Science- Arvind Gupta, Eklavya.
- xi. Joy of making Indian Toys, Popular Science, S. Khanna (1992) New Delhi, NBT.
- xii. Creative Drama in the primary Grade, Vol-I/II, McCaslin, Nellie 1997, London, Longwan.
- xiii. Learning through Art, Sahi, Jain & Sahi, Eklavya, 2009.
- xiv. Deevaswapna, Gujabhai Badheka, Indore.

❖ **Websites:-**

- i. [www.Art integrated learning/Edu./primary](http://www.Art%20integrated%20learning/Edu./primary)
- ii. [www.Basic Education through Art](http://www.Basic%20Education%20through%20Art)
- iii. [www.Indian Arts and Culture](http://www.Indian%20Arts%20and%20Culture)
- iv. [www.Youtube/Art/Primary education](http://www.Youtube/Art/Primary%20education)
- v. DD Bharti- Arts & Culture, www.dalbharti.dd.org.in.

Work Education II

Option I: Electricity and Electronics

Contact Periods/week: 2 Practical

Maximum Marks – 25

Min. Pass Marks – 09

Internal – 25

Syllabus:

Unit 1: Electrical and Electronics measurement and measuring Instrument

Introduction, use, type (based on working and construction) and connections of Ammeter, voltmeter, wattmeter, frequency meter, power factor meter, meager, ohmmeter, Energy meter and Multi-meter. Measuring technique and precaution during their operation in electrical circuit. . Introduction of multi-meter and method of its uses, testing of electrical appliances using multi-meter, Principle of fault location and demonstration using multi-meter.

Unit 2: Basic Electronics

Conductor, Insulator and Semiconductor materials, extrinsic and intrinsic semiconductor materials, P-Type and NType Semiconductor material, doping, formation of P-N junction diode, forward, and reverse

biasing of diode, characteristic and application. Formation of P-N-P and N-P-N junction transistor, biasing of transistor, characteristic, and their application. Soldering – Principle, method, and materials. Practice of soldering.

Unit 3: Electronics component and Materials

Study of electronic components-sign and symbols recognition, specification and testing of components like resistors, capacitors, coil, diode, transistor, zener diode, photo diode, LED, solar cell, P.C. Board, bread board, I.C.(Integrated circuits) using multimeter. Integrated circuits fabrication – Advantages and limitations of I.Cs.

Unit 4: Construction of common Electronics Circuit

Construction of eight L.E.D. disco light, Testing of disco light checking individual components, Construction of battery eliminator. (using half wave/full wave circuit), Testing of battery eliminator, checking individual components, Simple construction of fire alarm (using photocell), Construction of audio amplifier, Construction of oscillator, Construction of Musical bell, Construction of Simple emergency light, Regulated power supply, Testing of musical bell, emergency light, amplifier and oscillator by measuring voltages, Construction of light operated switch. PAS (Public Address System)- (a) Components of PAS and their specification. (b) Demonstration – Installation (c) Connectors used with microphones (d) Locating and repairing of minor faults in PAS.

Unit 5: Repairing of Home Appliances

House appliance repairing like Electrical Press, Heater, Immersion Rod, Electrical Kettle, Fan, Cooler, and Mixer, Rewire the fuse, To find the fault in above electrical appliances and rectify them, Outline the principles of working of Washing Machine and locating faults, Microwave – Outline the working principle and maintenance of a microwave. To study the construction, working and maintenance of different types of electrical motors.

Distribution of marks:

- Internal Exam – 10 marks
- Practical Exam - 10 marks
- Record and Viva Vice - 05

(Suggested Readings as given in I Semester)I

WORK EDUCATION- II

Option II: Agriculture - KITCHEN GARDENING & FRUIT PRESERVATION

Syllabus:

Unit-I Kitchen gardening – Importance, Establishment & Management.

Unit-II Identification and cultivation of vegetable crops suitable for kitchen gardening viz: Pea, Carrot, Onion,

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Okra, Chilli and Radiishetc. Identification and cultivation of Fruit crops suitable for kitchen gardening viz:

Citrus, Papaya, Banana, Grapes and Mango etc.

Unit-III Applied knowledge of common manures, fertilizers their uses and methods of application, Identification knowledge of common pesticides and their uses in kitchen garden.

Unit-IV Fruit Preservation – Principles of Fruit preservation, Different methods of fruit preservation, Causes of Spoilage and their remedies

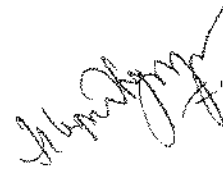
Unit-V Preparation of some fruit products; Jam, Jelly, Squashes, Ketchup & Pickles.

SCHEME OF EXAMINATION (25 marks)

- | | | |
|--|---|----------|
| 1. Identification of seasonal vegetables and Fruit Crops with comments | - | 05 marks |
| 2. Drawing layout Plan of a Kitchen Garden | - | 05 marks |
| 3 Principles and different methods of fruit preservation | - | 05 marks |
| 4. Preparation method of Jam, Jelly, Ketchup, Sauce and Pickles , | - | 05 marks |
| 5. Viva and Practical Record | - | 05 marks |

Suggested Readings:

1. Handbook of Horticulture; I.C.A.R., New Delhi
2. Preservation of fruits and vegetables, Girdharlal Sidhapa; I.C.A.R., New Delhi
- 3 Fruit & vegetable preservation industries in india, Bhutani, R.C. ; C.F.T.R.I.; Mysore..
4. Vegetable production in india, Chauhan, D.V.S.; Ram Prasad and Sons, Agra.
5. Commercial fruits; Singh, S.P.; Kalyani Publishers, New Delhi.
6. Instant Horticulture; Gupta, S.N.; Naik, K.B; Jain Brothers, New Delhi.



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Four-Year Integrated (Eight Semester)

B.A.B.Ed. Course

Session 2022 Onward's

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Bachelor of Arts and Bachelor of Education

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COURSES OF STUDIES

For

Four Year Integrated

B.A.B.Ed. (Eight Semesters) Course

THIRD SEMESTER

Subject/Paper	Paper	Intern.	Total	Pds./week
B.A. Part: Foundation Course				
Comp. & ICT in Education	40	10	50	3
Language – Hindi	40	10	50	3
- English	40	10	50	3
Elective I + Practicum	60	15+25	100	9
Elective II + Practicum	60	15+25	100	9
Elective III + Practicum	60	15+25	100	9
Total	300	150	450	
B.Ed. Part		50	50	2
Reading & Reflection on text				
Curriculum Development	40	10	50	3
Arts and Aesthetics	-	25	25	2
Community Living	-	25	25	1week
Total	40	110	150	
Grand Total	340	260	600	

- Elective 1 – Any one Literature – Hindi/ English/ Sanskrit
- Elective 2 – History/ Geography.
- Elective 3 – Economics/ Political Science

(All Electives have Practicum, but it will be Practical in Geography and will be evaluated internally)

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Prakash Srivastava

B.A. Component:

Foundation Course: Computers & ICT in Education – I

Contact Periods/week: 03/2 Hours

Maximum Marks – 40

Min. Pass Marks – 14

Internal – 10

Question Paper Pattern :-

- Part A - Five objective type questions covering all the units are to be set on the basis of Knowledge and understanding. Each question carry 1 mark.(5×1=5).
- Part B- Seven short answer type questions are to be set on the basis of Comprehension out of which 5 to be attempted.(5×5=25)
- Part C- Two long answer type question are to be set on the basis of application,analysis, synthesis and evaluation out of which 1 to be attempted .(1×10=10).

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

- Appreciate the historical development of various educational media,
- Explain ICT and its application in education,
- Plan multimedia based learning content using open source authoring software,
- Develop technology integrated learning materials using ICT tools,
- Explain different approaches of ICT integration in education,
- Use various ICTs for project based/problem based constructivist learning environment,
- Use ICT for designing innovative pedagogical approaches,
- Use various web 2.0 technologies for educational purpose,
- Create collaborative learning situation using various web 2.0 tools and technologies,
- Develop skills in using various e-learning tools and technologies.

UNIT-I: Introduction to Information and Communication Technology

- Use of Technology in Education: A look back
 - Role of technology in enhancing learning, basic theories of communication, system theory and learning theory
 - Historical account of the development of various educational media (audio, print, video, storage, display, projection)
 - Review of the role of technology in traditional pedagogical practices- programmed learning, Keller's plan, Computer Based Instruction, Mastery Learning

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- Role of technology in emerging pedagogical practices; importance of new media literacy
- Information and Communication Technology: Meaning, nature and advantages

UNIT II – Multimedia and E-learning

- Multimedia:
 - Concept, meaning and procedure of creating multimedia
 - Multimedia tools- Audio editing, video editing, screen casting, graphic editing, basics of animation, and creating interactive multimedia contents
- E-learning:
 - Concept, types, characteristics, advantages and limitations
 - E-learning tools and technologies-Learning Management Systems (LMS)
 - E-content authoring tools- Open source and proprietary alternatives
 - Re-usable learning objects (RLO) – Meaning, types and characteristics, RLO repositories

UNIT III – Web 2.0 Technologies

- Web 2.0 technology and tools: Meaning characteristics and types
- Social networking and social book-marking – Educational applications
- Blog and micro blog – Reflective journaling and other educational applications
- Wiki – Collaborative authoring and projects
- Instant messaging and its educational applications
- Educational applications of online forums/discussion groups and chats
- Social media sharing – Video, presentations, audio (podcasts), graphics, and text
- Web 2.0 tools for creating, sharing, collaborating, and networking

UNIT-IV: ICT and Pedagogy

- Approaches to integrating ICT in teaching and learning: Technological Pedagogical Content Knowledge (TPCK)
- Subject specific ICT tools for creating and facilitating learning
- Subject specific online resources and their use
- Designing technology integrated learning experiences
- ICT integrated Unit plan – Use of Web 2.0 for creating constructivist learning environment
- Assistive technology for children with special needs: Tools and processes; Universal Design for Learning (UDL)
- ICT for Pedagogical Innovations

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- Project/problem based learning (PBL): Role of ICT in developing technology integrated PBL unit
- Web Quest and virtual field trips: Concept, process, and use in the classroom
- Multiple intelligences in classroom: ICT tools and applications
- Mobile learning and related applications
- Open Educational Resources – Meaning and importance, various OER initiatives
- Massive Open Online Courses (MOOC)-Concept and use
- Flipped classrooms: Meaning and possibilities

Sessional Work

- Creating digital concept maps, flow charts, timelines for a particular content
- Creating screen cast video of a lesson
- Creating a podcast using audacity and sharing it on podcasting site
- Shooting, editing, and sharing of videos segment on any educational topic
- Creating a simple 2D animation using pencil or Tupi
- Creating and editing various graphics
- Creating account in teachertube/slideshare and sharing your video/presentation. View and comment on others contributions
- Enrolling and completing some MOOC courses of interest
- Creating resources for flipped classroom and practicing flipped learning in school
- Evaluating OER resources, Creating and sharing OER materials
- Developing technology integrated unit/lesson plans and trying out this in schools
- Hands on experience on subject specific software tools like Geogebra, PhET, Stellarium, etc.
- Taking part in an ICT integrated online project based or problem based learning activity
- Developing a multimedia e-content for a topic using e-Learning

Suggested readings

- Andrew, M. L. (2004). Understanding Open Source and Free Software Licensing. O'Reilly: Cambridge
- Bharihok, D. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi
- CEMCA (2010) Quality Assurance in Multimedia Learning Materials (QAMLM), Commonwealth Educational Media Center for Asia, 13/14 SarvaPriya Vihar, New Delhi.
- CEMCA (2014). Professional Development Programme on OER-based eLearning, Commonwealth Educational Media Center for Asia, 13/14 SarvaPriya Vihar, New Delhi.

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- Curtis, J. B (2011). The World Is Open: How Web Technology Is Revolutionizing Education. Jossey-Bass: San Francisco
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- Katherine Cennamo, John Ross, Peggy Ertmer. (2013). Technology Integration for Meaningful Classroom Use: A Standards-Based Approach. Wadsworth: AU
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- Shalin Hai-Jew. (2012). Open-Source Technologies for Maximizing the Creation, Deployment, and Use of Digital Resources and Information. Information Science Reference: USA

Ranatiwari

W.M.

Abp...

Dr. S. S. S. S.

Foundation Course : Language - Hindi
आधार पाठ्यक्रम – हिंदी भाषा

प्रश्न पत्र – 3

Contact Periods/week : 03
Internal Marks : 10

कुल अंक – 40
न्यूनतम उत्तीर्ण अंक – 14
प्रश्न एवं अंक निर्धारण

4 समीक्षात्मक/दीर्घ उत्तरीय प्रश्न – 28 अंक (7 x 4)
2 लघु उत्तरीय प्रश्न – 07 अंक (3.5 x 2)
5 वस्तुनिष्ठ प्रश्न – 05 अंक (1 x 5)

व्याख्यान एवं समीक्षात्मक प्रश्नों में आंतरिक विकल्प होंगे आंतरिक मूल्यांकन के लिए 10 अंक निर्धारित हैं ।

इकाई 1	1 दिमागी गुलामी (निबंध)	–	राहुल साकृत्यायन
	2 फांस (कहानी)	–	गोबिंद मिश्र
	3 विराम चिह्न (निबंध)	–	रामविलास शर्मा
	4 हमारा सौर मंडल	–	(संकलित)
	5 जीवन " उत्पत्ति" और रचना	–	(संकलित)
इकाई 2	1 इंद्र धनुष का रहस्य (वैज्ञानिक लेख)	–	डॉ. कपूरमर जैन
	2 चली फगुनहट बोरे आम (ललित निबंध)	–	विवेकी राय
	3 भोजन और स्वास्थ्य	–	(संकलित)
इकाई 3	1 कथा और अध्यापक (लेख)	–	डॉ. विजय बहादुर सिंह
	2 पृथ्वी क्रोध में है (पर्यावरणीय निबंध)	–	प्रभाकर क्षत्रीय
	3 मेरी सहयात्री (यात्रा वृत्तांत)	–	अमृतलाल बेगड़
	4 दूरदर्शन अतीत और वर्तमान	–	(संकलित)

Foundation Course: Language English

Paper III

Contact Periods/week: 03

Maximum Marks – 40
Min. Pass Marks – 14
Internal – 10

Distribution of Marks:

1. Four critical questions are to set be from unit I. Two questions are to be attempted. Each question will carry 5 marks. $5 \times 2 = 10$.
2. Out of three topics, students are required to write a report on any one topic only. $1 \times 5 = 5$.
3. Students are required to attempt 10 questions on Unit III. Each question will carry 1 marks. $1 \times 10 = 10$.

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4. Students are required to attempt 5 questions on Unit IV. Each question will carry one mark. 1 X 5= 5. 5.

Students

are required to attempt 2 questions on Unit V. Each question will carry 5 marks. 5 X 2= 10.

UNIT I: Tina Morris – Tree Nissim Ezekiel – Night of the Scorpion George Orwell – What is Science ?
A.G. Gardiner – On the Rule of the Road Robert Frost – Stopping by Woods on a Snowy Evening. K.
Aludiapillai – Communication &

Information Technology.

UNIT II: Report Writing

UNIT III: Production of speech sounds, classification of sounds, Transcription.

UNIT IV: Common errors in English Words often confused.

UNIT V: Presentation Skills Drafting a CV

Elective I – Literature: Hindi

हिन्दी साहित्य : प्रश्नपत्र – 3

आधुनिक हिन्दी कविता

Contact Periods/week: 05 +4 Practicum

कुल अंक – 60

न्यूनतम उत्तीर्ण अंक – 22

प्रश्न एवं अंक निर्धारण

3 व्याख्या आधारित प्रश्न – 18 अंक (8 X 3 प्र.)

2 समीक्षात्मक/दीर्घउत्तरीय प्रश्न – 18 अंक (9 X 2 प्र.)

लघुउत्तरीय (75-150 शब्दों तक) – 20 अंक (4 X 5 प्र.)

वस्तुनिष्ठ प्रश्न – 04 अंक (1 X 4 प्र.)

(आंतरिक मूल्यांकन के लिए 15 अंक और प्रकटीकम के 25 अंक निर्धारित हैं। व्याख्यात्मक एवं समीक्षात्मक प्रश्नों में आंतरिक विकल्प होंगे। द्रुत पाठ खंड से मात्र 3 लघुउत्तरीय प्रश्न होंगे। व्याख्यात्मक एवं समीक्षात्मक प्रश्नों में आंतरिक विकल्प होंगे।)

प्रस्तावना:

आधुनिक काल में हिन्दी समाज की रचनात्मकता एवं संपर्क की मुख्यधारा खड़ी बोली हो गयी। आधुनिक भाव बोध, नवजागरण और स्वतंत्रता आंदोलन में हिन्दी कविता की संवेदना और शिल्प को गहराई से प्रभावित किया। पारंपरिक प्रबंधात्मकता एवं छंदात्मकता का क्षय हुआ और उसके स्थान पर मुक्त छंद के अनेक काव्यरूप उभर कर आये। आधुनिक हिन्दी कविता के विविध युगों और धाराओं में समानता, स्वतंत्रता और सामाजिक न्याय तथा जनतांत्रिकता जैसे मूल्यों के लिए संघर्ष तीव्रतर हुआ। कला, कला के लिए और कविता जीवन के लिए, के भिन्न वैचारिक प्रस्थानों की अनुगूं भी इस काल की कविता में सुनाई देती रही है। वैश्व स्तर के प्रमुख विचारों का प्रभाव भी पड़ा है तथा हिन्दी कविता में सुनाई देती रही है। वैश्विक स्तर के प्रमुख विचारों का प्रभाव भी पड़ा है तथा हिन्दी कविता विश्व कविता की सहगामी बनी है। आधुनिक हिन्दी कविता जनतांत्रिकता के रचनात्मक

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विस्फोट की कविता है। इस पाठ्यक्रम का उद्देश्य विद्यार्थी को आधुनिक काल की कविता के आरंभ से समकालीन लेखन प्रवृत्तियों और रचनात्मकता से परिचित कराना है।

इकाई 1:	मैथिलीशरण गुप्त जयशंकर प्रसाद	- मातृभूमि, दोनों ओर प्रेम पलता है, कैकेयी का द्वंद्व - बीती विभावरी, अशोक की चिन्ता, श्रद्धा सर्ग (आरंभिक अंक- कौन तुम संसृति जल..... मधुरिमा- खेला सदृश अबोध)
इकाई 2:	सूर्यकांत त्रिपाठी निराला महादेवी वर्मा	- जुही की कली, बादलें राग वह लोड़ती पत्थर - मैं नीर भरी दुख की बदली, बीन भी हूँ तुम्हारी, टूट गया वह दर्पण निर्मम
इकाई 3:	माखनलाल चतुर्वेदी नागार्जुन अज्ञेय मुक्तिबोध रघुवीर सहाय	- कैदी और कोकिला, निः शस्त्र सेनानी, उलाहना - यह तुम थी. मेरी भी आभा है इसमें, शासन की बंदूक - नाच, कलगी बाजरे की, बावरा अहेरी - भूल-गलती, मैं दूर हूँ, मुझे कदम कदम पर - रामदास, आपकी हंसी, अधिनायक
इकाई 4:	केदार नाथ सिंह चंद्रकांत देवताले विनोद कुमार शुक्ल	- बुनने का समय, सन 47 को याद करते हुए, कविता क्या है - मां जब खाना परोसती है, पंत पेशवा शहर में आ रहा है, औरत - जंगल के दिन भर के सन्नाटे से, हताशा से एक व्यक्ति बैठ गया, दूर से अपना
इकाई 5	दुततपाठ	- सुमित्रानंदन पंत , रामधारी सिंह दिनकर, सर्वेश्वरदयाल सक्सेना, भवानीप्रसाद मिश्र, धूमिल, दुष्यंत कुमार

इस इकाई में रचनाकारों के परिचय एवं उनकी रचना प्रवृत्तियों पर लघुउत्तरीय प्रश्न पूछे जायेंगे।

संदर्भ ग्रंथ

1. हिन्दी साहित्य और संवेदना का इतिहास - रामस्वरूप चतुर्वेदी
2. हिन्दी साहित्य का सरल इतिहास - विश्वनाथ त्रिपाठी
3. आधुनिक साहित्य की प्रवृत्तियां - डॉ. नामवर सिंह
4. आधुनिक साहित्य बीसवीं सदी - आचार्य नंददुलारे वाजपेयी
5. साठोत्तरी हिन्दी कविता : परिवर्तित दिशाएं - विजय बहादुर सिंह
6. आधुनिक हिन्दी साहित्य का इतिहास - बच्चन सिंह
7. प्रगतिशील हिन्दी कविता - लल्लन सिंह
8. कविता का दूसरा पाठ तथा प्रसंग - भगवत रावत

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9. बीसवी सदी की प्रमुख कृतियां – नंदकिशोर नवल
10. हिन्दी कविता की संवेदना – विजय कुमार सिंह
11. मैथलीशरण गुप्त – रेवती प्रसाद
12. प्रसाद का काव्य – डॉ. प्रेमशंकर
13. मुक्ति बोध – नंदकिशोर नवल
14. रघुवीर सहाय – अरविन्द त्रिपाठी
15. निराला – रामविलास शर्मा
16. निराला – नंददुलारे वाजपेयी
17. प्रसाद – नंददुलारे वाजपेयी
18. निराला : आत्महंता आस्था – दूधनाथ सिंह
19. महीयसी महादेवी – गंगाप्रसाद पाण्डेय
20. नागार्जुन का काव्य – अजय तिवारी
21. कविता और संवेदना – डॉ. विजय बहादुर सिंह
22. भारतीय ज्ञानपीठ द्वारा प्रकाशित भारतीय साहित्य के निर्माता श्रृंखला की पुस्तकें

Elective I – Literature: English

English Literature Paper III: Representative English Poetry: From Shakespeare to

Larkin

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practicum – 25 (Internal)

Distribution of Marks

1. Objective type questions: 7 questions from all the units. One question will carry 1 mark.

1 X 7 = 7 Marks

2. Three passages are to be set for explanation from units II to IV with an internal choice. Students are required to explain these passages taken from these poems with reference to the contexts. Each explanation will carry 5 marks. **3X5 = 15 Marks**

3. Four critical questions are to be set from each unit with an internal choice from Units I to IV. Students are required to critically appreciate the poems given in the four units. They are also required reflect on the styles of different poet. Each critical question will carry 7 marks. **4 =**

7x4= 28 Marks

4. Two short critical notes from Unit V, one from each section with an internal choice. Each short

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Rajni Kaur
Rajni Kaur
English Teacher
Rani Durgam Vidyapeeth
Jabalpur (M.P.)

Rajni Kaur *Rajni Kaur* *Rajni Kaur*

question will carry 5 marks. 2 X 5= 10 Marks

Objectives: This paper is designed

- To enable students to understand and appreciate both poetry and the representative poems of English Literature,
- To enable them to critically appreciate poems,
- To enable them to appreciate the stylistic excellences of different poets,
- To enable them to understand how the English language has evolved down the ages,
- To enable them understand how the literature reflects the spirit of the age,
- To enable them to understand why literature are hailed as torch bearers,
- To enable them to understand different trends and movements in English literature,
- To enable them to understand how style differs from man to man
- To enable them to understand how poetry answers how to live,
- To enable them to understand how literature refines our literary sensibility, enriches our aesthetic life, enhances our synaesthetic abilities and improves our linguistic abilities,
- To help them develop their imagination and creativity,
- To help them cultivate positive attitudes towards people of other races, nations, religions, and languages,
- To help them appreciate culture and language not their own, • To enhance their capacity for aesthetic appreciation,
- To make them understand how they, as teachers, can use literature as a spur to children's own creativity,
- To help them understand their own experiences and develop sensitivity to others, To help develop their imagination and creativity, and
- To use their creativity in text transaction and activity uninhibitedly.

UNIT I: Biblical & Greek Myths

- UNIT II:**
1. William Shakespeare – Shall I compare thee to a summer's day
 2. John Milton – On his Blindness
 3. John Donne – Death, Be Not Proud
 4. Thomas Gray – Elegy written in a Country Church Yard
 5. William Blake – The Tyger

- UNIT III:**
1. William Wordsworth - Daffodils
 2. S.T. Coleridge – Kubla Khan
 3. P.B Shelley – Ode to the West Wind
 4. John Keats – Ode on a Grecian Urn.

- UNIT IV:**
1. Lord Alfred Tennyson – Crossing the Bar
 2. Robert Browning –My Last Duchess

3. Matthew Arnold – Dover Beach
4. W.B. Yeats – The Second Coming
5. T.S. Eliot – The Love Song of Alfred J. Prufrock

UNIT V: A. Literary Terms – Simile, Metaphor, Alliteration, Poetic, License, Pun, Refrain, Sonnet, Elegy, Ode, Allergy, Lyric, Ballad, Blank Verse, Epic Free Verse, Heroic Couplet. B. Elizabethan Poetry, Metaphysical Poetry, Classical Poetry, Graveyard Poetry, Romantic Poetry, Pre – Raphaelite Poetry, Victorian Poetry, Modern Poetry, Trends in Contemporary English Poetry

Suggested Readings

1. Grierson and Snith. A Critical History of English Poetry. London : Chotto& 1950.
2. Hough, G. The Romantic Poets. London : Hutchinson University Library, 1957.
3. Lucas, F.L. The Victorian Poets. Cambridge : Cambridge University Press, 1948.
4. David Daiches. A Critical History of English Literature. New Delhi : Allied Publishers, 1988.
5. M. H. Abrams, A Glossary of Literary Terms. Madras Macmillan, 1971.
6. Arthur Compton Rickett. A History of English Literature. London : Thomas Nelson. 1960.
7. Patridge, A.C. The Language of Renaissance Poetry. London: Andre Deutsch, 1971.
8. Bush, Douglas. English Poetry. London : Methuen & Co. Ltd. 1968.
9. Rosenthal, M.L. The Modern Poets. New York : Oxford University Press, 1965.
10. Durrell, Lawrence, Key to Modern Poetry. Calcutta : Rupa & Co., 1961.

Elective I – Literature: Sanskrit – III

नाटक गद्यकाव्य काव्याशास्त्राच्च

Contact Periods/week : 03
Internal Marks : 10

कुल अंक – 60
न्यूनतम उत्तीर्ण अंक – 22
प्रश्न एवं अंक निर्धारण
4 दीर्घ उत्तरीय प्रश्न –20 अंक (4 x5)
8 लघु उत्तरीय प्रश्न –20 अंक (8 x2.5)
5 अतिलघु उत्तरीय प्रश्न –10 अंक (5 x2)
10 वस्तुनिष्ठ प्रश्न –10 अंक (10 x1)

उद्देश्य – इस पेपर में विद्यार्थी अभिज्ञानशकुन्तलक और शुकनासोपदेश जैसी महान रचनाओं आ अध्ययन करेंगे। और अपना चारित्रिक विकास करेंगे।

परिणाम– विद्यार्थी वर्तमान में संस्कृत की प्रासंगिता को बढ़ायेगे और अपना सर्वांगीर्ण विकास कर भाषा के विकास में अपना योग दान देगे।

Unit I

अभिज्ञानशाकुन्तलम्, मूलपाठस्य व्याख्यात्मकध्ययनम् चतुर्थाडक- पर्यन्तम्।

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Rajendra Kumar

Prakash Swastika

Om

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Unit –II

शुकनासोपदेश— व्याख्यात्मकध्ययनम्।

Unit III-

उभयोर्ग्रन्थस्योः समीक्षात्मकप्रश्नाः सूक्तव्याख्या च

Unit IV-

साहित्य दर्पण— आचार्य विश्वनाथ अलङ्कारा— अनुप्रास, यमक लेश, उपमा, रूपकमि

Unit V-

साहित्य दर्पण – आचार्य विश्वनाथ अलङ्कारा – उत्प्रेक्षा सन्देह, भ्रान्तिमान, विभावना विशेषोक्तिश्च

Assessment: Five assignments (one from each unit)

संस्तुत ग्रन्थाः—

1. कुमारसम्भवम् (पंचमसर्गः), कालिदासः हिन्दी संस्कृत टीका सहितम् डॉ. राजेश्वर शास्त्री मुसलगांवकर
2. कुमारसम्भवम् –कालिदासः, हिन्दी संस्कृत टीका सहितम्— आचार्य शेषराज शर्मा रेग्मी
3. रघुवंश –कालिदासः, हिन्दी संस्कृत टीका सहितम्— आचार्य शेषराज शर्मा रेग्मी
4. साहित्यदर्पणः विश्वनाथः चौखम्बा, वाराणसी
5. कालिदास—अपनी बात –प्रो. रेवा प्रसाद द्विवेदी

***Latest edition of all the suggested books are recommended.**

Elective II: History

Paper III: Themes in Modern Indian History (1740 -1857AD)

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practicum – 25 (Internal)

Evaluation

Note: 1. First question having Five Objective type questions (selecting one from each unit)

1*5=5 Marks

2. Second question having 5 short questions to be answered in about 125-150 Words

(selecting one from each unit) 3*5=15 Marks

3. Third question having Five questions having internal choice selecting one from each unit.

8*5=40 Marks

Objectives:

The course is designed to help teacher students to understand:

- The reasons responsible for advent of various European powers in India.

- To be able to analyze the processes responsible for rise and establishment of British Empire in India.
- The Revolutionary changes brought in the Indian society through the socio-religious movements started by Raja Rammohan Roy and Lord William Bentinck.
- British Colonial and Administrative policies.
- Repercussions of the British Policies in the form of Revolts. The peasant movements, industrialization process and the development of education during British rule have to be studied in the right perspective.

Transaction Mode

Lecture, discussion, demonstration, field visit, seminar, workshop, project work.

Course Details:

Unit I- Advent of The Europeans and the British conquest of India

- ❖ Portuguese, Dutch, French and English
- ❖ Anglo-French conflict in South India(Carnatic Wars)
- ❖ British supremacy in Bengal-Battles of Plassey and Buxar, Dual government.
- ❖ Establishment of East India Company's rule in India--Third Battle of Panipat

Unit II- Expansion of British Empire in India

- ❖ Anglo-Maratha relations
- ❖ Anglo-Mysore relations
- ❖ Anglo- Sikh relations
- ❖ Wellesley and the Subsidiary Alliance system.
- ❖ Doctrine of Lapse

Unit III- Growth of Colonial Administration

- ❖ British land revenue settlements, Permanent Settlement, Ryotwari and Mahalwari
- ❖ Regulating Act and Pitt's India Act
- ❖ Condition of peasants, rural indebtedness, commercialization of agriculture
- ❖ Decline of cottage industries and de-industrialization.
- ❖ Development of British administration- Civil services, Police, Army, Judiciary

Unit IV- Popular Resistance to Company's Rule

- ❖ Peasant and Tribal movements
- ❖ Revolt of 1857-Causes, Nature and Results.

Unit V- Indian Renaissance

- ❖ Indian Renaissance – Its Causes and Nature

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- ❖ Socio-religious movements - Brahma Samaj, Prarthana Samaj and Arya samaj
- ❖ Lord William Bentinck, Status of women
- ❖ Muslim Reform Movement

PRACTICUM IN HISTORY

Any one of the following or equivalent can be assigned to the students.

1. Impact of British Economic policies on India.
2. Development of British administration in India(In Central Provinces and Berar may also be taken as a case study. Primary sources pertaining to them are readily available.)
3. Tribal movements and their role in India's Freedom movement (With special reference to local leaders and their sacrifices. This will develop in learners the appreciation for the contribution of subaltern groups in the national struggle.)
4. The Revolt of 1857: Myth and Reality
5. The Revolt of 1857: Nature and Scope, Lessons and Relevance to Present India. (To explore the various perspectives of 1857 revolt(Primary and secondary literature to be used)
6. Role of the Prominent Heroes in the Revolt of 1857.
7. European Responses to the 1857 Rebellion in India.
8. Status of Women In British India: Challenges and responses.
9. Development of British revenue policies and their impact on Indian agriculture.
10. Socio- Religious Reform Movements: A post-colonial analysis
11. Muslim Reform movements and their Impact on Indian society.

Parameters of Evaluation:

1. Research contribution : 5 marks
2. Written Report Assessment : 8 marks
3. Individual presentation /explanation: 8 marks
4. Viva-voce: 4 marks

References

1. Sugata Bose and Ayesha Jalal: Modern South Asia: History,Culture, Political Economy, New Delhi, 1998
2. SekharBandyopadhyay From Plassey to Partition
3. Barbara D Metcalf and T.R. Metcalf A Concise History of India,Cambridge, 2002
4. C.A. Bayly: An Illustrated History of Modern India 1600 -1947, London 1990
5. SumitSarkar Modern India(1885-1947), Macmillan, 1983
6. MushirulHasan John Company to the Republic: A story of Modern India

7. R.P. Dutt, India Today.
8. Thomas Metcalf Ideologies of the Raj.
9. R. Jeffery, J Masseloss, From Rebellion to the Republic.
10. Bipan Chandra: Nationalism and Colonialism.
11. UrvashiButalia The Other side of Silence.
12. Francine Frankel India's Political Economy 1947- 1977.
13. Parul Brass The Politics of India since Independence.
14. Lloyd and Susan Rudolph In Pursuit of Laxmi: the PoliticalEconomy of the Indian State, Chicago, 1987
15. Bipan Chandra, Aditya Mukherjee, India After Independence, Viking, 1999.
16. Gail Omvedt Dalits and Democratic Revolution.
17. RamachandraGuha The Fissured Land
18. Bipan Chandra, India's Struggle for Independence, 1857-1947 (Delhi, Penguin, 1996)
19. Brass, Paul, The Politics of India Since Independence (Delhi, Foundation Books, 1994)
20. Desai A.R.: Peasant Struggle in India.
21. Desai A.R. Social Background of Indian Nationalism (Also Hindi Version)
22. Dharma Kumar & Tapan Ray Chaudhuri, ed Cambridge Economic History of India Vol.II (Cambridge, 1982),
23. Dutt, R.C. India Under the Early British Rule and Victorian Age (Also Hindi Version)
24. Mishra J P : *Adhunik bharat ka Itihas*
25. Nagouri S L: *Adhunik Bharat*
26. Jain M.S : *Adhunik bharat ka Itihas*
27. Grover BL :: *Adhunik bharat ka Itihas*

Elective II: Geography

Paper III: Physical Geography

Contact Periods/week: 05 +4 Practical

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practical – 25 (Internal)

Note:

1. First question having ten objective type questions. (Selecting two from each unit)

1 X 10 = 10 marks.

2. Five question with internal choice selecting one from each units. (5 X 10 = 50 marks)

Unit I: Physical Geography: Nature and scope; Nebular hypothesis; Tidal hypothesis; Planetismal hypothesis; Big Bang hypothesis; Geological Time Scale.

Unit II: Internal structure of the earth base on seismic evidence; Plate tectonics; Continental drift; Folds and Faults.

Unit III: Fluvial cycle of Erosion by Davis and Penck; Concept of Isostasy by Airy and Pratt; Mountain building theory by Kober and Holmes.

Unit IV: Atmosphere: Composition and structure; Heat budget; Tropical cyclones; El Nino; Southern Oscillation; La Nina; Monsoon; Climatic classification by Koppen.

Unit V: Hydrosphere: Hydrosphere cycle; Ocean bottom relief features (India, Atlantic and Pacific Ocean); Hypsometric curve; Tides and Currents.

Books recommended

1. Conserva H. T., 2004: Illustrated Dictionary of Physical Geography, Author House, USA.
2. Gabler R. E., Petersen J. F. and Trapasso, L. M., 2007: Essentials of Physical Geography (8th Edition), Thompson, Brooks/Cole, USA.
3. Garrett N., 2000: Advanced Geography, Oxford University Press.
4. Goudie, A., 1984: The Nature of the Environment: An Advanced Physical Geography, Basil Blackwell Publishers, Oxford.
5. Hamblin, W. K., 1995: Earth's Dynamic System, Prentice Hall, N.J.
6. Husain M., 2002: Fundamentals of Physical Geography, Rawat Publications, Jaipur.
7. Monkhouse, F. J. 2009: Principles of Physical Geography, Platinum Publishers, Kolkata.
8. Strahler A. N. and Strahler A. H., 2008: Modern Physical Geography, John Wiley & Sons, New York.

Practical: Survey

Unit I: Basic concepts and principle:

Surveying: Definition, classification, objectives, principles. Plane and Geodetic surveys. Triangulation: principles, baseline measurement, extension of base.

Unit II: Levelling:

Definition, type, instrument, Levelling by Dumpy level (rise and fall method), use of Indian pattern clinometers.

Unit III: Plane Table survey:

Radiation, intersection. Resection: Two point problem, three point problem (Mechanical method, trial and error method, graphical method – Bessel's methods) use of telescope alidade.

Unit IV: Journal and Viva voce

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Books recommended

1. Clark, D. (revised by J.E. Jacson), 1983. Plane and geodetic Surveying for engineers, CBS Publishers and Distributors, Delhi.
2. Clending, J. and G.J. Oliver, 1979. Principles and use of Surveying Instruments, Van Nostrand Reivhold Co.Ltd., Berkshire, England.
3. Pugh, C.J., 1975. Surveying for field Scientist, Metheun and Co, Ltd. London.
4. Karnetkar, T.p. and S.V. Kulkarni, 1985. Surveying and Veveling (part-II), Poona Vidyarthi Griha Prakashan, Poona.
5. Kocher, C.L., 1980. Surveying –II, Kalson Pub. House, ludhyyana/Delhi.
6. Punmia, B.C; 1985. Surveying (Vol.I),Edition IX, Student Book House, Delhi.
7. Shahani, P.B; 1985. Text Book of Surveying (Vol.I), Oxford and IBH publishing Co; New Delhi.
8. Sharma,J.L., 1985. A text Book of Surveying, CBS Publishers and Distribution, Delhi.

Elective III: Economics

Paper III: MACRO ECONOMICS

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practicum – 25 (Internal)

External Mark : 60	Internal Mark : 15	Practicum : 25	Maximum Mark : 100
Pass Mark : 24	Pass Mark : 06	Pass mark : 10	Pass mark : 40
Time : 3 hours	Time : 1 hours	Time : 2 hours	Time : 6 hours
Period : 6+1=7 per week		Period: 2=2 per week	Period=9 per week

Objectives:

After completion of this course the learners would able to:

1. Define macroeconomics and understand the emergence of macroeconomics.
2. Distinguished between the microeconomics and macroeconomics.
3. Explain the nature and scope of macroeconomics analysis.
4. Explain the role of equilibrium in economics analysis.
5. Discuss the concept of static, dynamic and comparative static; stock & flow in economic analysis.
6. Describe the structure and working of four sector of macro economy.
7. Explain the circular flow of income and expenditure in closed and open economy.
8. Calculate the concept of national income and its measurements in the economy.
9. Explain the equilibrium level of output and employment in the economy.
10. Derives the concept of multiplier and accelerator in the economy.

11. Explain the various theory of interest- classical, loanable, liquidity and IS & LM model.
12. Explain the nature of fluctuation of economic activities or business activities in the economy.

Note:

1. First question having ten objective type (Selecting two from each unit) 1X 10 = 10 marks
2. Five questions with Internal choice (Selecting one from each units) 5 X 10 = 50 marks.

UNIT-I: Meaning, Nature and Scope of Macroeconomics

Meaning and emergence of macroeconomics, Nature and Scope of Macroeconomics; Basic concept of Macroeconomics- Role of equilibrium in economic analysis, Distinguish between Micro and Macro Economics, Static, Dynamic and Comparative static, Structure and working of four sector of macro economy, Circular flows of income and expenditure in 2-sector, 3-sector and 4-sector model,

Concept of GDP and National Income; Methods for measurement of National Income and related aggregates; Nominal and Real income; Difficulties in calculating national income; Does GNP measure economic welfare?

UNIT- II: Income Determination: Output and Employment

Concept of aggregate demand; aggregate supply function, Derivation of aggregate supply curve; Classical theory of income and employment- Say's law of market; Keynesian theory of income and employment- the principle of deficiency of effective demand;

Keynes fundamental psychological laws of consumption function, factors determining consumption function; the concept of multiplier; saving function, investment function
Capital and Investment, Marginal efficiency of capital and investment, investment function, the concept of accelerator.

UNIT-III: Theories of Interest

Classical theory of interest- Abstinence and waiting; Neo-classical theory of interest- Loanable fund theory; Keynes Liquidity preference theory of interest, Neo-Keynesian theory- IS & LM Model

UNIT-IV: Balance of Payment

Concept and component of Balance of Payment; Distinguish between Balance of Payment and Balance of Trade; consequence or Causes of disequilibrium in the Balance of Payment; Various measures to correct imbalance of payment; Implication of Foreign trade multiplier; Concept of appreciation and depreciation of currency and its effect on foreign trade.

UNIT- V: Business Cycles

Meaning, Nature and Characteristics of trade cycles; Theories of business cycle: over-saving, under consumption theory, innovation theory, Hawtray's monetary theory, Haykes' over-investment theory, Keynes view on trade cycle;

Samuelson-Hicks multiplier-accelerator interaction model, Control of Business cycle through relative efficacy of monetary and fiscal policies.

Suggested Readings:

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1. Ackley, G(1978), Macroeconomics : Theory and Policy, Macmillan, New York
2. Branson W.A(1989), Macroeconomic Theory and Policy, Harper and Row, New York
3. Dornbush, R and F. Stanley(1997), Macroeconomics, Mc Graw Hill, Inc. New York.
4. Edey, M and A.L. Peacock(1997), National Income and Social Accounts, Hutchinson University Library, London
5. Gordon, R and S.G Harris(1998), Macroeconomics, Addison Wesley.
6. Hall, R.E and J.B Taylor(1986), Macroeconomics, W.W. Norton, New York.
7. Jha,R(1991),Contemporary Macroeconomic Theory & Policy, Wiley Eastern Ltd, New Delhi.
8. Jhingan, M.L(2011), Macroeconomics Theory, 12th Edition, Vrinda Publications(P) Ltd.
9. Mithani, D.M() , Macroeconomics,
10. Romer, D.L(1996), Advance Macroeconomics, Mc Graw Hill Company, Ltd, New York.
11. Ruggles, R and N Ruggles(1956) National Income Accounts and Income Analysis, Mc Graw Hill, New York.
12. Seth, M.L(), Macro Economics,
13. Shapiro E(1996), Macroeconomic Analysis, Galgotia Publication, New Delhi
14. Vaish, M.C(2010), Macroeconomics Theory, Fourth Edition, Vikas Publishing House, Pvt Ltd.

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Practicum-III: Mathematics for Economics-II

UNIT-I: Matrix Algebra: Concept of Matrix, their types, Simple operation on Matrices, matrix inversion and rank of a matrix

UNIT-II: Determinants: its basic properties; Solution of simultaneous equations through Cramers' rule

UNIT-III: Vector: Concept of Vector- Its Properties, Matrices and vectors

UNIT-IV: Quadratic Equation: Concept of Quadratic forms- Eigen roots and Eigen vector

UNIT-V: Difference equation and Differential equations: Solution of first order and second order difference equation; Economic application of difference and differential equations.

Suggested Reading:

1. Allen, R.G.D (1974), Mathematical Analysis for Economists, Mac Millan Press and ELBS London
2. Baumal, W.J (1984) Economic theory and Operational Analysis, Englewood Cliffs, New Jersey.
3. Chiang, A.C(1986), Fundamental methods of Mathematical Economics, Mc Graw Hill, New York.
4. Handry A.T(1999) Operations research, Prentice Hall of India, New Delhi.
5. Meheta, B.C & Madnani, G.M(1999), Mathematics for Economists, Eighth Edition, Sultan Chand & Sons, Educational Publishers, New Delhi.
6. Monga, G.S(1972), Mathematics and Statistics for Economists, Vikash Publishing House, New Delhi.
7. Yamane, Taro(1975), Mathematics for Economists, Prentice Hall of India, New Delhi.

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Elective III: Political Science

Paper III: COMPARATIVE GOVERNMENT AND POLITICS

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practicum – 25 (Internal)

Objectives: This paper is designed to help the student understand basic concept and approaches to comparative government and politics; ideological basis and institutional arrangement; political party system; various constitutional arrangements with respect to major constitutions of the World (U.K, USA, China, Switzerland) by adopting comparative approach.

Distribution of Marks:

1. Five Objective type questions from units I to V. One question will carry 1 mark.
5X 1 = 5 Marks.
2. Five Short answer type questions to be answered between 120-150 words. One question will carry 3 marks.
3x5 = 15 Marks
3. Five long answer type questions with internal choice selecting one from each unit.
5 X 8 = 40 Marks.

Unit I: Meaning, nature, scope and significance of comparative government and politics

Approaches: Political system approach, Political culture approach, New Institutionalism approach and Feminist approach

Unit II: Features of Parliamentary system of Government

British Parliamentary System: Sources and features of British Constitution, Parliament, Crown, Prime Minister and the Cabinet, Judiciary, Party System.

Unit III: Features of Presidential system of Government

Presidential System of USA: Evolution and features of the US constitution, The President, The Congress, The Supreme Court, Party system.

Unit IV: Political System of Switzerland: Salient features of Swiss Confederation, Federal Executive,

Legislature, Judiciary, Direct Democracy, Political parties.

Unit V: Features of Unitary system of Government

People Republic of China: Evolution and Salient features of the Chinese Constitution, Organization and role of Communist Party of China, the National People's Congress,

Suggested Readings:

1. A.H. Birch, British Systems of Government, 4th ed, London : George Allen and Unwin, 1980.
2. Anup Chand Kapur & K.K Mishra, Select Constitution, New Delhi: S.Chand, 2016.
3. C. Leys, Politics in Britain: An Introduction, London Heinemann, 1983.
4. D. Kavangh, British Politics: Continuity and Change, Oxford University Press. 1985

5. E.S. Griffith, The American System of Government, London, Methuen and Co, 1983.
6. Gandhiji Rai, Pramukh Rashtron Ke Samvidhan, Patna: Bhartiya Prakashan, 1997.
7. H.C. Huiton, An Introduction to Chinese Politics, London: David and Charles, 1973.
8. H.G. Nicolas, The Nature of American Politics. Oxford, Clarendon, 1985.
9. H.J. Wiarda (ed.) New Developments in Comparative Politics, Boulder Colorado: Westview Press, 1987.
10. J. Blondel, An Introduction to Comparative Government, London : Weidenfeld and Nicolson, 1969.
11. J. Gitting, China Changes Face: The Road from Revolution 1949-89, Oxford University Press, 1989.
12. Kailash Kant Tiwari, Taulnatmak Sarkarein aium Rajniti, Bhopal : Madhya Pradesh Hindi Grantha Akadami, 2007.
13. M. Kamrana, Politics and Society in the Third World, London, Routledge, 1993.
14. Manoranjan Mohanty, Chinese Revolution: Comparative perspectives on Transformation of Non-Western Societies, New Delhi: Ajanta, 1992.
15. P.Pool, D Cammack and W. Tordoff, Third World Politics: A Comparative Introduction, Houndmill Basingstoke: Macmillan, 1983.
16. R.C. Marcrides, The Study of Comparative Government, New York : Random House, 1955.
17. R.Rose, Politics in England: An Interpretation for the 80's. Boston: Little Brown, 1980.
18. S.N Ray, Modern Comparative Politics, New Delhi: PHI Pvt. Ltd., 2006.
19. Tapan Biswal, Comparative Politics, New Delhi: Trinity, 2015.

Education Component:

Curriculum Development

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 14

Internal – 10

Question Paper Pattern :-

- Part A - Five objective type questions covering all the units are to be set on the basis of Knowledge and understanding. Each question carry 1 mark.(5×1=5).
- Part B- Seven short answer type questions are to be set on the basis of Comprehension out of which 5 to be attempted.(5×5=25)
- Part C- Two long answer type question are to be set on the basis of application,analysis, synthesis and evaluation out of which 1 to be attempted .(1×10=10).

Objectives

- To understand the concept and principles of curriculum.
- To make the distinction between curriculum and syllabus

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- To understand the bases and determinants of curriculum studies.
- To gain insight into the development of curriculum.
- To appreciate the need for continuous and comprehensive curriculum reconstruction.
- To enable students to understand implementation and evaluation of curriculum.

UNIT-I: Concept of curriculum

- Meaning and nature of curriculum; Need for curriculum in schools.
- Differentiating curriculum framework, curriculum, syllabus and unit; their significance in school education.
- Facets of curriculum: core curriculum, Co-curriculum, Hidden curriculum, Activity based curriculum.
- Curriculum visualized at different levels: National level; State level , school level, class level and related issues.

UNIT-III: Determinants and considerations of curriculum

- Determinants of Curriculum; Socio-political, Cultural, Technical and Economical
- Curriculum considerations:
 - a. Educational objectives,
 - b. Learners characteristic: Nature of learner ,their Socio cultural Context and learning process
 - c. Relevance of stage of schooling
 - d. Teachers experiences and concerns,
 - e. Environmental concerns,
 - f. Gender, Inclusiveness, social sensitivity.

UNIT-III: Curriculum development

- Concept, Need and Scope of curriculum development.
- Strategies of curriculum development.
- Guiding principles of curriculum development.
- Approaches of curriculum development: Administrative approach, Grass root approach, Demonstration approach, System approach.

UNIT-IV: Implementation and Evaluation of Curriculum

- Role of school philosophy and Administration in creating context for curriculum development, Available infrastructure, Curriculum sites, resources (library, laboratory, school playground, neighbourhood etc.
- Teacher's Role in Curriculum construction, Curriculum Transaction, researching in curriculum.
- Role of a teacher as a critical pedagogue.
- Role of external agencies in providing curriculum and pedagogical supports to teachers within schoolslocal, regional, national.
- Models of curriculum evaluation: Tyler model, Hilda Taba .

Sessional Work

- Study of NCF 2005 as well as the earlier school curriculum frameworks

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- Discussion on purpose of curriculum framework
- Critical Evaluation of the extent to which the curriculum framework is reflected in the syllabus
- Interaction with school teachers and principal, how they operationalise the prescribed curriculum into an action plan
- How curriculum is evaluated and revised

Mode of Transaction

Lecture, Discussion, debate, Project, Activities etc.

Suggested readings:

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Bob Moon and Patricia Murphy (Ed) (1999). Curriculum in Context. Paul Chapman Publishing, London.
- Butchvarov, P. (1970), The Concept of Knowledge, Evanston, Illinois: North Western University Press.
- Chomsky, N (1986). Knowledge of Language, Prager, New York.
- Datta, D.M. (1972). Six ways of Knowing. Calcutta University Press, Calcutta.
- G.W. Ford and Lawrence Pungo, (1964). The structure of Knowledge and the curriculum. Rand McNally & Company, Chicago.
- Joseph Schwab, (1969). The Practical: A language for curriculum. School Review, November.
- Kelley, A.B. (1996). The Curricular Theory and Practice. Harper and Row, US.
- Kumar Krishna (1997). What is Worth Teaching, Orient Longman, New Delhi.
- Margaret, K.T. The open Classroom, Orient Longman: New Delhi, 1999.
- NCERT (1984). Curriculum and Evaluation, NCERT, New Delhi.
- NCERT (2006): Systematic reforms for Curriculum change. New Delhi.
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
- NCTE (2009) National Curriculum Framework for Teacher Education.
- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
- NCERT (2005). National Curriculum Framework, NCERT, Sri Aurobindo Marg, New Delhi.
- NCERT (2014). Basics in Education, NCERT, Sri Aurobindo Marg, New Delhi.
- Nirantar (1997). Developing a Curriculum for Rural Women, Nirantar, New Delhi.
- Padma M. Sarangapani (2003). Constructing School Knowledge, An Ethnography of learning in an Indian Village, Sage Publication Inc., New Delhi.
- Prema Clarke (2001). Teaching & Learning: The Culture of pedagogy, Sage Publication, New Delhi.
- Steven H. Cahn (1970). The Philosophical Foundation of Education, Harper & Row Publishers, New York.

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- Taba, Hilda (1962).Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York.
- Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.
- Wheeler D.K. (1967) Curriculum Process, University of London Press.

Reading and Reflecting on Text

Contract Hours: 3 periods per week

Total marks: 50

Min. Pass Marks – 18

Internal: 50

Course objectives

- To engage students closely with text and develop taste for readings.
- To enable students to read, interpret and reflect on different types of text.
- To enable students to appreciate knowledge present in either English medium textbooks/journals/articles or other available material present in the regional language.
- To facilitate students to self-learning, self-reflection and ability to express their thought in writings or debates and discussion.

Unit: I- Understanding the Text

- Identifying the text as a tool: meaning of text and its form, expression and procedure
- Nature and role of available literature: textbook, journals, articles, abstracts, extended abstracts, encyclopedia
- Surveying a text : making notes, understanding how facts, ideas are connected and giving reflections, making inferences
- Role of conceptual and analytical framework in understanding the text

Unit II- Engaging with narrative and descriptive accounts

- Selection of children literature, adult literature and inclusive literature: nature of text and its form, selection of movies, stories, chapters from fiction, autobiographical narratives, historical narratives etc.
- Reading for comprehending and visualizing the accounts (individual and group reading)
- Discussion and debate on characters, context and scenarios and sharing interpretations
- Writing summary, scene, abstract, dialogue, report with key idea in the text

Unit III- Engaging with subject related reference books

- Selection of a problem or issue and articulating guided questions
- Selection of text from various types of resources
- Preparing notes, writing summary and connect it with issues or problems initiated
- Group and individual assignment and presentation on any educational idea/text

Suggested Readings

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1. Ashton-Warner, S. (1963). *Teacher*. New York: Simon and Schuster. Hindi translation- Poorva Yangnik Kushwaha. Granth Shilp Publisher.
2. Asimov, Isaac. (1982). How did we find out about Beginning of life? Hindi translation- Arvind Gupta.
3. Badheka, Gijubhai. (1931). *Divaswapna*
4. Darwin, Francis. (2009). *Charles Darwin ki Aatmakatha*, Sasta Shitya Mandal Publication. New Delhi.
5. Gorky, Maxim. (2005). *Ek chote ladke aur ek choti ladki ki kahani jo barfili thand mein thithur kar mare nahi*. Anurag Trust, Niralanagar, Lucknow.
6. Graff, G. & Birkenstein, C. (2014). *They say, I say: The Moves That Matter in Academic Writing*. Third Edition. W.W.Norton & Company.
7. Holt, J. C. (1964). *How children fail*. New York: Pitman. Hindi- *Bachche Asafal Kaise Hote Hain*. Eklavya Publication.
8. Holt, J. C. (1974). *Escape from childhood*. New York: E.P. Dutton. Hindi- *Bachpan se Palayan*. Eklavya Publication.
9. Kumar, Krishna. (2014). *What is worth Teaching*. Orient Blackswan Private Limited, New Delhi. 1-22.
10. Kuroyangi, Tetsuko. (1981). *Totto-Chan: The Little Girl at the Window*. English translation : Britton, D. Hindi translation: Poorva Yagnik Kushwaha
11. Ramachandran, Vimla. (2005). *Why School Teachers are demotivated and disheartened*, *Economic and Political Weekly*, 2141-2144
12. India Untouched: Stories of a People Apart, Feature Documentary by Stalin K.

Community Living

Contact Periods/week: 2 Practical

Maximum Marks – 25

Min. Pass Marks – 09

Internal – 25

Objectives:

1. To provide real-life community experience to the student-teachers.
2. To provide knowledge and skills to conduct various surveys, case studies and interviews.
3. To create awareness on various socio-cultural and environmental issues and problems.
4. To inculcate the value of work in student-teachers.
5. To develop leadership skills among student-teachers.
6. To develop an understanding of sharing of responsibility.
7. To encourage participation in various social activities.
8. To acquaint student-teachers with the real working culture of the village schools.

9. To provide exposure to student-teachers of remote village living.

Activities

'Working with Community' is a programme to provide the real-life community experience to the student-teachers. It will be organized in camp-mode. The student-teachers have to stay in a village for five days and to work with the community. They will undertake the activities like educational survey, case study, 'shramdaan', interviews, visiting schools and other govt. and non-governmental organisations of the village. They will launch door-to-door campaign on various themes, like, girl child education, literacy, 'Swachh Bharat Abhiyaan', female foeticide, health and hygiene, cleanliness, save water, organic farming, environmental awareness, etc. Awareness campaign will be launched by organizing cultural activities in the evening. After completion of the camp, the student teachers have to submit a report of the five days.

Modes of Assessment

The student-teachers will be assessed on the basis of their active participation in various activities. Individual and group presentations and report submission.

Art & Aesthetic – II

Contact Periods/week: 02

Maximum Marks – 25

Min. Pass Marks – 09

Internal – 25

COURSE - CONTENT

Unit-1: क्राफ्ट- शिल्प स्थापत्यों की समझ:

– क्राफ्ट के भिन्न भिन्न प्रकारों के बारे में जानना। समझना ;सजावट, बर्तन, मूर्तिकला, शिल्प, मिट्टी कला,काष्ठकला आदि।

- Historical perspectives/importance/ integration of life, culture of India.

– सीखने में Art & craft की skills, observation, analysis, synthesis, problem solving and evaluation.

- गतिविधियाँ, कार्ययोजना/पेपर

Unit-2: नृत्य एवं संगीत कलाएं

- स्थानीय नृत्य, क्षेत्रीय नृत्य, राष्ट्रीय नृत्य।

– नृत्यों का अभ्यास, प्रकार, सामाजिक विकास की धरोहर, सांस्कृतिक विरासत। (लावणी, गरबा, गौड़ी, छत्तीसगढ़ी आदि)

Unit-3: कलाएं एवं टेक्नोलॉजी का समन्वय:-

. विविध कलाओं को website पर अपलोड/डाउनलोड करना,

- Digitalization of Arts

- कलाओं की प्रवृत्ति, Activity को ICT से जोड़ना।

- कलाओं का व्यावसायीकरण (ICT के माध्यम से)

(Introduction, objectives, activities, assignments, projects, references and web-sites as per II Semester in the context of the above course content)

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Bachelor of Arts and Bachelor of Education

Rani Durgawati University

COURSES OF STUDIES

For

Four Year Integrated

B.A.B.Ed. (Eight Semesters) Course

FOURTH SEMESTER

Subject/Paper	Paper	Intern.	Total	Pds./week
B.A. Part: Foundation Course				
Comp. & ICT in Education	40	10	50	3
Language – Hindi	40	10	50	3
- English	40	10	50	3
Environmental Education	40	10	50	3
Elective I + Practicum	60	15+25	100	9
Elective II + Practicum	60	15+25	100	9
Elective III + Practicum	60	15+25	100	9
Total	340	160	500	
B.Ed. Part				
Inclusive Education	40	10	50	3
Assessment for learning I	40	10	50	3
Total	80	20	100	
Grand Total	420	180	600	

- Elective 1 – Any one Literature – Hindi/ English/ Sanskrit
- Elective 2 – History/ Geography.
- Elective 3 – Economics/ Political Science

(All Electives have Practicum, but it will be Practical in Geography and will be evaluated internally)

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Prof. Srinivasa

H. Srinivasa

W. S.

B.A. Component:

Foundation Course: Computers & ICT in Education – II

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 14

Internal – 10

Question Paper Pattern :-

- Part A - Five objective type questions covering all the units are to be set on the basis of Knowledge and understanding. Each question carry 1 mark.(5×1=5).
- Part B- Seven short answer type questions are to be set on the basis of Comprehension out of which 5 to be attempted.(5×5=25)
- Part C- Two long answer type question are to be set on the basis of application,analysis, synthesis and evaluation out of which 1 to be attempted .(1×10=10).

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

- Explain the role of ICT in authentic and alternative assessment,
- Develop e-portfolio and assessment e-rubrics,
- Understand the social, economic, security and ethical issues associated with the use of ICT,
- Appreciate the scope of ICT for improving the personal productivity and professional competencies,
- Demonstrate the use of web conferencing/teleconferencing tools and technologies,
- Appreciate the use of ICT in improving educational administration,
- Explain the emerging trends in information and communication technology,
- Use ICT for self-directed professional development.

Unit I: ICT for Assessment

- ICT and Assessment
 - Electronic assessment portfolio – Concept and types; e-portfolio tools
 - Creation and use of electronic rubrics for assessment
 - Online and offline assessment tools – Rubrics, survey tools, puzzle makers, test generators, reflective journal, question bank
 - ICT applications for Continuous and Comprehensive Evaluation (CCE)\
 - Learning analytics and feedback

UNIT II – ICT and Management

- National ICT policies, curriculum and schemes, ICT@Schools, NME-ICT
- Educational technology standards – UNESCO,ISTE, CEMCA and AECT
- ICT for personal management: e-mail, task, events, diary, networking
- ICT for educational administration: Scheduling, record-keeping, student information, electronic grade book, connecting with parents and community
- Managing the ICT infrastructure: Software installation, troubleshooting of hardware, seeking and providing help, storage and backup, updating and upgrading software

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Unit III: ICT for Professional Development

- ICT for professional development: Tools and opportunities
- Electronic teaching portfolio- Concept, types, tools; portfolio as a reflective tool for professional development
- Role of ICT in Self-directed professional development
- Professional development: Role of teleconferencing, EDUSAT- the Indian experiment; web conferencing tools and techniques
- Technology and design based research: Pedagogical implications for professional development

Unit IV: Emerging Trends in ICT Applications

- Pedagogy for e-books and rhizomatic learning
- Innovative pedagogy: Learning design informed by analytics
- Seamless learning – Role of mobile technology
- Ubiquitous computing and its educational promises
- Game based learning and one-to-one computing
- 3-D printing and its educational promises
- Social media for pedagogical innovations
- Threshold concepts and pedagogical applications
- Dynamic Assessment based Pedagogical Practices

Sessional Work

- Creating account in wikispace/wikipedia/mediawiki and adding/editing content
- Developing an educational blog in www.blogger.com, www.wordpress.com, or www.edublog.com
- LMS experience- hands on various features of LMS – the ICT course may be provided through LMS
- Evaluation of RLO repositories and creating RLO and uploading to repositories
- A critical study of some e-learning courses and enrolling and completing some free e-learning courses
- Field visit to the EDUSAT center and take part in teleconferencing
- Planning and creating digital rubrics for any topic
- Organize web conferencing using Skype/Yahoo Messenger/Google+
- Review of ICT labs (plans and equipments/resources) in school from internet
- Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance and up gradation
- Developing an electronic assessment portfolio
- Developing an electronic teaching portfolio
- Readings on emerging ICT trends in education
- Review of national ICT policy and curriculum
- Using FOSS tools for timetabling, grade sheet

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- Creating social bookmarking account and creating social bookmarking of internet resources using any social bookmarking tools (diigo,delicious, stumbleupon, Shelfari)

Suggested readings:

- Andrew A Kling(2010). Web 2.0 (Technology 360). Lucent Books: New Delhi.
- Athanassios Jimoyiannis (Editor) (2011). Research on e-Learning and ICT in Education. Springer: USA
- Barbara B. Levin, Lynne Schrum.(2012). Leading Technology-Rich Schools (Technology & Education, Connections (Tec). Teachers College press:New York
- Bruce M. Whitehead, Devon Jensen, Floyd A. Boschee.(2013). Planning for Technology: A Guide for School Administrators, Technology Coordinators, and Curriculum Leaders. Corwin:New Delhi
- Cambridge, D.(2010).E-Portfolios for Lifelong Learning and Assessment.John Wiley and Sons
- Costantino,P.M., DeLorenzo,M.N., Kobrinski,E.J.(2006).Developing a professional teaching portfolio: a guide for success. Pearson
- EdD L. Robert Furman (2012).Instructional Technology Tools: A Professional Development Plan
- Foster,B.R., Walker,M.L., Song,K.H.(2006)A beginning teaching portfolio handbook:documenting and reflecting on your professional growth and abilities.Prentice Hall
- Imison,T., Taylor,P.H.(2001). Managing ICT in the Secondary Schools. Heinemann:Oxford
- Jean-Eric Pelet (2014).E-Learning 2.0 Technologies and Web Applications in Higher Education (Advances in Higher Education and Professional Development (Ahepd)).Idea Group: U.S.
- LaxmanMohanty, NeeharikaVora (2008). ICT strategies for schools- a guide for school administrators. Sage Publications: New Delhi.
- Lynne Schrum, Barbara B. Levin. (2010).Leading 21st-Century Schools: Harnessing Technology for Engagement and Achievement. Corwin: New Delhi
- ManojKunar Dash (2010). ICT in teacher development, Neel Kamal Publications: New Delhi.
- MHRD-GOI (2004 and revised 2010) National ICT @ Schools Scheme, Department of School Education and literacy, MHRD, Govt. of India, New Delhi
- MHRD-GOI (2012) National Mission on Education through ICTs NME-ICT), Department of Higher Education, MHRD, Govt. of India, New Delhi
- MHRD-GOI (2012) National ICT Policy for School Education, Department of School Education and literacy, MHRD, Govt. of India, New Delhi
- Mary Webb and Margaret Cox (2014).Information and Communication Technology- Assessment for Learning in the ICT Classroom (Inside the Black Box).Learning Sciences:US.
- Michael Thomas (2009). Handbook of Research on Web 2.0 and Second Language Learning. Information Science Reference: US.
- Mishra, S.(Ed.) (2009). STRIDE Hand Book 08: E-learning. IGNOU:New Delhi. Available at http://webserver.ignou.ac.in/institute/STRIDE_Hb8_webCD/STRIDE_Hb8_index.html
- Mohit K (2003). Design and implementation of Web-enabled Teaching Tools: IRM Press,UK.

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- Montgomery, K., Wiley, D.A.(2004).Creating E-portfolio using powerpoint- A Guide for Educators. Sage:New Delhi.
- Pradeep Kumar (2011). Web Resources in Pedagogy. Apple Academics: Oakville.
- Renata Phelps, Anne Graham, (2013).Technology Together: Whole-School Professional Development for Capability and Confidence. ISTE:USA
- Rena M. Palloff, Keith Pratt (2011).The Excellent Online Instructor: Strategies for Professional Development. Wiley: San Francisco
- Ronghuai Huang, Kinshuk, Jon K. Price (Editor) (2014) ICT in Education in Global Context: Emerging Trends Report 2013-2014 (Lecture Notes in Educational Technology). Springer: USA
- Rosemary Papa.(2010).Technology Leadership for School Improvement. Sage:New Delhi.
- Semenov, Alexy (2005). Information and Communication Technologies in Schools.A handbook for Teachers. UNESCO
- Sonny Magana, Robert J. Marzano (2013).Enhancing the Art & Science of Teaching With Technology (Classroom Strategies)
- Steven W. Anderson, Deborah Siegel. (2014).The Tech-Savvy Administrator: How do I use technology to be a better school leader? ASCD
- Theodore Lee(2008). Professional Development of ICT Integration for Teachers.VDM Verlag: Germany.
- UNESCO. (2001). UNESCO Report: Teacher Education Through Distance Learning: Technology- Curriculum - Cost - Evaluation. UNESCO.
- UNESCO. (2002). UNESCO Report: Information and Communication Technologies in Teacher Education, A Planning Guide, Division of Higher Education, UNESCO.
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- UNESCO, Bangkok. (2003). Final Report, Building Capacity of Teachers/Facilitators in Technology-Pedagogy Integration for Improved Teaching and Learning, Bangkok, Thailand.June 18-20.
- UNESCO, Bangkok. (2003). Final Report, The Workshop on the Development of Guideline on Teachers Training on ICT Integration and Standards for Competencies, Beijing, China. September 27-29.
- UNESCO, (2005). UNESCO Report: How ICT Can Create New, Open Learning Environments Information And Communication Technologies In Schools A Handbook For Teachers, Division of Higher Education, UNESCO.
- Viva Lachs (2000). Making Multimedia in the Classroom-A Teacher's Guide.RoutledgeFarmer :London.
- W.J. Pelgrum and N.Law(2003). ICT in Education around the world-Trends, Problems and Prospects UNESCO: Paris.

Rajna Tiwari

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Rani Durgavati Vishwavidyalaya
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P.P. Srivastava

Foundation Course : Language - Hindi

आधार पाठ्यक्रम - हिंदी भाषा

प्रश्न पत्र - 4

Contact Periods/week : 03

Internal Marks : 10

कुल अंक - 40

न्यूनतम उत्तीर्ण अंक - 14

प्रश्न एवं अंक निर्धारण

4 समीक्षात्मक/दीर्घ उत्तरीय प्रश्न -28 अंक (7 x4)

2 लघु उत्तरीय प्रश्न -07 अंक (3.5 x2)

5 वस्तुनिष्ठ प्रश्न -05 अंक (1 x5)

व्याख्यात्मक एवं समीक्षात्मक प्रश्नों में आंतरिक विकल्प होने आंतरिक मूल्यांकन के लिए 10 अंक निर्धारित हैं ।

- इकाई 1
- | | | |
|--------------------------------|---|---------------------|
| 1 आत्मनिर्भरता (वैचारिक निबंध) | - | पंडित बालकृष्ण भट्ट |
| 2 गुलर का फूल एक आत्मकथा | - | कुबेर नाथ राय |
| 3 मध्य प्रदेश की लोक कलाएं | - | (संकलित) |
| 4 मध्य प्रदेश का लोक साहित्य | - | (संकलित) |
- इकाई 2
- | | | |
|---|---|-------------------|
| 1 पूछो ना प्रातः की बात आज (चिंतन परक) | - | रमेश चंद्र शाह |
| 2 मेहूँ और गुलाब (वैचारिक निबंध) | - | रामवृक्ष बेनीपुरी |
| 3 शब्द शक्तियाँ (अभिधा, लक्षणा, व्यंजना) | - | संकलित |
| 4 मध्यप्रदेश की चित्रकला मूर्तिकला एवं स्थापत्य कला | - | (संकलित) |
- इकाई 3
- | | | |
|---|---|----------|
| 1 जनसंचार के माध्यम प्रिंट इलेक्ट्रॉनिक एवं सोशल मीडिया | - | (संकलित) |
| 2 पत्रकारिता के विविध आयाम | - | (संकलित) |
| 3 राजभाषा हिंदी | - | (संकलित) |

Foundation Course: Language English

Paper IV

Contact Periods/week: 03

Maximum Marks - 40

Min. Pass Marks - 14

Internal - 10

Distribution of Marks:

- Four critical questions are to set be from unit I. Two questions are to be attempted. Each question will carry 5marks. **5X 2 = 10. Marks**
- Students are required to write a précis of an unseen passage. **5 X 1 = 5. Marks**
- Students are required to translate a passage from English to Hindi and a passage from Hindi to English. Each passage which is to be translated will carry 5 marks. **5 X 2 = 10. Marks**
- Students are required to attempt 7 questions on Unit IV. Each question will carry one mark. **1 X 7 = 7.**

5. Students are required to attempt 2 questions from Unit V. Each question will carry 4 marks. $4 \times 2 = 8$.

UNIT I:

C.Rajagopalachari—Three questions; C.P. Soron—Ramanujan; Roger Rosenblatt—The power of W.E.; Desmond Morris - A short extract from the Naked Ape; O Henry – The Gift of Magic Ruskin Bond – The Cherry Tree

UNIT II: Précis Writing

UNIT III: Translation – English to Hindi, Hindi to English

UNIT IV: Proverbs in English ,Punctuation

UNIT V: Communication - Communication through Media

Conversations :-

- I. Introducing yourself & others
- II. Expensing opinions, likes & dislikes
- III. Making requests & offers
- IV. Beginning a conversation
- V. Asking the way
- VI. Expressing doubts & uncertainties
- VII. Talking about future events.

Foundation Course: Environmental Education

Paper I

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 14

Internal – 10

Distribution of Marks

All five units are compulsory. Two questions to be set from each unit, one to be attempted. $8 \times 5 = 40$

Objectives:

- (i) To provide an understanding to the students about basic aspects of the environment and its concerns.
- (ii) To generate awareness about the social issues of the environment.
- (iii) To enable the students to analyse, evaluate and draw inferences about problems and concerns related to environment.
- (iv) To create awareness about the legal framework for protection of environment and wild life.

Unit I:

The multidisciplinary nature of Environmental Studies: Definition, Scope and importance:

Need for Public awareness. Natural resources: Renewable and Non-renewable resources and

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Jaipur (M.P.)

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associated problems. Forest resources: Use and over exploitation, deforestation, case studies, Timber extraction, mining, dams and their effects on forests and tribal people.

Unit II:

Water resources: Use and over utilization of surface and ground water, floods, Drought, conflicts over water resources; dams – benefits and problems. Minerals resources: Use and over exploitation, Environmental effects of extracting and using mineral resources, case studies.

Unit III:

Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agricultural techniques fertilizer and pesticide problems, water logging and salinity; case studies. Energy resources: growing energy needs renewable and non-renewable energy resources and use of alternative energy sources – case studies. Land resources: Land as resource, land degradation, man induced landslides. Soil erosion and desertification. Role of an individual in conservation of natural resources. Equitable use of resources for sustainable life-styles

Unit IV:

Social issues and environment: From unsustainable to sustainable development, Rural , industrial, agricultural fields; Urban problems related to energy, water conservation, rain water harvesting, Watershed management. Resettlement and Rehabilitation of people: Its problems and concerns, case studies. Environmental ethics: Issues and possible solutions, case studies. Wasteland reclamation, consumerism and waste products

Unit V:

Environmental Acts: Environmental Protection Act; Air (prevention and control of Pollution Act) Water (prevention and control of pollution Act.); Wild life protection Act; Forest conservation Act; Issues involved in enforcement of environmental legislation; Public awareness; Human rights. Value education, HIV/AIDS. Women and Child welfare; Role of Information Technology in environment and human health – case studies.

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Rajni Tiwari

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Edu. *[illegible]*
Rani Durgawati Vishwavidyalaya
Jabalpur (M.P.)

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Elective I – Literature: Hindi

हिन्दी साहित्य : प्रश्नपत्र – 4:

हिन्दी कथा साहित्य

Contact Periods/week: 05 +4 Practicum

कुल अंक – 60
न्यूनतम उत्तीर्ण अंक – 22
प्रश्न एवं अंक निर्धारण

3 व्याख्या आधारित प्रश्न – 18 अंक (6 X 3 प्र.)

2 समीक्षात्मक/दीर्घउत्तरीय प्रश्न – 18 अंक (9 X 2 प्र.)

लघुउत्तरीय (75-150 शब्दों तक) – 20 अंक (4 X 5 प्र.)

वस्तुनिष्ठ प्रश्न – 04 अंक (1 X 4 प्र.)

दुत पाठ खंड से मात्र 3 लघुउत्तरीय प्रश्न होंगे। व्याख्यात्मक एवं समीक्षात्मक प्रश्नों में आंतरिक विकल्प होंगे।

प्रस्तावना :

किरसे मनुष्य के साथ आदिम युग से जुड़े हैं। समय के साथ इनके रूप शिल्प, शैली और नाम बदलते गये जैसे उपन्यास और कहानियां। गद्य का यह रूप जीवन से अभिन्न ढंग से जुड़ा है। उपन्यास और कहानियां कभी वास्तविक जीवन से मिलती-जुलती भी हो सकती है तो कभी एकदम भिन्न। वह किसानों अथवा कारखाने के कामगारों के बारे में हो सकती है तो परियों या राक्षसों के बारे में भी। उसकी सफलता मनोरंजक होने – के साथ-साथ यथार्थ के किसी न किसी पहलू का उदघाटन करने में है, चाहे यह किसी काल्पनिक वृत्तांत के जरिये ही हो।

समय बीतने के साथ जैसे-जैसे जिदंगी बदलती है, वैसे-वैसे उसे कहने का ढंग का भी बदल जाता है। इस बात को हम हिन्दी उपन्यासों में लाला श्रीनिवास दास, स देवकीनंदन खत्री के जमाने से चलकर प्रेमचंद के रास्ते से गुजरते हुए आज तक और हिन्दी कहानी में गुलेरी और उनके कुछ पहले से चल कर नयी कहानी के रास्ते होते हुए आज के जमाने तक पहुंची हिन्दी कहानी की विकास यात्रा पर एक निगाह डाल कर जान सकते हैं। उपन्यास की तो खोज ही आधुनिक युग के तेजी से बदलते हुए जटिल यथार्थ को उसकी अधिकतम संभव समग्रता में पकड़ पासने की कश्मकश की देन है। कथा-साहित्य का अध्ययन करते समय बदलते हुए यथार्थ को कल्पना के सहारे प्रस्तुत करने के कौशल में जो प्रगति हुई है, उस पर ध्यान देना आवश्यक है। हिन्दी कथा रचना के आरंभ से समकालीन लेखन तक पहुंच कर एक समग्र समझ विकसित करने का प्रयास, इस प्रश्न-पत्र का उद्देश्य होगा।

इकाई 1:	उपन्यास,	प्रेमचंद वृंदावनलाल वर्मा	गबन झांसी की रानी (संक्षिप्त संस्करण)	अथवा
इकाई 2:	उपन्यास	भीष्म साहनी मंजूर एहतेशाम	बसंती सूखा बरगद	अथवा
इकाई 3:	कहानियां			
	1. गुलेरी	उसने कहा था		
	2. जयशंकर प्रसाद	पुरस्कार		
	3. प्रेमचंद	कफन		
	4. जैनेन्द्र	अपना अपना भाग्य		
	5. यशपाल	परदा		

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इकाई 4: 6. फणीश्वर नाथ रेणु तीसरी कसम उर्फ मारे गए ———
कहानियां

- | | |
|-----------------|--|
| 1. कमलेश्वर | राजा निरबंसिया |
| 2. अमरकांत | डिप्टी कलवटरी |
| 3. शेखर जोशी | दाज्यू |
| 4. मन्नू भंडारी | यही सच है |
| 5. ज्ञानरंजन | पिता |
| 6. असगर वजाहत | श्री टी.पी. देव की कहानियां (श्रृंखला की 10 लघुकथायें) |

इकाई – 5 द्रुत पाठ : अज्ञेय, मोहन रोकेश, निर्मल वर्मा, राही मासूम रजा, कृष्णा सोबती, ओमप्रकाश इस इकाई में रचनाकारों के परिचय एवं उनकी रचना प्रवृत्तियों पर लघुउत्तरीय प्रश्न पूछे जायेंगे।

संदर्भ ग्रंथ

1. हिन्दी उपन्यास का इतिहास – गोपाल राय
2. प्रेमचंद और उनका युग – राम विलास शर्मा
3. हिन्दी उपन्यास की प्रवृत्तियां – शशि भूषण सिंहल
4. हिन्दी उपन्यास बदलने संदर्भ – शशि भूषण सिंहल
5. हिन्दी उपन्यास जनवादी परम्परा – कुंअर पाल सिंह, अजय बिसारिया
6. हिन्दी कहानी एक अन्तर्यात्रा – रामदरश मिश्रा
7. हिन्दी कहानी का विकास – मधुरेश
8. कहानी : नयी कहानी – नामवर सिंह
9. कहानी संकलन – संकटा प्रसाद मिश्र (स) 2007 (हिन्दी ग्रंथ अकादमी, भोपाल)

Elective I – Literature: English

English Literature Paper IV: Reading and Appreciating Drama

Contact Periods/week: 05 +4

Practicum Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practicum – 25 (Internal)

Distribution of Marks

1. Objective type questions: 6 questions are to be set from all the units. One question will carry 1 mark.

6X1 = 6 Marks

2. Four passages are to be set for explanation from units I to IV with an internal choice. Students are required to explain these passages taken from these plays with reference to their contexts. Each explanation will carry 4 marks. 4X4 = 16.Marks

3. Four critical questions are to be set from Units I to IV with an internal choice. Each critical question will carry 7 marks. 7X4 = 28 Marks

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Dr. Subash Kumar

4. Students are required to attempt two short critical notes from Unit V, one from each section with an internal choice. Each short question will carry 5 marks. $5 \times 2 = 10$ Marks

Objectives: This paper is designed to

- To enable students to understand and appreciate plays,
- To enable them to review the play as a thing to be acted,
- To enable them to assess the position the theatre occupies in society and examine the contributions it makes to the cultural life of the general public,
- To enable them to understand the origin and evolution of English drama,
- To enable them to integrate various forms of creative expression,
- To enable them to understand the laws of dramaturgy,
- To enable them to understand how the English language has evolved down the ages,
- To enable them to understand how literature reflects the spirit of the age,
- To enable them to understand why literatures are hailed as torch bearers,
- To enable them to understand different trends and movements in English literature,
- To enable them to understand how style differs from man to man
- To enable them to understand how literature refines our literary sensibility, enriches our aesthetic life, enhances our synaesthetic abilities and improves our linguistic abilities,
- To help them develop their imagination and creativity,
- To help them cultivate positive attitudes towards people of other races, nations, religions, and languages,
- To help them appreciate culture and language not their own,
- To enhance their capacity for aesthetic appreciation,
- To make them understand how they, as teachers, can use literature as a spur to children's own creativity
- To help them understand their own experiences and develop sensitivity to others,
- To help develop their imagination and creativity and
- To use their creativity in text transaction and activity

UNIT I William Shakespeare – Tempest

UNIT II G.B. Shaw – Pygmalion

UNIT III Richard Sheridan – The Rivals

UNIT IV Oscar Wilde – Importance of being Earnest.

UNIT V (A) Tragedy, comedy, plot, climax, catharsis, poetic, justice, chorus, comic relief, closer drama, pathos, soliloquy, three unities, tragicomedy, expressionism, farce, conflict.

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Rajeev Srinivas Kumar

Hypocrite

(B) Mystery, miracle and morality plays, the interludes, Elizabethan drama, comedy of humours, revenge tragedy, heroic tragedy, comedy of manners, problem plays, poetic drama, absurd plays, trends in contemporary English drama.

Suggested Readings

1. G.K. Chesterton, G.K. George Bernard Shaw. Ludhiana : Kalyani Publishers, 1972.
2. Nicoll. Allardyce. British Drama. London: George G. Harrap, 1962.
3. Wilder, Thornton. Our Town. New York: Coward-MC Cann, 1983.
4. Burbank, Rex. Thornton Wilder. Boston; Twayne, 1978.
5. Compton Rickett, Arthur. A History of English Literature. London : Thomas Nelson, 1960.
6. Abrams, M.H. A Glossary of Literary Terms. Madras : Macmillan, 1971.
7. Bradley A.C. Shakespearean Tragedy. London Macmillan, Reprinted, 1964.
8. Knight, G. Wilson. The Wheel of fire. London : Methuen & Co. 1964.
9. Jones, David E. The plays of T.S. Eliot. London: Routledge and Kegan Paul, 1960.
10. Daiches, David. A Critical History of English Literature. New Delhi : Allied Publishers, 1988.
11. Nicoll, A., The Theatre and Dramatic Theory. London George G. Harrap, 1962.
12. Peacock, R. The Art of Drama. London: Routledge & Kegan Paul, 1957.
13. Alexander, Nigel. A Critical Commentary on Bernard Shaw's 'Arms and the Man' and 'Pygmalion'. London: Macmillan, 1968.
14. Gascoigne, Bamber. Twentieth Century Drama. London : Hutchinson University Library, 1967.
15. Clark, David R. Ed. Twentieth Century Interpretation of Murder in the Cathedral. New

Elective I – Literature: Sanskrit

व्याकरणम् निबन्ध गद्यनाट्यसाहित्येतिहासः

Contact Periods/week : 03

Internal Marks : 10

कुल अंक – 60

न्यूनतम उत्तीर्ण अंक – 22

प्रश्न एवं अंक निर्धारण

4 दीर्घ उत्तरीय प्रश्न –20 अंक (4 x5)

8 लघु उत्तरीय प्रश्न –20 अंक (8 x2.5)

5 अतिलघु उत्तरीय प्रश्न –10 अंक (5 x2)

10 वस्तुनिष्ठ प्रश्न –10 अंक (10 x1)

उद्देश्य – संस्कृत संसार की प्राचीन भाषा है संस्कृत में अथाह ज्ञान समाहित है इससे विद्यार्थी ज्ञान प्राप्त करेंगे और संस्कृत के महान ऋषि मुनियों के विचारों से लाभान्वित होंगे।

परिणाम– संस्कृत की कीर्ति को विद्यार्थी विश्व में फैलाएंगे और अपने चरित्र का निर्माण करेंगे।

Unit I –

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

Unit –II-

अजन्तप्रकरणम् अजन्तप्रकरणम् (116 से 169 सूत्रा तक) रूपसिद्धि सञ्ज्ञापरिचयश्च युष्मद् सम्मद् तद्

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Unit III-

संस्कृतभाषया निबन्धलेखनम् ।

Unit IV-

नाट्य साहित्येतिहास भासस्य नाटकानि, अभिज्ञानशाकुन्तलम् मालविकाग्निमित्रम्, विक्रमोर्वशीयम्, मुद्राराक्षस, परिचय कर्तव्यम् ।

Unit V-

नाट्य साहित्येतिहास, मृच्छकटिकम्, मालतीमाधवम्, महावीरचरितम्, प्रसन्नतरघवम्, परिचय कर्तव्यम्

Assessment: Five assignments (one from each unit)

संस्तुत ग्रन्थाः—

1. लघुसिद्धान्तकौमुदी— (संज्ञासन्धिप्रकरणे) वरदराजः हिन्दीटीकाकर्त्री डॉ. प्रेमा अवस्थी ।
2. बृहद् अनुवादचन्द्रिका—चक्रधर हंस नौटियालः
3. अनुवादकला—चारुदेव शास्त्री
4. अनुवादचन्द्रिका डॉ. यदुनन्दनमिश्रः
5. निबन्धपथप्रदर्शक—वी.एस.आप्टे

*Latest edition of all the suggested books are recommended.

Elective II: History

Paper IV: Glimpses of Modern European History (1435-1900 AD)

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practicum – 25 (Internal)

Evaluation

1. First question having Five Objective type questions (selecting one from each unit) 1*5=5 Marks
2. Second question having 5 short questions to be answered in about 125-150 words (selecting one from each unit 3*5=15 Marks
3. Third question having Five questions having internal choice selecting One from each unit.

8*5=40 Marks

Objectives:

The course is designed to help teacher students to understand:

- The phenomenon's that shaped the advent of modern age- Growth of Science, and reasoning.
- The changes in the religious institutions and their impact on the social and political order.
- The processes that shaped the economic origin of the world
- The Struggles against despotism that paved way for establishment of democratic forms of Government in the World.

- The aspirations of the people that enabled unification of Germany and Italy.

Transaction Mode

Lecture, discussion, demonstration, field visit, seminar, workshop, project work.

Course Details:

Unit I: Advent of The Modern Age

- Renaissance
- Humanism and its spread in Europe ,
- Development in art , literature and Science

Unit II: Religious Reform Movements, Rise of Democracy

Reformation, Calvinism, Lutherism,

- Counter Reformation
- Rise of Nation States
- Struggle between Charles I and the Parliament
- English Revolution of 1688

Unit III: Economic Origin of the Modern World

- Commercial Revolution
- Agriculture Revolution
- Mechanical Invention and Industrial Revolution
- Emergence of new social classes
- Scramble for Africa

Unit IV: The Age of Revolution and Reaction

- The American Revolution its course and significance
- The French Revolution- Causes, course of events
- Napoleon's rise and fall
- Vienna Congress, Concert Of Europe and Holy alliance

Unit V: Material Liberalism and Conservatism

- German Unification
- Italian Unification
- Eastern Question up to Berlin Congress and Role of Bismarck

PRACTICUM

Any one of the following or equivalent can be assigned to the students.

1. Great Artists Of The Renaissance Period

Research on their life and achievements Explore the various contributions made by them (Any One):

- Leonardo Da Vinci (1452 – 1519)
- Michelangelo (1475 – 1564)
- Raphael (1483 – 1520)

2. Political Thinkers of the Renaissance Period

Identify the principles embodied in their work. How far is the philosophy relevant in contemporary world .(Any one)

- Niccolo Machiavelli (1469-1527)
- More (1478-1535)

3. Renaissance Scientists

Research on their life and achievements. What challenges did they face?

- Nicholas Copernicus
- Galileo
- Johannes Kepler

4. Analyze the various aspects of French Revolution. Refer to the primary sources (Available online) and secondary sources or Prepare a dramatic presentation of the French Revolution.

5. Napoleon: Analyze the causes responsible for his rise and fall. Draw an estimate of his life and achievements. What lessons can be learnt from Napoleon.

6. Prepare a presentation on the various aspects of the Russian revolution.

7. Trace the events leading to the rise of Japan after the Meizirestoration . What lessons should be drawn from Japan .

Parameters of Evaluation:

1. Research contribution : 5 marks
2. Written Report Assessment : 8 marks
3. Individual presentation /explanation: 8 marks
4. Viva-voce: 4 marks

References

- 1 Robert J.M.-Europe 1880-1945 (Longman, 1989)
- 2 E.Lipson-Europe in the 19th and 20th Century
- 3 C.J.H.Hayes- Modern Europe(Surjeet Publication)
- 4 Grant and Temperley,- Europe in the 19th and 20th Century (Also Hindi version)
- 5 C.D.M. Ketelby – History of Modern Times
- 6 PenderalMoon -Imperialism in World Politics
- 7 Panikkar K.M.- Asia and Western Dominance.
- 8 Fay, Origin of the World War
- 9 E.J. Hobsbawn: The Age of Revolution.
10. Lynn Hunt: Politics, Culture and Class in the French Revolution
- 11 डॉ. भगवानसिंहवर्मा – विश्वइतिहास की प्रमुख धाराएँ।
- 12 डॉ. पंजाबीबालकृष्ण – पश्चिम के आधुनिक इतिहास (1789-1956)
- 13 भार्माडॉ. मथुरालाल – यूरोप का इतिहास(1789-1945)
- 14 अहमदलईक, आधुनिक विश्व का इतिहास।
- 15 जगदीशचन्द्रझा – आधुनिक यूरोप (1789-1945)
- 16 लूनियाबी.एन. – आधुनिक पश्चात्य इतिहास की प्रमुख धाराएँ।

- 17 प्रो.डी.एस.चौहान – यूरोप का इतिहास
 18 मनाजिरअहमद – यूरोप का इतिहास।
 19 सत्यकेतु विद्यालंकार – सदुरूप का इतिहास।

Elective II: Geography

Paper IV: Environmental Geography

Contact Periods/week: 05 +4 Practical

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practical – 25 (Internal)

Note:

1. First question having ten objective type questions. (Selecting two from each unit)

1 X 10 = 10 marks.

2. Five question with internal choice selecting one from each units. (5 X 10 = 50 marks)

Unit I: Concept and scope of Environmental Geography. Approaches: Environmental Determinism;

Possibilism; Modern Environmentalism; Ecosystem; Concept; Structure; Functions

Unit II: Human-Environment Relationship in Equatorial; Desert; Mountain; Coastal Regions.

Unit III: Bio-Geochemical and Nutrient cycles: Nitrogen cycle; Carbon cycle; Phosphorous cycle;

Sulphur cycle; Aresenic cycle; Water Cycle.

Unit IV: Environmental Problems and Management: Air Pollution; Biodiversity Loss; Solid and Liquid Waste.

Unit V: Environmental Programmes and Policies: Developed Countries; Developing Countries;

Environmental policy in India.

Books recommended

1. Brayant, E.A. 1991: Natural Hazards, Cambridge: Cambridge University press.
2. Canter, L. W. 1996: Environmental Impact Assessment, 2nd edition, New Yprk: McGraw hill.
3. Chandna R. C., 2002: Environmental Geography, Kalyani, Ludhiana.
4. Chapman, D. 1994: Natural Hazards, Melbourne: Oxford University Press.
5. Chapman J.L. and Reiss, M.J. 1993: Ecology: Principles and applications, Cambridge: Cambridge university Press.
6. Goudie A., 2001: The Nature of the Environment, Blackwell, Oxford.
7. Miller G. T., 2004: Environmental Science: Working with the Earth, Thomson Brooks Cole, Singapore.
8. Singh S., 1997: Environmental Geography, Prayag Pustak Bhawan. Allahabad.

Study tour report /Project

Maximum marks: 25

All the students of the class shall participate in a Study tour to an area of geographical interest, to be organized by the Department and submit the report in a neatly typed form with the certificate of the guide teacher.

However, if the institution is unable to organize any such study tour during the semester for some unavoidable reasons, a project shall be prepared by a student on any assigned topic under the guidance of a teacher.

Study tour report/Project shall be examined by two examiners – Internal.

Report writing

- Designing the Field Report – Aims and Objectives, Methodology, Analysis, Interpretation and Writing the Report.
- Each student will prepare an individual report based on primary and secondary data collected during field work.
- The students / teachers can opt to take students in or outside the Bhopal, depending upon, problem to be studied.
- The duration of the field work should not exceed 10 days.
- The report should be about 8000 to 12000 words excluding figures, tables, photographs, maps, references and appendices.
- One copy of the report on A 4 size paper should be submitted in soft binding.

Books recommended

1. Creswell J., 1994: Research Design: Qualitative and Quantitative Approaches Sage Publications.
2. Dikshit, R. D. 2003. The Art and Science of Geography: Integrated Readings. Prentice- Hall of India, New Delhi.
3. Evans M., 1988: "Participant Observation: The Researcher as Research Tool" in Qualitative Methods in Human Geography, eds. J. Eyles and D. Smith, Polity.
4. Mukherjee, Neela 1993. Participatory Rural Appraisal: Methodology and Application. Concept Pubs. Co., New Delhi.
5. Mukherjee, Neela 2002. Participatory Learning and Action: with 100 Field Methods. Concept Pubs. Co., New Delhi
6. Robinson A., 1998: "Thinking Straight and Writing That Way", in Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioural Sciences, eds. by F. Pryczak and R. Bruce Pryczak, Publishing: Los Angeles.
7. Special Issue on "Doing Fieldwork" The Geographical Review 91:1-2 (2001).
8. Stoddard R. H., 1982: Field Techniques and Research Methods in Geography, Kendall/Hunt.
9. Wolcott, H. 1995. The Art of Fieldwork. Alta Mira Press, Walnut Creek, CA.

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Prof. Srivastava

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Study tour report /Project

Maximum marks: 25

All the students of the class shall participate in a Study tour to an area of geographical interest, to be organized by the Department and submit the report in a neatly typed form with the certificate of the guide teacher.

However, if the institution is unable to organize any such study tour during the semester for some unavoidable reasons, a project shall be prepared by a student on any assigned topic under the guidance of a teacher.

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3. Evans M., 1988: "Participant Observation: The Researcher as Research Tool" in Qualitative Methods in Human Geography, eds. J. Eyles and D. Smith, Polity.
4. Mukherjee, Neela 1993. Participatory Rural Appraisal: Methodology and Application. Concept Pubs. Co., New Delhi.
5. Mukherjee, Neela 2002. Participatory Learning and Action: with 100 Field Methods. Concept Pubs. Co., New Delhi
6. Robinson A., 1998: "Thinking Straight and Writing That Way", in Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioural Sciences, eds. by F. Pryczak and R. Bruce Pryczak, Publishing: Los Angeles.
7. Special Issue on "Doing Fieldwork" The Geographical Review 91:1-2 (2001).
8. Stoddard R. H., 1982: Field Techniques and Research Methods in Geography, Kendall/Hunt.
9. Wolcott, H. 1995. The Art of Fieldwork. Alta Mira Press, Walnut Creek, CA.

Raavati

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Prakash Srivastava

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Elective III: Economics

Paper IV: STATISTICS

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practicum – 25 (Internal)

External Mark :60	Internal Mark : 15	Practicum : 25	Maximum Mark:100
Pass Mark : 24	Pass Mark : 06	Pass Mark : 10	Pass Mark : 40
Time : 3 hours	Time : 2 hours	Time : 2 hours	Time : 6 hours
Period : 6+1=7 per week		Period: 2=2 per week	Period=9 per week

Objectives:

After completion of this course the learners would able:

1. To define statistics and understand its importance and limitation.
2. To understand sources of data and technique of data collection, classification, organization, tabulation, presentation and interpretation.
3. To analyses data by using various statistical methods like measure of central tendencies, dispersion, correlation, regression, index number, probability, theoretical distribution.
4. To analyses the time series data and cross section data.

Note:

1. First question having ten objective type (Selecting two from each unit) 1X 10 = 10 marks
2. Five questions with Internal choice (Selecting one from each units) 5 X 10 = 50 marks.

UNIT-I: Meaning, Nature and Scope of Statistics

Definition(Singular and plural sense), importance and limitation, use of statistics; Basic concepts- Sample, Sample size, Parameter, Sample Vs Population, Frequency; Sources of data; Tool & Technique of data collection; Method of data collection- Census and Sample survey; Organization of Data through classification & tabulation of data; Diagrammatical and graphical representation of data.

UNIT- II: Measurement of Central Tendencies and Dispersion

Meaning, objective and prerequisite of central tendencies; Measurement of central tendencies- Mean(Arithmetic, Geometric and harmonic mean), Median, Mode.

Meaning, purpose and pre-requisite of dispersion; Measurement of dispersion (Absolute and relative)-range, quartile deviation, mean deviation, standard deviation, coefficient of variation.

UNIT-III: Correlation and Regression Analysis

Bi-variate distribution, Karl Pearson's simple co-efficient of correlation, Spearman's rank-correlation coefficient, properties of correlation analysis; Relationship between the correlation and

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Rani Durgavati Vaidya Adyaya
Jabalpur (M.P.)

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Amul

Abhinav

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

UNIT- IV: Probability Distribution and Theory of Estimation

Definition, importance and concept of Probability; Rule of Probability- law of addition and multiplication; conditional probability; Mathematical expectation; Properties of Binomial, Poisson and Normal distributions;

Concept of Estimation, Desirable properties of estimator; Formulation of statistical hypothesis- Null and alternative; Goodness of fit; Confidence interval and level of significance; Testing of Hypothesis- Z-test, t-test, Ftest, chi-square test, use and limitation.

UNIT-V: Index Number and Time Series Analysis

Concept and limitation of Index Number; Methods of constructing index numbers- simple and weighted; Laspayer's and Fisher's Index numbers; Uses and problems in construction of index number.

Meaning and their components; Methods of semi-average, Moving average, measurement of seasonal variations; preliminary adjustment before analyzing, uses and limitation.

Suggested Readings:

1. Gupta, S.C & Kapoor, V.K(), Fundamental of Applied Statistics, Sultan chand publisher,
2. Gupta, S.C(), Statistical methods,
3. Gupta, S.P(), Statistical Methods, Sultan Chand, Publisher
4. Speigel, M.R(), Theory and Problems of Statistics

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Practicum-IV: Computer Application in Economics-II

UNIT-I: Use of Statistical Package:

UNIT-II: SPSS:

UNIT-III: E-View:

UNIT-IV: Application of SPSS: in Tabulation, Frequency distribution, Correlation & Regression Analysis

UNIT-V: Application of E-View: in Correlation & Regression Analysis, ANOVA

Suggested Reading:

1. Manual of SPSS package
2. Manual of Eview package
3. Agricultural Census
4. State's Agriculture Statistics
5. Statistical Abstracts of the concern State as well as India

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Ranjit Kumar

Elective III: Political Science

Paper IV: INTERNATIONAL RELATIONS

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practicum – 25 (Internal)

Objectives: This paper is designed to help the student to understand the concepts and approaches to International relations, different aspect of cold war and India's foreign policy, Disarmament, India's nuclear policy, UNO and India's position in UNO.

Distribution of Marks:

1. Five Objective type questions from units I to V. One question will carry 1 mark.

5X 1 = 5 Marks.

2. Five Short answer type questions to be answered between 120-150 words. One question will carry 3 Marks.

3x5 = 15 Marks

3. Five long answer type questions with internal choice selecting one from each unit. **5 X 8 = 40 Marks.**

Unit I: Meaning, Nature and scope of International Relations

Development of International Relations as academic discipline

Approaches to International Relations: Classical Realism, Neo-Realism, World Systems

Approach and Feminist Perspective

Unit II: Power: Definition and Elements

Balance of power: Meaning and nature, Characteristics, Devices and methods.

Unit III: Origin and evolution of Cold War

Causes and types of Détente

End of Cold War and Collapse of USSR

Unit IV: India's Foreign Policy: Basic Determinants and Principles.

Non-Alignment Movement (NAM): Origin, Development and Relevance. India and NAM

Unit V: Disarmament: Non-Proliferation Treaty (NPT), Comprehensive Test Ban Treaty (CTBT),

Strategic Arms Reduction Treaty (START), India's Nuclear Policy.

UNO and India: League of Nations, Organization and Functions of UNO, India's role in UNO.

Suggested Readings:

1. A Appodorai, National Interest and India's Foreign Policy, Delhi: Kalinga, 1992.

2. Bimal Prasad, Origins of India's Foreign Policy, Delhi Vikas, 1979.

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3. D.F. Fleming, The Cold War and its Origins: Part I and II. London: George Allen & Unwin, 1961.
4. E H Carr, International Relations between the two World Wars: 1919-1939, St. Martin, 1969.
5. Evan Luard, A History of the United Nations, London; Macmillan, 1989.
6. F.L. Schuman, The Cold War: Retrospect and Prospect, Bator Rough, La, 1967.
7. F.S. Northedge and M.J. Grieve, A Hundred Years of International Politics 1870-1970, New York: Praeger, 1971.
8. Fredrick H, Hartman, Relationship of Nations, 6th ed., New York : Macmillan, 1983.
9. Fredrick L. Schuman, International Politics. 4th ed. Now York McGraw-Hill Book Company, 1954.
10. Hans J. Morgenthau, Politics among Nations, 6th ed. New York: McGraw Hill, 1985.
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13. J N Saxem, et. al. United Nations for a Better World, Delhi. Lancers Books, 1986.
14. Jack Woddis, An Introduction to Neocolonialism, New York : International Publishing, 1966
15. L.J. Halle, The Cold War as History, New York: Harper & Row, 1967.
16. M G Nicholas, The UN as a Political Institution, Oxford: OUP, 1975.
17. M.S. Rajan, Non-alignment and the Non-alignment Movement in the Present World Order, Delhi: Konark, 1994.
18. Norman D. Palmer and Howard C. Perkins, International Relations, Boston: Houghton Mifflin, Calcutta: Scientific Book Agency, 1957.
19. Peter Calvoceressi, World Politics since 1945, London: Longman. 1971.
20. Rajbala Singh, Bharat Mein Videsh Niti, Jaipur: Aviskar, 2005.
21. Ramdeo Bhardwaj, Bharat Aur Antrarashtriya Sambandh, Bhopal: Madhya Pradesh Hindi Grantha Akadmi, 2006.
22. Robert Riggs and Jack Plano, The United Nations: international Organizations and World Politics, Brooks-Cole 1988.
23. V P Dutt, India's Foreign Policy, Delhi; Vikas, 1984.
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26. Art, R. J. and Jervis, R. (eds.) International Political Enduring: Concepts and Contemporary Issues. 5th Edition. New York: Longman, 1999.
27. Jackson, R. and Sorenson, G. Introduction to International Relations: Theories and approaches. New York: Oxford University Press, 2008.
28. Goldstein, J. and Pevehouse, J.C. International Relations. New Delhi: Pearson, 2009.

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Prakash Swasthikar

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Education Component:

Inclusive Education

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 14

Internal – 10

Question Paper Pattern :-

- Part A - Five objective type questions covering all the units are to be set on the basis of Knowledge and understanding. Each question carry 1 mark.(5×1=5).
- Part B- Seven short answer type questions are to be set on the basis of Comprehension out of which 5 to be attempted.(5×5=25)
- Part C- Two long answer type question are to be set on the basis of application,analysis, synthesis and evaluation out of which 1 to be attempted .(1×10=10).

Objectives

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

- develop sensitivity towards Inclusive Education,
- understand the concept, need and scope of Inclusive Education,
- understand the philosophical and historical perspectives of Inclusive Education,
- understand the implication of inclusive education on Education for All movement,
- understand the global and national commitments towards Inclusive Education,
- develop a critical understanding of the recommendations of various committees/commissions/policies/schemes towards teacher preparation for inclusive school,
- identify, analyze and utilize various instructional strategies for Inclusive Schools,
- identify and utilize existing resources for promoting inclusive practices,
- to develop positive attitude and sense of commitment towards actualizing the Right to Education of all learners,
- examine the issues of identity and diversity in society in general and education in particular,
- understand as how to seek parental commitment and NGOs support for utilizing available resources for education in Inclusive Schools, and
- understand the nature, needs and functional assessment of learners with reference to diverse needs and how to create conducive teaching-learning environment in Inclusive Schools.

UNIT1: Introduction and Initiatives Taken for Inclusive Education

- Concept, need and scope of Inclusive Education.
- Philosophy of Inclusive Education.
- Education of All Movement and Inclusive Education(A journey from segregation to inclusion)
- The Universal Declaration of Human Rights (1948) and the UN Convention on the Rights of the Child (CRC),

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- Salamanca Statement and Framework for action on Special Needs Education (UNESCO, 1994)
- The National Policy of Education (1986),
- The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, and RCI Act,
- Sarva Shiksha Abhiyan, RMSA and Inclusive Education.
- Scheme of IEDSS 2009, Right to Education Act 2009, and Right to Persons with Disability Bill, 2014.

UNIT II: Creating an Inclusive School

- Index of Inclusion- culture, policy and practice
- Removal of Barriers for effective learning in inclusive school
- Factors for successful inclusion, features of an inclusive school, role and functions of regular classroom teachers and resource teachers in an inclusive school.
- How an inclusive environment is created by the teachers in school? Support services required in an inclusive school.
- Role of parents, community, school functionaries and NGOs in Inclusive Education.

UNIT III: Diversity in the Classroom

- Diversity and inclusion, whole school scenario with reference to diversity, diversity in the classroom.
- Nature and needs of learners with diverse needs in inclusive setting with reference to learners with visual, hearing, locomotors and neuromuscular impairments,
- cerebral palsy, intellectual impairment and learning disabilities,
- Multiple and other disabilities (Autism spectrums disorder, behavioral, emotional and speech disorder, ADD and ADHD, Learners with special health problems.
- Environmental/ ecological difficulties and learners belonging to other marginalized groups.

UNIT IV: Teaching in Inclusive School

- Adaptation in instructional objectives and curricular activities for meeting diverse needs of learners in inclusive school
- Need for flexible evaluation system and alternate assessment. Instructional strategies (challenges in teaching all children, assessing instructional needs)
- Multi- methodology, multicultural approaches, differential instruction, collaborative learning and system approach, competencies required for the teachers in inclusive schools.
- Assistive Devices and Strategies for meeting learning needs of diverse learners

Modes of Transaction:

Lecture-cum-discussion, group work, field visits of schools/NGOs and the Institutions working in the education of learners with diverse needs to get first hand exercise on Inclusive practices, library studies and project works.

Sessional Work

The students may take any two of the following activities

- Field visits to schools/ Institutions/ NGO promoting education of learners with diverse needs in inclusive settings and have discussions with the teachers/ functionaries and make observation and analysis of teaching learning practices there.
- Analysis of policy documents related to inclusive education
- Make a list of existing resources in the local area and discuss the use and limitations based on survey of schools with reference to Inclusive practices.
- Study of TLM and equipments used in the education of learners with diverse needs
- Conduct suitable action research in an inclusive setting
- Conduct a survey on the type of supportive services needed for inclusion of learners with special needs
- Preperation and implementation of IEP or case studies.

Suggested Books:

- Ainscow, M. and Booth, T (2002) Index for Inclusion: Developing Learning and Participation in Schools. Bristol: CSIE.
- Ainscow, M., Dyson, A. and Booth, T. (2006) Improving Schools, Developing Inclusion, London: Routledge.
- Ainscow, M. (1999) Understanding the Development of Inclusive Schools, London: Falmer Press.
- Booth, T., Nes, K., Stromstab, M. (2003) Developing Inclusive Teacher Education, London: Routledge Falmer.
- Clough, P. and Corbet, J. (2002) Theories of Inclusive Education – A Students' Guide, Paul Chapman Publishing Ltd.
- Deiner, L. Penny, (2010), Inclusive Early Childhood Education 5th Ed. Wadsworth Cengage learning Belmont, CA USA
- Hegarty, S. and Mithu Alur (2002) Education and Children with Special Educational Needs- Segregation to Inclusion, New Delhi: Sage Publication India Pvt. Ltd. IEDSS 2009 MHRD, New Delhi
- Index of Inclusion (2014) NCERT, New Delhi.
- Jangira, N.K. and Ahuja, A. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi
- Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.

- Jha.M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational Publishers, Multivista Global Ltd, Chennai
- Julka, A (2006) Inclusive children and youth with disabilities in Education- a guide for practitioners NCERT,New Delhi
- Karantha, P. and Rozario, J. (2003) Learning Disabilities in India, New Delhi: Sage Publication India Pvt. Ltd.
- Loreman, Tim, Deppeler, J. and Harvey,D. (2005) Inclusive Education- a Practical Guide to Supporting Diversity in the Class, London: Routledge Falmer.
- Lowenfeld, B (1973) (Ed) The Visually Handicapped Child in School New York: Jhon Day
- National Policy of Education 1986 (revised 1992)
- Nind, M., Rix, J., Sheehy, K. & Simmons, K. (2005) Curriculum and Pedagogy in Inclusive Education. Values into Practice. London: RoutledgeFalmer
- Nielsen, L.B. (1998) The Exceptional Child in a regular Classroom- an Educator' Guide., Corwin Press Inc. A Sage Publication Company, California.
- Nind, M., Rix, J., Sheehy, K.,and Simmons, K. (2005) Curriculum and Pedagogy in Inclusive Education Values and Practice. London: Routledge Falmer.
- O'Hanlon, C. (2003) Educational Inclusion as Action Research. Glasgow: Open University PressPersons with Disabilities Act, 1995
- Rao, Indumati et al (2011) Moving away from Label, Bangalore CBR NETWORK (south asia)
- Rehabilitation Council of India Act 1992
- Rehabilitation Council of India Act 2005 Annual Report
- Right to Education Act 2009
- RMSA (2009) for detail www.rmsa.nic.in
- SSA (2002) for detail www.ssa.nic.in
- World Bank (2003)Inclusive Education: Achieving Education for All including those with Disabilities and Special Educational Needs.
- York-Brar, J., Sommers, W.A. et al. (2001) Reflecting Practice to Improve School,Corwin Press Inc. A Sage Publication Company, California.
- Ysseldyke, J.E. and Algozzine,B. (1998) Special Education A Practical approach for Teachers, New Delhi: Kanishka Publishers Distributors.

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Prasanna

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Assessment for Learning - I

Contact Periods/week: 03

Maximum Marks – 40
Min. Pass Marks – 14
Internal – 10

Question Paper Pattern :-

- Part A - Five objective type questions covering all the units are to be set on the basis of Knowledge and understanding. Each question carry 1 mark. (5×1=5).
- Part B- Seven short answer type questions are to be set on the basis of Comprehension out of which 5 to be attempted. (5×5=25)
- Part C- Two long answer type question are to be set on the basis of application, analysis, synthesis and evaluation out of which 1 to be attempted. (1×10=10).

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

- Understand the nature of assessment and evaluation and their role in teaching learning process.
- Understand the perspectives of different schools of learning on learning assessment
- Realise the need for school based and authentic assessment
- Examine the contextual roles of different forms of assessments in schools
- Understand the different dimensions of learning and the related assessment procedures, tools and techniques
- Develop assessment tasks and tools to assess learners' performance
- Analyse, manage and interpret assessment data
- Analyse the reporting procedures of learners' performance in schools
- Develop indicators to assess learners' performance on different types of tasks
- Examine the issues and concerns of assessment and evaluation practices in schools
- Understand the policy perspectives on examinations and evaluation and their implementation practices
- Traces the technology bases assessment practices and other trends at the international level

UNIT-I: Perspectives on Assessment and Evaluation

- Meaning of Assessment, Measurement, Tests, Examination, and Evaluation and their interrelationships
- Concept of different types of Assessment: Assessment - of Learning; for learning; as Learning and in Learning

- Principles of Assessment and Evaluation

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- Behaviourist, Cognitivist and Constructivist
- Purposes of Assessment: Monitoring of Learning, Providing Feedback, Promotion, Placement, Certification, Grading and Diagnostic.

UNIT-II: Assessment in school

- Need for continuous, formative and diagnostic assessment
- Classification of assessment based on
 - Purpose: prognostic, formative, diagnostic and summative
 - Scope: teacher made, standardized
 - Attribute measured: achievement, aptitude, attitude, etc.
 - Nature of interpretation: norm referenced, criterion referenced
 - Context: internal, external
- Need for Continuous and Comprehensive Assessment
- Grading: Concept, Types and Application

UNIT-III: New Trends in Evaluation (Need and Use)

- Question bank, Grading system, Online Examination, Open Book Examination, Credit System, Exam on Demand (meaning & uses only)
- Performance based assessment
- Assessment through Rubrics
- Portfolio Assessment

UNIT-IV: Elementary Statistics

- Nature of Data: grouped and Ungrouped
- Organization and presentation of Data: Bar diagram, histogram, polygon, ogive, and Pie Chart
- Measure of central tendency: Mean, Median and Mode
- Measure of dispersion: Range, Quartile Deviation, Mean Deviation, and standard deviation
- Concept of Correlation: Rank order correlation

Sessional Work

- Develop a Power Point Presentation on the current practices of Assessment and
- Evaluation at the Upper Primary Stage
- Analyse the question papers of the subject of your choice (Previous-3 Years)
- Classes X and XII (any board) in the light of new approach of assessment
- Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning using ICT as a tool.
- Planning of an achievement test

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- Planning of other assessment tools
- School visits followed by presentation on evaluation practices in schools
- Data processing and interpretation of any achievement test of school students

Suggested readings

- Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Burke, K. (2005). *How to assess authentic learning (4thEd.)*. Thousand Oaks, CA: Corwin.
- Burke, K., Fogarty, R., & Belgrad, S (2002). *The portfolio connection: Student work linked to standards (2ndEd.)* Thousand Oaks, CA: Corwin.
- Carr, J.F., & Harris, D.E. (2001). *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gentile, J.R. & Lalley, J.P. (2003). *Standards and mastery learning: Aligning teaching and assessment so all children can learn*. Thousand Oaks, CA: Corwin.
- Guskey, T.R., & Bailey, J.M. (2001). *Developing grading and reporting systems for student learning*. Thousand Oaks, CA. Corwin.
- Natrajan V. and Kulshreshta SP (1983). *Assessing non-Scholastic Aspects-Learners Behaviour*, New Delhi: Association of Indian Universities.
- NCERT (1985). *Curriculum and Evaluation*, New Delhi: NCERT
- Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). *Educational assessment of students (3rded.)*. Upper Saddle River, NJ: Prentice Hall.
- Norris N. (1990) *Understanding Educational Evaluation*, Kogan Page Ltd.
- Singh H.S. (1974) *Modern Educational Testing*. New Delhi: Sterling Publication
- Ward & Ward (2007) *Assessment in classrooms*.

Ranatiwar

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रानी दुर्गावती विश्वविद्यालय, जबलपुर

Rani Durgawati University, Jabalpur



Four-Year Integrated (Eight Semester)

B.A.B.Ed. Course

Session 2022 Onward's

Course of Studies & Prescribed Books
Approved by Board of Studies in Education

FACULTY OF EDUCATION

RANI DURGAWATI VISHWAVIDAYALAYA

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Website: rdunijbin.org

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COURSES OF STUDIES

For

Four Year Integrated

B.A.B.Ed. (Eight Semesters) Course

FIFTH SEMESTER

Subject/Paper	Paper	Intern.	Total	Pds./week
B.A. Part: Foundation Course				
Entrepreneurship Dev.	40	10	50	3
Elective I + Practicum	60	15+25	100	9
Elective II + Practicum	60	15+25	100	9
Elective III + Practicum	60	15+25	100	9
Total	220	130	350	
B.Ed. Part				
P.C.- I: Soc. Sc.	60	15	75	5
P.C.-II: Lang.-H/E/Sans.	60	15	75	5
Assessment for Learning II	40	10	50	3
Basics in Education	40	10	50	3
Total	200	50	250	
Grand Total	420	180	600	

- Elective 1 – Any one Literature – Hindi/English/Sanskrit
- Elective 2 – History/Geography.
- Elective 3 – Economics/Political Science

(All Electives have Practicum, but it will be Practical in Geography and will be evaluated internally)

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R. P. Singh

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H. P. Singh

B.A. Component:

Foundation Course: Entrepreneurship Development – 1

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 14

Internal – 10

Question Paper Pattern :-

- Part A - Five objective type questions covering all the units are to be set on the basis of Knowledge and understanding. Each question carry 1 mark.(5×1=5).
- Part B- Seven short answer type questions are to be set on the basis of Comprehension out of which 5 to be attempted.(5×5=25)
- Part C- Two long answer type question are to be set on the basis of application,analysis, synthesis and evaluation out of which 1 to be attempted .(1×10=10).

Unit I : Entrepreneurship

Definition, Characteristics and importance, Types and functions of an entrepreneur.

Unit II : Motivational factors of entrepreneurship.

- (a) Motivation to achieve targets and establishment of ideas. Setting targets and facing challenges.Resolving problems and creativity. Sequenced planning and guiding capacity, Development of self confidence.
- (b) Communication skills, Verbal & Non Verbal Communication, Capacity to influence, Modern Techniques of Communication.

Unit III : (a) Project Report- Evaluation of selected process. Detailed project report – Preparation of main part of project report pointing out necessary and viability.

(b) Selecting the form of Organisation – Meaning and characteristics of sole Proprietorship, Partnership and cooperative committees, elements affecting selection of a form of an Vrganization.

© Economic management – Role of banks and financial institutions banking, financial plans, working capital-evaluation and management, keeping of accounts.

Unit IV: (a) Production management . Methods of purchase of Raw Materials. Management of movable assets/goods. Quality management. Employee management. Packing.

(c) Marketing Management. Sales and the art of selling. Understanding the market and market policy. Consumer management. Time management.

Unit V: (a) Role of Regulatory institutions – District Industry Centre, Pollution Control Board, Food and Drug Administration, special study of Electricity Development and Municipal Corporation.

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Dr. S. S. S. S.

H. S. S. S.

- (b) Role of development organizations, Khadi & village Commission/ Board, MP Finance Corporation, scheduled banks, MP Women's Economics Development Corporation.
- © Self-employment-oriented schemes, Prime Minister's Employment schemes, Golden Jubilee Urban environment scheme, Rani Durgavati Self- Employment scheme, Pt. Deendayal Self-employment scheme
- (d) Various grant schemes – Cost of Capital grant, interest grant, exemption from entry tax, project report, reimbursement grant, etc.
- (e) Special incentives for Women Entrepreneurs, prospects & possibilities. (f) Schemes of M.P. Tribal Finance Development Corporation, schemes of M.P. Antyavasai Corporation, schemes of M.P. Backward Class and Minorities Finance Development Corporation.

Elective I – Literature: Hindi

हिन्दी साहित्य : प्रश्नपत्र – 5

हिन्दी कथा साहित्य हिन्दी निबंध, नाटक एवं अन्य कथेतर गद्य विधाएं

Contact Periods/week: 05 +4 Practicum

कुल अंक – 60

न्यूनतम उत्तीर्ण अंक – 22

प्रश्न एवं अंक निर्धारण

3 व्याख्या आधारित प्रश्न – 18 अंक (6 X 3 प्र.)

2 समीक्षात्मक/दीर्घउत्तरीय प्रश्न – 18 अंक (9 X 2 प्र.)

लघुउत्तरीय (75-150 शब्दों तक) – 20 अंक (4 X 5 प्र.)

वस्तुनिष्ठ प्रश्न – 04 अंक (1 X 4 प्र.)

द्रुत पाठ खंड से मात्र 3 लघुउत्तरीय प्रश्न होंगे। व्याख्यात्मक एवं समीक्षात्मक प्रश्नों में आंतरिक विकल्प होंगे।

प्रस्तावना :

हिन्दी साहित्य में विधाओं की भरपूर विविधता है। काव्य और कथा-साहित्य, के अतिरिक्त नाटक, निबंध, संस्मरण, रेखाचित्र, यात्रा-वृत्तांत, रिपोर्ताज, पत्र डायरी, आत्मकथा, जीवनी और प्रिंट और इलेक्ट्रॉनिक मीडिया से संबंधित अन्य कई तरह की रचनाएं जैसे – संपादकीय, साक्षात्कार, पटकथा हिन्दी में होती रही है। सभी विधाएं कथ्य और रूप के स्तर पर अनेक बातों में एक जैसी होती हैं, फिर भी उनका स्वरूप बुनियादी अर्थ में एक दूसरे से भिन्न होता है। प्रत्येक विधा की इस मौलिक विशिष्टता पर ध्यान देना आवश्यक है, जिसके अभाव में वह अपना व्यक्तित्व खो देती है। कविता के लिए संवेदन जिस तरह एक केन्द्रीय तत्व है, उसी तरह कहानी के लिए बयान, नाटक के लिए संघर्ष, एकांकी के लिए विसंगति और आलोचना के लिए रसग्राही दृष्टि। अन्य विधाओं के संदर्भ में भी ऐसी ही खोज की जा सकती है। आधुनिक युग में गद्य की परंपरा का विस्तार और कहन की विविध शैलियों से परिचय इस प्रश्न-पत्र का उद्देश्य होगा।

इकाई –1 नाटक (कोई एक)

अन्धेर नगरी – भारतेन्दु हरिश्चन्द्र

ध्रुवस्वामिनी – जयशंकर प्रसारद

आषाढ़ का एक दिन – मोहन राकेश

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M.P. Srivastava

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H. Prasad

इकाई -2 निबंध

- | | | |
|---------------------------------------|---|------------------------------|
| 1. साहित्य जनमानस के हृदय का विकास है | - | बालकृष्ण भट्ट |
| 2. मजदूरी और प्रेम | - | सरदार पूर्ण सिंह |
| 3. करुणा | - | आचार्य रामचन्द्र शुक्ल |
| 4. अशोक के फूल | - | आचार्य हजारी प्रसाद द्विवेदी |
| 5. प्रेमचंद के फटे जूते | - | हरिशंकर परसाई |
| 6. मेरे राम का मुकुट भीग रहा है | - | विद्यानिवास मिश्र |

इकाई -3

- | | | |
|--------------------|---|---------------------|
| एकांकी | | |
| दीपदान | - | डॉ. राम कुमार वर्मा |
| रीढत्र की हडडी | - | उपेन्द्र नाथ अशक |
| औरत (नुक्कड़ नाटक) | - | (ज. न. म.) |
| तांबे के कीड़े | - | भुवनेश्वर |

इकाई -4

- | | | |
|-------------------|---|---------------------------------------|
| अन्य कथेतर विधाएं | | |
| संस्मरण | : | दंत कथाओं में त्रिलोचन - काशीनाथ सिंह |
| रेखा चित्र | : | रजिया - रामवृक्ष बेनीपुरी |
| पत्र | : | मित्रसंवाद - रामविलास शर्मा |

केदारनाथ अग्रवाल, केदार जी के 5.3.69 के दो पत्र - 11.3.69 का रामविलास जी का उत्तर

जीवनी : आवारा मसीहा (खण्ड-12) - विष्णु प्रभाकर

इकाई - 5 द्रुतपाठ : आलोचना, यात्रा वृत्तांत, रिपोर्टाज, डायरी, आत्मकथा, साक्षात्कार इस इकाई में विधाओं की प्रकृति और उनकी प्रमुख रचनाओं पर लघुउत्तरीय प्रश्न पूछे जायेंगे।

संदर्भ ग्रंथ

1. हिन्दी के प्रतिनिधि निबंधकार - द्वारिका प्रसाद सक्सेना
2. हिन्दी निबंध - शिवप्रसाद सिंह
3. हिन्दी निबंध साहित्य - विजय भांकर भल्ला
4. हिन्दी निबंध एक यात्रा - सिद्धनाथ श्रीवास्तव तथा विशम्भर नाथ दुबे
5. देश के इस दौर में परसाई के निबंधों पर केन्द्रित - विश्वनाथ त्रिपाठी
6. निबंधकार हजारी प्रसाद द्विवेदी - विजय बहादुर सिंह
7. हिन्दी का गद्य साहित्य - रामचंद्र तिवारी
8. हिन्दी गद्य विन्यास और विकास - डॉ. रामस्वरूप चतुर्वेदी
9. आधुनिक हिन्दी नाटक - डॉ. गिरीश रस्तोगी
10. रंगमंच एक माध्यम - डॉ. अग्रवाल
11. हिन्दी नाटक का विकास - डॉ. सुन्दर लाल भार्मा
12. गद्य की नयी विधायें - डॉ. माजदा असद
13. हिन्दी साहित्य की नयी विधाएं - कैलाशचंद्र भाटिया
14. रंगमंच की भूमिका और हिन्दी नाटक - डॉ. रघुवर दयाल वाशर्णय
15. हिन्दी गद्य रचना विधाएं - जगन्नाथ प्रसाद
16. हिन्दी गद्य का इतिहास - रामचंद्र तिवारी
17. गद्य विधाओं की प्रकृति - देवीशंकर अवरथी

Elective I – Literature: English

English Literature Paper V: Advanced Communication Skills and Translation Studies

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practicum – 25 (Internal)

Distribution of Marks

1. Objective type questions: 10 questions are to be set from all the units. One question will carry 1 mark. $10 \times 1 = 10$ Marks
2. Four critical questions are to be set from Units I, II, III and V with an internal choice. Each critical question will carry 7 marks. $7 \times 4 = 28$ Marks
3. Three passages are to be set for explanation from Units IV and V with an internal choice. Each question carries 4 marks. $4 \times 3 = 12$ Marks
4. Two short answer questions will be set from Unit IV with an internal choice. Each question will carry 5 marks. $2 \times 5 = 10$ Marks

Objectives:

This paper is designed

- To enable the students to negotiate all communicative encounters with tolerance and dignity.
- To make them 'communicatively competent',
- To help them develop the competence to understand what they hear,
- To help them develop the ability to read with comprehension, and not merely decode,
- To help them understand and use the variety of language being used in other domains,
- To help develop LSRW skills,
- To help them develop their cognitive abilities, and
- to enable them to study languages in a scientific manner.
- To help the students understand nature of translation and also have exposure to different theories of translation.
- To enable them to translate a poetic piece or a short story.

Unit – I Developing Advanced Speaking Skill

- Interview Skill
- Presentation Skill

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- Group discussion
- Meetings : Agenda and minutes

Unit – II Communication and Media

- Communicating Online e-mail, netiquettes
- Writing for newspapers, magazines and internet
- Reviews of TV/radio programmers and films
- Copywriting
- Film scripts

Unit – III Translation

- Theories of Translation

Unit – IV Indian Literature in Translation

Poetry

- Suresh Dalal (Gujarati) – An Age – Old Mountain
- Raghunath V. Pandit (Konkani) – The Tamarind Leaf
- Amrita Pritam (Punjabi)—To Waris Shah

Short Story

- Banaphul (Bengali) -- Taj Mahal
- Harishkrishna Kaul (Kashmiri) - Sunshine
- Lakshminath Bezbarua (Assamese)- The Hookah

Unit V Indian Literature in Translation

Novel

- Thakazhi Sivasankara Pillai
(Malayalam) -- Chemmeen

Suggested Readings:

1. Soundararaj, Francis, Speaking and Writing for Effective Business Communication. Macmillan, 2007.
2. Michigan, E. A. Speed Reading with Word Power. Infinity Books, 1999.
3. Forsyth, P. Making Meetings Work. Orient Longman, 2000.
4. Forsyth, P. Telephone Skills. Orient Longman 2000.
5. Hackett, P. The Selection Interview. Orient Longman, 2000.
6. Dorner, Jane, Writing for the Internet. Oxford University Press.

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Elective I – Literature: Sanskrit – V

वेद—उपनिषद्—आर्षकाव्यम् अलंकराश्च

Contact Periods/week : 03
Internal Marks : 10

कुल अंक – 60
न्यूनतम उत्तीर्ण अंक – 22
प्रश्न एवं अंक निर्धारण
4 दीर्घ उत्तरीय प्रश्न –20 अंक (4 x5)
8 लघु उत्तरीय प्रश्न –20 अंक (8 x2.5)
5 अतिलघु उत्तरीय प्रश्न –10 अंक (5 x2)
10 वस्तुनिष्ठ प्रश्न –10 अंक (10 x1)

उद्देश्य – विद्यार्थी वेद और संस्कृति का अध्ययन करेंगे तथा महाभारत को पढ़कर अपने चरित्र का विकास करेंगे।

परिणाम– विद्यार्थी धर्म और अधर्म के विषय में जान कर अपने चरित्र का विकास करेंगे।

Unit I – वेदसूक्तवाहन

अग्निसूक्तम्—ऋग्वेद 1/1, अक्षसूक्तम् ऋग्वेद 10/34 (व्याख्यात्मकध्ययनम्)

Unit –II- वेद सूक्तवाहन

संज्ञानसूक्तम् ऋग्वेद 10/191

Unit III- कठोपनिषद् (प्रथम अध्यायः) (व्याख्यात्मकध्ययनम्)

Unit IV- महाभारते यक्षयुधिष्ठिर संवादः

(व्याख्यात्मकध्ययनम्)

Unit V- काव्यदीपिका

अलंकारः – अनुप्रासः यमकः, श्लेष, उपमा, रूपकम्: उत्प्रेक्षा, सन्देह, भ्रन्तिमान, विभावना,
विशेषोक्तिश्च

Assessment: Five assignments (one from each unit)

संस्तुत ग्रन्थाः—

1. वेदामृतम्— ग्रन्थम कानपुर
2. कठोपनिषद्— डॉ. आद्याप्रसार मिश्र अक्षयवट प्रकाशन इलाहाबाद
3. कठोपनिषद्—साहित्य भण्डार मेरठ
4. कठोपनिषद्—ज्ञानप्रकाश मेरठ
5. यक्षयुधिष्ठिर संवाद—साहित्य भण्डार मेरठ
6. यक्षयुधिष्ठिर संवाद—ज्ञानप्रकाश मेरठ
7. काव्यदीपिका –कान्तिचन्द्र भट्टाचार्य, साहित्य भंडार मेरठ

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8. साहित्य दर्पण— आचार्य विश्वनाथः चौखम्भा वाराणसी।

***Latest edition of all the suggested books are recommended.**

Elective II: History

Paper V: Themes in Modern Indian History (1857-1950AD)

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practicum – 25 (Internal)

Evaluation

Note: 1. First question having Five Objective type questions (selecting one from each unit)

1*5=5

2. Second question having 5 short questions to be answered in about 125-150 words

(selecting one from each unit) **3*5=15**

3. Third question having Five questions having internal choice selecting one from each unit.

8*5=40

Objectives:

The course is designed to help teacher students to understand:

- The spirit of nationalism that influenced the masses to display their solidarity against imperialism and embarking on the path of freedom struggle.
- The legislative measures taken by the British government will be understood in the backdrop of the Indian National Movement.
- To be able to identify the contemporary socio-economic conditions prevalent in the country during the national movement.
- To analyze the reasons responsible for the growth of communalism that ultimately resulted in the partition of India.

Transaction Mode

Lecture, discussion, demonstration, field visit, seminar, workshop, project work.

Course Details:

Unit I- Changes in Administration in India

- Queen Victoria's Proclamation and The Act of 1858
- Indian Council Act 1861
- Internal administration of Lord Lytton and Lord Ripon

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- Political Associations and the Indian National Congress
- Indian Council Act of 1892.

Unit II- Indian National Movement (1885-1905)

- Lord Curzon and the Partition of Bengal
- Swadeshi Movement
- Moderates, Extremists and Revolutionaries
- Government of India Act 1909,
- Home Rule Movement , Lucknow Pact,
- Rowlat Act, Jallianwala Bagh massacre, Government of India Act 1919 and Dyarchy.

Unit III- Gandhian Era

- Khilafat and Non Cooperation Movement
- Swarajists
- Simon Commission, Lahore Congress
- Civil Disobedience Movement
- Round Table Conferences
- Government of India Act 1935 and Provincial Autonomy
- Quit India Movement.

Unit IV- Constitutional Development

- Cripps Mission
- Shimla Conference, Cabinet Mission
- Subhash Chandra Bose and the INA
- Communal Politics and the Partition of India,
- Indian Independence Act 1947,
- Integration of Indian Princely States
- Main features of the Indian Constitution.

Unit V- British Economic policies

- State of Agriculture during the British Rule
- British famine policy
- Rise of modern industry
- Expansion of trade and commerce

PRACTICUM:

Any one of the following or equivalent can be assigned to the students.

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1. Various aspects of Swadeshi and Boycott Movement in India
2. Communal Unity and Indian Freedom Struggle
3. Oral History on India's Independence Movement
4. Gandhi :Principles and Ideology and its relevance in today's context.
5. Sardar Vallabh Bhai Patel and Integration of Indian States.
6. Salient Features of Indian Constitution with special reference to rights and duties of Citizens.
7. Subhash Chandra Bose and INA: A critical evaluation
8. Dimensions of Non Co-operation Movement during the Indian Freedom struggle.
9. Role of press in India's Struggle for independence
10. British Agrarian policies and state of Agriculture in colonial India.

Parameters of Evaluation:

1. Research contribution : 5 marks
2. Written Report Assessment : 8 marks
3. Individual presentation /explanation: 8 marks
4. Viva-voce: 4 marks

References

1. Agrawal R.C. Indian Constitutional Development and National Movement in India.
2. Argov Daniel: Moderates and Extremists in India.
3. Bayly, CA, Indian Society and the making of the British Empire, (New Cambridge History of India). II. (Cambridge University Press, 1987).
4. Bipan Chandra, Communalism in Modern India, (2nd edn) (Delhi, Vikas, 1987).
5. Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukharjee, India's Struggle for Independence 1857-1947, (Delhi, Penguin 1996).
6. Bipan Chandra, Nationalism and Colonialism in Modern India (Delhi, Orient Longman, 1981).
7. Bipan Chandra, Rise and Growth of Economic Nationalism in India, (Delhi. PPH, 1966).
8. Brass, Paul, The Politics of India Since Independence, (Delhi, Foundation Books, 1994).
9. Brown, Judith, Gandhi and Civil Disobedience: The Mahatma in Indian Politics 1928-34 (Cambridge 1977).
10. Brown, Judith, Gandhi's Rise to Power, Indian Politics 1915-22 (Cambridge University Press, 1972).
11. Brown, Judith, Modern India: The Origin of an Asian Democracy, (Delhi, OUP, 1987).
12. Chakravarty, Suhash, The Raj Syndrome: A Study in Imperial Perception, (Delhi, Penguin Overseas, 1991).
13. Desai, A.R., Peasant Struggles in India, (Delhi. OUP, 1979).
14. Chaudhuri, N., 'European Trade in India', in Tapan Raychaudhuri and Irfan Habib (eds.) Cambridge Economic History of India, Vol. 1 (Delhi. S. Chand, 1984).
15. Desai. A.R.. Social Background of Indian Nationalism, (Mumbai, Popular Prakashan. 1986.
16. Dutt, R.P., India Today, (Kolkata, Manisha Granthalaya, 1979).

17. Fisher, M.H.(ed.), Politics of the British Annexation of India 1757-1857, (Oxford in IndiaReadings). (Delhi, OUP, 1993).
18. Frankel, Francine, India's Political Economy, 1947-77: The Gradual Revolution, (Mumbai. CUP, 1984).
19. Gallagher, J. G. Johnson. Anil Seal (eds), Locality, Province and Nation: Essays in Indian Politics, 1870-1940, (Cambridge, 1973).
20. Gandhi, Mohandas K., Autobiography or The Story of My Experiments with Truth, (London 1966; Ahmedabad, Navajivan 1981).
21. GuhaRanjit and Gayatri C. Spivak (eds), Selected Subaltern Studies (Delhi, OUP, 1988).
22. Guha, Ranajit., Elementary Aspects of Peasant Insurgency in Colonial India, (Delhi, OUP, 1983).
23. Guha, Ranajit., Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement, (Delhi, Orient Longman, 1982).
24. Hardy, Peter, The Muslims of British India, (Cambridge, 1972).
25. Hasan, Mushirul (ed), India's Partition: Process, Strategy and Mobilization, (Delhi, OUP, 1998).
26. Heimsath, Charles, Indian Nationalism and Hindu Social Reform (Mumbai, OUP, 1964).
27. Hutchins, F., Illusion of Permanence British Imperialism in India, (New Jersey, Princeton University 1967).

Elective II: Geography

Paper V: Geography of India

Contact Periods/week: 05 +4 Practical

Maximum Marks -- 60

Min. Pass Marks -- 22

Internal -- 15

Practical -- 25 (Internal)

Note:

1. First question having ten objective type questions. (Selecting two from each unit)

1 X 10 = 10 marks.

2. Five question with internal choice selecting one from each units. (5 X 10 = 50 marks)

Unit I: Physical: Physiographic Divisions; Drainage system; Soil; Vegetation; Climate (characteristics and classification)

Unit II: Population: Size and growth since 1901; Distribution; Literacy; Sex Ratio.

Unit III: Economy: Mineral and Power resources distribution and utilisation of Iron ore; Coal; Petroleum; Gas. Agricultural: Production and Distribution of rice and wheat. Industrial development:

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Automobile and Information Technology; Impact of Liberalization; Privatization and Globalization on Indian economic.

Unit IV: Social: Distribution of population by race, caste, religion, language, tribes and their correlates

Unit V: Contemporary issues: Floods, Droughts and Climate change.

Books recommended

1. Bose, A. et. al. eds, 2001: Population in India's Development, 1947-2000, Vikas, New Delhi
2. Hussain.M. 2009, Geography of India, Tata Mc Graw-Hill companies Book.
3. Kalpana Raja Ram, 2007, Geography of India, Spectrum Books, New Delhi 110058.
4. Routray, J.K.: Geography of Regional Disparity, Asian Institute of Technology, Bangkok, 1993.
5. Sdyasuk Galina and P Sengupta (1967): Economic Regionalisation of India, Census of India
6. Sharma, T. C. 2003: India - Economic and Commercial Geography. Vikas Publ., New Delhi.
7. Singh R. L., 1971: India: A Regional Geography, National Geographical Society of India.
8. Singh, Jagdish 2003: India - A Comprehensive & Systematic Geography, Gyanodaya Prakashan, Gorakhpur.
9. Tirtha, Ranjit 2002: Geography of India, Rawat Pubs., Jaipur & New Delhi.

Practical: Statistical techniques in Geography

Unit I: Introduction to statistics; Population and sample, Nature of statistical data: Discrete; continuous; Measures of data: Quantitative and Qualitative data

Unit II: Frequency distribution Histogram; frequency polygon; ogive curve; normal and skewed

Unit III: Measures of Central tendency: Mean; Median; Mode (Both for Grouped and ungrouped data) and their representation on the Histogram and Ogives.

Measures of dispersion: Mean deviation; Quartile deviation; standard deviation; coefficient of variation.

Unit IV: Spearman's Rank Correlation; Simple Linear Regression

Unit V: Journal and viva voce

Book recommended

1. Alvi. Z (1995). Statistical Geography, Rawat publication, Jaipur
2. Davis E (1985). Statistics in geography, basil Blackwell Ltd, oxford
3. Mahmood A (1986). Statistical methods in geographical studies, Rajesh publications, New Delhi.
4. Peter A Rogerson (2006). Statistical methods for geography, Sage publication, Asia pacific ltd. Singapore.

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Elective III: Economics

Paper V: MONEY, BANKING & INTERNATIONAL TRADE

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practicum – 25 (Internal)

External Mark : 60	Internal Mark : 15	Practicum : 25	Maximum Mark : 100
Pass Mark : 24	Pass Mark : 05	Pass mark : 08	Pass mark : 33
Time : 3 hours	Time : 1 hours	Time : 2 hours	Time : 6 hours
Period: 6+1=7 per week		Period: 2 = 2 per week	Period=9 per week

Objectives:

After completion of this course the learners would able to:

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

Note:

1. First question having ten objective type (Selecting two from each unit) 1X 10 = 10 marks
2. Five questions with Internal choice (Selecting one from each units) 5 X 10 = 50 marks.

UNIT-I: Evolution and Function of Money

Meaning, nature and definition of Money, Evolution of definition of Money, Difficulties in Barter system, Function of money, Classification of money, Characteristics of money, Role of money in different type of economy; Monetary standards- Metallic (working of Gold standard) and paper systems system of note issue; IMF- objectives and its monetary policy.

UNIT- II: Value of Money:

Meaning of Value of money and its relationship with Price; Meaning, use and limitation of Index Number; Quantity theory of Money- Fisher's Cash-Balance Approach and Cambridge Cash-Transaction Approaches.

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UNIT-III: Money Supply and Inflation

Definition of Money Supply, Determinants' of Money Supply, High power money and Money multiplier, Measures of Money supply in India, Money supply and Liquidity;

The concept of Inflation, Types of Inflation- Structural Inflation, open and suppressed inflation, Causes of Demand-pull and Cost-push inflation, Structural Inflation, Keynes Theory of Inflationary Gap, Effects of Inflation, Anti-inflationary measures, "Inflation is unjust and deflation is inexpedient, of the two, deflation is worse"-justify the statement of Keynes; Concept of Stagflation.

UNIT- IV: Bank and Non-Bank Financial Intermediaries

Evolution, origin and growth of banking system in India, Meaning of Banks and its distinguished from Nonbank financial intermediaries, Type of Banks, Functions of commercial banks, The process of credit creation of commercial bank- its purpose and limitations; Balanced-sheet of Commercial Bank- Assets and Liabilities.

Function of Central Banks, Methods of Credit Controls- Quantitative and Qualitative methods. Role and function of Reserve Bank of India in the Money market (organized and unorganized) in a developing economy.

UNIT-V: International Trade and Exchange Rate

Meaning and importance of the study of International Trade, Theories of International Trade- absolute cost advantage of Adam Smith and Comparative cost advantage model of Ricardo.

Concept of Foreign Exchange; Determination of exchange rate- by Mint parity theory, Purchasing power parity theory.

Suggested Readings:

1. Edminister, R.O(1986), Financial Institutions, Market and Management, Mc Grow Hills, New York.
2. Goldsmith, R.W(1969), Financial Structure and Development, Yale, London
3. Gupta, S.B (), Monetary Economics,
4. Hanson, J.A and S. Kathuria(Eds) (1999) India- A Financial Sector for the Twenty First Century, Oxford University Press, New Delhi.
5. Jhingan, M.L () Money, Banking , International and Public Finance
6. Krugman,P.R() , International Economics
7. Mannur, H.G() International Economics,
8. Mithani, D.M(), Monetary Economics,
9. Paul, RR(), Money, Banking and International Trade,
10. Robonson, R.I and D. Wringhtman(1981), Financial Markets, Mc Grow Hill, Landan.

11. Sanvatore, D(1997), International Economics, Prentice Hall, Upper Saddle River, N.J. New York.
12. Seth, M.L(), Monetary Economics,
13. Smith, P.F(1978), Money and Financial Intermediaries: The Theory and Structure of Financial System, Prentice Hall, Englewood-Cliffs, New Jersey.
14. Soderson, Bo(1991), International Economics, The Mcmillan Press, London.

Practicum-V: Project Work & Seminar

UNIT-I: Preparation of proposal or synopsis for project work: Identification of topic related to the paper: Money, Banking and International Trade; Review of literature and identification of statement of problems; Research Objectives; Research questions; Presentation of project proposal; Finalization of project proposal.

UNIT-II: Data Collection: Primary and Secondary data; quantitative and qualitative data; time series and cross section data

UNIT-III: Organization of Data: Classification, tabulation and graphical representation of data

UNIT-IV: Data Analysis: Use of various statistical methods for analysis, interpretation, drawing inference, conclusion, suggestion and policies intervention.

UNIT-V: Seminar: Power-point presentation and open Viva-voice

Suggested Reading:

1. RBI Bulletin
2. Budget Report
3. Other Official Documents
4. Agricultural Census
5. American Economic Review
6. Economic & Political Weekly,
7. Indian Journal of Labour Economics
8. Kurukhetra
9. News Paper
10. State's Agriculture Statistics
11. Statistical Abstracts of the concern State as well as India
12. Third Concept
13. Yojana

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Elective III: Political Science

Paper V: WESTERN POLITICAL THOUGHT

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practicum – 25 (Internal)

Objectives: This paper contain Eleven Prominent Political philosophers with a view to gaining from them some understanding of justice, equality, liberty, state of nature, women status, human happiness, the right relationship between the world of time and eternity and the political order which best accords with these understandings

Distribution of Marks:

1. Five Objective type questions from units I to V. One question will carry 1 mark.

5X 1 = 5 Marks.

2. Five Short answer type questions to be answered between 120-150 words. One question will carry 3

marks

3x5 = 15 Marks

3. Five long answer type questions with internal choice selecting one from each unit.

5 X 8 = 40 Marks.

Unit I: Plato: Justice, Education, Communism, Ideal State.

Aristotle: Nature of state, Citizenship, Slavery, Forms of Government.

Unit II: Machiavelli: First Modern Political Thinker, Religion and State, King and Ethics, Civic Virtue

Unit III: Hobbes: Sovereignty and Political Obligation.

Locke: Natural Rights, Property Rights and Liberal State.

Rousseau: Concept of Freedom and General Will.

Unit IV: J. Bentham: Utilitarianism, Reforms (Law, Jail and Punishment).

J.S Mill: Liberty, Representative Govt. and Womens' Right.

Unit V: T H Green: Sovereignty and Function of State.

Hegel: Dialectic, State and War.

Karl Marx: Dialectic Materialism, Theory of Surplus Value and Capitalism.

Suggested Readings:

1. A Swingwood, Marx and Modern Social Theory, London: Macmillan, 1978.

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2. Anthony J. Parel and Roland C. Keith (eds), Comparative Political Philosophy, New Delhi: SAGE, 1992.
3. B R Porohit, Pratinidhi Rajnitik Vicharak, Bhopal: Madhya Pradesh Hindi Grantha Academy, 2003.
4. C Macpherson, The Political Theory of Possessive Individualism, Oxford, Clarendon Press 1973.
5. D MacLellan, Karl Marx, His Life and Thought, London: Macmillan, 1973.
6. D. Germino, Modern Western Political Thought Machiavelli to Marx, Chicago: 1972.
7. Fredrick M. Watkcas, The Political Tradition of the West, Englewood Cliffs N.J. N.D.
8. G.H. Sabine, A History of Political Theory, New York: Harper, 1984.
9. George Klosko, Plato's Political Theory, New York : Methuen, 1986.
10. Iqbal Narain, Pramukh Vicharak and Vichardharayein Indore: Shivlal & Co, 1967.
11. J C Hall, Rousseau: An Introduction to his Political Philosophy, London and Cambridge, Mass, 1973.
12. J M Robson, The Improvement of Mankind: The Social and Political Thought of J.S. Mill.
13. J P Sood, Rajnitik Vicharon ka Itihas, Meerut: Jaiprakash Nath & Co, 1967.
14. K C Brwone, Hobbes- Studies, Oxford, 1965.
15. Karl Popper, The Open Society and its Enemies, vol 1 & 2, Princeton: Princeton University Press, 1958.
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17. P. Laslett and Runciman (eds.), Philosophy, Politics and Society, New York: Barnes and Noble, 1962.
18. Q Skenna, Machiavelli, London : OUP, 1981.
19. R D Masters, The Political Philosophy of Rousseau, Princeton, New Jersey : 1968.
20. R G Mulgan, Aristotle's Political Theory, Oxford : Clarendon Press, 1927.
21. Ruth W. Gran, Locke's Liberalism, Chicago: University Press, 1987.
22. S Mukherjee and Sushila Ramaswamy, A history of Political Thought: From Plato to Mar, New Delhi :
Prentice-Hall of India, 1999. (Hindi translation from Hindi Madhyam Karyanvyan Nideshalaya, Dilli Vishwavidyalaya.)
23. S. Avineri, The Social and Political Thought of Karl Marx, New Delhi : S Chand and Co. 1979.
24. William T. Bluhan, Theories of the Political System, New Delhi, Prentice Hall, 1981.

Raena Tiwan

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Education Component:

PC1 – Social Science - 1

Contact Periods/week: 05

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Question Paper Pattern :-

- Part A - Five objective type questions covering all the units are to be set on the basis of Knowledge and understanding. Each question carry 1 mark.(5×1=5).
- Part B- Ten short answer type questions are to be set on the basis of Comprehension out of which 7 to be attempted.(7×5=35)
- Part C- Four long answer type question are to be set on the basis of application,analysis, synthesis and evaluation out of which 2 to be attempted .(2×10=20).

INTRODUCTION

The pedagogy course in social science is necessary to familiarize the student teachers with the content and methodology of teaching the subject at secondary and senior secondary level of school education. Syllabus helps to relate students with changing nature of knowledge in social science discipline. This syllabus makes a radical break with the past practices of teaching social sciences with introduction of constructivist and experimental pedagogy to cope with real life situation.

Main aims of the course are:

- To help student-teachers revisit the key concepts of social science
- To encourage to grasp the key concepts and categories though constructivist and experimental pedagogy.
- To develop related skills for using these in the classrooms at secondary and senior secondary level.

Unit-1 Nature of Social Sciences

- Meaning, nature and scope of Social Science
- Interdisciplinary approach in Social Science
- Epistemological and Normative base of Social Science.
- Humanism and values enshrined in the Indian Constitution through Social Science
- Objectives of Teaching Social Science at Secondary and Senior Secondary level

Learning Activities

- Group discussion

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Prof. ...

- Analysis of Social Science (Text Book)
- Project work should be done on few topics like, food, Water, Resources, Architecture and Urbanization, Transportation and communications, Socio-political systems, everyday life, local government Reading and discussion on humanistic values. Students will share their experiences that how they observe those values in society

Unit-2 Study of Social Problems

Social problems and their analysis; Data, evidences, methods and resources on social Sciences-History, Geography, Pol. Sc., Sociology and Economics Observations and field work; Construction of arguments and explanations on social issues Use of Community resources, Role of social science teacher, Social Science and Education for citizenship

Learning Activities

- Teacher and student will list out social problems from Geography, Pol. Sc., Sociology and Economics
- Group will be formed in class and each group will study social problem separately.
- Group will present their work on social problem. After presentation group discussion will be organized.
- Writing reflections on observations of society.
- Rubrics and peer assessment should be used to asses group work.


Unit-3 Assessing Curriculum material

- Content of Social Science and Pedagogical analysis
- Discussion and assessment of the social science syllabus of MP/Chhattisgarh/Maharashtra/Gujarat at Secondary and Senior Secondary level
- Assessing textbooks of social science of MP/Chhattisgarh/Maharashtra/Gujarat related to secondary and senior secondary level
- Current Affairs and Controversial topics in Social Science

Learning Activities

- Discussion and assessment of syllabi. Two Social Science syllabi may be taken up for any given stage of education viz. Secondary and senior secondary
- Assessing textbooks. Two Social Science textbooks may be taken up for discussion. Of these, some may be for secondary classes, others for senior secondary classes. It would help if the textbooks are from different parts of the country for ex. MP/Chhattisgarh/Maharashtra/Gujarat.
- Students will analyze content from social science books of NCERT.

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 Education Society
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Ally Malhotra

Unit-4 Pedagogical Methods

- Place of various social science subjects in Secondary curriculum
- Pedagogies in social science- interaction, critical, and constructivist.
- Process skills in social science like observing, classifying, interpreting, organizing, evaluating, synthesizing, problem solving, decision-making, inquiry, conceptualizing.
- Constructivism and role of teacher.
- Relating subject content with real life situation-going beyond textbooks.
- Use of learning resources to create learning situation.

Learning Activities

- Classroom will have discussion session on different pedagogies in social science
- Student teacher will plan process skill based lesson on social science concept.
- Developing learning resources on lesson plans with the use of different media (Graphics, Display board, projected aid, print media, audio-visual, multimedia, internet)
- Visit to geography lab, History lab.
- Visit to museum, historical places, and political event.

Unit-5 Assessment

- Nature of assessment in social-science
- Assessment of learning processes in social science
- Assessment in context and process
- Assessment of qualitative reflection- open book test, open ended question, Portfolio , Rubrics, Peer

Evaluation

Learning Activities

- Questions for testing quantitative and qualitative skills.
- Construction of open-ended question and open-book test
- Developing criteria for the assessment of response of Open Ended question and Open book test

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Deepa Srivastava

Abhinav

Alp Singh

PC2 – Language: Hindi - 1

Contact Periods/week: 05

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

प्रश्न एवं अंक निर्धारण

4 समीक्षात्मक/दीर्घउत्तरीय प्रश्न – 48 अंक (12 X 4 प्र.)

2 लघुउत्तरीय (100–150 शब्दों तक) – 12 अंक (6 X 2 प्र.)

समीक्षात्मक प्रश्नों में आंतरिक विकल्प होंगे।

प्रस्तावना:

प्रशिक्षार्थियों द्वारा इस पाठ्यक्रम के अनुसार निर्धारित पाठ्यसामग्री के अध्ययन का उद्देश्य प्रशिक्षार्थियों में भाषा के व्यापक सरोकारों से परिचय एवं भाषा के व्यावहारिक पहलू पर ध्यान केन्द्रित करते हुए उसे भाषा के सामाजिक सरोकारों से परिचित कराना होगा। इस पाठ्यसामग्री के अध्ययन के उपरांत प्रशिक्षार्थी भाषा के अध्ययन के उपरांत भाषा को सिर्फ एक अकादमिक पाठ्य विषय के रूप में पढ़ने से आगे बढ़ कर सामाजिक दायित्वों एवं कार्यवाहियों की सक्रिय भूमिका में महसूस कर सकेंगे। वे इस पाठ्य सामग्री के माध्यम से भाषा अधिगम विषयक विभिन्न विद्वानों के सिद्धांतों से भी परिचित हो सकेंगे। भाषा अध्यापन के लिए प्रस्तुत प्रशिक्षार्थी भाषा-दक्षता के मूल्यांकन में किस तरह अधिक उद्देश्य पूर्ण एवं व्यावहारिक हो सकें यह भी इस पाठ्य विषय के अध्ययन का उद्देश्य होगा। इसके साथ ही पाठ्य सामग्री के अध्ययन का एक लक्ष्य यह भी होगा कि प्रशिक्षार्थी हिन्दी क्षेत्र में सूचना संचार के तकनीकी विकास की आहट को पहचानने और उसके साथ कदम मिला कर चल सकने के लिए तैयार हो सकें और सूचना संचार के इस युग में हिन्दी के व्यापक विस्तार क्षेत्र को समझ सकें।

इकाई 1:

- भाषा, समाज और संस्कृति
- भाषा और समाज का अंतर्संबंध
- भाषा व्यवहार
- भाषा का समाजशास्त्र

इकाई 2:

- भाषाई विविधता और भाषिक समुदाय
- भाषा और समुदाय
- भाषा और भारतीयता
- द्विभाषिकता और बहुभाषिकता

इकाई 3:

- भाषा और सामाजिक व्यवहार
- भाषा और वर्ग

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- भक्ति समाज और भाषा वर्ग
- भाषाई आरयता और जेंडर
- भाषा और संस्कृति

इकाई 4: भाषा शिक्षण और मूल्यांकन

- भाषा शिक्षण के मूल्यांकन का स्वरूप और उद्देश्य
- भाषा शिक्षण में मौखिकी का महत्व
- भाषा शिक्षण में प्रश्न पत्रों का आधार और उनके वस्तुनिष्ठ, लघुउत्तरीय और निबंधात्मक प्रश्नों की आवश्यकता
- पारंपरिक मूल्यांकन और भाषा शिक्षण मूल्यांकन की विशिष्टता
- माध्यमिक स्तर पर हिन्दी पाठ्यक्रम और उसका अन्य पाठ्य विषयों, परिवेश से संबंध और उसके मूल्यांकन का स्वरूप
- विषय वस्तु, अर्थग्रहण, भावाभिव्यक्ति तथा सृजनात्मकता के समुचित मूल्यांकन के लिए प्रणाली एवं अंक विभाजन

संदर्भ

भाषा विज्ञान	—	डॉ. भोलानाथ तिवारी
अच्छी हिन्दी	—	रामचंद्र वर्मा
हिन्दी व्याकरण की रूपरेखा	—	डॉ. भोलानाथ तिवारी डॉ. भोलाशंकर व्यास
हिन्दी भाषा—शिक्षण	—	लक्ष्मी नारायण गुप्त
हिन्दी—शिक्षण	—	रमना बिहारीलाल
हिन्दी—शिक्षण	—	रजनी कान्त लहरी
हिन्दी—शिक्षण	—	रघुनाथ सफाया
हिन्दी—शिक्षण	—	डॉ. सावित्री सिंह
माध्यमिक विद्यालयों में हिन्दी	—	शिक्षण — निरंजन कुमार सिंह श्रीमति प्रकाशवती दुग्गल
हिन्दी शिक्षण	—	राजेन्द्र प्रसाद श्रीवास्तव
मातृभाषा—शिक्षण	—	के. क्षत्रिया
अन्य भाषा शिक्षण	—	महावीर सरन जैन
अच्छी हिन्दी कैसे लिखें	—	डॉ. भागीरथ मिश्र
भाषा—शिक्षण की नवीन विधियां	—	डॉ. लक्ष्मीलाल के ओड़
हिन्दी—भाषा शिक्षण	—	डॉ. नीलमणि उपाध्याय

Ranativan

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Dr. Suresh Kumar

PC 2 – Language: English - 1

Contact Periods/week: 05

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

OBJECTIVES:

- To prepare teachers for developing among students adequate communicative competencies in the English language.
- To prepare the teachers of English for effective transaction of the secondary school curriculum.
- To prepare competent and effective teachers of English language and literature for the secondary level.
- To develop among teachers adequate skills of listening with understanding in different situations,
- To develop among teachers adequate skills of speaking with intelligibility.
- To develop among teachers adequate various skills of reading with understanding of different types of texts.
- To develop among teachers requisite skills of writing to enable them to communicate in different situations.
- To develop among teachers an adequate competency in using various techniques and activities in the classroom.

DISTRIBUTION OF MARKS:

- Five critical questions are to be set with an internal choice from units I to V. Each question will carry 12 marks. $12 \times 5 = 60$

UNIT I - NATURE OF ENGLISH LANGUAGE

- Language it's nature and structure - Meaning of language functions of language - informative , expressive and directive linguistic principles.
- Structure of English language – phonological , morphological , syntactic and graphical brief explanation of the concepts

UNIT II - LANGUAGE LEARNING- PSYCHOLOGICAL PERSPECTIVE

- Application of behaviouristic theories in language learning with specific reference to Pavlov and Skinner.

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- Application of Constructivist - theories in language learning with specific reference to Piaget , Bruner and Vygotsky

UNIT III – METHODS AND APPROACHES

Translation-Cum-grammar Method, Direct Method, Bilingual Method , Structural approach, Communicative Language Teaching.

UNIT IV- LANGUAGE PLANNING AND POLICY

- Historical Critical , ecological perspective, global language and multilingualism.
- Minority Languages, Heritage languages, National languages and Classroom practices; issues related to revival , maintenance, spread , shift of these languages ; language revitalization and social change; bilingualism and multilingualism: code mixing and code switching – its place in the English Language Classrooms.

UNIT V- LITERACY DEVELOPMENT: THE WHOLE LANGUAGE APPROACH

- Whole language vs phonics – based methods of teaching reading and writing ; holism and behaviorism; Noam Chomsky and ken Goodman; literacy application of goodman’s theory; use of embedded phonics method ; whole part – whole approach.
- Language as a system , integration of language skills and sub-skills; creation of a print rich environment; encouragement of extensive reading; errors – their role in language development.

SUGGESTED READINGS:

1. Teeler. Dede & Peta Gray: How to use the Internet in ELT.
2. Dormer, Jane : Writing for the Internet.
3. Tarinyya, M : English Language Teaching.
4. Nagraj , Greet : English Language Teaching .
5. Shore, M.C.: Individual Differences in Language Development.
6. Verma, Ravi & Satsangi : Essentials of communication Techniques.
7. Cummins, Jim & Swain Merrill: Bilingualism in Education.
8. Johnson Keith : Communicative Syllabus Design & Methodology.

Wallis, Michael J : Study Skills in English.

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PC2 –Language: Sanskrit - 1

Contact Periods/week: 05

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Question Paper Pattern :-

- Part A - Five objective type questions covering all the units are to be set on the basis of Knowledge and understanding. Each question carry 1 mark.(5×1=5).
- Part B- Ten short answer type questions are to be set on the basis of Comprehension out of which 7 to be attempted.(7×5=35)
- Part C- Four long answer type question are to be set on the basis of application,analysis, synthesis and evaluation out of which 2 to be attempted .(2×10=20).

Objective

On Completion of the course, the student teacher will be able:-

- Understand the different roles of language.
- To develop understanding of the nature of language system.
- To understand the role and importance of Sanskrit and its cultural background.
- To be able to develop activities and tasks for learners.
- To be able to practice the language teaching skills.
- To understand about the method of teaching Sanskrit.
- To understand and prepare various kinds of lesson-plans.

Unit-I

Basic concepts, Importance, Aims and objectives of Sanskrit teaching

(i) Basic Concepts:

- (a) Sanskrit language and literature.
- (b) Sanskrit language and Indian languages.
- (c) Sanskrit as a modern Indian language.

(ii) Importance:

- (a) Importance of teaching Sanskrit in India.
- (b) Problems related to Sanskrit teaching at school level.
- (c) Aims and objectives of teaching Sanskrit at different levels.

Unit-II

Role of Position of language of language Sanskrit in India and constitutional Provisions:

- (a) Role of language: Home Language and school language, language across the curriculum language as a means of learning and knowledge.

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- (b) (i) Place of Sanskrit at different levels of school education.
(ii) Place of Sanskrit in three language of school education.
(iii) Sanskrit curriculum and text books at school level.

Unit-III

Methods/Approaches and Audio-Visual Aids of Teaching Sanskrit.

(a) **Methods/Approache:** Direct method, Traditional method, Text-box method, Commnicative approach, Grammer Translation method, Inductive deductive method .

(b) **Audio-Visual Aids:**

- (i) Audio aids
(ii) Visual aids
(iii) Audio-visual aids
(iv) Print-media reference books, magazines etc.
(v) ICT
(vi) Language Labs etc.

Unit-IV

Planning and Teaching of Sanskrit Language:

- (i) Planning: Importance, Nature, Objectives and needs of planning.
(ii) Types of plan: Micro plan, macro plan and unit plan.
(iii) Analysis of syllabus and textual materials of Sanskrit curriculum At various level of education.
(iv) Teaching and plan for prose, poetry, drama, grammer and composition.

Unit-V

Evaluation

- (i) Its concepts and importance.
(ii) Assessment of language: Continuous and comprehensive Evaluation (CCE)
(iii) Techniques of evaluation: Oral, Written, Close Text, Self evaluation, group evaluation peer evaluation.
(iv) Type of question/ Test: Essay type, short answer, objective type, true and false, problem-solving.

Ranjitwar

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Assessment for Learning - II

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 14

Internal – 10

Question Paper Pattern :-

- Part A - Five objective type questions covering all the units are to be set on the basis of Knowledge and understanding. Each question carry 1 mark.(5×1=5).
- Part B- Seven short answer type questions are to be set on the basis of Comprehension out of which 5 to be attempted.(5×5=25)
- Part C- Two long answer type question are to be set on the basis of application,analysis, synthesis and evaluation out of which 1 to be attempted .(1×10=10).

Objectives

- Develop assessment tasks and tools to assess learners' performance
- Analyse, manage and interpret assessment data
- Analyse the reporting procedures of learners' performance in schools
- Develop indicators to assess learners' performance on different types of tasks
- Examine the issues and concerns of assessment and evaluation practices in schools
- Understand the policy perspectives on examinations and evaluation and their implementation practices
- Traces the technology bases assessment practices and other trends at the international level

UNIT I: Tools and Techniques of Assessment

- Meaning and Difference between tools and techniques
- Project work,
- Field Trips and Field Trips
- Laboratory work
- Journal Writing
- Concept Mapping
- Written and Interview /Oral Test

UNIT II: Planning & Construction of assessment tool

- Consideration of what and why to assess (content and objectives)
- Differentiation between instructional, learning and assessment objectives
- Stating of Assessment Objectives
- Preparation of a blueprint
 - Weightage to content, objectives, difficulty level, types of questions, allocation of time
 - Assembling the test items
- Guidelines for administration
- Scoring procedure – manual and electronic
- Development of Rubrics

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H. Prakash

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UNIT III: Implementation and Reporting of assessment

- Reporting Students Performance – content and formats; Progress reports, Cumulative records, Profiles, and Open house
- Analysis and Interpretation of Students' Performance
 - Processing test performance
 - Calculation of percentile and percentile rank
 - Interpreting performance
- Feedback
 - Role of Feedback in Improving Learning and Learners' Development
 - Ascertaining student needs, identifying student interests and feeding forward for Improving learning
 - Using feedback for reporting to different stakeholders – students, parents, and administrators
 - Use of Feedback for teachers' self-improvement

UNIT IV: Issues and Concerns in Assessment and Evaluation

- Examination Stress, Anxiety and unwanted Consequences
- Malpractices
- Need for Examination Reforms:
- Recommendation of different commission: University Education Commission, Secondary Education Commission, Education Commissions; Recommendation of NCF 2005

Sessional Work

- Analyse answers given by the learners for one particular question
- Select any ten questions from the Class VI-XII textbook of the subject of your choice which
- Lend scope to the creativity of the learners
- Study the key points of the Ist Term assessment of any student of Class VI-XII
- Devise a strategy to incorporate the suggestions given in the Ist CCE report for the
- Presentation of papers on issues and concerns / trends in assessment and evaluation
- Presentation of papers on examination and evaluation policies
- One sessional test

Suggested readings:

- Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.
- Burke, K. (2005). How to assess authentic learning (4thEd.). Thousand Oaks, CA: Corwin.
- Burke, K., Fogarty, R., & Belgrad, S (2002). The portfolio connection: Student work linked to standards (2ndEd.) Thousand Oaks, CA: Corwin.
- Carr, J.F., & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Alexandria, VA: Association for Supervision and Curriculum Development.

- To distinguish and there by establish linkages between school knowledge and local knowledge
- To appreciate normative character of education and teaching
- To establish connections between textural knowledge with contextual knowledge
- To understand and appreciate how different educational thinkers at different historical junctures conceived and conceptualized education

Unit I: Education: Conceptual Framework

- Education: Concept, Meaning, Nature, and Modes/Agencies of Education
- Modes of Education: Formal, Non-formal and informal modes
- Education a Normative Act: Aims of Education-Socio-cultural, politico-economic and historical Analysis
- Determinants of Purpose and Process of Education: Community, Religion, State and Market

Unit II: Understanding Knowledge

- Knowledge: Meaning, Nature, and Sources
- Knowing: Meaning, Nature, and Ways
- Different facets of Knowledge and their Relationship:
Particular/Local-Universal; Concrete-Abstract; Practical- Theoretical
- Manifestation of Knowledge: Local, Contextual, Textual, and Institutional
- Information, content, Knowledge and Wisdom

School Knowledge

- School: Meaning and Nature
- Functions of School: Cognitive, Socio-cultural, Politico-economic and Normative.

A critical understanding of:

- * Institutionalization of knowledge
- * Disciplinary knowledge
- * Authoritative knowledge

- Knowledge in text-book: Nature and Limitations

Unit III: Trends in Education Theory and Practice: Indian

- Basic Education (M.K. Gandhi)
- Integral Education (Sri Aurobindo Ghosh)
- Liberationist Pedagogy (Rabindranath Tagore)
- Man Making Education (Sri Vivekananda)

Unit IV: Trends in Education Theory and Practice: Western

- Idealist Notion of Education (Plato)

- Naturalistic Concept Education (Rousseau)
- Humanization of Education (Pestalozzi)
- Instrumental and Pragmatic Education (John Dewey)

Transactional Modes:

- Lecture-cum discussion
- Observational studies
- Analysis of textual knowledge
- Critical/Reflective study of contemporary aims of education, and their determinants.
- Local knowledge and school knowledge: A critical understanding of relationship. (Practicum)
- Observational and critical study on how text-book determines every activity of teacher and learner and teaching and evaluation in school. (A critique on text-book culture in school)

Suggested Readings:

1. Agrawal, A (1995). 'Dismantling the Divide Between Indigenous and Scientific Knowledge', *Development and Change*, 26:413-39
2. Ant Weiler, C. (1998). 'Low Knowledge and Local Knowing: An Anthropological Analysis of Contested "Cultural Products" in the Context of Development. *Anthropos*, 93:46-94.
3. Berger, P. and T. Luckmann (1966). *The Social Construction of Reality. A Treatise in Sociology of Knowledge*. Penguin Books, London.
4. Bernstein(1971), 'On Classification and Framing of Educational Knowledge', in *Class, Codes and Control*, volume:3: *Towards a Theory of Educational Transmission*, Second edition (1977) edited by M.F.D. Young.
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Kaustubh

Prakash Swastika

Om

Abhinav

Bachelor of Arts and Bachelor of Education

Rani Durgawati University

COURSES OF STUDIES

For

Four Year Integrated

B.A.B.Ed. (Eight Semesters) Course

SIXTH SEMESTER

Subject/Paper	Paper	Intern.	Total	Pds./week
B.A. Part: Foundation Course Entrepreneurship Development	40	10	50	3
Elective I + Practicum	60	15+25	100	9
Elective II + Practicum	60	15+25	100	9
Elective III + Practicum	60	15+25	100	9
Total	220	130	350	
B.Ed. Part				
P.C.- I: Soc. Sc.	60	15	75	5
P.C.-II: Lang.-H/E/Sans.	60	15	75	5
Gender Issues & Peace Education	40	10	50	3
Schooling, Socialization & Identity	40	10	50	3
Total	200	50	250	
Grand Total	420	180	600	

- Elective 1 – Any one Literature – Hindi/ English/ Sanskrit.
- Elective 2 – History/ Geography.
- Elective 3 – Economics/ Political Science

(All Electives have Practicum, but it will be Practical in Geography and will be evaluated internally)

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B.A. Component:

Foundation Course: Entrepreneurship Development – II

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 14

Internal – 10

Question Paper Pattern :-

- Part A - Five objective type questions covering all the units are to be set on the basis of Knowledge and understanding. Each question carry 1 mark.(5×1=5).
- Part B- Seven short answer type questions are to be set on the basis of Comprehension out of which 5 to be attempted.(5×5=25)
- Part C- Two long answer type question are to be set on the basis of application,analysis, synthesis and evaluation out of which 1 to be attempted .(1×10=10).

Unit I : Entrepreneurship: Meaning, Concept, Characteristics of entrepreneur, Qualities of Successful Entrepreneurs

Unit II: Types of entrepreneurship, importance and views of various thinkers (Scholars).

- Formation of goals, How to achieve goals.
- Problems in achieving targets and solution.
- Self motivation, elements of self motivation and development.
- Views of various scholars, evaluation, solutions.

Leadership capacity: Its development and results.

Unit III: Projects and various organisations (Govt., non-Govt.), Govt. Projects, Non- Govt. projects. Contribution of Banks, their limitations, scope.

Unit IV: Functions, qualities, management of a good entrepreneur. Qualities of the entrepreneur (Modern and traditional). Management skills of the entrepreneur. Motive factors of the entrepreneur.

Unit V: Problems and Scope of the Entrepreneur : -Problem of Capital -Problem of Power -Problem of Registration -Administrative problems -Problems of Ownership.

Rajniwan

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Editor, H.E. Journal
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Jabalpur (M.P.)

Prof. S. Swastika

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Elective I – Literature: Hindi

हिन्दी साहित्य : प्रश्नपत्र – 6

क. जनपदीय भाषा साहित्य अथवा ख. भारतीय भाषाओं का आधुनिक साहित्य

Contact Periods/week: 05 +4 Practicum

कुल अंक – 60

न्यूनतम उत्तीर्ण अंक – 22

प्रश्न एवं अंक निर्धारण

3 व्याख्या आधारित प्रश्न (आरंभ की 3 इकाइयों से) – 18 अंक (6 X 3 प्र.)

2 समीक्षात्मक/दीर्घउत्तरीय प्रश्न – 18 अंक (9 X 2 प्र.)

लघुउत्तरीय (75-150 शब्दों तक) – 20 अंक (4 X 5 प्र.)

वस्तुनिष्ठ प्रश्न – 04 अंक (1 X 4 प्र.)

व्याख्यात्मक एवं समीक्षात्मक प्रश्नों में आंतरिक विकल्प होंगे।

प्रस्तावना:

क्षेत्रीय शिक्षा संस्थान में आने वाले विद्यार्थी केवल मध्यप्रदेश के नहीं होते बल्कि मध्यप्रदेश एवं अन्य क्षेत्रों महाराष्ट्र, गोवा, गुजरात, छत्तीसगढ़, दमण-दीव, दादर और नगर हवेली से होते हैं। सभी विद्यार्थी भोपाल विश्वविद्यालय द्वारा निर्धारित जनपदीय भाषा साहित्य में शामिल (विकल्प क वर्ग की तीन बोलियाँ) – बघेली, बुन्देली एवं मालवी से सम्पर्क में नहीं होते। इन विद्यार्थियों की विशिष्ट स्थिति एवं संस्थान के स्वरूप को ध्यान में रखते हुए ख वर्ग में एक विकल्प की प्रस्तावना की जा रही है। इस प्रश्न-पत्र के माध्यम से विद्यार्थी हिन्दी के अतिरिक्त भारतीय भाषा साहित्य का परिचय प्राप्त कर सकेंगे।

विकल्प क : जनपदीय भाषा साहित्य

हिन्दी केवल खड़ी बोली नहीं है, बल्कि एक बहुत बड़ा भाषिक समूह है। हिन्दी जगत में अनेक विभाषाएं बोलियों और उपबोलियाँ विद्यमान हैं। जिनमें पुश्कल साहित्य सम्पदा है। उनके सभ्यक, अध्ययन और अन्वेषक की आवश्यकता है। निम्नलिखित विभाषाएं साहित्यिक दृष्टि से अपेक्षाकृत बहुत समृद्ध हैं। अस्तु इन भाषाओं का और उनमें रचित साहित्य का इतिहास- विकास स्पष्ट करते हुए इनसे संबंधित प्रमुख रचनाकारों का आलोचनात्मक अनुशीलन करना हिन्दी के बृहत्तर हित में होगा। सम्पादक मण्डल से यह अपेक्षित है कि अपने क्षेत्र से संबंधित किसी एक विभाषा का पाठ्यक्रम इन बिन्दुओं के आधार पर निर्धारित करें-

(क) संदर्भित भाषा का इतिहास – विकास

(ख) उस विभाषा में रचित साहित्य का इतिहास

(ग) उस विभाषा के प्रमुख प्राचीन एवं अर्वाचीन रचनाकारों की स्तरीय कृतियों का संकलन

व्याख्या एवं आलोचनात्मक प्रश्नों हेतु पांच रचनाकारों के पाठयाशों का चयन संबंधित संपादकों द्वारा किया जायेगा। इनके अतिरिक्त द्रुतपाठ हेतु किन्हीं तीन रचनाकारों का चयन अपेक्षित है जिनमें से दो पर लघुउत्तरीय प्रश्न पूछे जायेंगे।

निम्नलिखित में से किसी एक विभाषा का अध्ययन अनिवार्य होगा।

1. बुन्देली भाषा और उसका साहित्य

2. बघेली भाषा और उसका साहित्य

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3. मालवी भाषा और उसका साहित्य

नोट—: उपर्युक्त तीनों भाषाओं में से रानी दुर्गावती विश्वविद्यालय में बुन्देली भाषा और उसका साहित्य का अध्ययन अनिवार्य होगा।

उपर्युक्त तीनों विभाषाओं के संबंध में निर्देशानुसार पुस्तकें निर्मित होगी। कवियों एवं उनकी कविताओं के चयन के लिए म.प्र. हिन्दी ग्रंथ अकादमी का सम्पादक मण्डल नियुक्त होगा।

1. व्याख्यांश : 5 रचनाकार :- जगनिक, ईसुरी, ख्यालीराम, संतोश सिंह 'बुन्देला', माधव शुक्ल 'मनोज' की निर्धारित रचनाओं से व्याख्यांश
2. बुन्देली भाषा का परिचय, इतिहास, सीमा क्षेत्र, उपबोलियाँ
3. उपर्युक्त रचनाकारों पर आलोचनात्मक/समीक्षात्मक प्रश्न
4. द्रुत पाठ— 3 रचनाकार : गोरेलाल, गंगाणर व्यास, पं भैयालाल व्यास

संदर्भ ग्रंथ—

बुन्देली भाषा और साहित्य: त्रिभुवन नाथ भुक्ला, डॉ कामिनी, डॉ बहादुर सिंह परमार, मध्य प्रदेश हिन्दी ग्रंथ अकादमी

विकल्प ख : भारतीय भाषाओं का आधुनिक साहित्य

प्रस्तावना:


भारत एक राष्ट्र के रूप में एक राजनैतिक इकाई ही नहीं है सांस्कृतिक इकाई भी है। भिन्नता के बावजूद इनमें एकता के सूत्र अत्यंत प्रभावशाली तरीके से मौजूद हैं। भारत में प्रायः 25 से अधिक भाषाओं में साहित्य लिखा जा रहा है। इन भाषाओं के अनेक साहित्यकारों ने वैश्विक साहित्य में अपनी उपस्थिति दर्ज की है। जिसमें अपनी सांस्कृतिक विशिष्टता मौजूद है। हिन्दी से इतर भाषाओं के श्रेष्ठ साहित्य पाठ से अतिरिक्त भारतीय साहित्य की अवधारणा, विभिन्न भारतीय भाषाओं के साहित्यों के बीच सांस्कृतिक एवं संवेदनात्मक अंतः सूत्रों और भारतीय साहित्य की प्रमुख प्रवृत्तियों से परिचित कराना अनुवाद आधारित इस प्रश्नपत्र का लक्ष्य होगा।


इकाई -1 उपन्यास/आत्मकथा (कोई एक)

- | | | |
|--------------------|---|--|
| फकीर मोहन सेनापति | — | छै बीघा जमीन (उड़िया से अनुवाद) अथवा |
| यू. आर. अनंतमूर्ति | — | संस्कार (कन्नड़ से अनुवाद) अथवा |
| महाश्वेता देवी | — | जंगल के दावेदार (बांग्ला से अनुवाद) अथवा |
| शरण कुमार लिम्बावे | — | अक्करमाशी (मराठी से अनुवाद) अथवा |

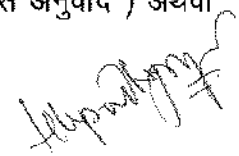
इकाई - 2 नाटक (कोई एक)

- | | | |
|-------------------|---|---------------------------------------|
| रवीन्द्रनाथ टैगोर | — | रक्त करबी (बांग्ला से अनुवाद) अथवा |
| विजय तेंदुलकर | — | घासीराम कोतवाल (मराठी से अनुवाद) अथवा |


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Jabalpur (M.P.)


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हबीब तनवीर	—	आगरा बाजार (उर्दू से अनुवाद)
इकाई — 3 कहानियां		
1. तकषी शिवशंकर पिल्लई	—	फौजी (मंगलसूत्र—मलयालम)
2. सआदत हसन मंटो	—	टोबा टंक सिंह (मंटो की श्रेष्ठ कहानियां— उर्दू)
3. आशापूर्ण देवी	—	चरित्रहीन (ये जीवन है — बांग्ला)
4. विजयदान देथा	—	लजवन्ती (लजवन्ती — राजस्थानी)
5. आर के नारायण	—	चिटठी (द मिसिंग मेल — अंग्रेजी)

इकाई — 4 कविताएं

1. सुब्रहमण्यम भारती	—	वंदेमातरम (तमिल)
2. मनजीत टियाणा	—	आजकल पंजाबी :1
3. एल्लोरा	—	आग का फूल जो मन में खिला तेलुगु :2

इकाई — 5 कथेतर गद्य

शंभू मित्र किसे कहते हैं नाट्यकला (बांग्ला)

ताराबाई शिंदे स्त्री पुरुष तुलना (मराठी)


एस.एन. भैरप्प महाभारत मेरा पुनः सर्जन (कन्नड़)


विनोद भट्ट हास्य मेरा पहला प्रेम (गुजराती)

तारांकित सभी रचनाएं साहित्य अकादमी, दिल्ली द्वारा प्रकाशित पुस्तक 'चयनम' से भारतीय ज्ञानपीठ प्रकाशन द्वारा प्रकाशित पुस्तक 'भारतीय कविताएं 1987-88' से भारतीय ज्ञानपीठ प्रकाशन द्वारा प्रकाशित पुस्तक 'भारतीय कविताएं 1985' से।

संदर्भ ग्रंथ

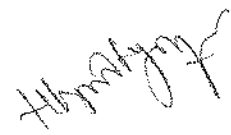
1. चयनम — संपादक : अरुण प्रकाशन (साहित्य अकादमी दिल्ली)
2. भारतीय साहित्य का समेकित इतिहास — डॉ. नगेन्द्र (हिन्दुस्तानी एकेडमी)
3. भारतीय साहित्य संस्थापना एवं प्रस्तावना — के. सच्चिदानंदन (राजकमल)
4. हिन्दी साहित्य की भूमिका — हजारी प्रसाद द्विवेदी (राजकमल)
5. आज का भारतीय साहित्य — प्रभाकर माचवे, अज्ञेय (साहित्य अकादमी, दिल्ली)
6. बांग्ला साहित्य का इतिहास — सुकुमार सेन (साहित्य अकादमी)
7. भारतीय साहित्य विविध परिदृश्य — डॉ. विजय राघव रेड्डी
8. भारतीय साहित्य की भूमिका — डॉ. रामविलास भार्मा (राजकमल)
9. भारतीय साहित्य : एक परिचय — सं. अंजना नीरादेव
10. आधुनिक भारतीय कविता — अवधेया नारायण मिश्र
11. साहित्य अकादमी, दिल्ली द्वारा प्रकाशित 'भारतीय साहित्यके निर्माता' श्रृंखला की पुस्तकें


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 Chairperson, Rani Durgadevi
 Foundation
 Rani Durgadevi Mahavidyalaya
 Jabalpur (M.P.)


 Dr. Shivastava

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Elective I – Literature: English

Paper VI: Reading and Appreciation of Fiction

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practicum – 25 (Internal)

Distribution of Marks

1. Objective type questions: 6 questions are to be set from all the units. One question will carry 1 mark. **6X1 = 6 Marks**
2. Four passages are to be set for explanation from units I to IV with an internal choice. Students are required to explain these passages with reference to their contexts. Each explanation will carry 4 marks. **4 X4 = 16 Marks**
3. Four critical questions are to be set from Units I to IV with an internal choice. Each critical question will carry 7 marks. **7 X 4 = 28 Marks**
4. Students are required to attempt two short critical notes from unit V, one from each section with an internal choice. Each short question will carry 5 marks. **5X2 = 10 Marks**

Objectives:

This paper is designed

- To enable students to understand the different aspects of novel,
- To enable them to understand the evolution of novelism technique,
- To enable them to understand how the English language has evolved down the ages,
- To enable them to understand how literature reflects the spirit of the age,
- To enable them to understand why literatures are hailed as torch bearers,
- To enable them to understand different trends and movements in English literature,
- To enable them to understand how style differs from man to man,
- To enable them understand how literature refines our literary sensibility, enriches our aesthetic life, enhances our synaesthetic abilities and improves our linguistic abilities,
- To help them cultivate develop their imagination and creativity,
- To help them cultivate positive attitudes towards people of other races, nations, religions, and languages,
- To help them appreciate culture and language not their own
- To enhance their capacity for aesthetic appreciation,

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- To make them understand how they, as teachers, can use literature as a spur to children's own creativity,
- To help them understand their own experiences and develop sensitivity to others,
- To help develop their imagination and creativity, and
- To use their creativity in text transaction and activities uninhibitedly.

UNIT I: Prose

1. Francis Bacon – Of Studies
2. Charles Lamb - Dream Children
3. Joseph Addison – Sir Roger at Home
4. Richard Steele – Of the Club
5. William Hazlitt – On Actors and Acting
6. A.G. Gardiner – On Saying Please

UNIT II: Emily Bronte - Wuthering Heights

UNIT III: Nadine Gordimer - My son's story

UNIT IV: Ernest Hemingway – The Old Man and the Sea

UNIT V:

(A) Atmosphere, characters, characterization, irony, point of view, setting, novella.

(B) Picaresque novel, Gothic novel, domestic novel, historical novel, Science fiction, autobiographical novel, trends in contemporary English novel.

Suggested Readings : -

- 1- Beacon, Joseph Warren. The Twentieth century Novel Ludhiana: Kalyani Publishers, 1988.
- 2- Cecil, David. Hardy The Novelist. Ludhiana : Lya'l Book Depot, 1985.
- 3- Allen Walter. The English Novel. London : Penguin, 1970.
- 4- Read, H. English Prose Style. London G. Bell & Sons Ltd., 1956.
- 5- Daiches, David. A critical History of English Literature. New Delhi : Allied Publishers, 1988.
- 6- Abrams, M.H. A Glossary of Literary Terms. Madras. Macmillan, 1971.
- 7- Rickett, Arthur Compton. A History of English Literature . London : Thomas Nelson, 1960.

Rajiv Kumar

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Elective I – Literature: Sanskrit

गद्यकाव्यम् नीतिकाव्यम्— व्याकरणम्—छन्दश्च

Contact Periods/week : 03
Internal Marks : 10

कुल अंक – 60
न्यूनतम उत्तीर्ण अंक – 22
प्रश्न एवं अंक निर्धारण
4 दीर्घ उत्तरीय प्रश्न –20 अंक (4 x5)
8 लघु उत्तरीय प्रश्न –20 अंक (8 x2.5)
5 अतिलघु उत्तरीय प्रश्न –10 अंक (5 x2)
10 वस्तुनिष्ठ प्रश्न –10 अंक (10 x1)

उद्देश्य – इस प्रश्न पत्र के माध्यम विद्यार्थी शिवराज विजय और नीतिशतकम् रचनाओं का अध्ययन करेंगे। और साथ ही अलंकार आदि के विषय में ज्ञान प्राप्त करेंगे।

परिणाम— विद्यार्थी नीति का अध्ययन कर अपने चरित्र का निर्माण करेंगे और संस्कृति और आगे बढ़ायेगे।

Unit I –

शिवराज विजय— अम्बिकादत्तव्यास (व्याख्यात्मकअध्ययनम्) प्रथमोनिःश्वासः

Unit II-

भर्तृहरिकृत—नीतिशतकम् (व्याख्यात्मकअध्ययनम्)

Unit III-

लघुसिद्धाताकौमुदी –कृदन्तप्रकरणम्

तव्यत्, अनीयर, अच्छ्यत्, ण्यत्, तृच, अण, ल्यप, शत्, शानच, (धातुप्रत्यययोः योगेन शब्द निर्माणम्)

Unit IV-

छन्दसां लक्षणम्— आर्या, अनुष्टप, इन्द्रवज्रा, उपन्द्रवज्रा, उपजाति, वंशस्य द्रुतविलम्बितम् (उदाहरणानि पाठ्यपुस्तकेभ्यः यथा अभिज्ञानशाकुन्तलम्, नीतिशतकम् इत्यादि ग्रन्थेभ्यः)

Unit V-

छन्दसां लक्षणम्— वसन्ततिलका, मन्दाक्रांता, शिखरिणी, शार्दूलविक्रीडितम्, सुग्धरा, च (उदाहरणानि पाठ्यपुस्तकेभ्यः यथा अभिज्ञानशाकुन्तलम्, नीतिशतकम् इत्यादि ग्रन्थेभ्यः)

Assessment: Five assignments (one from each unit)

संस्तुत ग्रन्थाः—

1. कृदन्तसूत्रावली:— लघुसिद्धान्तकौमुद्याः कृदन्तांशसंकलनम्—डॉ. ब्रजेश कुमार शुक्ल
2. वृत्तरत्नाकरः— साहित्य भण्डार मेरठ
3. भर्तृहरिकृत— नीतिशतकम्— साहित्य भण्डार मेरठ
4. अम्बिकादत्त व्यासः— शिवराज विजयः प्रथमो निःश्वासः— साहित्य भण्डार मेरठ
5. रचनानुवादकौमुदी—छन्द परिचय— डॉ. कपिल देव द्विवेदी, विश्वविद्यालय प्रकाशन

*Latest edition of all the suggested books are recommended.

Ranjit Kumar

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Elective II: History

Paper VI: Themes in Modern Indian History (1857-1950AD)

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practicum – 25 (Internal)

Evaluation

- Note:** 1. First question having Five Objective type questions (selecting one from each unit) $1*5=5$
2. Second question having 5 short questions to be answered in about 125-150 words (selecting one from each unit) $3*5=15$
3. Third question having Five questions having internal choice selecting one from each unit. $8*5=40$

Objectives:

The course is designed to help teacher students to understand:

- International politics and diplomacy that culminated in World Wars.
- People's aspirations for self-rule through the Russian revolution, and rise of Fascism and Nazism.
- The process of imperialism in China and Japan. The response to imperialism in the form of emergence of militarism in Japan.
- The processes and institutions for establishment of world peace.

Transaction Mode

Lecture, discussion, demonstration, field visit, seminar, workshop, project work

Course Details:

Unit I: International Politics and I World War

- Young Turk Movement and the Balkan wars (1912-13).
- World War I- Causes, Events and Aftermath. Wilson's fourteen points
- Paris Peace Conference.
- League of Nations.

Unit II: Establishment of Communism in Russia

- Russian Revolutions of 1905 and 1917. Causes and results: Impact on the world Politics

Unit III: Imperialism and Anti- Imperialist Movements

- Rise of Fascism, Internal and Foreign policy of Mussolini.
- Nazism- Internal and Foreign policy of Hitler.
- World Economic Depression of 1929.

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Unit IV: Imperialism in China and Japan

- Imperialism and colonialism in China and Japan. Demands for concessions in China.
- Japan, the Meiji Restoration, Modernization of Japan, Rise of Militarism.
- Sino-Japanese war (1894), Russo-Japanese war (1905).
- Boxer movement, Chinese Revolution-1911, Second Sino-Japanese War.

Unit V: The Second world War

- World politics from 1919 TO 1939, Causes, events and effects of the World War II
- U.N.O: Formation and role in maintenance of world peace.

Practicum:

Any one of the following or equivalent can be assigned to the students.

1. The Impact of the First World War and Its Implications on the world today.
2. Political and Economic Impact of The First World War.
3. Political and Economic Impact of The Second World War.
4. The Young Turk Movement – Progressive, Rebellious and Revolutionary aspects.
5. The Russian Revolution- Contribution of Lenin.
6. Rise of Communism in Russia and its impact on the world politics.
7. Unsung Heroes of the World War I and II.
8. Nazi Ideology ; Implications in Today's context.
9. UNO : Expectations and achievements in contemporary world.
10. World Economic Depression : Lessons to be learnt.

Parameters of Evaluation

1. Research contribution : 5 marks
2. Written Report Assessment : 8 marks
3. Individual presentation /explanation: 8 marks
4. Viva-voce: 4 marks / Total : 25 marks

References

1. P. Maiti, History of Europe Delhi, 1977
2. Hassal Balance of Power Delhi, 1980
3. CJH Hayes, Political, Social, Cultural History of Europe, Delhi, 1990
4. Riker, A Short History of Europe, London, 1980
5. Gooch, History of Modern Europe, London, 1989
6. Taylor, Struggle for Mastery of Europe, London, 1978
7. D. Jhompson, Europe Since Napoleon, London, 1978

8. Langsham, World Since 1914, London, 1977
9. W. Churchill, The World Crises, London, 1955
10. ArjunDev, History of Contemporary World, NCERT, New Delhi, 2004
11. ArjunDev, The Story of Civilization, NCERT, New Delhi, 2004
12. Agatha Ramm, Europe in the Twentieth Century, 1905 – 1970, Longman, London, 1971
13. HAL Fisher, A History of Europe, From the early 18th Century to 1935, Cambridge, 1977
14. E.Lipson, Europe in the 19th& 20th Centuries, Cambridge, 1979
15. Carl L. Becker, A Survey of European Civilization Part-II, Massachusetts, USA, 1958,
16. Modern History of Europe, Cambridge, 1962 Beckmann, George M., Modernization of China and Japan (Harper & Row, 1962).
17. Bianco, Lucien, Origins of the Chinese Revolution, 1915-1949 (London, OUP, 1971).
18. Chesneaux, Jean, et al., China from Opium War to 1911 Revolution (Sussex, Harverter Press. 1976).
19. Chesneaux, Jean, et al., China from the 1911 Revolution to Liberation (Delhi, Khosla Publishing, 986). Andrew Porter, European Imperialism, 1876 -1914 (1994). 21. A.J.Temu&Roger Owen eds, Studies in the theory of Imperialism, 1970.
20. E.F.Penrose,ed, European Imperialism the partition of Africa,1980.
21. Lucian Bianco, Origins of the Chinese Revolution, 1915-1946.

Elective II: Geography

Paper VI: Regional planning and development

Contact Periods/week: 05 +4 Practical

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practical – 25 (Internal)

Note:

1. First question having ten objective type questions. (Selecting two from each unit)

1 X 10 = 10 marks.

2. Five question with internal choice selecting one from each units. (5 X 10 = 50 marks)

Unit I: Basic Concepts: Concepts of Growth, Development and Planning; Sectoral Planning vis-à-vis Regional Planning; Concept of Region: Formal and Functional; Planning Region; Hierarchy of Regions

Unit II: Regionalisation: Characteristics and Delineation of Planning Region; Regionalization of India for Planning (Agro Ecological Zones).

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Unit III: Theories on Regional Development and Planning; Models for Regional Planning: Growth Pole Theory; Core Periphery Model and Growth Foci Concept in Indian Context; Territorial Production complex Approach; Land-use Planning.

Unit IV: Strategies for Regional Development: Basic Strategies for Regional Development; Multilevel Planning; Balanced Area Development; Rural Development Planning

Unit V: Regional Development and Planning in India: Five Year Plans: A Review; Area Development: Hill Area; Tribal Area; Draught Prone Area; Watershed; Intensive Rural Development Programme (IRDP); District Planning and Block Level Planning; NITI Aayog.

Books recommended

1. Blij H. J. De, 1971: Geography: Regions and Concepts, John Wiley and Sons.
2. Claval P.I, 1998: An Introduction to Regional Geography, Blackwell Publishers, Oxford and Massachusetts.
3. Friedmann J. and Alonso W. (1975): Regional Policy - Readings in Theory and Applications, MIT Press, Massachusetts.
4. Gore C. G., 1984: Regions in Question: Space, Development Theory and Regional Policy, Methuen, London.
5. Gore C. G., Köhler G., Reich U-P. and Zieseemer T., 1996: Questioning Development; Essays on the Theory, Policies and Practice of Development Intervention, Metropolis- Verlag, Marburg.
6. Haynes J., 2008: Development Studies, Polity Short Introduction Series.
7. Johnson E. A. J., 1970: The Organization of Space in Developing Countries, MIT Press, Massachusetts.
8. Peet R., 1999: Theories of Development, The Guilford Press, New York.
9. UNDP 2001-04: Human Development Report, Oxford University Press.
10. World Bank 2001-05: World Development Report, Oxford University Press, New

Practical: Fundamental of Remote Sensing and Geographic Information System

Unit I : Remote Sensing: Definition, Development, Platforms and Types.

Aerial Photography: Principles, Types and Geometry.

Satellite Remote Sensing: Principles, EMR Interaction with Atmosphere and Earth Surface; Satellites (Landsat and IRS) and Sensors.

Unit II: Interpretation and Application of Remote Sensing: Land use/ Land Cover.

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Unit III: Geographical Information System (GIS) – Definition, Components and Significance. Global Positioning

System (GPS) – Principles and Uses. GIS Data Structures – Types (spatial and non-spatial), Point, Line and

Area; Raster and Vector Data Structure. Application of GIS – Forests Monitoring, Urban Sprawl Analysis.

Unit IV: Journal and viva voce

Books recommended

1. Burrough P. A. and McDonnell R. A., 2000: Principles of Geographical Information Systems–Spatial Information Systems and Geostatistics, Oxford University Press.
2. Chang K.-T., 2009: Introduction to Geographic Information Systems, McGraw-Hill.
3. Clarke K. C., 2001: Getting Started with Geographic Information Systems, Prentice Hall.
4. DeMers M. N., 2000: Fundamentals of Geographic Information Systems, John Wiley & Sons.
5. French, G. T. 1996, Understanding the GPS: An Introduction to the Global Positioning System, GeoResearch Inc.
6. Heywood I., Cornelius S. & Carver S., 2006: An Introduction to Geographical Information Systems, Prentice Hall.
7. Schuurman N., 2004: GIS – A Short Introduction, Blackwell.
8. Jensen J. R., 2004: Introductory Digital Image Processing: A Remote Sensing Perspective, Prentice Hall.
9. Joseph, G. 2005: Fundamentals of Remote Sensing, United Press India.
10. Lillesand T. M., Kiefer R. W. and Chipman J. W., 2004: Remote Sensing and Image Interpretation, Wiley. (Wiley Student Edition).
11. Nag P. and Kudra, M., 1998: Digital Remote Sensing, Concept, New Delhi.
12. Rees W. G., 2001: Physical Principles of Remote Sensing, Cambridge University Press.
13. Singh R. B. and Murai S., 1998: Space-informatics for Sustainable Development, Oxford and IBH Pub.
14. Wolf P. R. and Dewitt B. A., 2000: Elements of Photogrammetry: With Applications in GIS, McGraw-Hill.

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Elective III: Economics
Paper VI: PUBLIC FINANCE

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practicum – 25 (Internal)

External Mark: 60	Internal Mark: 15	Practicum: 25	Maximum Mark: 100
Pass Mark: 24	Pass Mark: 06	Pass Mark: 10	Pass Mark: 40
Time: 3 hours	Time: 1 hours	Time: 2 hours	Time: 6 hours
Period : 6+1=7 per week		Period: 2=2 per week	Period =9 per week

Objectives:

After completion of this course the learners would able to:

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

Note:

1. First question having ten objective type (Selecting two from each unit) 1X 10 = 10 marks
2. Five questions with Internal choice (Selecting one from each units) 5 X 10 = 50 marks.

UNIT-I: Nature and Scope of Public Finance

Meaning, Nature and Scope of Public Finance; Distinguish between the private and public finance; Distinguish between the private goods and public goods; Concepts of Merits goods; Function of the Government, Market failure and Role of the State; The Principle of Maximum social advantage- Dalton's and Musgrave's

UNIT- II: Public Revenue

Meaning and sources of public revenue; Taxation- Meaning, classification, cannons and effects of taxations; Division of tax burden; Theory of Taxation- Benefits and ability to pay principle of taxations; Impact and Incidence of Taxes and Taxable capacity; Major's trends in tax revenue of central and state government in India.

UNIT-III: Public Expenditure

Meaning and classifications of public expenditure; Cannon and Effect of Public expenditure; Causes of

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growth of public expenditure; Trends in growth of public expenditure in India.

Theories of Public expenditure- Wagner's law of increasing state activity, Peacock-Wiseman hypothesis

UNIT- IV: Public Debt

Meaning and Sources of public borrowing, Effects of public debt, Methods of Redemptions of public debt, Debt burden and Deficit financing in India. Concept of Financial Administration, Meaning of Public Budget, Kinds of budget, Economic and functional classification of budget, Preparation and passing of budget in India.

UNIT-V: International Trade and Finance Institution

International Organizations' - GATT/WTO (TRIPS and TRIMS), UNCTAD, Trade Blocks EU, SAARC, NAFTA, SAPTA.

International Financial Institutions-IMF, World Bank, Asian Development Bank,

Suggested Readings:

1. American Economic Association (1995) Readings in Fiscal Policy, George Allen and Unwin, London.
2. Atkinson, A.B and J.E. Stiglitz(1980), Lectures on Public Economics, Tata Mc Grow Hill, New York.
3. Auerbach, A.J and M. Feidstern(Eds) (1985) , Handbook of Public Economics, Vol.1, North Holland, Amsterdam.
4. Edminister, R.O(1986), Financial Institutions, Market and Management, Mc Grow Hills, New York.
5. Goldsmith, R.W(1969), Financial Structure and Development, Yale, London
6. Gupta, S.B (), Monetary Economics,
7. Jha, R(1998), Modern Public Economics, Routledge, London
8. Lekhi, R.K() , Public Finance
9. Mithani, D.M(), Modern Public Finance
10. Musgraves, R.A(1959), The Theory of Public Finance, Mc Graw Hill, Kogakhusa, Tokyo.
11. Peacock, A and G.K, Shaw(1976), The Economic Theory of Fiscal Policy, George Allien and Unwin, London.
12. Shoup, C.S(1970), Public Finance, Aldine Chicago.
13. Tyagi, B.P() Public Finance,

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Practicum-VI: Project Work & Seminar

UNIT-I: Preparation of proposal or synopsis for project work: Identification of topic related to the paper: Public Finance; Review of literature and identification of statement of problems; Research Objectives; Research questions; Presentation of project proposal; Finalization of project proposal.

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UNIT-II: Data Collection: Primary and Secondary data; quantitative and qualitative data; time series and cross section data

UNIT-III: Organization of Data: Classification, tabulation and graphical representation of data

UNIT-IV: Data Analysis: Use of various statistical methods for analysis, interpretation, drawing inference, conclusion, suggestion and policies intervention.

UNIT-V: Seminar: Power-point presentation and open Viva-voice

Suggested Reading:

1. Budget.
2. Planning commission Report
3. Financial commission Report
4. RBI Bulletin
5. Agricultural Census
6. American Economic Review
7. Economic & Political Weekly,
8. Indian Journal of Labour Economics
9. Kurukhetra
10. News Paper
11. State's Agriculture Statistics
12. Statistical Abstracts of the concern State as well as India
13. Third Concept
14. Yojona

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Elective III: Political Science

Paper VI: INDIAN POLITICAL THOUGHT

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Practicum – 25 (Internal)*

Distribution of Marks:

1. Five Objective type questions from units I to V. One question will carry 1 mark. $5 \times 1 = 5$ Marks.
2. Five Short answer type questions to be answered between 120-150 words. One question will carry 3 marks $3 \times 5 = 15$
3. Five long answer type questions with internal choice selecting one from each unit.

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Objectives: This paper contain eleven prominent Indian political philosophers with a view to gaining some valuable understanding on various Social, Political, Economic issues both form Pre-Independence to Post- Independence India

Unit I: Kautilya: State and Diplomacy Raja Rammohan Roy: Freedom of Thought and Introduction of English Education.Swami Vivekananda: Nationalism and Socialism.

Unit II: M. Gandhi: Hind Swaraj B.R Ambedkar: Annihilation of Caste

Unit III: M.N Roy: New Humanism, Sarvodaya. J.P Narayan: Partyless Democracy

Unit IV: G.K Gokhale: Political goals and Technique Tilak: Swaraj

Unit V: J.L Nehru: Educational Philosophy and Socialism A.N Dev: Contribution to Socialism

* These periods will be used for the following activities

- Tutorials
- Project
- Organizing Mock Parliament
- Debates
- Visit to Legislative Assembly/ Village Panchayats/Municipal Corporation to observe the Proceedings of the House and to also collect primary data.
- Symposium
- Discussion
- Students presentation
- Hands on activities in social science lab.

Suggested Readings:

1. B.R. Ambedkar, Annihilation of Caste (1936) in Writings and Speeches, Bombay, Govt. of Maharashtra, 1982. Vol. I & II edited by Moon.
2. Bhiku Parekh and 'Thomas Pantham (ed.), Political Discourse, Exploration in Indian and Western Political Thought, New Delhi, Sage, 1987.
3. Bimal Prasad (ed.), A Revolutionary's Quest, Selected Writings of J.P. New Delhi, OUP, 1980.
4. Dennis Gilmore Dalton, India's of Freedom : Political Thought of Swami Vivekananda, Aurobindo Ghose, Mahatma Gandhi and Rabindranath Tagore, Academic Press, 1982.
5. Gail Omvedt, Dalit Democratic Revolution, New Delhi, Sage 1992.
6. Iqbal Singh, Raja Rammohan Roy: A Biographical Enquiry into the making of Modern India, Bombay Allied, 1983.
7. J. Bandopandhyaya, Social and Political Thought of Gandhi, Bombay, Allied, 1969.
8. Jayaprakash Narayan, From Socialism to Sarvodaya, New Delhi, Akhil Bhartiya Sarva Seva Prakashan, 1959.
9. K.N. Kadam (ed.) Dr. B.R. Ambedkar, the Emanicipator of the Oppressed, Bombay, Popular Prakashan, 1993,

10. Kalidas Nag and Debjyoti Barman (ed). Rammohan Roy, English Works, Sadharan Brahma Samaj, Calcutt, 1945.
11. R. P Kangle Arthashastra of Kautilya, 1960, Delhi, Motilal Banarasidass, 1965.
12. M. J. Kenatkar, Tilak and Gandhi, A Comparative Study, Nagpur, Author 1935.
13. M.K. Gandhi, An Authobiography or the Story of My Experiment with Truth. Translated by Mahadev Desai, Ahmedabad, Navjiva, 1927.
14. M.S. Gore, Social Thought of B.R. Ambedkar, New Delhi, Sage, 1992.
15. Narayan Agrawal, Gandhian Constitution for Free India, 1946.
16. Raghvan N Iyer, Selected Works of Mahatma Gandhi, 3 Vols., 1988.
17. Shankar Ghose, Modern Indian Political Thought, Allied, 1984.
18. Sushobhan Sarkar, ed. Rammohan Roy on Colonialism.
19. Swami Ranganathanda, Swami Vivekananda - His Humanism, Moscow State University lecture, Advaita Ashram, Culcutta, 1991.
20. Thomas Pantham and Kenneth L. Deutsch (ed.), Political Thought in Modern India, New Delhi, Sage, 1986.
21. V. R. Mehta, Foundations of Indian Political Thought, New Delhi, Manohar. 1992.
22. V.P. Verma, Adhunik Bhartiya Rajnitik Chintan, 1982.

Education Component:

PC1 – Social Science - 2

Contact Periods/week: 05

Maximum Marks – 60
Min. Pass Marks – 22
Internal – 15

Question Paper Pattern :-

- Part A - Five objective type questions covering all the units are to be set on the basis of Knowledge and understanding. Each question carry 1 mark.(5×1=5).
- Part B- Ten short answer type questions are to be set on the basis of Comprehension out of which 7 to be attempted.(7×5=35)
- Part C- Four long answer type question are to be set on the basis of application,analysis, synthesis and evaluation out of which 2 to be attempted .(2×10=20).

UNIT -1 Reflections on classroom experiences

- Teacher content preparation
- Effectiveness of lesson plan(Visualized learning situation)
- Preparation and use of learning aid/resources
- Effectiveness of assessment procedure used in teaching

Learning Activities

- Discussion on the reflections from classroom teaching on each subject of social science

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- Re analysis of the lesson plan
- Re design learning aid/resources
- Recheck strength and limitations in teaching skills

UNIT – 2 Development of Skills

- Observation skills in the area of Social Science of Primary/Secondary Data
- Map reading and analysis-distances, directions, scales on different types of maps
- Mathematical Skills used in economics up to the level of Class X

Learning Activities

- Map reading and map construction practice with some maps from social science textbook
- Manual and computer based practice of graphical and mathematical skills used in economics textbook

UNIT – 3 Human Relationships, identities and interaction in India

- Culture , Social Stratification and social change
- Caste and class in Indian society
- Shared religious cultures and conflicts between religious committees
- Gender differentials across caste, class and religious structure in India

Learning Activities

- Reading of books on culture
- Sharing of self- experiences on cultural issues
- Reading news, literature on caste, religious cultures and gender issues. Case studies can be done on these issues

UNIT – 4 Human Life, space and resources:

- Demography and distribution of wealth in society
- Key issues in Economics and Geography- poverty, food security, globalization and environmental imbalances with ref. to India
- Environment human interaction, Resources and their distribution in India and world
- Social Interaction
- Change in the Indian Social System

Learning Activities

- Discussion on international/national/state meeting/forum/seminar organized on environmental Issues
- Discussion on environmental issues given in social science textbook
- Discussion on different international, national and local agencies responsible for economic and political decisions

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UNIT – 5 Content of Social Science and Pedagogical Analysis

- Gupta Period and ancient Indian History
- Mughal Dynasty and its impact on Indian Culture
- The influence of Islam on the Hindu Society
- History of Freedom Movement
- Concepts of Democracy, Secularism and Socialism

Transactional Strategies:

- Creating interest in the learners for specific social themes and issues under discussion
- Creating thinking of the social problems for analysis
- Lectures, group discussions, guided self- study and reflection
- Observing things, human relationships and working of social institutions
- Presentations on frontier areas and contemporary issues in Social Sciences

Modes of Assessment

Suggested modes of Assessment are:

- Quality of participation in discussions
- Quality of seminar presentations in class. These presentations may be on topics of various kinds: general, overarching issues in Social Science, curricular concerns, the significance of activities in Social Science learning, study of a given historical or contemporary issues
- Open book written test i.e. test in which candidates can use printed materials
- Closed book tests
- Year- end Summative assessment by the Institute/ University
- Appropriate criteria for all internal assessment modes need to be worked out

References

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3. Dunfee M, Sagl H. (1966). *Social studies through problem solving a challenge to elementary school teachers*. New York: Indiana University Holt, Rinhart & Winston.
4. Phillips D.C (n.d.). *Philosophy science, and social inquiry*. New York : Paragamon press oxford.
5. George, Alex M. and Amman Madan (2009), *Teaching Social Science in Schools: NCERT's New Textbook Initiative*, Sage, New Delhi.
6. J C Aggarwal ,*Teaching of Social Studies: A practical Approach*, Fourth Edition , Vikas Publication
7. Kent, A (Ed.) (2000), *Reflective Practice in Geography Teaching*, Paul Chapman Publishing, Ltd., London.
8. Kumar, Krishna (2002), *Prejudice and Pride : School Histories of the Freedom Struggle in India and Pakistan*, Penguin India, New Delhi.

9. Lakatos I, (1976), *Proofs and Refutations: The Logic of mathematical Discovery*, Cambridge University Press, Cambridge.
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11. Lewis, Bernard (1975), *History: Remembered, Recovered, Invented*, Simon and Schuster, Inc., New York.
12. Linn R.L, Gronlund N.E. (2003). *Measurement and Assessment in teaching*. 8th edn. Delhi: Pearson Education.
13. Longmans. (1965) Source book for Geography teaching. London: UNESCO.
14. Mehlinger, Howard D. (Ed.) (1981), UNESCO Handbook for the Teaching of Social Studies, UNESCO, Paris.
15. NCERT (2006), National Focus Group Position Paper on *Teaching of Social Science*.
16. Pathak, A. (2002). *Social implications of schooling Knowledge, pedagogy and consciousness*. Delhi: Rainbow Publishers.
17. Rao, M.(n.d.). *Developments in Geography teaching*. London: Openbooks.
18. Root, Michael(1993), *Philosophy of Social Science*, Blackwell, Oxford.
19. *Teaching of Social Science*, Series in Education Pearson Publication
20. *Uma Mangal, Teaching of Social Studies, Arya Book Publication New Delhi*

PC2 – Language: Hindi - 2

हिन्दी शिक्षण प्रविधि /Pedagogy Course II

Contact Periods/week: 05

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

प्रश्न एवं अंक निर्धारण

4 समीक्षात्मक / दीर्घउत्तरीय प्रश्न – 48 अंक (12 X 4 प्र.)

2 लघुउत्तरीय (100–150 शब्दों तक) – 12 अंक (6 X 2 प्र.)

समीक्षात्मक प्रश्नों में आंतरिक विकल्प होंगे।

प्रस्तावना: इस पाठ्यक्रम में निर्धारित पाठ्यसामग्री के अध्ययन के उपरांत प्रशिक्षार्थी – माध्यमिक स्तर पर व्यापक रूप से पढाई जाने वाली हिन्दी भाषा के स्वरूप, उसके शब्द भंडार, वाक्य रचना विधान से परिचित हो सकेंगे, इसके साथ ही वे इस पाठ्यक्रम में निर्धारित भाषा की परिभाषा, स्वरूप और उसकी प्रकृति से भी परिचित हो सकेंगे। भाषा के विभिन्न रूपों से परिचय के साथ वे मातृभाषा शिक्षण के महत्व और उसकी भूमिका से भी परिचित हो सकेंगे। इस पाठ्यसामग्री के अध्ययन के उपरांत प्रशिक्षार्थी जो साहित्य की विविध विधाओं के स्वरूप और प्रकृति से पूर्व में परिचित हैं, उन्हें माध्यमिक स्तर पर पढाये जाने के उद्देश्यों और प्रविधियों से परिचित हो सकेंगे।

Ranjana
Chairman, Board of Secondary Education
Rani Durgavati University, Jabalpur (M.P.)

Prakash

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इकाई 1:

- भाषा शिक्षण की अवधारणा
- भाषा शिक्षण अभिप्राय एवं उददेश्य
- भाषा शिक्षण का राष्ट्रीय, सामाजिक, शैक्षिक एवं भाषिक
- शिक्षण, प्रशिक्षण, अर्जन, और अधिगम

इकाई 2: भाषा शिक्षण की आधारभूत संकल्पनाएं

- प्रथम भाषा, मातृभाषा तथा अन्य भाषा की संकल्पना
- मातृभाषा, द्वितीय भाषा और विदेशी भाषा के शिक्षण में अंतर
- सामान्य एवं विशिष्ट प्रयोजन के लिए भाषा शिक्षण

इकाई 3: हिन्दी शिक्षण

- भाषा कौशल, श्रवण, भाषण, वाचन और लेखन
- हिंदी का मातृभाषा के रूप में शिक्षण
- द्वितीय भाषा के रूप में शिक्षण

इकाई 4: हिन्दी शिक्षण स्वरूप और पाठयोर्योजना विकास,

- कविता शिक्षण—उददेश्य, प्रतिधियां और पाठयोजना का विकास
- गद्य शिक्षण – उददेश्य, प्रविधियां और पाठयोजना का विकास
- व्याकरण शिक्षण –उददेश्य, प्रविधियां और पाठयोजना का विकास
- काव्य भाषा और गद्य भाषा में अंतर और विशिष्टता
- निबंध, नाटक, कहानी, संस्मरण आदि के माध्यम से गद्य शिक्षण उददेश्यों में अंतर तथा उनकी शिक्षण विधियों की विशिष्टता

PC2 – Language: English - 2

Contact Periods/week: 05

Maximum Marks – 60

Min. Pass Marks – 22

Internal – 15

Objectives:

- To prepare teachers for developing among students adequate communicative competencies in the English language.
- To prepare the teachers of English for effective transaction of the secondary school curriculum.
- To prepare competent and effective teachers of English language and literature for the secondary level.

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Chairman,
Rani Durgavati Vidya Peeth,
Bhopal

P. S. Swastika

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- To develop among teachers adequate skills of listening with understanding in different situations,
- To develop among teachers adequate skills of speaking with intelligibility.
- To develop among teachers adequate various skills of reading with understanding of different types of texts.
- To develop among teachers requisite skills of writing to enable them to communicate in different situations.
- To develop among teachers an adequate competency in using various techniques and activities in the classroom.

Distribution of Marks :

- Five critical questions are to be set with an internal choice from units I to V. Each question will carry 12 marks. $12 \times 5 = 60$

Unit I : Unit and Lesson Plans

Objectives of teaching Prose, Poetry, Play, Grammar, Story, Composition. Preparation of Unit and Lesson Plans for teaching Prose, Poetry, Play, Grammar, , Story, Composition, Constructivist Learning Design. (E Model and ICON model)

Unit II : NCF 2005

English as a second Language, Aim of teaching English, Language across the Curriculum, English at the initial and later levels, development of life skills, use of child's talk as a resource, English as subject and English as medium, Use of Multiple Textbooks , Relationship between resource, learning & teaching.

UNIT III: Resources and the Classroom Environment

- I. The relationship between resource, learning and teaching
- II. Evaluating materials : Textbook analysis
- III. Range of classroom roles for teacher and learners.

Unit III : Use of Multimedia & Communication Technology

- Use of audio-visual, multimedia and the effective utilization of language laboratory
- Use of Computer Assisted Language Learning (CALL).
- Use of CD-Rom, DVD Technology, web-based CALL.
- Whole class teaching with interactive whiteboards; use of blogs, wikis, podcasts and other social networking.

Unit IV : Assessment and Evaluation of Learner's Progress

- a. Evaluating Material – Textbooks & Text.
- b. Challenging and Enjoyable Assessment.
- c. Types of Types – Aptitude Tests, Criterion – Referenced Tests, Norm – Reference Tests.
- d. Purpose of Evaluation.
- e. Test Tasks – Non – Productive Test Task, Productive Test Tak, Portfolio Assessment.

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 Jabalpur (M.P.)

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- f. Peer and self Assessment
- g. Development of Rubrics.

Suggested Readings :

1. Teeler, Dede & Peta Gray : How to use the Internet in ELT.
2. Dormer, Jane : Writing for the Internet.
3. Spratt Mary : English for the Teacher: A language Development Course.
4. Cazden, John & Hymes : Functions of Language in the Classroom.
5. Abercrombie D : Problems and Principles in Language Study.
6. Lado, Robert : Language Testing.
7. Littlewood, William T : Foreign and Second Language.
8. Fowler, Mary Elizabeth : Teaching Language Composition and Literature.
9. Wolfgang Klein : Second Language Acquisition.

PC2 –Language: Sanskrit - 2

Contact Periods/week: 05

Maximum Marks – 60
Min. Pass Marks – 22
Internal – 15

Question Paper Pattern :-

- Part A - Five objective type questions covering all the units are to be set on the basis of Knowledge and understanding. Each question carry 1 mark.(5×1=5).
- Part B- Ten short answer type questions are to be set on the basis of Comprehension out of which 7 to be attempted.(7×5=35)
- Part C- Four long answer type question are to be set on the basis of application,analysis, synthesis and evaluation out of which 2 to be attempted .(2×10=20).

Objectives: To make students explain the nature, need & principles of teaching Sanskrit language. Describe different methods of teaching Sanskrit.Demonstate the use of various audio visual aids. Explain the objectives and steps of teaching prose, poetry, composition & grammar of Sanskrit. Define the meaning of evaluation and different techniques of evaluation. Organize co curricular activities related to Sanskrit. (Shloka Reitation, Lecture, Dramatization and other competitions.)

Outcomes-The student will able to understand Sanskrit language, its grammar and its usages.

Unit-I

- Sanskrit: its phonology, morphology and syntax and importance of Sanskrit in Indian society.
- The position of Sanskrit in the school curriculum its literacy, cultural and Linguistic value, its relations with modern Indian language.

Unit-II

- Need, bases and principals of curriculum construction.
- Precaution in developing curriculum of Sanskrit.
- Evaluation of present secondary school curriculum of Sanskrit and suggestions for improvement

Rajendra Prasad
Chairman
Rani Durgavati V.S. Chavhan

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Prakash Chandra

Prakash Chandra

Unit -III

- Teaching methods: Pathshala method, Bhanddarkar method, Textbook method and the Elective method.
- Oral work and pronunciation, recitation of passages from prose and poetry, their aims and teaching methods.
- Text book of Sanskrit-Characteristics and Evaluation procedure of text book.

Unit-IV

- Qualities of a good Sanskrit teacher.
- Lesson plans for teaching of prose, poetry, grammar.
- Composition, translation, drama, rapid reading and spelling in Sanskrit.

Unit-V

- Evaluation in teaching of Sanskrit and its need.
- Formative and Summative Evaluation.
- Preparation of achievement test.

Assesment:- Five assignments (One from each unit)

BOOKS RECOMMENDED

- भार्मा शिखा "संस्कृत शिक्षण" अग्रवाल पब्लिके ान, आगरा।
- पाण्डेय डॉ० रामशकल, संस्कृत शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
- वत्स डॉ० वी०एल० "संस्कृत शिक्षण" विनोद पुस्तक मन्दिर, आगरा।
- मिततल डॉ० संतोश "संस्कृत शिक्षण", आर०लाल बुक डिपो, मेरठ।
- Latest editions of all the suggested books are recommended

Gender Issues and Peace Education

Contact Periods/week: 03

Maximum Marks – 40
Min. Pass Marks – 14
Internal – 10

Question Paper Pattern :-

- Part A - Five objective type questions covering all the units are to be set on the basis of Knowledge and understanding. Each question carry 1 mark.(5×1=5).
- Part B- Seven short answer type questions are to be set on the basis of Comprehension out of which 5 to be attempted.(5×5=25)
- Part C- Two long answer type question are to be set on the basis of application,analysis, synthesis and evaluation out of which 1 to be attempted .(1×10=10).

Objectives

To enable teacher trainees to acquire knowledge, attitudes, values, skills and competencies to:

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- Become aware of role of education in building peace as dynamic social reality.
- Understand and resolve conflicts within, and mediate others'.
- Empower themselves and transcend barriers of identity.
- Use pedagogical skills and strategies in and out of classroom for promoting peace at school level.
- Act as agency to promote peace in the local community influencing school.

Course Outline

Unit I: Gender issues: key concept

1. The meaning and concept of gender and experience of gender in across different social groups, religions and time periods . Challenges in gendered roles in society : family ,caste, religion, culture ,the media and popular culture (films, advertisements, songs etc.and law and the state.
2. Unequal access of education to girls; access to schools; gender identity construction at home and in society.
3. Indian societal context: power and authority in Indian Social System (Patriarchy). Socialization of child into a specific gender influences and opportunities for education.

Unit II: Gender challenges and Education

1. Challenging gender inequalities or reinforcing gender parity: the role of schools, peers, teachers ,curriculum and textbooks etc.
2. Representation of gender roles relationships and ideas in text-books and curricula.
3. Schools nurture and challenge creation of young people as masculine and feminine selves.

Unit 3: Concepts and Concerns in Education for peace

1. Foundation of peace and its components
2. Peace Education, Education for peace: Meaning ,Nature and Importance: Education for peace
3. Initiative; International, National, and Local
4. Highlights of various philosophies of peace : M.K.Gandhi, Krishnamurthy, Arobindo, Gijubhai,Badheka, Dalai Lama

Unit IV: Peace Context

1. Approaches to Education for peace
2. Pedological skills, strategies
3. Personality formation- Knowledge ,Values Skills and Attitude
4. Respect for differences: Social, Economic ,Gender, Caste ,Religion, Culture ,

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- Languages and Regions etc.
5. Activities for education for peace

Unit V-Understanding Conflicts and Empowerment of self

1. Nature of conflict: causes for conflict
2. Skills and strategies for conflict resolution
3. Self-management: Anger , stress management ,yoga Meditation, nurturing ethical behaviour, Critical self reflection, discipline
4. Effective parenting
5. Teacher as peace builder: listening skill, questioning, providing feedback
6. Critical pedagogy of education for peace, promoting dialoguing ,decision making
7. Integration of peace in different subjects

Activities to be taken-

- Visits to organizations connected with peace and intercultural harmony, and aesthetic appreciation to experience peace as reality submission of reports on experiences.
- Assignments on topics which require deep understanding, and generating creative/alternative ideas to deal with issues and challenges to peace few suggested topics and sharing in groups. Few suggested topics for assignments:
 - Conflicts experienced at home/in family/ in society/ in school etc.
 - Experiences of handling conflicts in a creative manner.
 - Exploring possible strategies of resolving commonly experienced conflicts.
 - Healthy discipline among school children.
 - Identifying challenges of peace in school and dealing with one such challenge.
 - Strategies of promoting healthy relationships on the job.
- Approaches to peace education-case studies of local and international.
- Role plays to enact situations involving conflict, corporal punishment, discrimination, and domestic violence in day-to-day life.
- Films clips displaying, concerns of peace, good intercultural relationships, environmental presentation and other key ideas and discussions thereon, like- Doha Debates, Sadako etc.
- Preparation of collages from newspapers etc. to highlight issues and challenges to peace or positive response to them.
- Developing an action plan for peace in school and local community.
- Visiting websites on peace education to become familiar with national and international initiatives,

Ranjana
Chairperson
Rani Dutt
January 2019

Dr. Suresh
Expert

Amal

Subhrajyoti

approaches and strategies of peace, case studies of conflict in the region.

Suggested readings:

- Gangrade K.D. (2001) Religion and peace, A Gandhian Perspective, Gandhi Smriti and Darashan samiti, New Delhi.
- Harris. L.M. 1998. Peace Education, McFarland, North Carolina, NCERT, New Delhi
- Kaur, B. 2006. Peace Lines. Penguin Publications, New Delhi, (in Press)
- Kumar, K. (2007), Santi Shiksha Aur Gandhi. (in Hindi) Maharishi Valmiki College of Education, Delhi University
- Krishnamurti.J. 1997. The Flame of Attention. Krishnamurti Foundation Trust Ltd., London.
- Ministry of Human Resource Development. 1993. Learning without Burden: A Report of the Advisory Committee, (MHRD), Department of Education, New Delhi.
- NCERT 2005. National Curriculum Framework. NCERT, New Delhi
- NCERT 2005 position paper on Educational for Peace NCERT, New Delhi
- Prasad, D (2005), Education for living Creatively and Peacefully. Spark India Hyderabad, A.P.
- Hant, T.N. (2004). Being Peace. Nice Printing Press, Delhi
- UNESCO (2001). Learning the way the Peace- A Teacher's Guide to Peace Education. A.S. Balasooriya, UNESCO, New Delhi
- UNESCO (2002). Learning to Be. A Holistic and Integrated Approach to value Education for Humanm Development Bangkok. Well Pierre 2002- The art of living in peace, UNESCO publication, UNIPALK
- Aeker,S. (1994) Feminist theory and the study of gender and education; In S.
- Acker, Gendered Education: Sociological Reflections on women, Teaching and
- Feminism, Buckigham: Open University Press.
- Barks, O. (1971) Sociology of Education Ed. 2 Landon: Batsford.
- Kumar, K. (1991) Political agenda of Education, New Delhi: Sage.
- Lips, Hilary M. (1989) Sex and Gender an Introduction, California
- Mountainview, Mayfield Publishing Company.

Schooling, Socialization & Identity

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 14

Internal – 10

Question Paper Pattern :-

- Part A - Five objective type questions covering all the units are to be set on the basis of Knowledge and understanding. Each question carry 1 mark.(5×1=5).
- Part B- Seven short answer type questions are to be set on the basis of Comprehension out of which 5 to be attempted.(5×5=25)

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Prof. S. S. Vasistha

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- Part C- Two long answer type question are to be set on the basis of application, analysis, synthesis and evaluation out of which 1 to be attempted .(1×10=10).

Objectives:

- To become aware of the processes of socialization at home which contribute in shaping identity formation of the school going child (in Indian contexts)
- To reflect critically on factors that shape identity formation.
- To acquaint with the processes that shape one's own sense of identity.
- To become critically aware of 'identity'
- To 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'
- To recognize the clash of identity as an offshoot of narrow identity assertion
- To appreciate and work in developing national, secular and humanistic identity
- To work for the construction of universalistic and humanistic identity

Course Content:

Unit-I : Socialization and its conditioning influences

- Meaning and Nature of Socialization, and Socialization Process
- Social Institutions and Socialization: Role of Family; School; community
- Impact of socialization processes on the development of the 'self'
- Self and related concepts: self esteem; self efficacy and self actualization
- Aspects of self: physical self, social self, competent self and inner self
- Factors influencing self development: Life Skills; Professional Ethics

Unit-II: Identity formation

- Meaning of 'identity formation'
- Culture and Identity formation
- Social categories such as caste, class, gender and religion as determinants of identity formation among individuals and groups
- The influence of peer group, of media messages on identity formation in contemporary society

Unit-III: Schooling and identity

- Schooling for identity formation
- The impact of schooling on identity formation: school culture and ethos, teaching-learning practices and teacher discourse in the classroom, (practices; value framework and 'hidden curriculum' in schools)
- Schooling and national identity; schooling and secular identity; schooling and humanistic identity

Unit-IV: Identity, conflict and violence

- Emergence of multiple identities
- Assertion of identities, conflict and violence

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 Chairperson, Board of Studies
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- Learning to live together with multiple identities: role of education
- Growing Competition- Increase Conflict
- Conflict Resolution
- Concept of emotional intelligence and its role in practicing peace

Transactional Modes:

- Introductory lectures-cum-discussion, to introduce key themes of the course- socialization, identity formation, sociological notions and experiential sense of 'self' etc.
- Group discussion and exploration, around selected readings and key questions
- Reflective, autobiographical writing, towards self-understanding, on given topics
- Journal writing, on course experiences, to be initiated... to be continued through the year, with occasional sharing with a 'mentor'
- Critical study of identity formation in schools

Suggested Readings:

- Amalendu Misra, (2004). Identity and Religion Foundations of Anti-Islamism in India. Sage Publications, New Delhi.
- Dipankar Gupta (Ed.) (2004). Caste in question : Identity or Hierarchy . Sage Publications, New Delhi.
- Kamala Ganesh & Usha Thakkar (Ed.) (2005). Culture and Making of identity in India, Sage Publications, New Delhi.
- Saraswati, T.S. (Ed.) (1999). Culture, Socialization and Human Development. Theory: Research and Applications in India, Sage Publications, New Delhi.
- Sen Amartya (2006). Identity and Violence. The Illusion of Destiny. Allen and Lane: Penguin Books India Pvt. Ltd. New Delhi.
- Srinivas M.N. (1986). Social Changes in Modern India, Allied Publishers, Bombay.
- Vidyanathan, T.G. (1989), 'Authority and Identity in India', in 'Another India' Dae dalus, Fall, 118(H): 147-69.

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Four-Year Integrated (Eight Semester)

B.A.B.Ed. Course

Session 2022 Onward's

Course of Studies & Prescribed Books
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Bachelor of Arts and Bachelor of Education

Rani Durgawati University

COURSES OF STUDIES

For

Four Year Integrated

B.A.B.Ed. (Eight Semesters) Course

SEVENTH SEMESTER

Subject/Paper	Internal/External	Total
B.Ed. Part	50	50
Pre-internship		
Internship (100+100)	200	200
External Final Teaching (100+100)	200	200
Post-internship	50	50
Action Research (25+25)	50	50
Concerns of Education coming from the field: A Report	50	50
Grand Total	600	600

Two School subjects will be PC I Social Science and PC II Language – Hindi/Eng/Sans.

PRE-INTERNSHIP

Weeks: 03

Maximum Marks – 50

Min. Pass Marks – 18

Internal – 50

Activities

A) Training into Micro-teaching Skills

One Week

15 Marks

i. Skill of Introduction/Induction

ii. Skill of Explanation

iii. Skill of Illustration with examples

iv. Skill of Reinforcement

v. Skill of Stimulus variation

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Ujjwal

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vi. Skill of Black Board Writing

B) Orientation into process skills and Content Analysis One Week **15 Marks**

i. Content Analysis of respective school subjects to identify concepts and processes

ii. Process of Observation

iii. Process of Classification

iv. Process of Inference

v. Process of Interpretation

vi. Process of Measurement

C) Practice of making Unit and Lesson plans **Three days** **10 Marks**

i. Preparing Unit-plans (Two in each Pedagogy course)

ii. Preparing Lesson Plans/learning situations (Two in each pedagogy course)

D) Evaluation Formats **Three days** **10 Marks**

i. Preparation of Blue Print (One in each pedagogy course)

ii. Question Paper (One in each pedagogy course)

iii. Orientation into Portfolios

iv. Orientation into Rubrics

INTERNSHIP

Weeks - 16

Maximum Marks – 200 (100+100)

Min. Pass Marks – 72 (36+36)

Internal – 200

Activities:

• Lesson Delivery in the classrooms (40 in each pedagogy subject)	100+100	200
• Critical observation lesson (One in each pedagogy subject)	25+25	50
• Final Lessons (One in each pedagogy subject)	25+25	50
• Peer Observation and Reporting (Ten in each pedagogy subject)	10+10	20
• Preparation of Pedagogical Resources (In two pedagogy Subjects)	10+10	20
• Scholastic Achievement Test Record (One in each pedagogy subject)	20+20	40
• Case Study Record		20

Kanaka

Pratishtha

Amal

Hemal

External Final Teaching

Maximum Marks – 200 (100+100)

Min. Pass Marks – 72 (36+36)

External – 200

Activities:

- | | | |
|--|-------|-----|
| • Lesson Delivery in the classrooms (1 in each pedagogy subject) | 75+75 | 150 |
| • Viva Voce | 50 | 50 |
-

Post Internship

Week: 02

Maximum Marks – 50

Min. Pass Marks – 18

Internal – 50

- Post-Internship Viva-voce and Records of Internship 50
-

Action Research

Internship/

Maximum Marks – 50

Min. Pass Marks – 18

Internal – 50

Action Research during Internship and submitting Report in Post-Internship

Concerns of Education coming from the field: A Report

Internship/

Maximum Marks – 50

Min. Pass Marks – 18

Internal – 50

- Concerns of Education Coming from the field- A Reflective Report 50

(Writing future concerns during Internship and submitting Report in Post-Internship: Credit on originality)

Ranjana

Chairman,
Rani Durgavati Mahavidyalaya
Jabalpur (M.P.)

Prof. S. S. Swastika

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Bachelor of Arts and Bachelor of Education

Rani Durgawati University

COURSES OF STUDIES

For

Four Year Integrated

B.A.B.Ed. (Eight Semesters) Course

EIGHTH SEMESTER

Subject/Paper	Paper	Intern.	Total	Pds./week
B.A. Part: Foundation Course Environmental Education	40	10	50	3
Elective I + Practicum / Project	70+50	30	150	9
Elective II + Practicum /Project	70+50	30	150	9
Elective III + Practicum /Project	70+50	30	150	9
Total	400	100	500	
B.Ed. Part Vision of Indian Education :Issues and Concerns	40	10	50	3
School Management & Leadership	40	10	50	3
Total	80	20	100	
Grand Total	480	120	600	

- Elective 1 – Any one Literature – Hindi/ English/ Sanskrit
- Elective 2 – History/ Geography.
- Elective 3 – Economics/ Political Science

(All Electives have Practicum, but it will be Practical in Geography and will be evaluated internally)

Ranjitkumar

Prof. S. S. Sastri

Prad

H. P. Singh

B.A. Component:

Foundation Course: Environmental Education

Paper II

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 14

Internal – 10

Distribution of Marks

All five units are compulsory. Two questions to be set from each unit, one to be attempted. $8 \times 5 = 40$

Objectives:

- (i) To provide an understanding to the students about basic aspects of the environment and its concerns.
- (ii) To generate awareness about the social issues of the environment.
- (iii) To enable the students to analyse, evaluate and draw inferences about problems and concerns related to environment.
- (iv) To create awareness about the legal framework for protection of environment and wild life.

Unit I

Ecosystems: Concept, structure and function of an ecosystem. Producers, consumers and decomposers, Ecological succession; Energy flow in the ecosystem: Food chains, food web and Ecological pyramids. Biogeochemical cycles: Oxygen, Carbon, Nitrogen and Phosphorus.

Unit II

Introduction, types, characteristic features, structure and function of the following Ecosystem: Forest, Grassland, Desert ecosystem. Aquatic ecosystems (Ponds, streams, lakes, rivers, ocean, estuaries)

Unit III

Biodiversity and its conservation: Introduction, definition, genetic, species, and Ecosystem diversity. Biogeographical classification of India; Value of biodiversity, consumption and productive use; Social, ethical and aesthetic values.

Unit IV

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

Rajiv Kumar

Prakash Kumar

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Jabalpur (M.P.)

biodiversity

Unit V

Environmental Pollution: Definition, cause, effects and control measures of - Air pollution, water pollution, marine pollution, noise pollution, thermal pollution and radioactive pollution Nuclear hazards. Solid waste management: cause, effects and control measures of urban and industrial wastes; Role of an individual in prevention of pollution; Pollution case studies; Disaster management : Floods, earthquakes, cyclone and land slide. Human population and the environment – Population growth, population explosion, family welfare programme , variation among nations. Effects environment on human health.

FIELD WORK

1. Visit to local area to document environmental assets-rivers, forests, grasslands, hills, and mountains.
2. Visit to local polluted site – Urban, rural, industrial and agricultural
3. Study of common plants, insects, birds.
4. Study of simple ecosystem-pond, river hill slopes, etc. (Field work equal to 5 lecture hours)

Suggested Readings

1. Asthana D.K. and Asthana Meera. 2006
A Textbook of Environmental Studies. S.Chand & Co. New Delhi.
2. Purohit, S.S. and Ranjan, R. 2005 Ecology, Environment and Pollution, Agrobios, Jodhpur.
3. Alma Peter 1993 Environmental Concern, Cambridge University Press.
4. Chadha S.K. 1992 Environmental Crisis in India. International Book Distributors Dehradun.
5. Saveland R.N. 1976. Handbook of Environmental Education. John Wiley & Sons, London.
6. Wright, Richard T and Nebel, Bernard J. 2002 Environmental Science: Towards Sustainable future, Prentice Hall, New Delhi.
7. Abbasi, S.A. 1998: Environmental Everyone Discovery Publishing House, New Delhi.
8. Saxena, A.B. and Anand, V.V. 008 : Essentials of Environmental Education, H.P. Bhargava Book House, Agra.
9. Saxena A.B. 1969: Education for Environmental Concerns. Radha Publications New Delhi.
10. Bharucha, E. 2005: Textbook of Environmental Studies. Universities Press. New Delhi
11. Sodhi G.S. 2005: Fundamental Concepts of Environmental Chemistry Naron Publishing House, New Delhi.
12. Chapman, J.L. & Reiss, M.J. 2004. Ecology Principles and Applications, Cambridge University Press.

Ranitha

Chairman
Rani Durgawati
Dehradun

Prakash

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Amal

Abhinav

Elective I – Literature: Hindi

हिन्दी साहित्य : प्रश्नपत्र – 7

(क. प्रयोजनमूलक हिन्दी क. अथवा प्रयोजनमूलक हिन्दी ख.)

क. प्रयोजनमूलक हिन्दी

Contact Periods/week: 05+4 Practicum

कुल अंक – 70

न्यूनतम उत्तीर्ण अंक – 25

प्रश्न एवं अंक निर्धारण

3 व्याख्या आधारित प्रश्न (आरंभ की 3 इकाइयों से) – 18 अंक (6 X 3 प्र.)

2 समीक्षात्मक/दीर्घउत्तरीय प्रश्न – 18 अंक (9 X 2 प्र.)

लघुउत्तरीय (75-150 शब्दों तक) – 30 अंक (6 X 5 प्र.)

वस्तुनिष्ठ प्रश्न – 04 अंक (1 X 4 प्र.)

व्याख्यात्मक एवं समीक्षात्मक प्रश्नों में आंतरिक विकल्प होंगे।

प्रस्तावना :

आधुनिक युग में बढ़ती हुई आर्थिक, सामाजिक, राजनीतिक गतिविधियों के परिणाम स्वरूप बाजार, प्रशासन, न्यायालय, अनुवाद, पत्रकारिता और जनसंचार माध्यमों में हिन्दी भाषा का प्रयोग व्यापक रूप से बढ़ा है। बीसवीं सदी के आखिरी दशक में इलेक्ट्रॉनिक मीडिया के विकास के साथ ही हिन्दी के प्रयोजन मूलक रूप पर नये सिरे से विचार प्रारंभ हुआ है। प्रयोजनमूलक हिन्दी के विशिष्ट अध्ययन के एक और विद्यार्थी रोजमर्रा के कार्यों में हिन्दी के प्रयोग के प्रति आश्वस्त होंगे तो दूसरी ओर उनमें रोजगार परक भाषा की ओर ध्यान केंद्रित होगा।

इकाई –1 प्रयोजन मूलक हिन्दी का अभिप्राय, कार्यालायीन हिन्दी, पत्रकारिता में हिन्दी, अनुवाद में हिन्दी दृश्य-श्रव्य माध्यमों में हिन्दी

इकाई – 2 मुद्रित मीडिया एवं समाचार लेखन, समाचार का शीर्षक, पृष्ठ निर्माण एवं संपादन कला

इकाई –3 मुद्रित मीडिया के लिए फीचर लेखन, साक्षात्कार, परिचर्चा, समीक्षा लेखन एवं विज्ञापन

ख. प्रयोजनमूलक हिन्दी

Contact Periods/week: 05+4 Practicum

कुल अंक – 70

न्यूनतम उत्तीर्ण अंक – 25

प्रश्न एवं अंक निर्धारण

3 व्याख्या आधारित प्रश्न (आरंभ की 3 इकाइयों से) – 18 अंक (6 X 3 प्र.)

2 समीक्षात्मक/दीर्घउत्तरीय प्रश्न – 18 अंक (9 X 2 प्र.)

लघुउत्तरीय (75-150 शब्दों तक) – 30 अंक (6 X 5 प्र.)

वस्तुनिष्ठ प्रश्न – 04 अंक (1 X 4 प्र.)

व्याख्यात्मक एवं समीक्षात्मक प्रश्नों में आंतरिक विकल्प होंगे।

इकाई –1 इलेक्ट्रॉनिक मीडिया की पत्रकारिता में हिन्दी भाषा, रेडियो एवं दूर दर्शन के लिए समाचार की भाषाएँ सीधे प्रसारण की भाषिक संरचना, रेडियो रूपक एवं नाटक

इकाई –2 माध्यमोपयोगी लेखन:

सिनेमा एवं धारावाहिकों के लिए पटकथा एवं संवाद लेखन, इन्टरनेट पर हिन्दी हिन्दी पोर्टल

एवं ब्लॉग्स

Ranjitha

Chairman

Editor

Rani Durgadevi

Delhi

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इकाई – 3 अनुवाद से अभिप्राय, अनुवाद प्रक्रिया लक्ष्यभाषा एवं स्रोत भाषा, अनुवाद के प्रकार, अनुवाद के विभिन्न रूप (कार्यालयी अनुवाद, वैज्ञानिक अनुवाद, तकनीकी अनुवाद, वाणिज्यिक अनुवाद, विधिक अनुवाद, साहित्यिक अनुवाद)

संदर्भ ग्रंथ

- | | | |
|----------------------------------|---|------------------------------------|
| 1. प्रयोजन मूलक हिन्दी | – | विजय कुलश्रेष्ठ |
| 2. प्रशासनिक हिन्दी | – | केन्द्रिय हिन्दी संस्थान, आगरा |
| 3. अनुवाद विज्ञान | – | भोलानाथ तिवारी |
| 4. अनुवाद: सिद्धांत एवं समस्याएं | – | (स) रवीन्द्रनाथ श्रीवास्तव |
| 5. अनुवाद सैद्धांतिकी | – | प्रदीप सक्सेना |
| 6. प्रयोजनमूलक हिन्दी | – | भोलानाथ तिवारी |
| 7. व्यावहारिक हिन्दी | – | भोलानाथ तिवारी, महेन्द्र चतुर्वेदी |
| 8. पटकथा लेखन | – | मनोहर श्याम जोशी |
| 9. टेलीविजन लेखन | – | असगर वजाहत, प्रगति रंजन |
| 10. पटकथा | – | अनुपम ओझा |

Elective I – Literature: English

English Literature Paper VII: Literary Criticism

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 70

Min. Pass Marks – 25

Internal – 30 (Theory-20 & Practicum-10)

Project – 50 (Internal)

Distribution of Marks

Long answer questions – 5

Long answer questions from Unit I – V will be set.

Each question will carry 14 marks.

Objectives:

To familiarize the students with the key concepts in classical criticism, neoclassicism, romantic criticism, Victorian criticism and new criticism with a view to enabling the students explicate, elucidate and interpret literary texts.

Transaction mode:

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 opened 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 of texts.

Course content:

Unit I: Classical Criticism and Neo Classical

Aristotle: Poetics (Chapter VI)

Bharata : Natyashastra (Rasa Theory)

Unit II : Romantic Criticism

Wordsworth : Preface to Lyrical Ballads

Coleridge : Biographia Literaria (Chapter XV)

Unit III : Victorian & Modern Criticism

Mathew Arnold : "The Study of Poetry"

T.S. Eliot : Tradition and the Individual Talent.

Unit IV : Post Structuralism

- Jacques Derrida : Structure, Sign & play.
- Stanley Fish : Is there a text in this class ?
- Saussure : Nature of the Linguistic Sign

Unit V : Feminism and Post Colonialism

- Elaine Showalter : Towards a Feminist Poetics
- Edward Said : Orientalism (Chapter 1)

Suggested Readings:

1. Hans Bertens : Literary Theory – The Basics, Routledge.
2. David Lodge : Modern criticism and Theory
3. S. Ramaswami and V S Sethuraman – The English Critical Tradition, MacMillan.
4. T S Dorsch – Classical Literary Criticism, Penguin Books.
5. Raymond Williams – keywords, Fontana Paperbacks.
6. Wimsatt and Brooks – Literary Criticism – A short History (Vol. I,II, III and IV)
7. Wordsworth and Coleridge – Lyrical Ballads 1805, Macdonald and Evans.

Rani Durjan

B. S. S. S. S. S.

Amal

Alpesh Kumar

Elective I – Literature: Sanskrit

Paper - VII

Contact Periods/week : 03
Internal Marks : 10

कुल अंक – 70
न्यूनतम उत्तीर्ण अंक – 25
प्रश्न एवं अंक निर्धारण
4 दीर्घ उत्तरीय प्रश्न –20 अंक (4 x5)
8 लघु उत्तरीय प्रश्न –20 अंक (8 x2.5)
10 अतिलघु उत्तरीय प्रश्न –20 अंक (10 x2)
10 वस्तुनिष्ठ प्रश्न –10 अंक (10 x1)

UNIT-I

संस्कृत साहित्य का इतिहास

UNIT-II

संस्कृत वाङ्मय का सामान्य परिचय वैदिक साहित्य, श्रीमद्भागवतगीता, पुराण

UNIT-III

बालमीकि रामायण (मूलरामायण) आदि काव्य के रूप में एवं उसका सांस्कृतिक महत्व

UNIT-IV

महाभारत सामान्य परिचय एवं यक्ष युधिष्ठिर संवाद

UNIT-V

श्रीमद्भागवतगीता :- भक्ति माध्यम आत्मप्रबंधन :

मद स्यसमर्पणः(11-7,IX 27,VIII7,XI 55)

मानवकाया : गुणानि अधिग्रहणं XII, 11 XII 13-19

संदर्भ

- 1.संस्कृत साहित्य का इतिहास,बलदेव उपाध्याय शारदा निकेतन, वाराणसी
2. वैदिक साहित्य और संस्कृति, बलदेव उपाध्याय , वाराणसी
3. संस्कृत साहित्य का इतिहास , प्रीति प्रभा गोयल
4. संस्कृत वाङ्मय का विवेचनात्मक इतिहास – डॉ. सूर्यकांत
5. श्रीमद्भागवतगीतारहस्य और कर्मयोगशास्त्र – बालगंगाधर तिलक, अपोलो प्रकाशन दिल्ली
6. श्रीमद्भागवतगीता – मधुसूदन सरस्वतीकृत गढार्थ दीपिका संस्कृत टीका तथा प्रतिभा भाष्य (हिन्दी) सहित
7. श्रीमद्भागवतगीता व्याख्याकार – मदनमोहन अग्रवाल, चौखम्बा , संस्कृत प्रतिष्ठान वाराणसी, 1994

Kamtiwan

Chairman, Board of
Education,
Rani Durgawati, Vaidya
Jabalpur (M.P.)

Pr. Srivastava

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H. P. Singh

Elective II: History

Paper VII: Social and Cultural Patterns in Ancient and Medieval India

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 70

Min. Pass Marks – 25

Internal – 30 (Theory-20 & Practicum-10)

Project – 50 (Internal)

Evaluation

- Note:**
1. First question having Five Objective type questions (selecting one from each unit) $1*5=5$
 2. Second question having 5 short questions to be answered in about 125-150 words(selecting one from each unit) $3*5=15$
 3. Third question having Five questions having internal choice selecting one from each unit. $10*5=50$

Objectives:

The course is designed to help teacher students to understand:

- The social processes during the ancient period and their gradual transformation.
- The socio- political context that led to the growth of humanistic ideas. In the form of Bhakti and Sufi movement during the medieval period
- They will be able to appreciate the rich heritage of Indian literature and architecture.

Transaction Mode

Lecture, discussion, demonstration, field visit, seminar, workshop, project work

Course Details:

Unit I: Social Developments:

- Varna , Jati and Occupational categories, Hindu marriage system 16 sanskars and 4 purusharthas.
- Shifts in varna and proliferation of jatis, slavery and forced labour.

Unit II: The Rise of New Religions in the Sixth Century B.C; Growth of Humanistic ideas during the medieval period

- Socio-religious Reform Movements -Jainism and Buddhism
- Bhakti Movement
- Sufi Movement

Unit III: Flowering of Indian Literature

- Vedic Literature, Epics, Literature of classical age

- Medieval Indian Literature – Arabic & Persian.
- Main features of modern Indian Literature up to 1950.

Unit IV: Patterns in Art & Architecture during Ancient period

- Architecture during the Sunga, Kushanas - Stupas, pillars, Chaityas, Caves
- Gandhara and Mathura School of Art.
- Gupta sculpture, Temple architecture, Nagar, Dravida & Besar style.
- Art and Architecture during the Pallava, Chola and Rajput period

Unit V: Architectural Styles during the Medieval period

- Main features of Sultanate architecture. Quwwat-ul-Islam Mosque, Qutub Minar
- Main features of Mughal architecture. Jama masjid, Buland Darwaja, Fort of Delhi- Diwan -i-Am, Diwan-i- Khas. The Taj Mahal.

PRACTICUM

Any one of the following or equivalent can be assigned to the students.

1. Humanistic Ideas In Medieval India with reference to : Kabir, Gyaneshwar, Eknath, Tukaram.
2. Impact of Jainism on the Indian society. Relevance in contemporary context.
3. Position of Women in India and struggle for empowerment.
4. Ramayana and Mahabharat: Historical significance and Relevance in today's context.
5. Caste, and jati in ancient India – Processes and consequences. Issues of caste in contemporary India.
6. Construction of Social, cultural and economic history through ancient and medieval literature.

Parameters of Evaluation

Evaluation would include:

- Research contribution : 5 marks
- Written Report Assessment : 8 marks
- Individual presentation /explanation: 8 marks
- Viva-voce: 4 marks

References

1. Jaiswal, Suvira Caste: Origin, Function and Dimensions
2. Percy Brown : Islamic Architecture 3. Hatrle, J. C., The Art and Architecture of the Indian Subcontinent (Harmonds worth, Penguin, 1987).
3. D.P., The Archaeology of India (Delhi, Select Book Services Syndicate, 1984).

Raenitran

Prof. S. Swastava

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4. Basham, A.L, The Wonder that was India (Mumbai, Rupa. 1971).
5. Chakravarti Uma, The Social Dimensions of Early Buddhism (Delhi, Munshiram Manoharlal, 1996).
6. Kosami, D.D., An Introduction to the Study of Indian History (Mumbai, Popular Prakashan, 1975).
7. Koch, Ebba. Mughal Architecture: An Outline of its History and Development (1528-1858) Munich Prestc 1999).
8. Koch, Ebba. Mughal Art and Imperial Ideology (Delhi, OUP, 2001).
9. Tara Chand: Influence of Islam on Indian Culture
10. S.A.A.Rizvi: Muslim Revivalist Movements in Northern India during 16th and 17th Centuries
11. Irfan Habib (ed.) : Madhya Kaleen Bharat, (in Hindi), 8 Volumes.
12. Chakrabarti, D.K. Archaeology of Ancient Indian Cities
13. Sastri, K.A.N. A History of South India
14. R.S Sharma, India's Ancient Past
15. Ray, Niharranjan Maurya and Post Maurya Art
16. Sharma, R.S. Aspects of Political Ideas and Institutions in Ancient India (1991edn.)

Elective II: Geography

Paper VII: Disaster Management

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 70

Min. Pass Marks – 25

Internal – 30 (Theory-20 & Practicum-10)

Project – 50 (Internal)

Evaluation

- Note:**
1. First question having Five Objective type questions (selecting one from each unit) $1*5=5$
 2. Second question having 5 short questions to be answered in about 125-150 words(selecting one from each unit) $3*5=15$
 4. Third question having Five questions having internal choice selecting one from each unit. $10*5=50$

Unit I: Definition and Concepts: Hazards, Risk, Vulnerability and Disasters

Unit II: Disasters in India: Flood, Landslide, Drought: Causes, Impact, Distribution and Mapping.

Unit III: Disasters in India: Causes, Impact, Distribution and Mapping: Earthquake, Tsunami and Cyclone.

Rajendra Prasad
 Director
 CBSE
 New Delhi

Dr. S. S. S. S.
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Dr. S. S. S. S.

Unit IV: Human induced disasters: Causes, Impact, Distribution and Mapping.

Unit V: Response and Mitigation to Disasters: Mitigation and Preparedness, NDMA and NIDM; Indigenous

Knowledge and Community-Based Disaster Management; Do's and Don'ts During Disasters

Book Recommended

1. Government of India. (1997) Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
2. Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.
3. Modh, S. (2010) Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
4. Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter 1, 2 and 3
5. Singh, R. B. (ed.), (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.
6. Sinha, A. (2001). Disaster Management: Lessons Drawn and Strategies for Future, New United Press, New Delhi.
7. Stoltman, J.P. et al. (2004) International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht.
8. Singh Jagbir (2007) "Disaster Management Future Challenges and Oppurtunities", 2007. Publisher- I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India (www.ikbooks.com).

Project (50)

All the students of the class shall prepare a project report on any of the disaster management topics assign to them by the teacher.

The project report should be neatly typed and submit with certificate from the guide teacher.

The Project report shall be examined by two examiners – Internal.

Any one of the following or equivalent can be assigned to the students.

I Arts like:

1. Gandhara and Mathura School of Art
2. Ajanta and Ellora Paintings

II Temple and Building architecturelike:

3. Nagar, Dravida and Besar style
4. Khajuraho temple
5. Sun Temple of Konark
6. Allora Temple

Handwritten signatures and notes:
1. *Pratik Salve*
2. *Pratik Salve*
3. *Pratik Salve*

7. Meenakshi Temple
8. Red Fort
9. Taj Mahal

III Handicrafts-

10. Marble
11. Wood
12. Bamboo
13. Leather
14. Silk
15. Bronze
16. Ivory
17. Jewellery
18. Carvings and Precious stones

IV Historical Events-

19. Education in India through the ages with special reference to Nalanda, Taxila, and Vikramshila University, Vocational education in Ancient India.

Parameters of Evaluation :

1. Research contribution : 10 marks
2. Written Report Assessment : 15 marks
3. Individual presentation / explanation: 15 marks
4. Viva-voce: 10 marks

Total : 50 marks

Elective III: Economics

Paper VII: TRADE & DEVELOPMENTAL ECONOMICS

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 70

Min. Pass Marks – 25

Internal – 30 (Theory-20 & Practicum-10)

Project – 50 (Internal)

External Mark:70	Internal Mark:30	Project:50	Maximum Mark:150
Pass Mark:25	Pass Mark:11	Pass mark : 18	Pass mark: 54
Time:3 hours	Time: 1 hours	Time: 2 hours	Time: 6 hours
Period: 6+1=7 per week		Period:2=2 per week	Period = 9 per week

Objectives:

After completion of this course the learners would be able to:

1. Describe the various theories of growth and development.
2. Explain the basic characteristics of developing economics.
3. Take into account for the measurement of economic development.
4. To understand the obstacle of economic development.

5. Explain the sectoral development in the developing countries.
6. Explain the Heckscher-Ohlin theory of international trade.
7. Measures the gains from trade and term of trade.
8. Describe the theory of intervention through the tariff and quota in the international trade.
9. Use the statistics to understand the economic problem related to the developmental economics.

Note:

1. First question having ten objective type (Selecting two from each unit) 1X 10 = 10 marks
2. Five questions with Internal choice (Selecting one from each units) 6 X 10 = 60 marks.

UNIT-I: Nature and Obstacle of Economic Development

Concept of Economics Development; Distinguish between Economic Growth and Economic Development; Factors affecting economic growth- Capital (physical and human), Technology and Research & Development; Obstacle of Economic development; Basic characteristics of developing countries, Capital formation in underdeveloped countries.

Measurement of Economic growth and development- Per Capita Income (PCI), Human Development

Index (HDI), Physical Quality of Life Index (PQLI);

UNIT- II: Social and Economic Aspects of Development

Role and importance of Human Resource Development, Population problems and Effects of Population growth in developing countries, Theory of demographic transition.

Approaches to Development: Partial theories of growth and development- Naurkse's concept of Vicious circle of poverty and its Circular Causation, Hirschman strategies of balanced and unbalanced growth, Rostow's stages of growth, Investment Criterion.

UNIT-III: Theories of Growth and Development

Classical theory of development- contribution of Adam Smith, Ricardo, Schumpeter, Marxian theory of development; Growth Model- Harrod-Domar Model, Mahalonibis model

UNIT- IV: Gains from Trade

Role of foreign trade for economic development, Measurement of gains from trade and their distribution, Concept of terms of trade and their uses and limitations, Hypothesis of secular deterioration of terms of trade.

Doctrine of Reciprocal Demands-its importance and limitations in the theory of trade, Heckscher-Ohlin theory of international trade, Trade as an engine of economic growth

UNIT-V: Theory of Protection or Policy of Intervention

Concept of Protection-Tariffs and Quotas, Types of Tariff & Quotas, Their impact in partial equilibrium

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 Chairperson
 Rani Durgavati University,
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analysis- Economic effects of tariffs and quotas on national income, output, employment, terms of trade, income distribution, Free trade and policy of tariffs in relation to economic growth and development in developing countries like India.

Suggested Readings:

1. Chennery H and Srinnivasan, T.N(Eds) (1989), Handbook of Development Economics, Vols.1&2, Elsevier, Amsterdam.
2. Ghatak, S (1986), An Introduction to development Economics, Allen and Unwin, London.
3. Hayami, Y(1997), Development economics, Oxford University Press, New Yor.
4. Higgins, B(1959), Economic Development, WW Norton, New York.
5. HOGendorn, J(1996), Economic Development, Addison, Wesley, New York.
6. Kahkonon, S and M.Olson(2000), A New Institutional Approach to Economic Development, Vistaar.
7. Kindleberger, C.P(), Economic Development, Mc. Graw Hill, New York.
8. Krugman,P.R(), International Economics
9. Mannuer, H.G(), International Economics,
10. Meier & Baldwin(), Economic Development, Oxford University Press.
11. Rostaws, W.W() The Stages of Economic Growth.
12. Sanvatore, D(1997), International Economics, Prentice Hall, Upper Saddle River, N.J. New York.
13. Sen, A.K(Ed), Growth Economics, Penguin, Harmondsworth.
14. Soderson, Bo(), International Economics
15. Thirwal, A.P(1999), Growth and Development, Mc Millan, UK.
16. Todaro, M.P(1996), Economic Development, Longman, London.

Practicum-VIII: Project Work & Seminar

UNIT-I: Preparation of proposal or synopsis for project work: Identification of topic related to the paper: Development and trade related issues; Review of literature and identification of statement of problems; Research

Objectives; Research questions; Presentation of project proposal; Finalization of project proposal.

UNIT-II: Data Collection: Primary and Secondary data; quantitative and qualitative data; time series and crosssection data

UNIT-III: Organization of Data: Classification, tabulation and graphical representation of data

UNIT-IV: Data Analysis: Use of various statistical methods for analysis, interpretation, drawing inference, conclusion, suggestion and policies intervention.

UNIT-V: Seminar: Power-point presentation and open Viva-voice

Rajendra Kumar
Prof. Rajendra Kumar
Chairman, P. & T. Dept.
Economic College
Pani Dui, Jyoti Vastu, Panipat

A.P. Thirwal
A.P. Thirwal

Abdul
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H. G. Mannur
H. G. Mannur

Suggested Reading:

1. Agricultural Census
2. American Economic Review
3. Economic & Political Weekly
4. Indian Journal of Labour Economics
5. Kurukhetra
6. News Paper
7. State's Agriculture Statistics
8. Statistical Abstracts of the concern State as well as India
9. Third Concept
10. Yojona

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Elective III: Political Science

Paper VII: PUBLIC ADMINISTRATION

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 70

Min. Pass Marks – 25

Internal – 30 (Theory-20 & Practicum-10)

Project – 50 (Internal)

Distribution of Marks:

1. Five Objective type questions from units I to V. One question will carry 1 mark. $5 \times 1 = 5$ Marks.
2. Five Short answer type questions to be answered between 120-150 words. One question will carry 3 marks $3 \times 5 = 15$
3. Five long answer type questions with internal choice selecting one from each unit. $5 \times 10 = 50$ Marks.

Objectives: This paper intended to provide the students with basic knowledge of principles and mechanism of public administration with special reference to Indian administration.

Unit I: Discipline of Public Administration: Meaning, Nature and Scope of Public Administration, New Public Administration, New Public Management.

UNIT-II: Theories of Organization: the Classical Theory, Scientific Management Theory, Human Relations Theory, Bureaucratic Theory and Rational Decision-Making.

UNIT-III: Development Administration: Public Administration in the age of Globalization and Liberalization, Bureaucracy: Nature and Functions Public Relations: Lokpal and Lokayukta

UNIT-IV: Personnel Administration: Principles of Recruitment, Training and Promotion. Organization and role of UPSC Settlement of dispute

UNIT-V: Financial Administration: Budget (Concept, Principles and Types) Legislative control over Budget; Administrative Reforms in India.

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PROJECT

Max. Marks: 50

Pass Marks: 18

Objectives: The purpose of this course is to develop the understanding of students on various topics indicative of the problems and challenges faced by the contemporary India and the world in an inter-disciplinary manner.

Distribution of Marks:

1. The content of the Project i.e. theory will carry 30 marks
2. Viva voce/Presentation will carry 20 marks

List of Projects

1. India's Look East Policy: Issues, challenges and prospects
2. Communalism and secularism in India's Democracy
3. European Union: Challenges and Prospects
4. Indian Federalism: Emerging trend and challenges
5. Patriarchy with special reference to Pandita Ramabai
6. Issues in India's foreign policy
7. UNO: role and challenges
8. Feminism and women empowerment in India
9. Relevance of Gandhian thought
10. Rural Development: Issues, challenges and prospects
11. Peasant movements in India
12. Tribal movements in India
13. Backward class movement in India
14. Nature and causes of Underdevelopment in developing countries
15. Nature causes and of Political instability in developing countries
16. Military in politics in the developing countries
17. India's relation with Pakistan
18. India's relation with USA with special reference to post Cold war era
19. India's relation with China
20. Role of Youth in Indian politics

OR

Any other equivalent

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Suggested Readings:

1. A. Avasthi, and S.N. Maheshwari, Public Administration, Agra, Laxmi N. Aggarwal, 2003.
2. Bhattacharya, M., New Horizons in Public Administration. New Delhi: Jawahar, 2001.
3. Bhattacharya, M. and Chakrabarty, B. 'Introduction: Public Administration: Theory and Practice', in Bhattacharya, M. and Chakrabarty, B. (eds.) Public Administration: A Reader. Delhi: Oxford University Press, 2005.
4. B. B. Mishra, The Bureaucracy in India: An Historical Analysis of Development up to 1947, Delhi, Oxford University Press, 1977.
5. C. Argyris, Understanding Organizational Behavior, Illinois, Dorsey Press, 1960.
6. C. I. Barnard, The Functions of the Executive, Massachusetts, Harvard University Press, 1950.
7. C. M. Jain and A. Hingar (eds.), Administrative Culture: Premises and Perspectives, Jaipur, RBSA Publication, 1996.
8. D. Waldo (ed.), Ideas and issues in Public Administration: a Book of Readings, New York, Delhi, Oxford University Press, 1977.
9. E. N. Gladden, The Essential of Public Administration, London, Staples Press, 1958.
10. F. A. Nigro and L. S. Nigro, Modern Public Administration, New York, Harper and Row, 1984.
11. F. W. Riggs, The Ecology of Administration, Bombay, Asia Publishing House, 1961.
12. G. E. Caiden and H. Siedentoph (ed.), Strategies for Administrative Reforms, Lexington, DC, 1982.
13. I. H. Bohari, Management of Third World in Adverse Partnership: Theory and Practice, Karachi, OUP, 1997.
14. J. E. Anderson, Public Policy Making, Boston, Houghton Mifflin, 1990.
15. J. La Palombara and M. Weiner (eds.), Bureaucracy and Political Development, NJ, Princeton University Press, 1966.
16. L. D. White, Introduction to the Study of Public Administration, New York, Macmillan, 1955.
17. M. Crozier, The Bureaucratic Phenomenon, Chicago, University of Chicago Press, 1969.
18. M. Weber, The Theory of Organization: Readings in Public Administration, New York, Harper and Row, 1983.
19. Henry, N., Public Administration and Public Affairs. New Delhi: Prentice Hall, 2003.
20. P. H. Appleby, Policy and Administration, Alabama, University of Alabama Press, 1957.
21. P. R. Dubashi, Recent Trends in public Administration, Delhi, Kaveri Books, 1995.
22. R. Presthus, Public Administration, New York, Ronald, 1975.
23. S. R. Maheshwari, Administrative Theories, New Delhi, Allied, 1994.
24. T. N. Chaturvedi (ed.), Contemporary Administrative Culture of India, New Delhi, Mittal, 1997.

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Education Component:

Vision of Indian Education: Issues & Concerns

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 14

Internal – 10

Question Paper Pattern :-

- Part A - Five objective type questions covering all the units are to be set on the basis of Knowledge and understanding. Each question carry 1 mark.(5×1=5).
- Part B- Seven short answer type questions are to be set on the basis of Comprehension out of which 5 to be attempted.(5×5=25)
- Part C- Two long answer type question are to be set on the basis of application,analysis, synthesis and evaluation out of which 1 to be attempted .(1×10=10).

Objectives:

After the completion of the course Pupil-teachers will:

- Appreciate Constitutional ideals and values and reflect critically on the role of education in realizing those ideals
- Identify and Internalize Values of New Social order envisioned and enshrined in Indian Constitution
- Understand the diverse and complex nature of Indian Society
- Appreciate that the Indian nation is in the process of making
- Reflect on inherent contradictions present in India
- Develop critical faculty in realizing and interpreting the nature of Indian Schooling
- Develop perspective on issues and concerns of Indian schooling
- Become sensitive towards child rights and classroom practices

Unit-I: Understanding India : Indian Constitution: Concern for New Social Order

- Constitution and Preamble: National Ideals

- Democracy,
- Equality,
- Liberty,
- Secularism, and
- Social Justice.

- Constitutional provisions on education that reflect these ideals: Implicit concerns and Issues

- India as a Society: Socio-economic, cultural, linguistic and regional framework

- India as an evolving Nation state: Vision, Nature and Salient Features

- Democratic polity,
- Federal structure.

- Implications to Educational arrangements and responsibility

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- India as Developing Economy: Salient features and contradictions
 - Development and Displacement,
 - Development and environmental degradation,
 - Growing incomes and widening inequalities.
- Facets/sectors of Indian economy: Agriculture, Industrial and Service
- India as Knowledge economy
- Implications to education

Unit-II: Education as Fundamental Right: Practices of Indian Schooling

- Child Rights: International Covenants and Indian Constitutional Provisions
- Rights of Girl Child
- Education as a Fundamental Right of Children
- Universalisation of School Education
- Equalization of Educational Opportunities
- Problematization of Indian schooling in understanding the apparent contradictions/
- Paradoxes of universality and equality:
 - Private-public schools
 - Urban –rural schools
 - Centre-state schools
 - Many other forms of in-equalities in Indian Schooling
- Schooling and Access: Physical, Epistemological, and Cultural Access
- Issue of enrollment, retention and success: Sociological analysis

Unit III Secondary Education: Status, Issues and Concerns

- Concept of Secondary Education
- Secondary School: its linkages with primary and higher secondary stages of education
- Aims of Secondary Education with special reference to Secondary Education Commission 1954
- Universalization of Secondary Education: status and issues
 - Quantitative Expansion
 - Qualitative Consolidation
 - Equity Perspective--A Sociological Understanding
 - Skill development and Vocationalization
 - Privatization

Unit IV: Guidance and Counseling

- Guidance –concept, need and principles
- Counseling concept, need and principles
- Guidance-Types- Educational, Vocational, and personal
- Educational guidance-nature, scope and approaches
- Vocational guidance-nature, scope and approaches
- personal guidance-nature, scope and approaches

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- role of teacher in Guidance and Counseling

Transactional Modes:

The transactional/construction modes of the course work may consist of:

- Lecture-cum discussions.
- Extended reading of certain required portions from Indian constitution and UNO conventions on Human Right and Child Rights.

- Observational studies.
- Analysis of education data.

(Practicum on Forms of inequalities and their reflection in Education- A critical study)

(To situate and understand contradictions/paradoxes of economy a Case study/project work on Big Dams or SEZ and any other pressing economic issues may be undertaken.)

(Critical study of alternative schooling in the light of education as a fundamental right of every child)

Suggested Readings:

1. Avjit Pathak (2004). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness, Rainbow Publishers, New Delhi.
2. Baxi, Upendra (1995). The Human Rights Education: The promise of the Third Millennium, New Delhi.
3. Dube, S.C. (2005). Indian Society. National Book Trust of India, New Delhi.
4. Kumar, Krishna, (1991). The Political Agenda of Education; A Study of Colonialist and Nationalist Ideas. Sage Publication, New Delhi.
5. Levin, Leah, (1998). Human Rights-Questions and Answers, New Delhi.
6. Naik, J.P. (1975). Equality, Quality and Quantity: The Elusive Triangle in Indian Education, Allied Publishers, Bombay.
7. Nehru, Jawaharlal (1989). The Discovery of India, Oxford University Press, New Delhi.
8. PROBE Team. (1999). Public Report on Basic Education in India, New Delhi, Oxford University Press.
9. Sharma, S.K. (1998). Children and The Human Rights, New Delhi.
10. Tawney, R.H. (1964). Equality, Unwin Books, London.

School Management & Leadership

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 14

Internal – 10

Question Paper Pattern :-

- Part A - Five objective type questions covering all the units are to be set on the basis of Knowledge and understanding. Each question carry 1 mark.(5×1=5).
- Part B- Seven short answer type questions are to be set on the basis of Comprehension out of which 5 to be attempted.(5×5=25)

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 U.P. Board
 Prof. Durga Prasad Singh
 Jalandhar (M.P.)

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- Part C- Two long answer type question are to be set on the basis of application, analysis, synthesis and evaluation out of which 1 to be attempted .(1×10=10).

Objectives:

After completing this paper, student- teachers will be able:

- To develop understanding about the basic concepts and process of school management.
- To understand different components of school management.
- To realize the multifaceted role of a teacher/head teacher.
- To develop the understanding about different school managements in India.
- To develop understanding about the role of different agencies in school management
- To understand and appreciate the process of becoming an effective teacher.
- To understand the role of individuals as followers and leaders within organizations.
- To critically examine the core and contemporary leadership theories relevant to school practice and settings.
- To sensitize the students about new changes and challenges in leadership of institutions.
- To develop capacities for being efficient and effective educational leaders.
- To enable them to recognize the importance of management of resources and effective use of ICT in the context of school management.

Course Content:

Unit I: School management and its Components

- 1.1 Meaning, scope and process of school management.
- 1.2 Characteristics of Successful School Management.
- 1.3 Role of the Head master, Teacher and students
- 1.4 Managing internal organization: Curricular and co- curricular activities

Unit II: School as an Organization

- 2.1 School Organization: Meaning, Aims and Objectives
- 2.2 Resource Requirements of School. i.e., Physical, Human and Financial Resources.
- 2.3 Schools under Different Managements –
 - i) Government - Central, State and Local Bodies.
 - ii) Private – Aided and Unaided.
- 2.4 Study of Specific Managements -
 - i) Residential Schools Run by Social Welfare Corporations
 - ii) Navodaya Vidyalayas/ Kendriya Vidyalayas / Sainik Schools /Railway School and Public Undertaking

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- Famulavo Joseph, (1986): Hand book of Human resource Administration. M CGraw Hills, New York.
- Freire, P. (1998). Teachers as cultural workers. Boulder, CO: Westview Press.
- Taj, H. (2008). Current challenges in education. Neelkamal publications, Hyderabad.
- Mohanthy, J. (2007). Educational management supervision school organization. Neelkamal Publications Private Limited, Hyderabad.
- Tilak, J.B.G. (1992). Educational planning at Grass roots. Ashish publishing house, New Delhi.
- Kochhar, S.K. (2011). School Administration and Management. Sterling Publisher Pvt.Ltd., New Delhi
- Krishnamacharyulu V. (2011). School management and systems of education. Neelkamal Publications Private limited, Hyderabad.
- Marshall, P.L. (2002). Cultural diversity in our schools. Belmont, CA: Wadsworth Publishing.
- National curriculum Frame work for teachers, (2009), NCTE.
- National curriculum frame work, (2005), NCERT, New Delhi.
- Nieto, S. (1999). The light in their eyes: Creating multicultural learning communities. Columbia University: Teachers College Press.
- Walia, J.S. (2004), Education in emerging Indian Society. Paul Publishers.
- Walker James W. (1980), Human resource planning. McGraw Hill, N Y.

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