

**SYLLABUS FOR
FOUR YEAR INTEGRATED
B.A. B.Ed. COURSE**

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

REGIONAL INSTITUTE OF EDUCATION

(NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING)

AJMER -305004

Ordinances Governing the B.A. B.Ed. Course, RIE scheme

The MDS University, Ajmer hereby constitutes the following ordinances under RIE Scheme governing admission, courses of study, examination and other matters relating to the degree of B.A B.Ed. under the Faculty of Arts.

1. The course of study shall extend over a period of four years as an integrated course in Arts and Education, Work Experience, General Hindi/General English/History of Indian Civilization, Elementary Computer Applications and Environmental Studies leading to the composite degree of B.A B.Ed.
2. Candidates who have passed +2 examination / Intermediate or any other examination recognized as equivalent thereto by the MDS University, Ajmer with at least 45% marks in the aggregate are eligible for admission to the course. Relaxation up to 5% of marks shall be given to the SC/ST Candidate.
3. Candidates should have passed the qualifying examination with the following Combinations of subjects – English/ Hindi/Urdu and any two of the following subjects: History, Geography, Economics and Political Science.
4. There shall be a University examination at the end of each year as per details of the scheme of examination.
5. A candidate will be permitted to appear in the annual examination only if he/she has pursued a regular course of study and attended at least 75% of the classes actually held in each subject.
6. A candidate shall be admitted to the next higher class only if he/she passes his/her I Year/II Year/III Year Examination as per rules mentioned herein after.

7. In order to qualify for B.A B.Ed. degree a candidate should obtain a minimum of 36% marks in theory and practical(s) separately, wherever applicable in each subject in each year of the course and 40% marks in Internship in Teaching in the Fourth Year.
8. In Ist Year, there will be three core subjects; Core subject **1(a)** is General Hindi/ General English / History of Indian Civilization (for foreign students only) , Core Subject **1(b)** is Elementary Computer Applications and Core Subject **1(c)** is Environmental Studies. In order to pass, a candidate must secure at least **36%** in each core subject. However, the marks obtained in these papers will not be taken into account for awarding the division. In case a candidate fails in the core subject, he/she has to clear the same as per provision made in clause 12(ii).
9. The minimum pass marks in the supplementary examination shall be the same as prescribed for the main examination.

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

- (i) A candidate who fails in one or two subjects (excluding General Hindi/General English/History of Indian civilization/Elementary Computer Application/ Environmental Studies in the I Year) in any year of the course will be eligible to take the supplementary examination in the subject(s) in which he/she fails. In case the candidate is not able to pass even in the supplementary examination he/she can appear only as an ex-student in all subjects again at the main examination of the subsequent year. He/she will not be required to appear in practical(s) if he/she has already cleared the

same. A candidate shall be deemed to be an ex-student if he/she completed a regular course of study at the Institute and fulfilled the required attendance as specified in clause No. 4 and appeared in University examination but failed or did not take the examination.

- (ii) A candidate who fails in the practical/theory/field work/Internal assessment/sessional of a subject at the main examination shall be required to appear only in the corresponding practical/theory/Internal assessment/ sessional of the supplementary examination.
- (iii) A candidate who does not appear in the supplementary examination will have to appear in the subsequent main examination in all subjects including practical only as an ex-student.

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

- (i) A candidate who fails in more than two subjects (except General Hindi/General English/ History of Indian Civilization/Elementary Computer Applications/Environmental Studies) in any year of the course shall be declared failed and will not be promoted to the next class. Such a candidate will be permitted to appear at the main

examination of the subsequent year in all the subjects only as an ex-student.

- (ii) However, in the case of General Hindi/General English/ History of Indian Civilization, Elementary Computer Applications and Environmental Studies, if a candidate fails in I Year he/she would get two more chances for clearing this paper either along with the supplementary examination in I Year or with the main examination in II Year. Non-appearance or absence from the examination of this paper will be counted as a chance.
- (iii) A candidate who fails in more than two subjects but passes in practical he/she will be required to appear again in all the subjects (theory) except practical only as an ex-student.

- 9.** A candidate will be given a maximum of three chances at the main examination and the corresponding supplementary examination in any year of the course. If he/she does not pass the examination even thereafter, he/she will not be eligible for readmission to any year of the course.
- 10.** If a candidate fails in the Internship in Teaching or is unable to complete Internship in teaching but passes in all other subjects he/she will be required to repeat the complete 'Internship in Teaching' in the next academic session along with regular candidates.

Division will be awarded to the successful candidates only after the 4th year examination and on the basis of cumulative total of marks obtained in all the four years of the course in all the subjects including Internship in Teaching but excluding the core subjects i.e., General Hindi/General English/ History of Indian Civilization, Elementary Computer Applications and Environmental Studies.

Course Structure and Scheme of Examination
B.A. B.Ed. Four year Integrated Course

B.A. B.Ed. Part I Examination

SI. No	Name of Subject	Paper	Instructional Periods/week	Exam. Duration (hrs)	Max. Marks	Min. for Pass
1.	Core Subjects* a) Gen. Hindi/Gen. English/History of Indian Civilization b) Elementary Computer Applications c) Environmental Studies	Theory	4	3	100	36
		Theory	2	3	60	22
		Practical	2	2	40	15
		Theory Field Work	2 2	3	75 25	27 9
2.	Hindi/English/Urdu	Theory (I) Internal	4	3	60 15	54
		Theory (II) Internal	4		60 15	
3.	History	Theory (I) Internal	4	3	60 15	54
		Theory (II) Internal	4		60 15	
4.	Political Science	Theory (I) Internal	4	3	60 15	54
		Theory (II) Internal	4		60 15	
5.	Geography	Paper I	3	3	50	36
		Paper II	3		50	
		Practical	4	4	50	18
6.	Economics	Theory (I) Internal	4	3	60 15	54
		Theory (II) Internal	4		60 15	
7.	Work Experience** Technology/Agriculture		3	3	50	18

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

** To be evaluated by a team of two members constituted by Principal in consultation with Head, DESM & DESSH.

Distribution of Marks:

Core Subjects : 300
Language : 150
Social Sciences: 300
Work Experience: 50
Total Marks: 500

Total Periods per Week:

Without Geography: 39
with Geography 41

B.A. B.Ed. Part II Examination

Sl. No	Name of Subject	Paper	Instructional Periods/week	Exam. Duration (hrs)	Max. Marks	Min for Pass
1.	Hindi/English/Urdu	Theory (I) Internal	6	3	80 20	72
		Theory (II) Internal	6	3	80 20	
2.	History	Theory (I) Internal	6	3	80 20	72
		Theory (II) Internal	6	3	80 20	
3.	Political Science	Theory (I) Internal	6	3	80 20	72
		Theory (II) Internal	6	3	80 20	
4.	Geography	Paper I	4	3	75	54
		Paper II	4	3	75	
		Practical	5	4	50	18
5.	Economics	Theory (I) Internal	6	3	80 20	72
		Theory (II) Internal	6	3	80 20	
6.	Psychology of Learner, Learning and Instruction	Theory Internal	4	3	60 15	27
7.	Work Experience** Technology/Agriculture		3	3	50	18

**** To be evaluated by a team of two members constituted by Principal in consultation with Head, DESM & DESSH.**

Distribution of Marks:

Language	:	200
Social Sciences	:	400
Education	:	75
Work Experience	:	50
Total Marks	:	725

Total Periods per Week:

with Geography	44
Without Geography:	43

B.A. B.Ed. Part III Examination

Sl. No	Name of Subject	Paper	Instructional Periods/week	Exam. Duration (hrs)	Max. Marks	Min. for Pass
1.	Hindi/English/Urdu	Theory (I) Internal	4	3	60 15	54
		Theory (II) Internal	4	3	60 15	
2.	History	Theory (I) Internal	4	3	60 15	54
		Theory (II) Internal	4	3	60 15	
3.	Political Science	Theory (I) Internal	4	3	60 15	54
		Theory (II) Internal	4	3	60 15	
4.	Geography	Paper I	3	3	50	36
		Paper II	3	3	50	
		Practical	4	4	50	
5.	Economics	Theory (I) Internal	4	3	60 15	54
		Theory (II) Internal	4	3	60 15	
6.	Instructional Strategies & Skills	Theory Internal	4	3	60 15	27
7	School education Experience Programme (Working with Community (School Observation and Cultural Experience))	Internal	2	Students will be spending two weeks for working with community activities during the session and evaluation by grading on five point scale		
8.	Content cum Methodology One each from (a) & (b): (a) Teaching of Language Hindi/English/Urdu (b) Teaching of Social Sciences SS I : History and Civics or SS II : Geography and Economics	Theory	3	3	60	27
		Practical	2		15	
		Theory	3	3	60	27
		Practical	2		15	

Distribution of Marks:

Language	: 150
Social Sciences	: 300
Education	: 75
CCM	: 150
Total Marks:	625

Total Periods per Week:

with Geography	40
Without Geography:	38

B.A. B.Ed. Part IV Examination

Sl.No	Name of Subject	Paper	Instructional Periods/week	Exam. Duration (hrs)	Max. Marks	Min. for Pass
1.	Hindi/English/Urdu	Theory (I) Internal	4	3	60 15	54
		Theory (II) Internal	4	3	60 15	
2.	History	Theory (I) Internal	4	3	60 15	54
		Theory (II) Internal	4	3	60 15	
3.	Political Science	Theory (I) Internal	4	3	60 15	54
		Theory (II) Internal	4	3	60 15	
4.	Geography	Paper I	3	3	50	36 18
		Paper II	3	3	50	
		Practical	6	4	50	
5.	Economics	Theory (I) Internal	4	3	60 15	54
		Theory (II) Internal	4	3	60 15	
6.	Education and Indian Society		4	3	75	27
7.	School Management		4	3	75	27
8.	School Education Experience Programme (SEEP) 1. Pre Internship 2 Weeks 2. Internship 6 Weeks		8		200	80

Distribution of Marks:

Language	:	150
Social Sciences:		300
Education	:	150
Internship	:	200
Total Marks:		800

Total Periods per Week:

with Geography	44
Without Geography:	40

Year wise Marks of the Four Year B.A. B.Ed. Course

Year	Marks
I Year	500
II Year	725
III Year	625
IV Year	800
Grand Total	2650

SYLLABUS

OF

B.A. B.Ed.

FIRST YEAR

2016

सामान्य हिंदी

उत्तीर्णांक : 36

अवधि : 3 घंटे

पूर्णांक : 100

अंक योजना – (अ भाग)

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

(ब भाग)

व्याकरण खंड

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

पाठ्य पुस्तकें

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

GENERAL ENGLISH

Duration: 3 Hours

Maximum Marks: 100

Minimum for Pass: 36

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

Scheme of Examination

1. Comprehension and Vocabulary

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

2. Composition

- a. Letter/Application writing 10 Marks
- b. Paragraph writing/Précis writing 10 Marks
- c. Report Writing 10 Marks

3. Translation

The exercise will require candidates to render into English ten simple sentences in Hindi. At least 15 sentences will be set. 10 Marks

4. Grammar and Usage

The Questions in this exercise will be set with the purpose of testing the candidate's knowledge of grammar and familiarity with correct usage.

- A. Elements of sentence 2 Marks
- B. Transformation of Sentences including Active and Passive Voice 2 ½ Marks
- C. Modals 2 Marks
- D. Tense Usage 2 ½ Marks
- E. Determiners 2 ½ Marks
- F. Common English Errors 2 ½ Marks
- G. Phrasal Verbs 3 Marks
- H. Idioms 3 Mark

Phrasal Verbs

Break	Break away, break down, break off, break up
Bring	Bring about, bring in, bring up, bring down
Come	Come by, come across, come upon
Carry	Carry out, carry on, carry off, carry over
Call	Call on, call off, call at
Get	Get along, get away with, get by, get through, get over
Give	Give up, give away, give in
Hard	Hard up, hard of hearing, hard nut to crack, hard to please
Look	Look after, look into, look forward to, look up to
Put	Put out, put off, put up, put up with
Run	Run after, run down, run over, run out of
Take	Take after, take up

Idioms

To be born with a silver spoon in one's mouth, to be at daggers drawn, to be at sea, to be in the dark, to be in hot water, to be on the run, to be out of the woods, to be under someone's thumb, to break the ice, to break fresh ground, to make a mountain out of a molehill, to put a spoke in someone's wheel, to put two and two together, to turn a deaf ear, to turn a new leaf, to turn the tables (on someone), to blow one's own trumpet, to burn the candle at both ends, to carry favour, to cut one's coat according to one's cloth, to fish in troubled waters, to hit the nail on the head, to kill two birds with one stone, to know where the shoe pinches, to let the cat out of the bag, to nip something in the bud, to smell a rat, to wash one's hands off something.

The following chapters are prescribed for study:

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

Recommended Books:

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

Book Prescribed

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

HISTORY OF INDIAN CIVILISATION

(In lieu of Historical Development Subject of General Hindi or Foreign Students)

Duration: 3 Hrs.

Max. Marks: 100

Min. for pass: 36

- A) Outline of Historical Development: Indus valley and the Aryans, Rise of Empires-Mauryas and Guptas, Impact of Islam, The Rajputs and Akbar, The British Impact, The National Movement-Gandhi and Nehru.
- B) Social Life and Cultural Heritage: Family, Caste, Education Buddhism and Jainism, Bhakti Movement, Literary and Art Heritage, Epics, Kalidas, Tulsidas, Tagore, Sanchi, Ajanta, Temple Architecture, Mughal Architecture, and Rajput and Mughal Planning.

Books Recommended:

1. J.N.Sarkar : India Through the Ages
2. Pannikar : Brief Survey of Indian History

I (B). ELEMENTARY COMPUTER APPLICATIONS

Scheme	Exam Duration	Max. Marks	Min. for pass
Theory	3 Hrs.	60	22
Practical	2 Hrs.	40	15

Multiple choice questions – 120 and Question Paper of four series for theory

1. **Information and communication technology:** Meaning of Data, Information, differences between data and information, concepts of Information Technology, Information Society, Information Superhighway, role of ICT at home, in Education schools, in employment and Businesses, in Local Community and in healthcare.
2. **Elements of computer processing Systems:** What is computer? Meaning of computer, what computer does, concept of hardware and software, the architecture of computer system, CPU, memory, and types of input devices like such as mice, keyboards, trackballs, scanners, touch pads, light pens, joysticks etc. output devices like various visual display units(VDUs), screens or monitors, printers such as those commonly available, plotters, speakers, speech synthesizers etc. and storage internal/external hard disk, zip disk, data cartridges, CD-ROM, diskette etc. devices, concept of software, categories of software, system software, application software and utilities software.

3. **Classification of computers and processors:** Type of computers, distinguish between main-frame computer, minicomputer, network computer, personal computer, and laptop computer in terms of capacity, speed cost, and typical users, Concept of the terms intelligent and dumb terminal, Types of processor, generation of Intel processors (Pentium), AMD Athlon family, dual core processor.
4. **Operating System (OS) Concept:** The need as OS, OS as resource, processor and memory manager, types of operating system, characteristics features of Linux, Windows 2000, Window XP and Window Vista operating systems.
5. **Computer and Communication:** Need for data transmission over distances, communication channels, twisted pair, coaxial cable, microwave, radio wave, optical fiber and satellite digital and analog transmission, serial and parallel data transmission, modems, networking of computers, Concept of LAN, MAN and WAN.
6. **Personal Computer-software:** Word processing packages, Spreadsheet packages, presentation packages and data base management packages, Desk-top publishing, Computer Animation packages, Multimedia packages antivirus software, and Introduction to MS-Word, MS-Excel & MS-PowerPoint.
7. **Internet Technology:** Concept and how its works, Uses of internet in day to day life, Communicating through computers, creating an e-mail ID, e-mail and ftp, POP and IMAP and SMTP for mail and the ftp protocol for the transfer, using The World Wide Web, HTTP and web servers, downloading information, using search engines, making online reservation for railways & airlines ticket, concept of I-ticket and e-ticket.
8. **E- learning:** Concept of learning, advantages and growth of e-learning, Goals of e-learning, computer based learning, computer based training, Computer-supported collaborative learning, pedagogical elements, Communication technologies used in e-learning, Computer-aided assessment and learning design, Benefits of e-learning versus traditional classroom settings, concept of e-commerce.

LABORATORY:

The laboratory exercises will be designed to help in the understanding of the concepts of computer and the utilization in the areas outlined in the theory syllabus. The emphasis should be on practical usage rather than the theoretical concepts only.

Note:

Passing in theory and practical examination separately shall be necessary by securing at least 30% marks. Maximum marks for theory will be 60 and Maximum Marks for practical paper will be 40. Minimum marks for theory and practical shall be 22 and 15 respectively.

The theory Q.P. for academic session 2009-2010 will carry 120 multiple-choice questions ½ marks each. Question paper of four series shall be printed.

For the session 2005-2006, the practical examination scheme should be as follows:

- A. Record/Sessionals
- B. Practical exercise on Window XP
- C. Practical exercise on MS-Word
- D. Practical exercise on MS-Excel
- E. Practical exercise on MS-PowerPoint
- F. Practical exercise on surfing internet, downloads, uploads, software/material.
- G. Practical exercise on Nero start smart, Glary, windows internet cleaner & Picasa utilities.

I (C) - ENVIRONMENTAL STUDIES

Scheme	Exam. Duration	Max. Marks	Min. for pass
Theory	3 hrs.	75	27
Field work	--	25	9

Theory paper will contain nine questions/the students are required to attempt five questions in all including questions no.1 which will be compulsory.

Q.1 Short answer type. Ten questions of 2.5 marks each (compulsory question).

Q.2 to Q.9 Essay type questions of 12.5 marks each (attempt any four). Fieldwork will be evaluated by the concerned teacher out of 25 marks. The awards will be sent to the University. The students are required to visit field/sites mentioned in the syllabus under the guidance of a teacher and would submit the report to the concerned teacher for evaluation.

Note:

The marks secured in this paper shall not be counted in awarding the division to a candidate.

The candidate have to clear compulsory paper in three chances. None appearing or absent in the examination of compulsory paper will be counted a chance.

BASED ON CORE MODULE SYLLABUS FOR ENVIRONMENTAL STUDIES FOR UNDERGRADUATE COURSES OF ALL BRANCHES OF HIGHER EDUCATION

Unit I: Concept, definition scope and importance of Environmental Education, Aim, objectives and nature of Environmental Education.

Unit II: Natural Resources:

Renewable and non-renewable resources:

Natural resources and associated problems.

- a) **Forest resources:** use and over-exploitation, case studies, Timber extraction, mining, dams and their effects on forests and tribal people.
- b) **Water resources:** Use and over-idolization of surface and groundwater, floods, drought, conflicts over water, dams-benefits and problems.
- c) **Mineral resources:** Use and exploitation environmental effects of extracting and using material resources, case studies.
- d) **Food resources:** World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
- e) **Energy resources:** Growing energy needs, renewable and nonrenewable energy sources, use of alternate energy sources, Case Studies.
- f) **Land resources:** Land as a resource, Land degradation man induced landslides, soil erosion and desertification.
- g) Role of an individual in conservation of natural resources.
- h) Equitable use of resources for sustainable lifestyles.

Unit III: Ecosystems

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

Biodiversity and its conservation

Introduction-definition: genetic, species and ecosystem diversity biogeographical classification of India, value of biodiversity: consumptive use, productive use.

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

Unit IV: Environmental Pollution

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

Climate change, global warming, acid rain, ozone hole, nuclear accidents and holocaust. Case studies, Waste land reclamation, Consumerism and waste products.

Unit V: Social Issues and the environment

From Unsustainable to sustainable development, Urban problems related to energy; resettlement and rehabilitation of people; its problems and concerns; Case studies, environmental ethics: Issues and possible solutions, population growth, variation among nations population explosion – Family welfare programme, human right value Education, HIV/AIDS, women and child Welfare, role of Information Technology in Environment and human health, case studies.

Environmental Protection Act

Air (Prevention and Control of Pollution) Act.

Wild Life Protection Act

Forest Conservation Act

Agencies involved in enforcement of environmental legislation.

Public awareness

Field work

- Visit to a local area to document environment assets - river/forest/grasslands/hill/mountain.
- visit to local polluted site – Urban/Rural/Industrial/Agriculture.
- study of common plants, insects, birds.
Study of simple ecosystems/pond, river, hill slope etc.
Survey of energy consumption in the locality.

पेपर— I
हिंदी भाषा और साहित्य का इतिहास

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

Maximum Marks: 75
Theory: 60
Internal: 15

उद्देश्य –

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

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

प्रथम इकाई

(क) हिंदी भाषा – उद्भव और विकास

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

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

द्वितीय इकाई – हिंदी भाषा की प्रमुख बोलियाँ

बाँगरू, खड़ी बोली

ब्रजभाषा, बुंदेली

कन्नौजी, अवधी

बघेली, छत्तीसगढ़ी

भोजपुरी, मारवाड़ी

तृतीय इकाई – हिंदी साहित्य का इतिहास

काल विभाजन एक परिचय

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

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

चतुर्थ इकाई – उत्तर मध्यकाल (रीतिकाल)

परिस्थितियाँ प्रवृत्तियाँ प्रमुख रचनाकार और उनकी रचनाएँ

पंचम इकाई : आधुनिक काल (गद्यकाल)

(क) भारतेंदु काल, द्विवेदी युग और छायावाद

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

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

संदर्भ ग्रंथ

1 सामान्य भाषा विज्ञान – डॉ. शिव शंकर प्रसाद

2 भाषा विज्ञान – डॉ. भोलानाथ तिवारी, किताब महल, इलाहाबाद

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

संदर्भ ग्रंथ

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

विषय – हिंदी साहित्य
पेपर– II (मध्यकालीन काव्य)

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

Maximum Marks: 75
Theory: 60
Internal: 15

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

इकाई 1

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

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

(पठनीय कविताओं की सूची इकाई संख्या 2 में देखें)

इकाई 2

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

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

जायसी

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

कबीर

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

संतकवि

नामदेव

- | | | | |
|---|---------------|---|-------------|
| 1 | हरि नाँव हीरा | – | उतरे पारा । |
| 2 | धृग ने बकता | – | राम ही जाने |

3	जो लग राम जाँमै	—	भवजल तरिये ।
4	ऐसे जगथे दास	—	नामदेव दासा

संत रैदास

1	अब कैसे छूटे	—	ऐसी भक्ति करे रैदासा
2	ऊँचे मंदिर शाल	—	राम कहीं छूटयो
3	किहि विधि अब	—	मांहि आज ।
4	कही मन राम नाम	—	तैं न बिसार

नानक

भक्ति मार्ग

1	मन रे प्रभु की	—	उतारहिं पारा ।
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योग मार्ग

1	मिलि जल	—	जलहिं खटाना
2	अब राखहुं दास	—	भाट की लाज
3	सावण आइया हे सखी	—	बढ़ाई देइ

दादू

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

रज्जब

मन की प्यास

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

इकाई 3

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

सूर

वात्सल्य

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

गोपी प्रेम

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

विरह वर्णन

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

तुलसी

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

विनय पत्रिका

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

इकाई 4

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

1	मन रे परस	—	अगम तारण तरण
2	बसो मेरे नैनन	—	भक्त वछल गोपाल
3	आलीं री मोरे	—	लोग कहे बिगड़ी ।
4	मैं तो सांवरे	—	भगत रसीलां जांची
5	माई री मैं तो	—	पूरब जनम को कोल ।
6	बरजी मैं काहूँ की	—	सतगुरु शरण गहूँ ।
7	नहिं भावै थारो	—	वर पायो छै पूरो
8	राणाजी थे क्यां नै	—	इमरत घर दियो जहर
9	पग घुँघरू बाँध	—	हरिचरणां की दासी रे
10	मीरां मगन भई	—	गिरधर पै बलि जाय ।

रसखान

सुजान रसखान

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

इकाई 5

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

छंदः, दोहा, सोरठा, चौपाई, कुंडलियाँ । अलंकारः अनुप्रास, यमक, श्लेष, उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति, व्यतिरेक, प्रतीप, संदेह, भ्रंतिमान, दृष्टांत और उदाहरण ।

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

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

संदर्भ ग्रंथ –

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

ENGLISH

Paper I: A Background to English Literature

Contact Hours: 4 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 75

Theory: 60

Internal: 15

Rationale: English is a global language in multilingual country like India. It is considered to be a library language or a window on the world. A good and proficient teacher of English must possess a profound knowledge of the various aspects of English language and literature. In order to acquire a good command over the skills of English language teaching learning, the teacher –student needs to make herself familiar with the history and development of English language and literature, literary genres, poetic devices etc. The paper aims to provide ample opportunities to gain a good understanding of the above-mentioned dimensions of English language and literature.

Objectives:

The students will be able to:

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

Course Contents: The paper will be divided into five (5) Units.

Unit I Historical Development of English Language

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

Unit II Literary Genres

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

Prose : (i) Fiction: Novel; short story

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

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

Unit III Figures of Speech

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

Unit IV Literary History (i)

Elizabethan Period:

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

Neo Classical Period:

- 18th century Novel
- Augustan Poetry

Pre-Romantic period:

- Pre-Romantic Poetry

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

- Romantic poets
- Early 19th century Novel

Victorian period

- Victorian poetry
- Victorian Novel

The present Age:

- Modern English Poetry
- Modern Fiction
- Modern Drama
- Post-modern poetry

- **Transactional Modalities:**

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.

- **Tutorials/ Practicum**

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

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weightage of five (05) marks.
- Two assignments: one oral presentation and one written assignment. Each will carry a weightage of five (05) marks.

Suggested Readings

1. Birjadish Prasad: A Background to the Study of English Literature; MacMillan, Delhi, Revised 1999
2. M.H. Abrahms: A Glossary of Literary Terms, MacMillan
3. W.H. Hudson: An outline History of English Literature
4. Martin Gray: A Dictionary of English Literary Terms
5. Ifor Evans: A History of English Literature
6. Sri Aurobindo: The Future Poetry. Sri Aurobindo Ashram, Pondicherry.
7. David Daiches: History of English Literature

PAPER II: POETRY AND DRAMA

Contact Hours: 4 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 75

Theory: 60

Internal: 15

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

Objectives:

The students will be able to:

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

Course Contents: The paper will be divided into five (5) Units.

Unit I Explanation

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

Unit II Poetry (i)

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

Unit III Poetry (ii)

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

Unit IV Drama (i)

William Shakespeare : As you Like It

Unit V Drama (ii)

William Shakespeare : Macbeth

• Transactional Modalities:

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.

• Tutorials/ Practicum

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

• Assessment Modalities

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weightage of five (05) marks.
- Two assignments: one oral presentation and one written assignment. Each will carry a weightage of five (05) marks.

Suggested Readings

1. David Green edit: The Winged World (An Anthology of Poems. MacMillan
2. Gopalan Nair edit: The Harp and the Lyre. Orient Longman
3. Palgrave's Golden Treasury. Oxford University Press.
4. W.P. Ker: Form and Style in Poetry. MacMillan.
5. A.C. Bradely: Shakespearen Tragedy. MacMillan
6. H. J. Grierson: Metaphysical Poems and Lyrics of the 17th Century. OUP
7. K.D.Sethna: Sri Aurobindo on Shakespeare. Pondicherry: Sri Aurobindo Ashram
8. Saryug Yadav. 2014. Challenges of Teaching English Language and Literature in the Age of Globalisation. Lakshi Publishers. New Delhi.

PAPER I - JADEED NASR

Inshaia, Khaka Aur Reportaz

Contact Hours: 4 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 75

Theory: 60

Internal: 15

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

Unit I

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

Unit II

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

Unit III

Reportaz ka Taaruf,

Urdu mne Reportaz Nigari.

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

Unit IV

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

Unit V

Urdu mne Inshaia nagari ki Riwayat

Urdu mne khaka Nigari ki Riwayat.

Inshaia aur khaka mne buniyadi farq.

• Transactional Modalities:

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.

• Tutorials/ Practicum

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

• Assessment Modalities

- The end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight age of five (05) marks.
- Two assignments: one oral presentation and one written assignment. Each will carry a weight age of five (05) marks.

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

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

PAPER II - JADEED NAZM

Contact Hours: 4 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 75

Theory: 60

Internal: 15

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

Unit I

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

Unit II

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

Unit III

Jadeed Urdu shayari ka Aghaz.

Jadeed shayari ki khususiyat.

Urdu mne Jadeed shayari ki riwayat.

Unit IV

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

Unit V

Nazm ka Taaruf.

Nazm ki Aqşam : Nazme azad aur

Nazme – Moarra

Shamile Nisab kisi ek nazm ka markazi khayal.

• Transactional Modalities:

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, Imparting knowledge by means of creating situations.

- **Tutorials/ Practicum**

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

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weightage of five (05) marks.
- Two assignments: one oral presentation and one written assignment. Each will carry a weightage of five (05) marks.

Text Book: Intikhabe – Manzoomat Pt I U.P. Urdu Academu

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

PAPER I: Physical Geography (Lithosphere)

Contact Hours: 3 periods per Week

Maximum Marks: 50

Examination Duration: 3 Hours

Theory: 50

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

CONTENT:

Unit-I

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

Unit-II

Universe: Galaxies, Stars, Constellations, Black-holes and Solar System. Shape and size of the earth, Motions of the Earth and its satellite, Mathematical location of Places on the Globe, Standard Time, Time Zones and the International Date Line

Unit-III

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

Unit-IV

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

Unit-V

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

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

- The end examination will be of 50 marks. Each unit will carry a weightage a 10 marks.

- 36% marks will be essential for passing the examination both in theory and practical.

Books recommended:

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

PAPER II: HUMAN GEOGRAPHY

Contact Hours: 3 periods per Week

Maximum Marks: 50

Examination Duration: 3 Hours

Theory: 50

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

CONTENT:

Unit -I

Definition, nature, scope, development and history of human geography; Principles of Human Geography; Approaches of Human Geography; Elements of Human Geography-according to Vidal de-la-Blache, Brunhes, Huntington; Branches of human geography; Concepts of man environment relationship; Concept of dualism in geography.

Unit-II

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

Unit- III

Human adaptation to environment (i) Cold Region -Eskimo; (ii) Hot Region - Bushman, Pigmy, Badawins (iii) Plateau -Khirghiz, Masai, Gonds (iv) Mountain- Gujjars, Naga and Khasi (v) Plain-Bhil and Santhal, their Social and Economic activities and adaptation in modern society.

Unit- IV

Distribution of population; world distribution pattern-physical, economic and social factors influencing spatial distribution; concepts of over population, under population and optimum population. Zero population growth; Demographic transition theory; Migration-internal and international, general laws of migration; Concept of Human Development.

Population regions of India; dynamic, prospective, depressed; Problem of over population in India and its remedial measures. Population control programmes and population policy of India.

Unit- V

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

Means of transportation and their importance, status of-roads and development

plans, national and state highways, problems relating to road transport network. Railway network development and status.

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

- The end examination will be of 50 marks. Each unit will carry a weightage a 10 marks.
- 36% marks will be essential for passing the examination both in theory and practical.

Books recommended

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

PAPER III: GEOGRAPHY PRACTICAL

Contact Hours: 4 periods per Week

Maximum Marks: 50

Examination Duration: 4 Hours

SCHEME

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

CONTENT

1. Scales - Plain, diagonal and comparative-different units, Time Scale and Revolution Scale.
2. Enlargement, reduction and combination of maps-Square, Similar Triangle and Pantograph. Measurement of distance and computation of Area on maps.
3. Methods of representation of relief- Hachures, Hill Shading, Layer tint, Contours etc. Relief features, types of slopes, valleys, waterfall, Gorge, meanders, plateaux, conical hill, Ridge, Saddle & Pass to be drawn, with the help of contours shown in topographical sheets of different physiographic regions, profile Drawing.
4. Study of Topographical sheets, Scheme of Indian toposheets. Interpretation of a hilly and a plain area of India in respect of relief, drainage, Human settlement, Transport & Communication Pattern.
5. Chain and Tape survey- Importance, Appliances, Methods and Plotting.

Books Recommended

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

POLITICAL SCIENCE

PAPER I- POLITICAL THEORY

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

Maximum Marks: 75
Theory: 60
Internal: 15

OBJECTIVES

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

- Understand the nature and scope of Political Science.
- Distinguish between the traditional and modern perspectives of Political Science.
- To understand some basic concepts of Political Science.
- Analyse state, its Component, Various theories of its origin and their bearing upon the nature of State
- Understand and analyses various systems of governance.
- Acquaint themselves with various aspects and agents involved in the political process.
- To understand and analyses the basis aspects of certain Political ideologies.

CONTENTS:

UNIT I

Meaning, Nature and scope of Political Theory – the Normative and Empirical perspectives, behaviouralism and Post-behaviouralism, Systems approach (Easton).

UNIT II

Concepts – Power (Laswell), Authority (Max Weber), Political Culture (Almond), Political Development (Lucian Pye), Political Socialisation, Social Change, E-Government.

UNIT III

State – Meaning and its elements, Specific theories of origin of State (Evolutionary, Divine and Social Contract) Sovereignty, Liberty, Equality Justice and citizens and citizenship.

UNIT IV

Democracy and Dictatorship, Parliamentary systems, Presidential system, unitary and federal systems, Political parties, Pressure groups, Public opinion, Theories of Representation.

UNIT V

Some Political Ideologies – Idealism, Liberalism, Democratic Socialism, Anarchism, Sarvodaya.

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weightage of five (05) marks.
- Two assignments: one oral presentation and one written assignment. Each will carry a weightage of five (05) marks.

Recommended readings

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

PAPER II
REPRESENTATIVE INDIAN POLITICAL THINKERS

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

Maximum Marks: 75
Theory: 60
Internal: 15

OBJECTIVES:

- To understand the fundamental of ancient Indian view regarding state, society and man and also the ancient Indian view point regarding human virtues, individuals place in social order.
- To understand and appreciate major streams of social and religious reforms in India in the 19th century and also the interaction between religion and political awakening.
- To understand and appreciate different streams of nationalism in Indian thinking.
- To understand the various aspects of Political thoughts of Mahatma Gandhi, Democratic socialism of J. L. Nehru, Radical humanism of M. N. Roy.
- Understand and analyses political and social philosophy of Ambedkar, J.P.Narayan and Ram Manohar Lohiya.

CONTENTS:

Unit I

Manu, Kautilya and Shukra

Unit II

Raja Ram Mohan Ray, Swami Dayanand Saraswati and Vivekananda

Unit III

Gopal Krishan Gokhale, Bal Gangadhar Tilak, Aurobindo Ghosh

Unit IV

Mohan Das Karam Chand Gandhi, Jawaharlal Nehru and M.N.Roy.

Unit V

Bhim Rao Ambedkar, Jai Prakash Narain, Ram Manohar Lohia

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weightage of five (05) marks.
- Two assignments: one oral presentation and one written assignment. Each will carry a weightage of five (05) marks.

RECOMMENDED READING

- 1 A.R. Appodurai; Indian Political Thinking.
- 2 A.R.Desai ; Social Background of Indian Nationalism
- 3 B.R.Purohit ; Development of Political thought, Rajasthan Hindi Granth Academy, Jaipur 2000 (In Hindi)
- 4 D.B.Mathur ; Gokahale : A Political Autobiography
- 5 Purshottam Nagar ; Indian Modern Social and Political Thought, Rajasthan Hindi Granth Academy, Jaipur 2000 (In Hindi)
- 6 V.R. Mehta; Foundations of Indian political Thought, Manohar Publishers and Distributors, New Delhi, 1999.
- 7 J. Bandhopadhyaya, Social and Political Thought of Gandhi, Bombay, Allied 1969.
- 8 पुखराज जैन – भारतीय राजनीतिक विचारक, साहित्य भवन पब्लिकेशन, आगरा
- 9 मधुकर श्याम चतुर्वेदी – भारतीय राजनीतिक विचारक, कॉलेज बुक हाऊस जयपुर
- 10 डॉ बी आर पुरोहित – राजनीतिक चिंतन का विकास
- 11 वी पी वर्मा – आधुनिक भारतीय राजनीतिक विचारक लक्ष्मीनारायण पब्लिकेशनस, आगरा
- 12 पुरुषोत्तम नागर, आधुनिक भारतीय राजनीतिक विचारक, उत्तर प्रदेश हिंदी ग्रंथ अकादमी, लखनऊ

HISTORY

PAPER I: Evolution of Indian Culture and Thought

Contact Hours: 4 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 75

Theory: 60

Internal: 15

OBJECTIVE

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

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

CONTENTS:

Unit I

- a) Indian Culture : salient features; unity in diversity: Indus Civilization)
- b) Vedic Literature, Religion and Philosophy
- c) Varnashram system, Shodash Sanskars: Upanayana and Vivaha
- d) Six systems of Indian Philosophy
- e) Main Centres of Ancient Indian Education

UNIT II

- A) Religious and Philosophical teachings of Jainism and Buddhism.
- B) Contribution of Jainism and Buddhism to Indian culture.
- C) Prominent ancient centers of Learning.
- D) Greater India: Expansion of Indian culture abroad

UNIT III

- A) Epics and its impact on Indian society.
- B) Universal importance of Ramayana, Mahabharata, Cultural importance of Puranas
- C) Vaishnavism, Shaivism and Shaktism
- D) Development of Science during Guptas period.

UNIT IV

- A) Legacy of Kalidas, Amir Khusrao and Tulsidas
- B) Development of Art and Architecture: Mauryan Art, Development of Indigenous Art Gupta, temple Architecture and Sculpture Pallava and Chola Art.
- C) Growth of ancient Indian Painting.
- D) Mughal Architecture and Painting

UNIT V

- A) Bhakti cult and Sufism
- B) Contribution of socio religious reformers – Raja Ram Mohan Roy, Vivekanand, Dayanand Saraswati, Jyoti ba Phule Sir Saiyyad Ahmad Khan and Annie Besant
- C) Significance of ideas of Gandhi and Tagore

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

Three sessional tests out of which average of two test will be counted for marks (10+10)

Two assignments one oral presentation and one written assignments (10+10)

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

संदर्भ पुस्तकें

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

PAPER II- EARLIEST TIMES TO REFORMATION

Contact Hours: 4 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 75

Theory: 60

Internal: 15

OBJECTIVES

- 1 The intention behind having the Semester at the early stage to let him imbued with a panoramic view of center history.
- 2 It will have he student to have a generalist's approach.
- 3 As a result he will not loose himself in the world.
- 4 This will guard against having an over inflated view of his own country's history.
- 5 It will become easier to have a macro view before studying the micro.

UNIT I

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

UNIT II

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

UNIT III

- A) Sindhu – Saraswati civilization - salient features.
- B) Society, religion, science, art and architecture in Sindhu Saraswati Civilization,
- C) Civilization of ancient China- Early history and age of empire.
- D) State, society, religion, philosophy, science, art and architecture in China.

UNIT IV

- A) Disintegration of Roman empire. Rise of feudalism and emergence of states on western Europe.
- B) Transition from ancient society to medieval society.
- C) Trade, Trade routes and commerce
- D) Rise of Christianity.

UNIT V

- A) Rise of Islam and advent of Arabs evolution of Islamic state under Ummayyids and Abbasides.
- B) Three arab civilization and its contribution, crusades and their impact on Europe.
- C) Renaissance
- D) Reformation (with special reference to Martin Luther)

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

- Three sessional tests out of which average of two test will be counted for marks (10+10)
- Two assignments one oral presentation and one written assignments (10+10)
- Semester and Examination will be for 60 marks. Each unit will carry a weight age of 12 marks.

RESOURCE BOOKS

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

ECONOMICS

PAPER I: ECONOMIC CONCEPTS AND METHODS

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

Maximum Marks: 75
Theory: 60
Internal: 15

OBJECTIVE:

The Students are expected to:

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

CONTENT:

Unit I

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

Unit II

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

Unit III

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

Unit IV

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

Unit V

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

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

Books Recommended

- | | | |
|---|----------------------------|---|
| 1 | P.A.Samuelson & W'Nordhaos | Economics (latest edn.) |
| 2 | Mehta & Madnani | Elementary Mathematics for use in Economics |
| 3 | Gupta, B.L.

House, | Value and Distribution on system in Ancient India, Gian Publishing

New Delhi |
| 4 | D.G.Luckett | Money & Banking |
| 5 | एम सी वैश्य | मुद्रा, बैंकिंग, व्यापार एवं राजस्व |
| 6 | उदयवीर शास्त्री | कौटिल्य का अर्थशास्त्र |
| 7 | आचार्य महाप्रज्ञ | महावीर का अर्थशास्त्र |

PAPER II: MICRO ECONOMICS

Contact Hours: 4 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 75

Theory: 60

Internal: 15

OBJECTIVE

The Students are expected to:

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

CONTENT

Unit I

Introduction: Nature and scope of economics, Methodology in economics, Choice as an economic problem: basic postulates; Role of price mechanism, Demand and supply, Basic framework -applications, Market equilibrium.

Consumer's Behaviour: Utility – Cardinal and ordinal approaches; Indifference curve, Consumer's equilibrium (Hicks and Slutsky), Giffin goods, Elasticity of demand – Price, income and cross, Consumer's surplus; Engle curve.

Unit II

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

Unit III

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

Unit IV

Factor Pricing: Marginal productivity theory of distribution; Modern Theory of Factor Price Determination with the help of MPP, VMP and MRP (with the help of Tables). Theories of wage determination: Wages and collective bargaining, Wage differentials; Rent-Scarcity rent, Differential rent, Quasi rent, interest – Classical and Keynesian theories; Profits- Innovation, risk and uncertainty theories.

Unit V

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

Welfare Economics: Problems in measuring welfare, Classical welfare economics, Pareto's criteria (Production, Consumption and Distribution).

Books Recommended

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

WORK EXPERIENCE: ELECTRICITY

Contact Hours: 3 periods per Week

Duration: 3 hours

Max. Marks: 50

Min. for Pass: 18

(Internal Examination)

Unit I

Precautions used for making any electrical connection, conductors & insulators. Symbols for electrical components. Knowledge of electrical accessories and their rating.

Unit II

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

Unit III

Series and parallel connections of lamps (up to four lamps) staircase wiring of one, two and three lamps Godown wiring connection and working of tube light. Connection fan. Knowledge of power consumed in different electrical gadgets.

Unit IV

Different types of wire, Use of SWG, different types of wiring such as - Batten wiring, CTS wiring, Casing wiring, Capping wiring, Cleat and conduit wiring. Their advantage and disadvantage on each other. Selection of fuse wire and use of DP and T.P. switches.

Unit V

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

WORK EXPERIENCE: AGRICULTURE

Contact Hours: 3 periods per Week

Duration: 3 hours

Max. Marks: 50

Min. for Pass: 18

(Internal Examination)

Unit I

Agriculture: Meaning, definition, scope, History, branches and objectives

Unit II

Soil Science: Definition of subject, structure of soil, soil profile: soil fertility and productivity, essential plant nutrients, Fertilizers and manures including bio-fertilizers. Identification of manures and fertilizers.

Unit III

Irrigation: Definition, methods of irrigation, system of irrigation, drainage, irrigation pattern of India

Unit IV

Horticulture: Definition, branches of horticulture, layout of orchards, propagation by seeds and by vegetative means: pot filling technique, planning, planting and maintaining lawn: practice related to landscaping.

Unit V

Agricultural Practices: Preparation of land, selection of seeds, watering, thinning, hoeing and weeding, harvesting of crops, identification of importance agriculture tools, trees and crop plants minor project. preparation of agriculture.

SYLLABUS

OF

B.A. B.Ed.

SECOND YEAR

2017

पेपर— I (रीतिकालीन काव्य)

Contact Hours: 6 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 100

Theory: 80

Internal: 20

उद्देश्य

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

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

इकाई—1

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

- 1 केशव, 2 बिहारी, 3 घनानंद 4. देव 5. सेनापति
6 भूषण 7 मतिराम एवं 8 वृंद
(पठनीय कविताओं की सूची इकाई संख्या 2 में देखें)

इकाई 2

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

		केशव	
1	बानी जगरानी	---	तदपि नई नई ।
2	पूरण पुराण	---	नाम देहि मुक्ति को
3	विधि के समान	---	गंगा कैसो जल है
4	सातहु दीपनि	---	उठे तरु पुण्य पुराने
		धनुर्भग	
5	वज्र तें कठोर	---	राम कैसे ल्यावई
	प्रथम टंकोर	---	भेदि ब्रहमांड को
	पंचवटी वर्णन		
6	सब जातिं फटी	---	धूर जटी बन पंचवटी
	हनुमान लंका गमन		
7	हरि कैसो वाहन	---	हनुमान चल्यो लंक को
	सीता हनुमान संवाद		
8	कर जोरि रहयो	---	लच्छन बताउ ।
	हनुमान रावण संवाद		
9	रे कपि कौन तू	---	सोवत पातक लेखों
	हनुमान राम चर्चा		
10	भौरने जयो भ्रमत	---	मूरत गहति है ।
	राम रावण युद्ध		

11	इंद्र श्री रघुनाथ रावण वध	---	लच्छना घतना करें ।
12	जेहि सर मधु रामराज्य	---	दसौं खंडित करो ।
13	भावै जहां विभिचारी	---	जन्म हारियतु है

बिहारी

1	मेरी भवबाधा	---	हरित दुति सोई ।
2	तंत्री नाद कविता	---	सब अंग ।
3	कीने हुं कोटिक	---	पानी में कौ लौन
4	कैसे घोटे नरनु	---	चूहे के चाम
5	कब को टेरेत	---	जग नाइक जग बाड़
6	नीकी दर्ई अनाकनी	---	बारक बासु तारि
7	बसे बुराई जासुँ	---	ग्रह जपु दानु
8	अति अगाध अति औधरो	---	जाकी प्यास बुझाई
9	मरतु प्यास पिंजरा	---	बलि के बेर ।
10	तौ लागि या मन	---	खुले न कपट कपाट
11	मंगल बिंदु सुरंग	---	किए लोचन जगत
12	जोग जुगति सिखए	---	काननु सेवत नैन
13	अजौं तर यौना	---	बसि मुकुतन के संग
14	तौ पर वारौ उरबसी	---	उरबसी समान
15	लौने मुँह दीठि	---	दिये दिठौना दीठि
16	कहत, नटत, रीझत	---	नैनन ही सब बात
17	नेहं न नैनन	---	न प्यास बुझाई
18	जगत जनायो जिहि	---	आँखि न देखि जाहि
19	दीरघ साँसन	---	दर्ई दर्ई सुं कबूलिं
20	या अनुरागी चित्त	---	त्यौं त्यौं उज्जल होय
21	जपमाला घापे तिलक	---	साँचे रांचे राम
22	धरू धरू डोलत	---	पुनि बड़ो लखाई
23	आवतं जातं नं	---	पूस दिनमानु
24	मैं समझयो निरधार	---	प्रतिबिंबित लखियतु जहाँ
25	बड़े न हूजै गुनन बिनु	---	गढ़यौ न जाई
26	स्वारथ, सुकृतन श्रमु वृथा	---	पंच्छीनुं न मारि
27	नर की अरू नल	---	तेतौं ऊँचौ होइ
28	दुःसह दुराज प्रजानु	---	मावस रवि चंदु

वृंद

1	नीकी पै फीकी	---	सिंगार न सुहात
2	फीकी पै नीकी	---	विवाह में गारि
3	अति परिचै तें	---	चंदन देत जराय
4	मूरख को पोथी	---	दर्ई अंध के हाथ
5	घटति, बढ़ती	---	सु रीति होय
6	उत्तम जन की	---	राजहंस की चाल

7	धनं अरुं जीवनं को	---	बादर की छाँहि
8	ओछे नर के पेट	---	कैसे सेर समात
9	सुरसति के भंडार	---	सरचे घटि जात
10	गहनं तत्व ज्ञानी	---	माखन लेत निकारि
11	विद्या लच्छमी पुरुष	---	एक हिं जाय
12	जो जैसे तिहिं तैसिये	---	अरविंद निवास
13	कहां बड़े छोटे कहां	---	दुरबोधन को त्यागी
14	भले बुरे सब एक	---	बसंत के मांहि
15	स्वारथ के सबही सगे	---	भये उड़ि जाहिं
16	होय सुद्ध मिटि	---	कनक ह्वै जाय
17	बहुत निबल बल	---	करी निबंधन होय
18	कारज धीरे होत	---	केतिक सींचो नीर
19	होय न कारज	---	होत न कहा बिहान
20	करत करत अभ्यास	---	सिल पर होत निसान

इकाई 3

घनानंद, देव और सेनापति पर दो समीक्षात्मक प्रश्न (8+8 अंक) का इन कवियों के निम्नालिखित पद्यांश पढ़ने हैं –

घनानन्द

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

देव

1	तेरो कहयो करि करि	---	मूँदि मारो एक बार
2	कथा मैं न कथा में	---	परमेसुर प्रतीति में
3	ऐसो जो हौं जानती	---	वारिधि में बोरतो
4	झहरि झहरि	---	आंसु है दृगन में
5	जब ते कुंवर कान्ह	---	बिलोकत बिकानी सी
6	बरूनी बघम्बर में	---	वियोगिनी की अंखियां
7	जाके न काम क्रोध	---	कविताहि सराहो
8	सांसनि ही सौं समीर	---	हरिजू हारि
9	धार मैं धाय	---	माखियां भई मेरी
10	औचक अगाध	---	समान्यो स्याम रंग में

			सेनापति
			रामवंदना
1	मंद मुस्कान	---	लोक नाईक बखानिये
2	धातां जाहि	---	तिलक रिझाइये ऋतु वर्णन
3	दामिनी दमक	---	सलिल चहुं ओर ते श्लेष वर्णन
4	तुकन सहिते	---	अचूक चापधारी के
			श्रृंगार वर्णन
5	तब ते कन्हाई	---	मेरे मतवारे हैं
			रामकथा
6	दीरघ प्रचंड	---	दिगपालन कौं पति है
			ऋतु वर्णन
7	बरन बरन	---	रितुराज कहियत है ।
			श्लेष वर्णन
8	देखें धिति अंबर	---	बरषा की सम करयो है
			नीति परक
9	नीकी मति लेह	---	रामें किन लेत है ।
10	कीनों बालापन	---	सुरसरि नीर कौं ।

इकाई 4

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

			भूषण
1	पूरब के उत्तर के	---	धन काज करते ।
2	ऊँचे घोर मंदिर	---	नगन जड़ाती है
3	वेद राखे विदित	---	राख्यो घर में
4	गरुड़ को दावा	---	दावा सिवराज को
5	भुज भुंजगेस की	---	छीने है खलन के
6	चाक चक चमूं	---	महेवा महिपाल को
			शिवाजी शौर्य
7	इंद्र जिमि जंभ	---	सेर सिवराज है
8	कामिनी कंत सों	---	खुमान सिवा सां छत्रसाल प्रताप
9	निकसत म्यान तै	---	कलेऊ देति कालकों
			मतिराम
1	सुरजन बंस राव	---	भिखारिन के भाग हैं
2	दिन दिन दीने	---	कछु न सुररू है
			युद्धवीर

3	सत्ता को सपूत	---	दिवान हिंदुवान को भक्तिभाव से चयनित अंश
4	तेरों कहयो सिगरो	---	तिहुं लोक के साई शृंगार सुषमा
5	कुंदन को रंग	---	निकरै सी निकाई प्रकृति वर्णन
6	ग्रीष्म हूँ रवि	---	निकट की भूमि प्रकृति वर्णन
7	भौर भौवरे भरत है	---	सौरभ सुभ सरसात
8	ग्रीष्म ऋतु की दुपहरी	---	पवन के पुंज युद्धवीर
9	बाजत नगारे	---	हाथिर हथ्यार है भक्तिभाव
10	विषयनि ते निर्वेद	---	पद पंकज प्रेम

इकाई 5

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

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

पाठ्य पुस्तक –

रीतिकालीन काव्य संग्रह

सं- डॉ. सत्यनारायण शर्मा, पंचशील प्रकाशन जयपुर

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

संदर्भ ग्रंथ

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

पेपर— II
विषय — हिंदी साहित्य

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

Maximum Marks: 100
Theory: 80
Internal: 20

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

नाटक एवं एकांकी के तत्वों से परिचय प्राप्त करके वह उनके आधार पर समीक्षा कर सकेगा। नाटक एवं एकांकी का अंतर समझ सकेंगे।

निबंध, नाटक एवं एकांकी

इकाई—1

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

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

इकाई 2

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

निबंध

- 1 साहित्य जनसमूह के हृदय का विकास है — बाल कृष्ण भट्ट
- 2 कवि कर्तव्य — महावीर प्रसाद द्विवेदी
- 3 तुलसी के सामाजिक मूल्य — डॉ. राम विलास शर्मा
- 4 भारत एक है — रामधारी सिंह "दिनकर"
- 5 कवि तेरा, भोर आ गया — कुबेरनाथ राय
- 6 राष्ट्र का स्वरूप — वासुदेव शरण अग्रवाल
- 7 मानस की धर्म भूमि — रामचंद्र शुक्ल
- 8 राजस्थानी साहित्य में राष्ट्रीय भावना — डॉ. कन्हैयालाल "सहल"

इकाई 3

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

इकाई 4

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

1	नया पुराना	उपेंद्र नाथ अश्क
2	दीपदान	राम कुमार वर्मा
3	बीमार का इलाज	उदयशंकर भट्ट
4	भोर का तारा	जगदीशचंद्र माथुर
5	ईद और होली	सेठ गोविंद दास
6	सबसे बड़ा आदमी	भगवती चरण वर्मा

इकाई 5

एक प्रश्न निबंध, नाटक एवं एकांकी के संक्षिप्त आलोचनात्मक विकास क्रम से संबंधित होगा तथा दूसरा प्रश्न निबंध, नाटक एवं एकांकी के रचनाकारों से संबंधित होगा जिसमें एक प्रश्न विकल्प के रूप में दिया जाएगा। तीनों प्रश्नों से विकल्प चुनकर दो प्रश्नों के उत्तर देने होंगे । (8+8 अंक)

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

संदर्भ ग्रंथ –

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

PAPER I: PROSE AND FICTION

Contact Hours: 6 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 100

Theory: 80

Internal: 20

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

Objectives:

The students will be able to

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

Course Contents/Units: The paper will be divided into five (5) Units.

Unit I Explanation

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

Unit II Essays (for detailed study)

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

Unit III Short Stories (for detailed study)

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

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

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

E.M. Forster	:	A Passage to India
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- **Transactional Modalities:**

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

- **Tutorials/ Practicum**

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

- **Assessment Modalities**

- The end examination will be of 80 marks. Each Unit will carry a weight age of 16 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight age of ten (10) marks.
- Two assignments: one oral presentation and one written assignment. Each will carry a weight age of five marks. (10 marks)

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

Suggested Readings:

1. D. Thakur: Selected Short Stories. MacMillan
2. E.M. Forster: Aspects of the Novel
3. John Peck: How to study a Novel. Palgrave
4. S.A. Narayan. Edit. The Joy of Reading. Orient Longman
5. R. Scholes et al. edit. The Elements of Literature. OUP
6. Elain Showalter; Teaching Literature. Black Well Publishing
7. Addison and Steele – Spectators Papers.

PAPER II: POETRY AND DRAMA

Contact Hours: 6 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 100

Theory: 80

Internal: 20

Objectives:

The students will be able to

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

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

Unit I

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

Unit II Poetry (i)

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

Unit III Poetry (ii)

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

Unit IV Drama (i)

Oliver Goldsmith	:	She Stoops to Conquer
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Unit V Drama (ii)

William Congreve	:	Love for Love
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- **Transactional Modalities:**

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

- **Tutorials/ Practicum**

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

- **Assessment Modalities**

- The end examination will be of 80 marks. Each Unit will carry a weightage of 16 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weightage of ten (10) marks.
- Two Assignments: one oral presentation and one written assignment. Each will carry a weightage of 05 marks. (10 marks)

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

Suggested Readings

1. C.M. Bowara: The Romantic Imagination
2. William Wordsworth and S.T. Coleridge: The Lyrical Ballads
3. F. Kermode: The Romantic Image. Routledge
4. M.H. Abrahams: The Mirror and the Lamp. OUP
5. Bonami Dobree: Restoration Comedy
6. A Cambridge Companion to British Romanticism
7. A Pelican Guide to English Literature – Dickens to Hardy to Lyrical Ballads.

URDU
PAPER I - QADEEM NASR

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

Maximum Marks: 100
Theory: 80
Internal: 20

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

Unit I

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

Unit II

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

Unit III

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

Unit IV

Adeebon ki savanhe aur Adabi khidmat.
Adeebon ke fan ka tanquidi jaiza.

Unit V

Urdu mne Dastan Nigari
Urdu mne salees Nasr ka Aghaz.
Urdu mne khutoot Nagari

- **Transactional Modalities:**

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, Imparting knowledge by means of creating situations.

- **Tutorials/ Practicum**

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

- **Assessment Modalities**

- The end examination will be of 80 marks. Each Unit will carry a weight age of 16 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight age of ten (10) marks.
- Two assignments: one oral presentation and one written assignment. Each will carry a weight age of five marks. (10 marks)

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

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

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

PAPER II - GHAZAL AUR QASEEDA

Contact Hours: 6 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 100

Theory: 80

Internal: 20

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

Unit I

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

Unit II

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

Unit III

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

Unit IV

Characteristic of forms of Urdu Ghazal and its importance:

Life and works of Ghazal Go and critical questions

Unit V

Characteristic of forms of Qaseeda and its importance:

Life and works of Qaseeda Nigar and critical questions.

• Transactional Modalities:

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.

• Tutorials/ Practicum

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

Assessment Modalities

- The end examination will be of 80 marks. Each Unit will carry a weight age of 16 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight age of ten (10) marks.
- Two assignments: one oral presentation and one written assignment. Each will carry a weight age of five marks. (10 marks)

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

Text: Intikhab-e-Manzumat Part II

Following poets and their poems only:

1. Wali: Hosh khoti hai nazni ki ada, Muflisi sab bahhar khoti hai, Pi ke hote na kar tu Meh ki sana
2. Meer: Tha mustaar husn se uske jo noor tha, Ulti ho gayin sab tadbiren, Patta patta butta butta haal hamara jane hai
3. Ghalib: Kisi ko de ke dil koi nawa sanj fughan kyun ho, Har ek baat pe kehte ho tum ki tu kya hai, Nukta chin hai gham-e-dil apna
4. Momin: Asar usko zara nahi hota, Ghairon pe khul na jaye kahin raz dekhna, Wo jo hamme tumme qaraar tha.
5. Dagh: Ghazab kiya tere wade pe aitbaar kiya, Saaz ye keena saaz kya jaane, sabaq aisa padha diya tune.
6. Shaad Azimabaadi: Tamannaon me uljhaya gaya hoon, Zindagi ki barchhiyan jo sah sake sina usi ka hai, Dhoondhoge agar mulqon mulqon milne ko nahin nayab hain ham
7. Firaq: Ye narm narm hawa jhilmila rahen hain chirag, Hazaar bar zamana idhar se gujra hai.
8. Hasarat Mohani: Bhulata lakh hoon lekin barabar yaad aaten hain, Nigahe naaz jise aashnae raaz kare
9. Sauda: Ab samane jo mere koi peer-o-jawan hai
10. Ghalib: Han Mah-e-Nau sunen Ham uska Nam
11. Zauq: Dar Madah-e-Bahadur Shah.

PAPER I: PHYSICAL GEOGRAPHY (CLIMATOLOGY AND OCEANOGRAPHY)

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

Maximum Marks: 75
Theory: 75

Objectives:

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

A. CLIMATOLOGY

Unit I

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

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

Unit II

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

Air masses and fronts: concept, classification and properties.

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

Unit III

Climatic classification; basis of Koppen's classification and types - distribution, characteristics and related plant and animal life.

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

B. OCEANOGRAPHY

Unit IV

Relevance of oceanography in earth and atmospheric sciences: Definition of oceanography. Surface configuration of the ocean floor, continental shelf, continental slope, abyssal plain, mid-oceanic and oceanic trenches. Relief of Atlantic, Pacific and Indian Oceans.

Distribution of temperature and salinity of oceans and seas.

Unit V

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

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

- The end examination will be of 75 marks. Each unit will carry a weightage a 15 marks.
- 36% marks will be essential for passing the examination both in theory and practical.

Books recommended

- 1 Barry, RG. & Chorley, RJ. Atmosphere, Weather and Climate, Routledge. 1998.
- 2 Critchfield, H : General Climatology, Prentice-Hall, New York,1975.
- 3 Das, P.K.: The Monsoons, National Book Trust, New Delhi, 1968.
- 4 Lydolph, Paul, E. : The Climate of the Earth. Rowman and Allanheld, Totowa, N.J. 1985.
- 5 Mather, J.R : Climatology-, McGraw-Hill, New York, 1974.
- 6 Patterson, S. : Introduction of Meteorology, McGraw-Hill Book Co., London,1969.
- 7 Stringer, E.T. :Foundation of Climatology, Surjeet Publications, Delhi, 1982.
- 8 Trewartha, G.T.: An Introduction to Climate, International Students edition, McGraw Hill, New York,1980.
- 9 Anikouchine, W.A. and Sternberg, RW.: The World Oceans- An introduction to Oceanograpy, Englewood Cliffs, N.J. 1973.
- 10 Grald, S. : General Oceanography - An Introduction, John Wiley & Sons, New York, 1980.
- 11 Garrison, T. Oceanography. Wadsworth.com. USA 1998.
- 12 King, C.A.M: Oceanography for Geographers E. Arnold, London, 1975.
- 13 Sharma, RC. Vatel M. Oceanography for Geographers, Chetnya Publishing House. Allahabad,1970
- 14 Shepard, F.P.: Submarine Geology. Harper & Sons, New York, 1948.
- 15 Thurman, H.B.: Introductory Oceanography, Charles Webber E. Merrill Publishing Co., 1984.
- 16 Weisberg, J. and Howard: Introductory Oceanography. McGraw-Hill Book Co., New York, 1976.

PAPER II: BIOSPHERE AND BIOGEOGRAPHY

Contact Hours: 4 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

Theory: 75

Objectives

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

CONTENT:

Unit- I

Definition, scope and significance of biosphere, components of biosphere, Ecosystem, Concepts of biome, Ecotone and Community, Geographical distribution of Plants and Animals; Domestication of plants and animals, concepts of Biodiversity and conservation.

Unit-II

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

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

UNIT: III

Introduction-definition: genetic, species and ecosystem diversity bio-geographical classification of India, value of biodiversity: consumptive use, productive use.

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

Unit-IV

Resources and their Types as per the availability.

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

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

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

Role of an individual in conservation of natural resources.

Equitable use of resources for sustainable lifestyles.

Unit - V

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

Concept of Human Development - Major indicators, H.D.I. (Human Development Index)

Status of Women - changing aspects of demographic, social, economic, health and nutrition.

Sustainable development.

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

- The end examination will be of 75 marks. Each unit will carry a weightage a 15 marks.
- 36% marks will be essential for passing the examination both in theory and practical.

Books recommended

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

PAPER III: GEOGRAPHY PRACTICAL

Contact Hours: 5 periods per Week

Maximum Marks: 50

Examination Duration: 4 Hours

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

CONTENTS:

- 1 Types of cartographic symbols and their uses-point, line and area symbols, classification of distribution maps.
- 2 Representation of population data - distribution (dot), density (choropleth), growth (ring), sex -composition (Pyramid), urban & rural population (dot & circle, dot & sphere).
- 3 Agriculture data-land use (divided circle), production (square and rectangle), irrigated area as percent to total cropped area (choropleth), distribution (dot and symbols).
- 4 Industrial data - Production (Block pile, bar, band graph), Transport data - traffic flow diagram.
- 5 Mean, Median and Mode; Quartile, mean and standard deviation, Lorenz curve.
- 6 Plane table survey - radiation, intersection, traversing, resection (two and three point problems) Llano, Bassels. Trial and error, Mechanical Method.
- 7 Village Survey Report: Socio-economic survey report of any nearby village. Report should be prepared by the student.

Suggested Books :

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

POLITICAL SCIENCE

PAPER I - COMPARATIVE GOVERNMENT AND POLITICS

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

Maximum Marks: 100
Theory: 80
Internal: 20

OBJECTIVES

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

- Acquire knowledge about the constitutional systems of different countries of the world.
- Understand the different patterns of relationship between the Executive, Legislature and Judiciary prevailing in different kinds of political systems.
- Understand the composition, functions and position of legislatures in different countries.
- Understand the role of Judiciary and nature of Judicial Review prevalent in different political systems.
- Acquaint themselves with various aspects and agencies of political process in different systems.

CONTENTS

UNIT I

Comparative politics: Meaning, scope and nature. Evolution of comparative Politics comparative method, Types of comparison (Vertical-Horizontal), Types of constitutions, Constitutionalism.

UNIT II

Socio-economic bases and salient features of the constitutions of United kingdom, United states of America, China, Switzerland and France, Amendment process in the Constitution of USA and Switzerland, Federal system of the U.S.A. and Switzerland.

UNIT III

Executive : (Organisation and Functions) British King and the Crown. British Prime Minister and cabinet, the President of the USA, France and China, Plural Executive of Switzerland.

UNIT IV

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

UNIT V

Judiciary : Judicial system of UK, USA Supreme Court and Judicial Review, the Administrative Law and Administrative courts of France, Federal Tribunal of Switzerland. Political parties in the U.S.A., United kingdom and France and Switzerland. Role of communist Party in China, Pressure Groups in the USA, United Kingdom and France.

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

- The end examination will be of 80 marks. Each Unit will carry a weightage of 16 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight age of ten (10) marks.
- Two Assignments: one oral presentation and one written assignment. Each will carry a weightage of 05 marks. (10 marks)

SUGGESTED READINGS

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

Charles, A. Beared: American Government and Politics.

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

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

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

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

प्रभुदत्त शर्मा , तुलनात्मक राजनीतिक संस्थाएं

सी. बी. गेना – तुलनात्मक राजनीति एवं राजनीतिक

ओ पी गाबा – तुलनात्मक राजनीति एवं शासन

PAPER II - INDIAN POLITICAL SYSTEM

Contact Hours: 6 periods per Week

Maximum Marks: 100

Examination Duration: 3 Hours

Theory: 80

Internal: 20

OBJECTIVES

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

- Acquire knowledge about the historical background of constitutional development in India.
- Understand the contribution of different streams of national movement in India.
- Acquaint themselves with salient features of the Indian Constitution.
- Appreciate philosophical postulates of the constitution on the basis of Preamble, Fundamental Rights and Duties and DPSP.
- Understand the composition, functioning, role and position of Parliament in India.
- Understand the pattern of relationship between the Executive and Legislative in India and also the composition, functions and role of the Executives.
- Acquaint themselves with the judicial system of the country and also the nature of the judicial review and its recent trends such as judicial activism.
- Acquire knowledge regarding the federal system of the country and governance at the state level.
- Understand the constitutional bases, functioning and performance of local government (both rural and urban) and instruments of public participation with special reference to Rajasthan.
- Understand the social economic realities of the country and also the interaction between social and political factors in the country.
- To evaluate the electoral system of the country and to identify the areas of electoral reforms.
- To understand and evaluate the women issues in Indian politics.

CONTENT

UNIT I

National Movement – its Evolution- Moderate, Liberal and Extremist streams and contribution of Revolutionaries, Gandhi's contribution to National movement.

Major landmarks in the constitutional History of India with special reference to Government of India Acts: Govt. of India Act. 1909, Govt. of India Act. 1919- with special reference to Dirchy, Govt. of India Act 1935- with special reference to provincial autonomy.

UNIT II

The Constituent Assembly-Origin, Organisation and Functioning Salient features of the Constitution of India Preamble, Fundamental rights and Duties. Directive Principles of state policy, Secularism.

Union Executive : The President, Prime Minister and Council of Ministers.

UNIT III

Parliament; Composition, power, position, working and pattern of relationship between the two Houses (Lok Sabha & Rajya Sabha) Supreme Court : Composition, functions, Judicial Review and Judicial Activism, Amendment of the Constitution.

UNIT IV

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

Governor, Composition, powers and the role of State Legislature, Rural and urban local self government.

UNIT V

Election Commission, Issues of Electoral reforms, Voting Behavior, Political parties (National & Regional) & Pressure Groups.

Role of caste, religion, region and languages, Gender and Terrorism in Indian politics, Class and Poverty, Social Justice and Politics of Reservation.

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

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

- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight age of ten (10) marks.

- Two Assignments: one oral presentation and one written assignment. Each will carry a weightage of 05 marks. (10 marks)

SUGGESTED READINGS

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

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

R. C. Agarwal : Indian Government and Politics (India Political System) 5th ed. S.Chand and Co., New Delhi 2000

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

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

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

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

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

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

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

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

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

HISTORY

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

Contact Hours: 6 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 100

Theory: 80

Internal: 20

Objectives:

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

UNIT-I

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

UNIT II

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

UNIT III

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

UNIT IV

- (A)** Gupta dynasty – Chandragupta I, Samudragupta, Chandragupta II and Skandagupta.

- (B) Gupta administration and society
- (C) Trade during the Gupta period
- (D) Land revenue system of Gupta rulers.

UNIV V

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

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

Three sessional tests out of which average of two test will be counted for marks (10+10)

Two assignments one oral presentation and one written assignments (10+10)

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

संदर्भ पुस्तकें

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

PAPER II: World History (From enlightenment to 2000 A.D.)

Contact Hours: 6 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 100

Theory: 80

Internal: 20

OBJECTIVES

- 1** It is intended to let the students have a panoramic view of modern history of the world since Renaissance and Reformation.
- 2** This will complete his study of the world history.
- 3** The candidate will have a bird's eye view of the whole history of the world.
- 4** This will prepare him for an interplay between the micro and macro.

UNIT I

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

UNIT II

- a)** French Revolution: Causes, main events and its impact.
- b)** France under Napoleon Bonaparte (with special reference to Foreign policy of Napoleon-III)
- c)** Viena Settlement (with special reference to Metternich)
- d)** Age of Conservatism
- e)** Development of liberalism and Nationalism in Europe, Unification of Italy and Germany. (with special reference to Kavour and Bismarck)

UNIT III

- a)** Eastern question with special reference to Crimean war and Berlin settlement, Greater Germany: Kaiser William-III.
- b)** Exploitation of Asia, Africa and Latin American countries by Colonial powers.
- c)** American civil war : Causes and results
- d)** First World war : Causes and Results, Paris Settlement

UNIT IV

- a)** Causes and consequences of Bolshevik Revolution, Economic and Social reconstruction of Russia.
- b)** World Economic Depression (1920-30) Cultural Revolution in China. Rise of Japan as an imperial power.
- c)** Rise of Nazism and Fascism
- d)** Second World War : Causes and Results

UNIT V

- a)** Formation of UNO and its achievements
- b)** Cold War- Meaning, causes and consequences

- c) Rise of Nationalist movements in Indonesia, China and Indo China, Emergence of Kemal Ataturk, Awakening and Nationalism in the Arab World.
- d) Beginning of Globalisation

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

Three sessional tests out of which average of two test will be counted for marks (5+5)

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

Semester and Examination will be for 80 marks. Each unit will carry a weight age of 16 marks.

संदर्भ पुस्तकें :

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

ECONOMICS

PAPER I: MACRO ECONOMICS

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

Maximum Marks: 100
Theory: 80
Internal: 20

Objective:

The Students are expected to:

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

CONTENT

Unit I

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

Unit II

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

Unit III

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

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

Unit IV

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

Unit V

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

Books Recommended

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

PAPER II: INDIAN ECONOMY

Contact Hours: 6 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 100

Theory: 80

Internal: 20

OBJECTIVE

The Students are expected to:

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

CONTENT

Unit I: Structure of Indian Economy

Basic Features: Natural resources – Land, water and forest resources : Broad demographic features – Population size and growth rates sex composition, rural urban migration occupational distribution : Problem of over population. Population policy Infrastructure development: national income.

Unit II: Agriculture and Industry

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

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

Unit III : Planning in India

Objectives: Strategy: Broad achievements and failures: Current Five Year Plan – Objectives. Allocation and targets: New economic reforms – liberalization privatization and globalisation: Rationale behind economic reforms: Progress of Privatization and Globalisation. Problems of subsidy in India, Main objectives targets and achievements of Xth and XIth Five Year Plan.

Important Areas of Concern

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

Unit IV

External Sector: Role of foreign trade: Trends in exports and imports: Composition and direction of India's foreign trade : Balance of payments crisis

and the New economic reforms – Export promotion measures and the new trade policies. Foreign capital – FDI, aid; Multinational corporations (MNCs) and their impact on Indian Economy The relevance of SWADESHI.

UNIT V

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

Books Recommended

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

EDUCATION

PAPER V: Psychology of Learner, Learning and Instruction

Contact Hours: 4 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 75

Theory: 60

Internal: 15

Objectives:

The pupil teacher will be engaged to:

- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning,
- understand cognitive capacities of learners,
- understand, appreciate and create a constructivist learning environment,
- develop understanding of diversity, learning styles and learning needs, and
- Explore the immense possibilities of an understanding of human cognition and meaning making as a basis for designing learning environments and experiences.

There are five Units. Questions will be set from each Unit.

Course Outline

Unit I: Theoretical Perspectives on learning

1. Behaviouristic and cognitivist views on learning with reference to Skinner, Piaget, Bruner and Vygotsky.
2. Cognitive field theory – Kohler and Lewin
3. Social learning theory – Bandura
4. Humanistic approach to learning – Maslow
5. Information processing model Rogers and Sternberg

Unit II : Meaning, Nature and Contents of Cognition

1. Philosophical perspectives on cognition
2. Meaning and concept of mind, consciousness and cognition.
3. Structure and process of cognition (sensation, perception, attention, concept-formation, memory and problem-solving).
4. Process of thinking and its types – convergent, divergent, critical and reflective.
5. Influence of home, school, community and various cultural contexts on learning.

Unit III: Learning through Constructivism

1. Historical perspective of constructivism (Dewy, Piaget and Vygotsky)
2. Piaget's and Vygotsky's view on constructivism.
3. Functions and basic principles of constructivism
4. Different models of constructivism
5. Role of teacher in constructivism

Unit IV: Diversity among learners and learning needs

1. Diversity among learners with special reference to special needs, individual differences, multilingual and multicultural background.
2. Meta cognition- meaning and process (self-reflection, self-regulation and self-monitoring).
3. Multiple Intelligence (Gardner)
4. Emotional Intelligence (Goleman).
5. Learning, and thinking styles.

Unit V: Creating Learning Environment

1. Implication of constructivist theory – learning paradigms for creating learning environments, students as active meaning makers and teacher as a facilitator and co-learner.
2. Concept, mapping, experiential learning, problem solving, collaborative learning (cooperative and peer tutoring), creative learning and multi sensory approach.
3. Motivation and reflective practices – role of the teacher.
4. Case studies of learning environment for active learning.
5. Nurturance of creativity and the role of teacher.

• Transactional Modalities

- Lecture-cum-discussion for the presentation of overviews.
- Anecdotes and reflective writings based on own experiences.
- Audio-visual clippings of learning situations and interactions, analysis and discussion in small groups as well as in large groups.
- Group presentations
- Examples of constructivist learning situations, case-studies, their analysis and discussion.
- Field based experiences.

• Practicum

1. Assignment based on any one of the above mentioned units and its presentation in the classroom.
2. Case studies of learning environment in school situation and submitting the report.
3. Choosing a topic of any school subject and teaching through constructivist approach.
4. Developing material based on Piaget's task analysis, administration, interpretation and discussion of the results.

• Assessment

This course has conceptual as well as practical inputs and they should both be assessed. There should be initial focus on formative assessment with a view to bringing some shifts in the pupil teacher awareness, sensibilities and outlook on learning and later 'summative' evaluation can be done. It should be kept in

mind that the concepts in this course have a key role to play in the manner in which pupil teacher will formulate their role vis a vis students' learning and so the applications of these to analysing or designing learning situation should be stressed, rather than knowledge of terminology etc. even while evaluating summatively. This will mean a more imaginatively constructed test paper.

- **Modes of assessment**

- Reflective written Assignments – comments and grades
- Field observation notes – comments and grades
- Participation in discussion – to be assessed qualitatively
- Analysis of learning situation and case study, using theoretical perspective – to be assessed for conceptual grasp and clarity of analysis – comments, further questions, and grade.
- Final written test can be given on above mentioned Units - evaluated with marks.

Reference Books

Gardner, Howard, 2006 'Multiple Intelligences': New Horizons in Theory and Practice, Basic books.

Garhart, Carol, 2002 'Theories of Childhood – An Introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky' Redlea of Press.

Kostelnik, Marjorie, 2001, 'Children with Special Needs: Lesson for early Childhood Professionals' Teacher College Press.

Salvin, Robert E. 1985, 'Educational Psychology: Theory and Practice', Allyn & Bacon Pearson.

Kuppuswamy, 1984 'Advance Educational Psychology', Sterling Publisher.

Tyage, Arun Kumar 2011, 'Advance Educational Psychology', Pennacle Technology.

Sharma, Santosh 2006 'Constructivist Approaches to Teaching' NCERT, New Delhi.

Goleman, Daniel, 1996 'Emotional Intelligence', Bantom Books

Vygotsky, L. 2006 'Educational Psychology', Pentagon Press.

Mangal S.K. 1980 ' Educational Psychology', Prakash Brothers.

Skinner, Charles E. 1968, 'Educational Psychology' Prentice Hall of India.

Smith, Fred M. 1966 'Educational Measurement for Classroom Teacher', Harper and Row.

Gagne E. 1985, 'The Cognitive Psychology of School-learning', Boston, Little, Brown and Company.

WORK EXPERIENCE: ELECTRICITY

Contact Hours: 3 periods per Week

Duration: 3 hours

Max. Marks: 50

Min. for Pass: 18

(Internal Examination)

Unit I

Knowledge of Electronic component such as resistors and capacitors, their specification, various parameters, construction and their colour coding. Colour coding of symbols of electronic.

Unit II

Knowledge of different soldering methods like hand soldering, wave soldering dip soldering and ultra sonic soldering. Soldering alloy, soldering flux and desoldering pump. Practice of hand soldering.

Unit III

Construction and characteristics of diode, Transistor –Recognition of base, emitter and collector terminal of transistor and its characteristics.

FET-Recognition of drain, sources and gate terminal of a FET and its characteristics. Wiring of a given circuit and testing of simple one, two transistor/FET.

Unit IV

Construction of transformers, Recognition of primary and secondary winding. Knowledge of step up and step down transformer. Use of transformers.

Unit V

Constructions and working of display devices like LED, LCD and seven segment display. Knowledge of testing board of extension boards for labs making us of Resistance/capacitor boxes

WORK EXPERIENCE: AGRICULTURE

Contact Hours: 3 periods per Week

Duration: 3 hours

Max. Marks: 50

Min. for Pass: 18

(Internal Examination)

Unit I

Identification of the followings:

Seeds of common crops

Seeds of common vegetables

Important weeds

Manures commonly used

Fertilizers commonly used

Unit II

Seeds and Seedlings:

Characteristics of a good seed of sowing

Calculation of germination percentage of seeds

Plantings seeds and transplanting seedlings

Study about green-house

Unit III

Ornamental gardening:

Identification of different summer flower

Identification of different winter flower

Identification of common hedge and creeper plants

Preparation of maintenance of rockeries and borders

Preparation of maintenance of borders through hedge and flower plantation

Unit IV

Horticulture Practices:

Agro-forestry and related concepts

Potting and repotting practices

Practices related to production of importance flowering plants

Collection of different types seeds

Preparation of a project

Unit V

General field practices:

Earthing

Planting

Hoeing

Weeding

Watering of plants

SYLLABUS

OF

B.A. B.Ed.

THIRD YEAR

2018

विषय : हिंदी
पेपर— I (आधुनिक काव्य)

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

Maximum Marks: 75
Theory: 60
Internal: 15

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

इकाई 1

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

- 1 अयोध्या सिंह उपाध्याय हरिऔध
- 2 मैथिलीशरण गुप्त
- 3 सुमित्रा नंदन पंत
- 4 सूर्यकांत त्रिपाठी निराला
- 5 जयशंकर प्रसाद
- 6 महादेवी वर्मा
- 7 रामधारी सिंह दिनकर
- 8 सच्चिदानंद हीरानंद वात्स्यायन अज्ञेय
- 9 गजानन माधव मुक्तिबोध
- 10 हरीश भदानी

(पठनीय कविताओं की सूची इकाई संख्या 2 में देखें)

इकाई 2

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

- 1 अयोध्यासिंह उपाध्याय "हरिऔध"
 - (1) मातृभूमि
 - (2) पवन संदेश
- 2 मैथिलीशरण गुप्त –
 - (1) उद्बोधन
 - (2) वेदने, तू भी भली बनी
 - (3) मुझे फूल मत मारो
 - (4) सखि, वे मुझसे कहकर जाते
- 3 जयशंकर प्रसाद –
 - (1) लज्जा
 - (2) जाग री
 - (3) मेरे नाविक
 - (4) पेशोला की प्रतिध्वनि

इकाई 3

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

- 1 सुमित्रानंदन पंत – 1. प्रथम रश्मि 2. आँसू की बालिका
3 द्रुत झरो 4. भारत माता
- 2 सूर्यकांत त्रिपाठी निराला –
1 ध्वनि 2 बादल राग 3 तोड़ती पत्थर 4 राजे ने अपनी रखवाली की
- 3 महादेवी वर्मा
1 मैं अनन्त पथ में लिखती जो
2 निशा को धो देता राके
3 क्या पूजा क्या अर्चन रे
4 कौन तुम मेरे हृदय में
5 रूपसि तेरा धन केशपाश
- 4 रामधारी सिंह दिनकर
1 किसको नमन करूँ मैं 2 कुरुक्षेत्र 3 पुरुरवा

इकाई 4

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

- 1 सच्चिदानंद, हीरानंद वात्स्यायान "अज्ञेय"
(1) कलगी बाजरे की (2) सर्जना के क्षण
(3) चाँदनी जी लो (4) नदी के द्वीप
- 2 गजानन माधव मुक्तिबोध –
(1) नूतन अहं (2). मुझे कदम कदम पर, मैं तुम लोगों से दूर हूँ
- 3 हरीश भादानी –
(1) रोटी नाम सत है (2) क्लर्क कथा (3) काटो तो जानूँ

इकाई 5

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

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

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

संदर्भ ग्रंथ

- 1 आधुनिक हिंदी कविता के विविध आयाम (पाठ्यपुस्तक)
- 2 कविता के नये प्रतिमान – नामवर सिंह
- 3 निराला की काव्य साधना – राम विलास शर्मा
- 4 निराला काव्य की ज्ञानदीप चेतना, रमेश चंद्र मिश्र

- 5 कामायनी में काव्य संस्कृति और दर्शन – डॉ. द्वारिकाप्रसाद सक्सेना
6 नयी कविता – कांतिकुमार

पेपर– II : कथा साहित्य

Contact Hours: 4 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 75

Theory: 60

Internal: 15

उद्देश्य :

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

इकाई 1

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

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

इकाई 2

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

- | | | | |
|---|--------------------------|---|-----------------|
| 1 | नमक का दारोगा | – | प्रेमचंद |
| 2 | दुःख | – | यशपाल |
| 3 | एटमबम | – | अमृतलाल नागर |
| 4 | मुगलों ने सल्तनत बख्शादी | – | भगवती चरण वर्मा |
| 5 | चीफ की दावत | – | भीष्म साहनी |
| 6 | दादी माँ | – | शिव प्रसाद सिंह |
| 7 | नौकरी पेशा | – | कमलेश्वर |
| 8 | राजा का चौक | – | नमिता सिंह |
| 9 | सरहद के इस पार | – | नासिरा शर्मा |

इकाई 3

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

इकाई 4

कथा कलश सं. मनोहर वर्मा की कहानियों अथवा त्याग पत्र उपन्यास पर दो समीक्षात्मक प्रश्न दिए जाएँगे । उनमें से (6+6) अंक के दो प्रश्नों का उत्तर देना होगा । एक प्रश्न विकल्प के रूप में दिया जाएगा । कथा कलश की 9 कहानियों के नाम इकाई 2 में दिए गए हैं ।

इकाई 5

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

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

- 15 अंक आंतरिक मूल्यांकन (सत्र संबंधी कार्य लिखित 5 अंक टेस्ट, 5 अंक लिखित सत्रीय कार्य हेतु, 5 अंक मौखिक परीक्षा)

ENGLISH
PAPER I: PROSE AND FICTION

Contact Hours: 4 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

Theory: 60

Internal: 15

Objectives:

The students will be able to

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

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

Unit I

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

Unit II Essays (for detailed study)

E.M. Forster	:	Does Culture matter?
Bertrand Russell	:	Knowledge and Wisdom
A.G. Gardiner	:	On Saying 'Please'
Anonymous	:	The Lost Umbrella
Kancha Illaiah	:	Why I am not a Hindu?

Unit III Short Stories (for detailed Study)

William Somerset Maugham	:	Mr. Know-All
Nadine Gordimer	:	Once upon a time
Rabindranath Tagore	:	The Babus of Nayanjore
Mulk Raj Ananad	:	The Lost Child
Munshi Premchand	:	The Shroud

Unit IV Novel (i)

Ernest Hemingway	:	The old Man and the Sea
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Unit V Novel (ii)

Kamala Markandeya	:	Nectar in a Sieve
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• **Transactional Modalities**

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, Imparting knowledge by means of creating situations.

• **Tutorials/ Practicum**

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

• **Assessment Modalities**

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

- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weightage of five (05) marks. (05marks)
- Two assignments: one oral presentation and one written assignment. Each will carry a weightage of five (05) marks. (10 marks)

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

Suggested Readings

- | | | | |
|----|-----------------------|---|--|
| 1. | A.C. Ward | : | Twentieth Century Prose (1940-1960) |
| 2. | Raymond Williams.1984 | : | Introduction to the English Novel from Dickens |
| | | | to Lawrence.London: Hogeath. |
| 3. | E.M. Forster | : | A Passage of India. |
| 4 | Anthony Toyne | : | An English – Reader's History of England |
| 5 | G.M. Trevelyn | : | A social history of England |
| 6 | Harry Blamaires | : | A short history of English Literature |
| 7 | R.J. Rees | : | English Literature |
| 8 | Roger Fowler | : | Modern Critical Terms |
| 9 | Sushant K. Sinha | : | English Essayists. Oxford University Press |

PAPER II: POETRY AND DRAMA

Contact Hours: 4 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 75

Theory: 60

Internal: 15

Objectives:

The students will be able to

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

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

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

Unit II Poetry (i) (for detailed study)

- | | | |
|--------------|---|----------------------|
| G.M. Hopkins | : | Pied Beauty |
| T.S. Eliot | : | The Hollow Men |
| Wilfred Owen | : | Strange Meeting |
| W.B. Yeats | : | Sailing to Byzantium |

Robert Frost : Mending Wall

Rupert Brooke : The Soldier

Unit III Poetry (ii) (for detailed study)

Sri Aurobindo : The Tiger and the Deer

Rabindranath Tagore : Where the Mind is without Fear

Sarojini Naidu : A Challenge to Fate

Nissim Ezekiel : Night of the Scorpion

Kamala Das : An Introduction

A.K. Ramanujan : A River

Unit IV Drama (i)

G.B. Shaw : Arms and the Man

Unit V Drama (ii)

Vijay Tendulkar : Silence; The Court is in Session

• **Transactional Modalities:**

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, Imparting knowledge by means of creating situations.

• **Tutorials/ Practicum**

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

• **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weightage of five (05) marks.
- Two assignments: one oral presentation and one written assignment. Each will carry a weightage of five (05) marks.

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

Suggested Readings

1. B.C. Southam: A Guide to the Selected Poems of T.S. Eliot. Faber& Faber
2. Cleanth Brooks. Poetry and the Tradition. University of Carolina
3. Elizabeth Drew & G. Connor: Reading Modern poetry.
4. G. Martin & P.C. Furbank: 20th Century Poetry
5. Bruce King: Modern Indian English Poetry. MacMillan

PAPER I: MASNAVI AUR MARSIA

Contact Hours: 4 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 75

Theory: 60

Internal: 15

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

Unit I

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

Unit II

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

Unit III

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

Unit IV

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

Unit V

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

- **Transactional Modalities:**

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, Imparting knowledge by means of creating situations.

- **Tutorials/ Practicum**

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

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weightage of five (05) marks.
- Two assignments: one oral presentation and one written assignment. Each will carry a weightage of five (05) marks.

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

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

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

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

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

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

PAPER II: NOVEL, AFSANA AUR DRAMA

Contact Hours: 4 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

Theory: 60

Internal: 15

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

Unit I

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

Unit II

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

Unit III

Explanation with reference and context from prescribed Novel and Drama.

Or

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

Unit IV

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

Unit V

Components of Novel, short story and Drama

Difference between Novel, Short Story and Drama

- **Transactional Modalities:**

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, Imparting knowledge by means of creating situations.

- **Tutorials/ Practicum**

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

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight age of five (05) marks.
- Two assignments: one oral presentation and one written assignment. Each will carry a weight age of five (05) marks.

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

Text: (i) Novel Ibnul – Waqt by Nazeer Ahmad

1. Short Stories : Kafan – Munshi Prem Chand
2. Toba Tek Singh : Manto
3. Kalu Bhangi : Krishan Chander
4. Mela Ghumani : Ali Abbas Husaini
5. Babbal : Rajinder Singh Bedi
6. Drama : Darwaze Khol Do – Krishna Chander
7. Intekhab-e-Afsana : U.P. Urdu Academy

GEOGRAPHY

PAPER I: ECONOMIC GEOGRAPHY

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

Maximum Marks: 50
Theory: 50

Objectives:

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

Course contents:

Unit- I

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

Unit - II

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

Unit - III

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

Unit - IV

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

Unit - V

Trade and Transport: geographical factors in their development, Major water, land and air transport. Internal and international trade. World Trade Organization (WTO) and globalization and their effect on developing countries of the world.

- **Transactional Modalities**

- Lecture/Contact periods

- Communicative/Interactive and Constructivist approaches

- Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

- The end examination will be of 50 marks. Each unit will carry a weightage a 10 marks.
- 36% marks will be essential for passing the examination both in theory and practical.

BOOKS RECOMMENDED

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

PAPER II : GEOGRAPHY OF INDIA

Contact Hours: 3 periods per Week

Maximum Marks: 50

Examination Duration: 3 Hours

Theory: 50

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

CONTENT:

Unit -I

India in the context of the South-East and South Asia; India: A land of diversities; unity within diversities. Major terrain elements of India and their

role in shaping physical landscape of India. Drainage systems and its functional significance.

Unit-II

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

Soil types - their distribution and characteristics, vegetation types and their distribution. Forest - The status of their use and need for conservation.

Unit- III

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

Unit-IV

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

Unit-V

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

Basis of regional planning, planning divisions of India-macro and meso; Regional planning of rural and urban regions.

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

- The end examination will be of 50 marks. Each unit will carry a weightage a 10 marks.

- 36% marks will be essential for passing the examination both in theory and practical.

Books Recommended

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

PAPER III: GEOGRAPHY PRACTICAL

Contact Hours: 4 periods per Week

Maximum Marks: 50

Examination Duration: 4 Hours

1. Lab work (Written Examination)	20
2. Record work and viva-voce	10
3. Field Survey and Viva-voce	10
4. Project report and viva-voce	10
Total	50

CONTENTS:

1. Projection -General principles, classification and choice of projections, construction, properties, merit and demerits, limitations and use of the following projections:
 - Cylindrical: Simple, equal area, Gall's and Mercator's projection.
 - Conical: One standard parallel, two standard parallels, Bonne's and Poly conic.
 - Zenithal (polar case) : Orthographic, Stereographic, Gnomonic, Equidistant and Equal Area.
 - Conventional: Mollweide's, Sinusoidal, Globular.

Projections suitable for map of India.

1. Climatic maps and diagrams –Isopleth Maps (Isobar, Isotherms and Isohyte maps), Simple and Compound Wind rose, climograph, hythergraph and climatograph.
2. Study & interpretation of weather maps of January & July months.
3. Statistical methods - Calculation of coefficient of correlation (Spearman's and Carl Pearson's)
4. Prismatic Compass Survey -Importance, Appliances, Methods: Radiation, Intersection, Traverse (closed and open traverse), correction of bearings and removal of closing error,
5. Calculation of W.C.B. and R .B. Project report pertaining to problems of Environmental Geography of local areas. Detailed report be prepared in 10to 15pages (Separate topics to be given to a batch of twenty students).

Suggested Books:

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

POLITICAL SCIENCE

PAPER I: REPRESENTATIVE WESTERN POLITICAL THINKERS

Contact Hours: 4 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 75

Theory: 60

Internal: 15

OBJECTIVES

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

CONTENT:

UNIT I

Plato: Ideal State, Justice, Philosopher King, Education, Communism. Aristotle: State, Citizenship, Property, Slavery, Revolution.

UNIT II

St. Augustine: Theory of Two Cities

Thomas Aquinas: State, Law, Christianization of Aristotle

Machiavelli: Nation, State, State Craft, Religion and Morality.

UNIT III

Thomas Hobbes: Contractual theory Sovereignty

John Locke: Contractual theory and Private Property

J.J. Rousseau: Contractual theory and General will

UNIT IV

Jeremy Bentham: Theory of Utility, Law & Reforms

J.S.Mill: Revision of Benthamite theory of Utility, Liberty and Representative Government.

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

UNIT V

Georg Wilhelm Hegel: Dialectical idealism, Theory of State

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

John Rawls: Theory of Justice

• **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weightage of five (05) marks.
- Two assignments: one oral presentation and one written assignment. Each will carry a weightage of five (05) marks.

SUGGESTED READINGS

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

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

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

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

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

S.Mukherjee and S. Ramaswamy, A History of Political Thought : Plato to Marx, New Delhi Prentice Hall, 1999.

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

हरिदत्त वेदालंकार – पाश्चात्य राजनीतिक विचारक

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

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

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

PAPER II: INTERNATIONAL RELATIONS

Contact Hours: 4 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 75

Theory: 60

Internal: 15

OBJECTIVE

- Acquaint themselves with various approaches of the study of international politics.
- Understand important concepts which provide the framework for understanding international politics.
- Understand and take stock of the events and trends in International politics after the World War II.

- Understand the quest of developing countries for their identity and self determination in the era of cold War.
- Understand and critically appreciate the salient features of foreign policies of some major powers.
- Understand and appreciate the determinants and features of India's foreign policy and India's relations with her neighboring countries.
- Understand and acquaint themselves with recent developments and emerging trends in International politics.
- Understand and critically evaluate the role and functioning and impact of various organizations for regional cooperation.

CONTENTS:

UNIT I

Meaning, Nature and Scope of International Relations : Approaches of the study of International Relation, Idealist and Realistic approaches, Morgenthau's Realistic theory. Morton Kaplan's System Theory, Game Theory, Decision making Theory.

UNIT II

National power : Meaning and elements Struggle for power, Balance of power, Collective Security, Instrument of National Interest – Diplomacy and Propaganda.

UNIT III

Cold War ; Meaning, causes and Impact : Detente, International relations in Unipolar world, Non Alignment Movement (India and NAM) New International Economic Order, North-South Dialogue, South-South Dialogue WTO and Globalization.

UNIT IV

Foreign Policy: Meaning, Elements and determinates, the salient features of the foreign policies of USA Communist China, Russia and India. India's relations with USA, Russian, EU and her neighboring countries Pakistan, Bangladesh, Nepal, Sri Lanka and China.

UNIT V

Major contemporary, Trends and Issues in International Politics ; Rise of Asia, Role and Impact of UNO in the changing World, Environmentalism, Human Right and Global Terrorism Globalisation, Disarmament, SAARC ASEAN, European Union.

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations

- **Tutorials/Practicum**

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

- **Assessment Modalities**

Three sessional tests out of which average of two test will be counted for marks (10+10)

Two assignments one oral presentation and one written assignments (10+10)

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

SUGGESTED READING

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

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

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

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

Mahendra Kumar: International Politics.

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

Fredman : Introduction to World Politics.

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

पीताम्बर दत्त कौशिक – अन्तर्राष्ट्रीय संबंध, कल्याणी पब्लिशर्स, लुधियाना

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

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

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

HISTORY

PAPER I: INDIAN HISTORY 650 A.D. to 1526 A.D.

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

Maximum Marks: 75
Theory: 60
Internal: 15

OBJECTIVES

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

- A) The problems of North Western frontier The Mangol invasions and their effects.
- B) Sultanate's relations with countries outside India.
- C) Administrative institutions of the Sultanate period, theory of kingship and land revenue system.
- D) Decline of the Delhi sultanate.

UNIT V

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

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weightage of five (05) marks.
- Two assignments: one oral presentation and one written assignment. Each will carry a weightage of five (05) marks.

संदर्भ पुस्तकें

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

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

Contact Hours: 4 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 75

Theory: 60

Internal: 15

OBJECTIVES:

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

UNIT I

- A** Sources of the period
- B** Advent of Mughals – Babur, Humayun and the second Afghan empire. (with special reference to Sher Shah Suri)
- C** State and society, political, administrative and economic institutions.
- D** Agriculture and industry, trade and commerce and establishment of urban centers

UNIT II

- A)** Consolidation and expansion of the Mughal Empire Akbar, Jahangir, Shah Jahan and Aurangzeb.
- B)** Religious policy of Akbar
- C)** Religious policy of Aurangzeb
- D)** Relations of the Mughals with Rajputs, Jats, Marathas, Sikhs and Central Asian Powers.

UNIT III

- A)** Mughal administrative institutions -land revenue system, Mansabdari and Jagirdari system.
- B)** Society and social classes ulema, nobility, Zamindars, Artisans and Peasantry.
- C)** Decline and disruption of the Mughal Empire.

UNIT IV

- A)** Third Battle of Panipat, Marathas under Mahadji Sindhia and Nana Phadnavis.

- B) Maratha struggle against the British.
- C) Establishment of British rule in Bengal and consequent administrative changes.
- D) Emergence of regional powers : Mysore, Punjab and Awadh and their struggle with the British Empire

UNIT V

- A) Estimate of Clive and Hastings
- B) Legislative activities
- C) Administrative changes
- D) Indian resistance prior to 1857

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

Three sessional tests out of which average of two test will be counted for marks (10+10)

Two assignments one oral presentation and one written assignments (10+10)

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

संदर्भ पुस्तकें (Suggested Readings)

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

ECONOMICS

PAPER I: MONEY, BANKING AND PUBLIC FINANCE

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

Maximum Marks: 75
Theory: 60
Internal: 15

OBJECTIVE

The Students are expected to :

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

CONTENT

UNIT I

Basic Concepts: Money – meaning, functions and classification. Gresham’s law: Role of money in capitalist, socialist and mixed economics: Monetary standards – metallic and paper systems of note issue.

Value of Money and Inflation: Meaning, uses and limitations of index numbers: quantity theory of money – Cash transaction and cash balance approaches : The Keynesian approach : Inflation, deflation and reflation – definition, types, causes and effects of inflation on different sectors of the economy: Demand pull and cost push inflation : Measures to control inflation: Trade-off between inflation and unemployment. Philips curve.

Unit II

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

Unit III

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

Unit IV

Nature and Scope of Public Finance: Meaning and scope of public finance: Distinction between private and public finance: Public goods vs. private goods: The principle of maximum social advantage: Market failure: Role of the Government.

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

Unit V

Taxation: Sources of public revenue : Taxation – meaning, canons and classification of taxes : Division of tax burden- The benefit and ability to pay approaches; Impact and incidence and shifting of taxes : Taxable capacity : Effects of taxation : Characteristics of good tax system : major trends in tax revenue of the central and state governments Rajasthan.

Books Recommended

- Ackley, G.(1978). Macro economics : Theory and Policy, Macmillan Publishing Co., New York.
- Bhargava, R.N. (1971). The Theory and Working of Union Finance in India, Chaitanya Publishing House, Allahabad.
- Gupta., S.B. (1994). Monetary Economics S. Chand and Company, New Delhi.
- Houghton, E.W. (Ed.) (1988). Public Finance Penguin. Baltimore.
- Jha, R. (1998), Modern Public Economics, Routledge London.
- Mithani, D.M. (1981), Macroeconomic Analysis and Policy, Oxford and IBH, New Delhi
- Mithani, D.M. (1998). Modern Public Finance, Himalaya Publishing House, Mumbai.
- Musgrave, R.A. and P.B. Musgrave(1976). Public Finance in Theory and Practice, McGraw Hill, Kogakusha, Tokyo.
- Shapiro, E. (1996). Macroeconomic Analysis Galgotia Publications, New Delhi.
- Day,A.C.L. (1960), Outline of Monetary Economics Oxford University Press, Oxford.
- DeKock, M.H. (1960). Central Banking, Staples Press, London.
- Due, J.F. (1963), Government Finance, Irwin, Homewood.

PAPER II: QUANTITATIVE TECHNIQUES

Contact Hours: 4 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 75

Theory: 60

Internal: 15

OBJECTIVE

The Students are expected to :

- Understand the meaning definition and basic Concept of Statistics and Mathematics.
- Understand the use of different tools and techniques of measurement to solve various statistical problems.
- Understand various methods and their uses in economics.

CONTENT

Unit I

Basic Concepts : Variables, Sets, Functions, Equations, Identities, Systems of equations. Application of straight line system. Slope of the line. Homogeneous function .

Calculus: Differentiation of a Function: Integration of a function. Arithmetic and Geometrical progressions, Logarithm.

Matrix and Determinants: Various types of matrices. Determinants. Inverse of a matrix, Cramer's rule.

Unit II

Introduction to Statistics: Basic concepts : Population Sample, Parameter Frequency Distribution, Cumulative frequency :Graphic and diagrammatic representation of data. Techniques of data collection : Sampling vs. Population, primary and secondary data.

Unit III

Central Tendency and Dispersion: Measures of central tendency : Mean, Median, Mode, Geometric mean and Harmonic mean. Measures of dispersion, Range, Mean Deviation, Standard deviation. Coefficient of variation. Quartile deviation. Skewness, Concept of rate of growth.

Unit IV

Correlation and Regression

Correlation : Simple Coefficient of Correlation – Karl Pearson and Rank Correlation. Partial and Multiple correlation Analysis, Regression analysis – Estimation of regression line in a vicariate distribution- Least squares method, interpretation of regression coefficients. Interpolation (Newton's and Binominal Method).

Unit V

Times Series and Index Numbers

Time series analysis – Concept and components – Determination of regular trend and seasonal indices : Index numbers – Concept, price relative, quantity relative, value relative. Laspeyer's. Paasche's and Fisher, Family budget method; Problems in the construction and limitations of index numbers. Tests for ideal index number.

Indian Statistics

Current population census 2011. Statistical system in India. Agriculture, Industrial and Trade Statistics in India.

Books Recommended

- Allen, R.G.D. (1974) *Mathematical Analysis of Economics* Macmillan Press, London.
- Black, J. and J.F. Bradley (1973). *Essential Mathematics for Economists*. John Wiley and Sons.
- Chiang, A.C. (1986) *Fundamental Methods of Mathematical Economics* (3rd edition) McGraw Hill, New Delhi
- Croxton, F.E., D.J. Cowden and S. Klein (1973), *Applied General Statistics* Prentice Hall, New Delhi
- Gupta, S.C. and V.K. Kapoor (1993). *Fundamentals of Applied Statistics*. S. Chand and Sons, New Delhi
- Speigal, M.R. (1992) *Theory and Problems of Statistics* McGraw Hill Book, London.

School Education Experience Programme (SEEP)

1. Working with Community (School Observation and Experience; Multicultural Placement) = 02 Weeks

(Students will be spending two weeks for working with community activities during the session and evaluation by grading on five point scale.)

PAPER VI
हिंदी भाषा – विषयवस्तु एवं विधि

Contact Hours: 5 (periods per Week)

Maximum Marks: 75

(Including 2 Practicum

Examination Duration: 3 Hours

Theory: 60

Internal: 15

उद्देश्य –

प्रशिक्षणार्थी

1. माध्यमिक स्तर पर व्यापक रूप से पढ़ाई जाने वाली हिंदी भाषा और उसकी विषय वस्तु को पूरी तरह जान समझ सके तथा उसकी शिक्षण विधियों का कुशलतापूर्वक प्रयोग कर सके।
2. हिंदी भाषा की मौखिक एवं लिखित अभिव्यक्ति के शिक्षण के लिए भाषा के अनिवार्य अंगों उपांगों का वैज्ञानिक विश्लेषण कर सके तथा हिंदी भाषा के व्यावहारिक रूप का कक्षा शिक्षण में प्रयोग कर सके।
3. छात्रों में भाषा बोध के विभिन्न आयामों के विकास के लिए पढ़ाई जाने वाली विषयवस्तु यथा कविता, कहानी, निबंध, नाटक तथा अन्य विधाओं के शैक्षणिक उद्देश्य और उनका अलग-अलग महत्व समझ सके तथा विभिन्न विधाओं की पाठ योजनाओं का विकास कुशलतापूर्वक कर सके।

प्रथम इकाई—

(अ) ध्वनि,

हिंदी की ध्वनियाँ, मुख विवर में स्थान और प्रयत्न के आधार पर उनका वर्गीकरण।

वर्ण लिपि तथा मात्राएँ

वर्णमाला का स्वरूप। देवनागरी लिपि और उसका मानक स्वरूप। स्वर और व्यंजन। मात्राओं का प्रयोग। 'र' के प्रकार और प्रयोग। संयुक्त स्वर और व्यंजन, उनकी संधि, प्रकार और प्रयोग।

(आ) उच्चारण,

हिंदी में उच्चारण की समस्याएँ। अशुद्ध उच्चारण के कारणों की पहचान तथा निदानात्मक शिक्षण। कक्षा शिक्षण में उच्चारण ठीक कराने के प्रयत्न तथा अन्य भाषिक क्रियाएँ।

द्वितीय इकाई –

(अ) शब्द और शब्द रचना

शब्द और उसके प्रकार

(क) अर्थ की दृष्टि से – (एकार्थी, अनेकार्थी, पर्यायवाची, विलोम)

(ख) प्रयोग की दृष्टि से – (सामान्य, तकनीकी)

(ग) इतिहास की दृष्टि से – (तत्सम, तद्भव, देशज और विदेशी)

शब्द रचना

उपसर्ग प्रत्यय संधि और समास की अवधारणाएँ तथा शब्द रचना में उनकी भूमिका, उनके प्रकार और प्रयोग।

शब्द शक्तियाँ

अभिधा लक्षणा और व्यंजना का भाषा शिक्षण में महत्व तथा साहित्य की सौंदर्यपरक व्याख्या में इनकी भूमिका।

(आ) शब्दार्थ शिक्षण में शब्द की प्रकृति के अनुरूप विधियों का प्रयोग यथा: उपसर्ग प्रत्यय संधि समास व्युत्पत्ति तथा वाक्य प्रयोग आदि के द्वारा शब्दार्थ शिक्षण विधि।

तृतीय इकाई –

- (1) आगमन और निगमन विधियों में अंतर और उनका कक्षा शिक्षण में उपयोग।
- (2) व्याकरण, छंद तथा अलंकार शिक्षण की पाठ योजनाओं के प्रारूप

चतुर्थ इकाई –

- (क) मौखिक और लिखित मूल्यांकन
- (ख) भाषिक कौशलों को जाँचने के मौखिक एवं लिखित प्रश्नों के स्वरूप और अभ्यास।
- (ग) वस्तुनिष्ठ लघुत्तर निबंधात्मक प्रश्नों का भाषा शिक्षण में महत्त्व और उपयोग। सभी प्रकार के प्रश्नों का अभ्यास।
- (घ) भाषा के मूल्यांकन में प्रश्नपत्रों का स्वरूप तथा उनके निर्माण के प्रमुख सिद्धांत, विषय वस्तु, अर्थग्रहण, भाषाभिव्यक्ति कुशलता, विचारात्मकता तथा सर्जनात्मकता के मूल्यांकन के लिए अंकों तथा प्रश्नों का समुचित आनुपातिक विभाजन।

पंचम इकाई –

1. माध्यमिक स्तर पर हिंदी पाठ्यक्रम और उसका आलोचनात्मक अध्ययन। हिंदी भाषा का अन्य पाठ्य विषयों से सहसंबंध तथा आदर्श हिंदी शिक्षक के अनिवार्य गुण।
2. हिंदी शिक्षण में दृश्य और श्रव्य सामग्री की भूमिका और उसका स्वरूप।
3. हिंदी भाषा शिक्षण में पाठ्य सहगामी क्रियाओं का स्वरूप और भाषाभिव्यक्ति के विकास में उनका महत्त्व और योगदान।
4. भाषा की पाठ्य पुस्तक की विशेषताएँ, पाठ्य पुस्तक का शांति शिक्षा और पर्यावरण शिक्षा के दृष्टिकोण से विश्लेषण।

अध्यापन विधियाँ :- व्याख्यान के साथ-साथ परिचर्चा, छात्रों द्वारा स्वयं करके सीखना उनकी सहभागिता द्वारा शिक्षण।

सत्र संबंधी मूल्यांकन हेतु अंक

निर्देश संकेत – आंतरिक मूल्यांकन हेतु निम्नलिखित कुछ कार्य सुझाए गए हैं इन्हीं को आधार बनाकर उनमें समय-समय पर आवश्यकतानुसार परिवर्तन और सुधार किया जा सकता है। नई समस्याओं और चुनौतियों को ध्यान में रखकर नए नए कार्य और प्रायोजनाएँ आदि पर विचार किया जा सकता है। इतना ध्यान अवश्य रखें कि हर वर्ष एक ही तरह के कार्य न दें। उन्हें बदलते रहें।

सुझाव संकेत –

1. पत्र पत्रिकाओं में प्रकाशित रचनाओं तथा नई समकालीन साहित्य की पुस्तकों का अध्ययन विश्लेषण और उनकी शैक्षणिक समीक्षा।
2. आस पास के क्षेत्र के किसी विशिष्ट समुदाय के लोगों का भाषा सर्वेक्षण और उनकी शब्दावली का अध्ययन।
3. रचनात्मक रूप से प्रतिभा संपन्न छात्रों के विकास के लिए वर्षभर में कक्षा शिक्षण के अतिरिक्त किए गए उपाय और उनकी सप्रमाण प्रगतिसूचक रिपोर्ट।

संदर्भ पुस्तकें :-

1. माध्यमिक विद्यालयों में हिंदी शिक्षण – निरंजन कुमार सिंह
2. हिंदी भाषा शिक्षण विधि – भाई योगेंद्र जीत
3. हिंदी शिक्षण विधि – डा. वैद्यनाथ प्रसाद वर्मा
4. सुबोध हिंदी व्याकरण एवं रचना – भानावत एवं जोशी
5. भाषा विज्ञान – डा. भोला नाथ तिवारी
6. हिंदी व्याकरण – कामता प्रसाद गुरु

PAPER VI

METHODOLOGY OF TEACHING ENGLISH

Contact Hours: 5 periods per Week)

Maximum Marks: 75

(Including 2 Practicum

Examination Duration: 3 Hours

Theory: 60

Internal: 15

Objectives:

The students will be able to:

- understand the concepts, principles and practices of first and second language acquisition.
- Learn the theory and practice of teaching and learning English as a second language.
- identify and reflect on factors which shape language planning and policy.
- learn about and use multimedia and communication technology in language learning.
- review and adapt their own practice in the light of data of their own and others' experience and from specific theories of language and language learning.

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

Unit I Language Acquisition

Nature, concept, importance and functions of language, First , Second and Foreign language; the role and position of English in India, objectives of teaching English at secondary level, problems of teaching English and their solutions, psychological, linguistic and pedagogical principles of teaching English as a second language.

Unit II Methods of Teaching Second Language

Grammar translation method; Direct method; Bilingual approach; Total physical response; Communicative language teaching; Eclectic approach; Audio-lingual method; Language laboratory.

Unit III Teaching Language Skills

Listening Skill; Speaking Skill; Reading Skill ;(loud reading and silent reading, intensive and extensive reading,. scanning and skimming) Writing Skill; Teaching Vocabulary; Reference Skill; Essentials of Effective Communication. Co-curricular activities.

Unit IV Lesson Planning and Content Transaction

Teaching of Prose; Teaching of Poetry; Teaching of Grammar; Teaching of Composition; Need and purpose of designing a lesson, aims and objectives of lesson design, Constructivist learning situation in language, writing lesson plans, Formats of lesson design in prose, poetry, grammar and composition, content analysis, development of TLMs.

Unit V Language Assessment and Evaluation

Assessment vs. Evaluation; criterion and norm referenced evaluation; formative and summative evaluation; continuous and comprehensive evaluation; language testing: Types of tests (achievement, diagnostic, proficiency etc.); criteria of a good test; framing of test items.

- **Transactional Modalities:**

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.

- **Tutorials/ Practicum**

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

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weightage of five (05) marks. (05 marks)
- Two assignments: one oral presentation and one written assignment. Each will carry a weightage of five (05) marks. (10 marks)

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

Suggested Readings

1. D. Brown: Principles of Language and Teaching. Prentice Hall, London.
2. M.L. Tickoo: Teaching and Learning English in India. Orient Longman
3. Richards and Rodgers: Approaches and Methods in Language Teaching. CUP
4. C.J. Brumfit and K. Johnson: The Communicative Approach to Language Teaching. OUP
5. K. V.V.L. Narasimha Rao: Essentials of Second Language Teaching
6. Agnihotri, R.K. Khanna, A.L. 1994. (Eds.) Second Language Acquisition: Socio- cultural and linguistics Aspects of English in India (RAL 1), New Delhi: Sage Publications.
7. Chomsky, N. 1986. Knowledge of Language. New York: Praeger
8. Crystal, David. 1997. Globalisation of English. Cambridge: Cambridge University Press.
9. Graddol, D. 1997. The Future of English? London: The British Council.
10. Graddal, D. 2006. English Next London: The British Council

11. Jespersen, O, 1922. Language: Its Nature, Development and Origin, New York: W.W. Norton.
12. Krashen, S.D. 1982. The Input Hypothesis. Oxford. Pergamon Press.
13. Lock, G. 1996 Functional English Grammar. Cambridge: Cambridge University Press.
14. Mohanty. A.K. Bilingualism in a Multilingual Society: Psycho-social and Pedagogical Implication. Mysore: CIIL
15. NCERT. 2005. National Curriculum Framework- 2005. NCERT: New Delhi
16. NCERT. 2005. Teaching of Indian Languages: Position Paper of National focus Group. NCERT: New Delhi
17. NCERT. 2005. Teaching of English: Position Paper of National focus Group. NCERT: New Delhi
18. NCERT. 2005. Gender Issues in Education: Position Paper of National focus Group. NCERT: New Delhi
19. NCERT. 2005. Problems of Scheduled Caste and Scheduled Tribe Children: Position Paper of National focus Group. NCERT: New Delhi
20. NCERT. 2008. Reading for Meaning. New Delhi: NCERT.
21. NCERT. 2008 Source Book on Assessment for Classes I – V. NCERT: New Delhi.
22. NCERT. 2000 Continuous and Comprehensive Evaluation. NCERT: New Delhi.
23. Nunan, D. 1991. Language Teaching Methodology. London. Prentice Hall.
24. Pattanayak, D.P. 1981. Study of Language. A Report (unpublished). New Delhi: NCERT.
25. Prabhu, N.S. 1987 Second Language Pedagogy. Oxford University Press.
UNESCO. 2004. Education in Multilingual World. UNESCO Education Position Paper. Paris

PAPER VI

METHODOLOGY OF TEACHING URDU

Contact Hours: 5 (periods per Week)

(Including 2 Practicum

Examination Duration: 3 Hours

Maximum Marks: 75

Theory: 60

Internal: 15

Learning Outcomes/Objective

To train the students in theory and practice of teaching and learning Urdu and use Urdu in real life situations.

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

Unit I Role and importance of Urdu language

Language: Importance and functions with a special reference to Urdu language, elementary knowledge of Urdu scripts Khat-e-Naskh, Khat-e-Nastaliq and Khat-e-Shikash. Objectives of teaching Urdu at secondary level, problems of teaching Urdu and their solutions.

Unit II Methods of Teaching Second Language

Grammar translation method; Direct method; Bilingual approach; Total physical response; Communicative language teaching; Eclectic approach; Audio-lingual method; Language laboratory.

Unit III Teaching Language Skills

Listening Skill; Speaking Skill; Reading Skill;(loud reading and silent reading, intensive and extensive reading, scanning and skimming) Writing Skill; Teaching Vocabulary; Reference Skill vs. integrated skill; Essentials of Effective Communication. Co-curricular activities.

Unit IV Lesson Planning and Content Transaction

Teaching of Prose; Teaching of Poetry; Teaching of Grammar; Teaching of Composition ; Lesson Planning in all the above four areas, content analysis, development of TLMs.

Unit V Language Assessment and Evaluation

Assessment vs. Evaluation; criterion and norm referenced evaluation; formative and summative evaluation; continuous and comprehensive evaluation; language testing: Types of tests (achievement, diagnostic, proficiency etc.); criteria of a good test; framing of test items.

- **Transactional Modalities:**

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, Imparting knowledge by means of creating situations.

- **Tutorials/ Practicum**

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

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight age of five (05) marks.
- Two assignments: one oral presentation and one written assignment. Each will carry a weight age of five (05) marks.

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

Reference Book:

1. Urdu Zaban ki TAdrees – Moinuddin NCPUL, New Delhi.
2. Urdu Kaise Padhaen – Rasheed Hasan Khan.
3. Urdu Kaise Likhen - Rasheed Hasan Khan.
Insha Aur Talaffuz. - Rasheed Hasan Khan.

PAPER VII
TEACHING OF SOCIAL SCIENCE - I
(HISTORY AND CIVICS)

Contact Hours: 5 (periods per Week)
(Including 2 Practicum

Examination Duration: 3 Hours

Maximum Marks: 75

Theory: 60

Internal: 15

Objectives:

- The student teacher will be able to:
- Understand the concept, nature and scope of History and Civics
 - Understand the aim and objectives of teaching History and Civics
 - Establish co-relation of History and Civics with other school subject
 - Apply appropriate method and techniques of teaching History and Civics
 - Select and use relevant teaching aids
 - Acquire knowledge of various evaluation procedure and devise effective evaluation tools.
 - Use different instructional materials for effective teaching of History and Civics
 - Prepare yearly unit and daily lesson plan.

CONTENT

Unit – I

- Social Science and Social Studies: problems of integration and correlation of the Social Science disciplines.
- The modern concept of History- Distortions in History
- The concept and development of Civics – Core components of Civics
- Objectives of teaching History and Civics
- Taxonomy of instructional objectives and teaching History and Civics
- Developing critical thinking about History, Civics and connected fields.

Unit II

- Meaning of concept of Social Science of curriculum and NCF-2005.
- Principles of curriculum construction, Approaches to curriculum organization (unit, concentric and topical approach).
- Content and syllabus of Social Science for secondary level.
- Role of teacher in curriculum development.

Unit – III

- Selecting appropriate methods of teaching and planning of History and Civics
- Relative Merits and limitations of different methods: Lecture, Assignments, Supervised Study, Sources method, Brain Storming & Discussion, Community Resource, Socialised Recitation, Problem solving, project method, concept mapping and concept structuring

- Position , qualities and professional development of History and Civics teacher

Unit-IV

- Using instructional material: Textbooks, Supplementary materials, Work Book, Teachers Handbook, self Learning Materials, References Materials, Advanced book of History and Civics
- Selecting and using Teaching aids: Chalk board, Historians Models, Graphs, Maps, Pictures, Slides, Films, Film scripts, audio visual Aids, Projected Aids: Slide projector, film projector, overhead projector, epidiascope .
- Co-curricular Activities
- Field Trip
- Resources material

Unit-V

- Concept, objectives and importance of CCE.
- Meaning, Importance and purpose of evaluation – Selecting appropriate evaluation procedure: oral and written tests.
- Preparation of test items: Essay, Short answer, very short answer.
- framing objective test items: one word answer type, filling the blank, true-false, matching test, multiple choice, completion type, sequence of events, classification test.
- Blue print
- Devising Achievement Test in History and Civics

- **Transactional Modalities**

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, Imparting knowledge by means of creating situations.

- **Tutorials/ Practicum**

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

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weightage of five (05) marks. (05 marks)
- Two assignments: one oral presentation and one written assignment. Each will carry a weightage of five (05) marks. (10 marks)

SUGGESTED READING

Teaching of Civics in India: Harlikar

Nagrik Shastra Ka Shikshan: Tyagi GCE

Teaching of History & Civics: Burne HE

Education for Democratic citizenship: Crary, Ryland W.

Social Studies for children in Democracy: Michael J.V.

Nagrik Shastra ka Shikshan: Baghela Vyas

Nagrik Shastra ka Shikshan: Singh Dr. Rampal

Prescribed books of Board of Secondary for Higher secondary classes

Teaching of History : Aggarwal J.C.

Teaching of History : Kochhar, S.K.

Effective Teaching of History in India : Chaudhary, K.P.

Teaching History in Secondary Level : NCERT, New Delhi

PAPER VII TEACHING OF SOCIAL SCIENCE - II (Geography and Economics)

Contact Hours: 5 (periods per Week)

Maximum Marks: 75

(Including 2 Practicum

Examination Duration: 3 Hours

Theory: 60

Internal: 15

Objectives:

- The student teacher will be able to:
- Understand the concept, nature and scope of Geography and Economics
 - Understand the aim and objectives of teaching Geography and Economics
 - Establish co-relation of Geography and Economics with other school subject
 - Apply appropriate method and techniques of teaching Geography and Economics
 - Select and use of relevant teaching aids
 - Acquire knowledge of various evaluation procedure and devise effective evaluation tools.
 - Use different instructional materials for effective teaching of Geography and Economics
 - Prepare unit and daily lesson plan.

CONTENT

Unit – I

- Social sciences and Social studies: Core subjects of Social Sciences. Brief introduction of History, Civics, Economics and Geography, inter-relationship between them.

- Structure and scope of Geography, Geography as a basic discipline, its importance in day today life and their role in international understanding. Study of home region and place of local Geography in teaching.
- Instructional objectives of teaching Social Science at secondary level and written them in behavioral term.

Unit II

- Meaning of concept of Social Science of curriculum and NCF-2005.
- Principles of curriculum construction, Approaches to curriculum organization (unit, concentric and topical approach).
- Content and syllabus of Social Science for secondary level.
- Role of teacher in curriculum development.

Unit – III

Selecting appropriate methods of teaching and planning of Economics

- Relative Merits and limitations of different methods: Lecture, Assignments, Supervised Study, Inductive and Deductive, Case Study Material, Field Trip, Observation, Illustration, Questioning Techniques, Discussion Demonstration, Problem solving, project method, concept mapping and concept structuring
- Position , qualities and professional development of Economics teacher

Unit - IV

- Using instructional material: Textbooks, Supplementary materials, Work Book, Teachers Handbook, self Learning Materials, References Materials, Advanced book of Economics
- Selecting and using Teaching aids: Chalk board, Models, Graphs, Maps, Pictures, Slides, Films, Flimscripsts, audio visual Aids, Projected Aids: Slide projector, film projector, overhead projector, epidiascope .
- Co-curricular Activities
- Field Trip
- Resources material

Unit - V

- Concept, objectives and importance of CCE.
- Meaning, Importance and purpose of evaluation – Selecting appropriate evaluation procedure: oral and written tests.
- Preparation of test items: Essay, Short answer, very short answer.
- framing objective test items: one word answer type, filling the blank, true-false, matching test, multiple choice, completion type, sequence of events, classification test.
- Blue print
- Devising Achievement Test in Economics

- **Transactional Modalities:**

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, Imparting knowledge by means of creating situations.

- **Tutorials/ Practicum**

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

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weightage of five (05) marks. (05 marks)
- Two assignments: one oral presentation and one written assignment. Each will carry a weightage of five (05) marks. (10 marks)

Books Recommended:

1. Bining and Bining (1952) Teaching of Social studies in Secondary school, Mc Gram Hill.
2. Kochar, S.K. (1968) The teaching of social studies, New delhi Sterling Publication.
3. Shukla R.R. (2000) Arthashatra Shikshan, Agra Gyan Prasad and sons.
4. Shukla R.R. (2000) Arthashatra Shikshan, Varansi, Nand Kishore and sons.
5. Tyagi G.D. Arthashatra Shikshan, Agra Vinod Pustak Mandir.
6. Shaida B.D. : Teaching of Social Studies .
7. Shaida B.D. : Teaching of social studies (Hindi).
8. Aggarwal D D (2000) Modern Methods of Teaching of Geography, New Delhi, Sarup and Sons.
9. श्रीवास्तव : भूगोल का शिक्षण

PAPER VIII

INSTRUCTIONAL STRATEGIES AND SKILLS

Contact hours: 4 Period/week
Examination duration: 3 hours

Max. Marks: 75
External – 60
Internal - 15

Objectives:

- On completion of the course the pupil teachers will engaged into:
- Understand different skills and strategies of teaching.
 - Develop essential competencies in their use in teaching.
 - Understand and appreciate the use of different types of instructional media and materials.
 - Prepare and use the appropriate instructional materials for effective classroom transaction.
 - Understand use of modern approaches in teaching learning process.
 - Practice teaching skill.
 - Understand basic statistics and develop essential competencies in using such statistics for interpreting school and classroom dates.

Note: Ten questions will be set from each unit. Candidate have to answer five question from each unit.

UNIT I

Concept of Teaching and Instructions :Meaning, concept & theories of teaching, instruction and training and basic assumption. Relationship between teaching and learning. Teaching as an art and science, stages of teaching: Pre-active, inter active and post active. Levels of Teaching: Memory, understanding and reflective constructive approach.

UNIT II

- Mechanism of feedback devices for improving teaching: microteaching, simulated teaching, interaction analysis technique. Diagnostic and Remedial teaching.
- Different Skills: Introducing a lesson, questioning, demonstration, illustration with example, explanation, reinforcement, stimulus variation and use of black board.
- Communication: Concept, its type, process, importance in teaching learning process.

UNIT III

- Educational Technology: Its origin and concept, Objective, need and importance.
- Hardware, software and system approach: Their role in modern educational practices.

- Hardware technologies: Importance accessories and their application – OHP and movie projectors, audio video recording instruments, TV, computer, New technologies like e-mail, internet etc.
- Teaching strategies: Teleconferencing, video conferencing, programme instruction, CAI, language laboratory, group discussion, panel discussion and team teaching.

Unit IV

- Models of Teaching: Concept of models of teaching need for alternatives strategies in teaching.
- Different Modes: Information processing, advance organizer, Inquiry model, inductive thinking model, behaviour modification model.
(each model is to be discussed in terms of meaning, principle, characteristics, syntax, social system, support system and application).

Unit V

Analysis of Data and Interpretation

Mean, median, mode, standard deviation, quartile deviation, range, percentile and co-relation, rank method, graphical representation of the data and its representation.

Histogram, frequency, polygon and pie diagram

Action Research: Concept and application, action research plan.

- **Transactional Modalities:**
 - Lecture-cum-Discussion for the presentation of overviews.
 - Audio-visual clips of learning situations and interactions analysis and discussion in small groups as well as in large groups.
 - Individual and group practice of skills.
 - OHP, slide projector, power point presentation
 - Group presentations.

Practicum:

- Students will practice the skills and strategies outlined in above units.
- Preparation of models, maps, charts, flash cards, scrap book, poster, transparencies/preparation of educational media software.
- Preparation of instructional objectives related to various domains.
- Review of Instructional aid/programme.
- Preparation/review of self instructional material.
- Critical appraisal of any instructional material like text books, work books, supplementary reading materials and teacher guides.
- Use of Audio-visual instructional programme and preparation of its report.
- Preparations of lessons on Models of Teaching and delivery of such lessons in the class.

Assessment:

This course has conceptual as well as practical inputs and they should both be assessed. There should be initial focus on ‘formative assessment’ with a view to bringing some shifts in the pupil teachers awareness, sensibilities and outlook on learning and later ‘summative’ evaluation can be done. It should be kept in mind that the concepts in this course have a key role to play in the manner in which pupil teacher will formulate their role vis a vis students learning and so the applications of these to analysing or designing learning situations should be stressed, rather than knowledge of terminology etc, even while evaluating summatively. This will mean a more imaginatively constructed test paper.

• Modes of Assessment:

- Reflective written Assignments – Comments and grade
- Participation in discussions – to be assessed qualitatively
- Final written test can be given on ‘conceptual grasp’ of theories of learning and cognition, as well as ‘working understanding’ of constructivist approach to construction of knowledge – evaluated with marks.

Reference Books:

1. Mager, Robert F. (1962) ‘Preparing Instructional Objectives’ , Pearson Publisher Company, New York.
 2. Storm, Robert D. (1971) ‘Teaching and Learning Process’ Prentice Hall Inc. Englemood Cliffs, New Jersey.
 3. Stones, E and S Morris (1972), ‘Teaching Practice,’ – ‘Problems and Perspectives’, Methuen & Company, London.
 4. Weigand, James E. (1974), ‘Developing Teacher Competencies’ Prentice Hall Inc. Englemood Cliffs, New Jersey.
 5. Passi, B..K. (1976) ‘Becoming Better Teacher,’ Micro Teaching, Sahitya Mudranalya, Ahmedabad.
 6. Sharma, R.A. (1981), ‘Programmed Instruction: ‘An Instructional Technology,’ International Publishing House, Meerut.
 7. Sharma, R.A. (1983), ‘Technology of Teaching,’ International publishing House, Meerut.
 8. Walia, J.S. (2007), ‘Educational Technology,’ Ahim Paul Publishers, Jalandhar City (Punjab).
- Jangira, N.K. and Ajit Singh (1982) Core Teaching Skills: ‘The Micro Teaching Approach,’ NCERT, New Delhi.

SYLLABUS

OF

B.A. B.Ed.

FOURTH YEAR

2019

हिंदी
पेपर- I : स्त्री और दलित विमर्श

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

Maximum Marks: 75
Theory: 60
Internal: 15

उद्देश्य – संप्रति हिंदी में स्त्री और दलित विमर्श की बहुत चर्चा है अतः इससे विद्यार्थी परिचित हो सकेंगे और अद्यतन लेखन से जुड़ सकेंगे । वे तत्संबंधी साहित्य एवं पत्र-पत्रिकाओं से परिचित हो सकेंगे ।

इस अध्ययन से विद्यार्थियों में समतावादी प्रगतिशील दृष्टिकोण का विकास होगा जिससे प्राचीन रूढ़ियाँ ध्वस्त हो सकेंगी ।

इकाई 1 स्त्री और दलित विमर्श की अवधारणा

- (क) स्वाधीनता पूर्व दलित और स्त्री विमर्श की अवधारणा
(ख) स्वाधीनता के बाद दलित और स्त्री विमर्श की अवधारणा

इकाई 2 – दलित विमर्श की प्रमुख विधाएँ

- (क) आत्म कथा – जूठन : ओमप्रकाश वाल्मीकि
(ख) कहानी, चर्चित दलित कहानियाँ : डॉ. कुसुम वियोगी
(ग) नाटक, तड़प मुक्ति की : माता प्रसाद

इकाई 3 – स्त्री विमर्श की प्रमुख विधाएँ

- (क) उपन्यास, प्रभा खेतान : (उपन्यास) आओ पेपे घर चलें
(ख) कहानी, मृदुला गर्ग : छत पर दस्तख, चित्रा मुद्गल, प्रेत योनी
(ग) कविता, कात्यायनी : जादू नहीं कविता, सवित सिंह नीलेश रघुवंशी
(घ) निबंध/लेख – कात्यायनी – दुर्ग द्वार से (दस्तख)

इकाई 4

स्त्री और दलित विमर्श में हिंदी साहित्य की पत्रिकाओं का योगदान
विशेषांक – हंस, वसुधा, 'समय माजरा', समकालीन भारतीय साहित्य

इकाई 5 – स्त्री और दलित विमर्श – दशा और दिशा

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

पाठ्य/संदर्भ पुस्तकें

- 1 जूठन ओमप्रकाश वाल्मीकि 95 / –
प्रकाशक – दलित साहित्य रिसर्च फाउंडेशन चंदन सदन, सी 263 हरदेवपुरी,
शाहदरा दिल्ली 110093

- 2 चर्चित दलित कहानियाँ – डॉ कुसुम वियोगी
प्रकाशक – दलित साहित्य रिसर्च फाउंडेशन
चंदन सदन, सी 263 हरदेव पुरी शाहदरा, दिल्ली-93
- 3 तड़प मुक्ति की – माता प्रसाद
प्रकाशक – गौतम बुक सेंटर चंदन सदन
सी 263ए/9 हरदेव पुरी, शाहदरा दिल्ली –110093

PAPER II: LANGUAGE, LITERATURE AND EDUCATION

Contact Hours: 4 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

Theory: 60

Internal: 15

उद्देश्य : कोर्स पूरा करने के पश्चात् विद्यार्थी जान पाएँगे : कोर्स की विषय वस्तु में भाषा की महत्ता। पेपर को पाँच खंडों/इकाईयों में विभाजित किया जाएगा।

इकाई 1 : भाषा एवं पाठ्यक्रम

भाषा के पार पाठ्यक्रम
बहुभाषा एक संपदा के रूप में
भाषा एवं संचार
भाषा एवं सीखना
भाषा एवं पहचान

इकाई 2 : भाषा साहित्य एवं सौंदर्यशास्त्र

भाषा, साहित्य एवं सौंदर्यशास्त्र
भाषा एवं संस्कृति
भाषा एवं लिंग
भाषा एवं सत्ता
भाषागत अधिकार एवं अल्पसंख्यक भाषाएँ

इकाई 3 : अध्ययन का पाठ्यक्रम, पाठ्यविवरण एवं पाठ्यपुस्तक

अध्ययन का पाठ्यक्रम एवं पाठ्यविवरण का विकास
सैकेण्डरी लेवल के वर्तमान पाठ्यविवरण का समीक्षात्मक अध्ययन
भाषा की टेक्स्टबुक्स की विशेषताएँ
अतिरिक्त पाठ्यपुस्तक, टीचर हैंडबुक (शिक्षक सहायिका), वर्क बुक, पाठ्यपुस्तक विवेचना।

इकाई 4 : विभिन्न नीतियों एवं कमीशनों में भाषा

विभिन्न कमीशनों, कमीटियों, नीतियों एवं स्वतंत्रता उपरान्त राष्ट्रीय पाठ्यचर्चा दस्तावेज (एन.सी.एफ.) में भाषा की चर्चा एवं महत्व, मुदलियार कमीशन, कोठारी कमीशन (पाठ्यशास्त्र एवं राष्ट्रीय विकास) 1964-66, एन.सी.एफ – 1975, 1988, राष्ट्रीय पाठ्यक्रम अध्ययन पाठशाला शिक्षा 2000, एन.सी.एफ. – 2005, शिक्षा पर राष्ट्रीय नीति 1986; तीन भाषायी फार्मूला(त्रिभाषा सूत्र); अल्पसंख्यक भाषाओं का प्रावधान।

इकाई 5 : क्रियात्मक हिंदी

नोट्स लेना : नोट्स बनाना; निबंध लेखन; सारांश लेखन; रिपोर्ट-लेखन; रेडियो और टेलीविजन के लिए पटकथा लिखना; विज्ञापन लिखना; नोटिस लिखना; पत्र लेखन, साक्षात्कार गुण, संवाद (डायलॉग) लेखन, सामूहिक चर्चा (ग्रुप डिस्कशन), प्रस्तुतिकरण गुण; परिचय (बायोडाटा) लेखन

● Transactional Modalities (ट्रान्जक्शनल मोडालिटिस)

लेक्चर/संपर्क कालांश; बातचीत/मिलकर काम करना एवं constructivist approach (कन्स्ट्रक्टिविस्ट एप्रोच); परिस्थितियाँ उत्पन्न करके उनके द्वारा पढ़ाना

● अध्यापकीय अभ्यास (शिक्षकीय/प्रेक्टिस)

विद्यार्थी समूह में कार्य करेंगे लेक्चर/संपर्क कालांश में अर्जित ज्ञान पर एवं उसके व्यावहारिक बिंदुओं पर कार्य करेंगे। समूह में पढ़ाना (Peer group Teaching) को बढ़ावा दे सकते हैं। कठिन विषय वस्तु को शिक्षण के दौरान सुलझा सकते हैं।

● मूल्यांकन (रूपात्मकता और तौर-तरीका)

- अंत में होने वाली परीक्षा 60 अंकों की होगी। हर एक इकाई 12 अंकों की होगी।
- तीन सत्रीय परीक्षाएँ होंगी जिनमें से दो में श्रेष्ठ प्रदर्शन होगा उनके औसत अंक जुड़ेंगे। हर एक सत्रीय परीक्षा 5 अंकों की होगी।
- दो प्रयोगात्मक परीक्षाएँ एक मौखिक प्रस्तुतिकरण और एक लिखित प्रयोगात्मक परीक्षा। हर एक परीक्षा 5 अंकों की होगी।

नोट : एक समीक्षात्मक प्रश्न प्रत्येक इकाई से पेपर में पूछा जाएगा जो 12 अंकों का होगा।

सुझाव पाठ्य सामग्री

1. राष्ट्रीय पाठ्यचर्चा रूपरेखा 2005
2. भारतीय भाषाओं के शिक्षण का आधार पत्र (पोजिशन पेपर)
3. हिंदी शिक्षण का आधार पत्र (पोजिशन पेपर)
4. कोठारी कमीशन
5. शिक्षा पर राष्ट्रीय नीति 1986 (पी.ओ.ए. 1992)
6. मुदलियार कमीशन।

ENGLISH

PAPER I: INTRODUCTION TO LINGUISTICS

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

Maximum Marks: 75
Theory: 60
Internal: 15

Objectives:

The students will be able to :

- familiarize themselves with fundamental concepts of the elements of Linguistics in general, and the linguistic structure of English in particular.
- understand the way in which language functions as a system
- understand the way in which speech sounds are produced and function in a language
- Have an in-depth understanding of grammatical and semantic aspects of language

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

Unit I Language and Communication

What is language; nature and structure of language; animal and human communication; brain and language; competence and performance; verbal and non-verbal communication; spoken and written language; language and dialect; register; diglossia.

Unit II Phonetics and Phonology

Speech organs, description of speech sounds; classification of consonants and vowels; diphthongs phonetic and phonemic transcription; phoneme, phone and allophone minimal pair; complementary and contrastive distribution; free variation; syllable stress and intonation; phonological processes.

Unit III Morphology

Primary and Secondary grammatical categories; Morpheme; morph and allomorph root and affix; free and bound morphs; inflectional and derivational affixes; empty morph; Portmanteau morph; suppletion; word-formation; processes; morphophonemic's; lexeme and word; content and function words.

Unit IV Syntax

Types of Sentences; word order in English; phrase structure grammar; deep and surface structure; transformational grammar (selected transformational processes in English)

Unit V Semantics

What is meaning; denotation and connotation; synonymy; antonym; hyponymy; hyponymy; polysemy; speech acts.

• Transactional Modalities:

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, Imparting knowledge by means of creating situations.

- **Tutorials/ Practicum**

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

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight age of five (05) marks. (05 marks)
- Two assignments: one oral presentation and one written assignment. Each will carry a weight age of five (05) marks. (10 Marks)

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

Suggested Readings

1. Penny Ur: A Course in Language Teaching CUP.
2. H.G. Widdowson: Teaching Language as Communication. OUP
3. J.Haycraft: An Introduction to English Language. Longman
4. D.A. Wilkin: Linguistics in Language Teaching. Edward Arnold
5. J.D.O. Connor: Better English Pronunciation.
6. David Crystal. Introduction to Linguistics
7. Quirk & Greenbaum. A University Grammar of English
8. Jeremy Harmer. Teaching of Grammar
9. John Lyons. Language and Linguistics
10. Daniel Jones. 2003. English Pronouncing Dictionary. CUP.
11. R.K. Bansal. 1971. An Outline of General Phonetics. Bombay: Oxford University Press

PAPER II: LANGUAGE, LITERATURE AND EDUCATION

Contact Hours: 4 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 75

Theory: 60

Internal: 15

Objectives:

The students will be able to :

- Understand the importance of language in different aspects of human life
- Know the relationship between language and education, language and culture, language and literature, language and aesthetics
- Understand the importance of curriculum, syllabus and textbooks
- Have an in-depth understanding of status of language in various policies , commissions and committees formulated by Government of India

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

Unit I Language and Education

Language across Curriculum
Multilingualism as a Resource
Language and Communication
Language and learning
Language and Identity

Unit II Language, Literature and Aesthetics

Language, Literature and Aesthetics
Language and Culture
Language and Gender
Language and Power
Linguistic Right and Minority Languages

Unit- III Curriculum, Syllabus and Textbook

Development of Curriculum and Syllabus
Critical Study of Existing Syllabus at secondary level
Selection and Gradation of Language Textbook
Characteristics of a good Textbook
Supplementary Reader, Teacher's Handbook, Work Book
Textbook Analysis

Unit IV Language in Various Policies & Commissions

Issues and Concerns of Languages in Various Commissions, Committees, Policies and NCF'S since Independence: Mudaliar Commission, Kothari Commission (Education and National Development) 1964-66, NCF-1975, 1988, National Curriculum for School Education 2000, National Curriculum Framework 2005, National Policy on Education 1986; Three Language Formula; Provision for Linguistic Minority

Unit V Functional English

Note-taking; Not-making; Essay writing; summary writing; Report-writing; script writing for radio and television; writing advertisement; Notice writing; Letter writing Interview skill; Dialogue writing; Group discussion; Presentation skill. Curriculum Vitae (CV) writing.

• **Transactional Modalities:**

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, Imparting knowledge by means of creating situations.

- **Tutorials/ Practicum**

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

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight age of five (05) marks.
- Two assignments: one oral presentation and one written assignment. Each will carry a weight age of five (05) marks.

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

Suggested Readings

1. National Curriculum Framework 2005
2. Position Paper on Teaching of Indian Languages
3. Position Paper on Teaching of English
4. Kothari Commission
5. National Policy on Education 1986 (POA 1992)
6. Mudaliar Commission

PAPER I
URDU ZABAN-O-ADAB KI TAREEKH, ESSAY & ILMI-
MANI-O-BAYAN

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

Maximum Marks: 75
Theory: 60
Internal: 15

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

Objective: To strengthen students knowledge and prepare them for studying of History of Urdu language and Literature.

Students will be able to write articles on different topics and understand the Rhetorise.

Unit I

Urdu Zaban-o-Adab ka Aghaz aur Irtiqa. Mukhtlif Nazariyat.
Dakan aur Shumali Hindustan Mne Urdu Zaban-o-Adab ka Irtiqa.

Unit II

Dabistan-e-Delhi ki Sheri Khususiat
Dabistan-e-Lucknow ki Numainda Khususiat
Fort William College Ki Adabi Khidmat
Aligarh Tahreeq aur Taraqqi pasand Tahreeq

Unit III

Adabi, Sakafati aur Samaji Mozooat per Mufassil Mazmoon.

Unit IV

Balaghat Ki Tareef aur Ifadiat
Sana-e-Lafzi aur Manvi
Taja hul –e-Arifana, Tazzad, Tanseeq-ul-sifat
Husn-e-Taleel, Laf-o-Nasr, Marat-ul-Nazeer, Sinat-e-Mubalaqha

Unit V

Ilm-e-Bayan Ki Tareef.
Tashbeeh, Istiara, Majaz-e-Mursal
Tashbeeh aur Istiare Mne Farq
Tishbeeh aur Kinae Mne Farq

● **Transactional Modalities:**

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, Imparting knowledge by means of creating situations.

● **Tutorials/ Practicum**

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

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight age of five (05) marks.
- Two assignments: one oral presentation and one written assignment. Each will carry a weight age of five (05) marks.

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

Reference Books

1. Urdu Zaban Ki Tanqeedi Tareekh by Entisham Hussain
2. Dabistan-e-Delhi - Noor-ul-Hasan Hamim
3. Dabistan-e-Lucknow – Abdul Lias Siddiqui
4. Taraqqi Pasand Tahreek Khalilur Rehman Azar
5. Dakan Mne Urdu – Naseeruddin Hashmi
6. Urdu Ki Lisani Tashkeed – Khaleel Ahmad Beg
7. Dars-e-Bdaghat – Shamsurrahman Farooq
8. Qavaid-e-Urdu – Maulavi Abdul Haq.

PAPER II: LANGUAGE, LITERATURE AND EDUCATION

Contact Hours: 4 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

Theory: 60

Internal: 15

Objectives:

The students will be able to :

- Understand the importance of language in different aspects of human life
- Know the relationship between language and education, language and culture, language and literature, language and aesthetics
- Understand the importance of curriculum, syllabus and textbooks
- Have an in-depth understanding of status of language in various policies , commissions and committees formulated by Government of India

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

Unit I Language and Education

Language across Curriculum

Multilingualism as a Resource

Language and Communication

Language and learning

Language and Identity

Unit II Language, Literature and Aesthetics

Language, Literature and Aesthetics

Language and Culture

Language and Gender

Language and Power

Linguistic Right and Minority Languages

Unit- III Curriculum, Syllabus and Textbook

Development of Curriculum and Syllabus

Critical Study of Existing Syllabus at secondary level

Selection and Gradation of Language Textbook

Characteristics of a good Textbook

Supplementary Reader, Teacher's Handbook, Work Book

Textbook Analysis

Unit IV Language in Various Policies & Commissions

Issues and Concerns of Languages in Various Commissions, Committees, Policies and NCFs since Independence: Mudaliar Commission, Kothari Commission (Education and National Development) 1964-66, NCF-1975, 1988, National Curriculum for School Education 2000, National Curriculum Framework 2005, National Policy on Education 1986; Three Language Formula; Provision for Linguistic Minority.

Unit V Functional Urdu

Note-taking; Not-making; Essay writing; summary writing; Report-writing; script writing for radio and television; writing advertisement; Notice writing; Letter writing Interview skill; Dialogue writing; Group discussion; Presentation skill. Curriculum Vitae (CV) writing.

• Transactional Modalities:

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, Imparting knowledge by means of creating situations.

• Tutorials/ Practicum1

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

• Assessment Modalities

- The end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight age of five (05) marks.
- Two assignments: one oral presentation and one written assignment. Each will carry a weight age of five (05) marks.

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

Suggested Readings

1. National Curriculum Framework 2005
2. Position Paper on Teaching of Indian Languages
3. Position Paper on Teaching of English
4. Kothari Commission(1964-66)
5. National Policy on Education 1986 (POA1992)
6. Mudaliar Commission

PAPER I: HISTORY OF GEOGRAPHICAL THOUGHT

Contact Hours: 3 periods per Week

Maximum Marks: 50

Examination Duration: 3 Hours

Theory: 50

Objectives :

To familiarize the students with the origin, evolution and development of the conceptual aspects of Geography. They are supposed to understand the relationship between geographical facts and human responses.

Course contents

Unit- I

The nature of geography: meaning and definitions and recent trends in geography; Objectives and relevance of geography; Place of geography in the classification of sciences natural and social sciences and relations with other social sciences; Elements of geography: location on the surface of the earth, physical conditions, forms of life and human responses; Development of modern geography in India.

Unit-II

Geography of Vedic age and Geography of Purana - Dwipa and Ocean, River and Mountain systems; Ancient classical Geography - Contribution of Greek and Roman. 'Early Medieval Geography and contribution of Arab Geographers, Late medieval Geography-age of travels, exploration and discoveries

Unit-III

The emergence of scientific geography in the 18th, and 19th centuries- German School of Geography- Contribution of Humboldt, Ritter and Ratzel; School of French Geography- contribution of Blache and Brunches; British and American School of Geography - contribution of Mackinder, herbertson, Miss Sample; Huntington and Davis; Russian contribution Lomonsov, Dokuchayer and Gerasimov.

Unit-IV

Man-environment relationships - Determinism, possibilism and neo-determinism: Dualism in Geography -Physical and human, systematic and regional; Quantitative revolution in geography; Major Concepts in Geography-terrestrial unity and interconnections, concepts, regions, culture and acculturation.

Unit- V

Spatial distribution, interaction and organization, Area differentiation. Behavioural geography; Humanistic and Welfare geography.

Models and analogues; Hypothesis-meaning, need, origin and importance regional delimitation and quantitative analysis.

• Transactional Modalities

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches
Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

- The end examination will be of 50 marks. Each unit will carry a weightage a 10 marks.
- 36% marks will be essential for passing the examination both in theory and practical.

BOOKS RECOMMENDED

1. Abler, Ronald F. et al, Geography's Inner Worlds: Pervasive themes in contemporary American Geography, Routledge, New Jersey, 1992.
2. Dikshit R.D. : Geographical Thought- A Contextual History of Ideas, Prentice Hall of India Pvt. Ltd. 2000.
3. Dikshit R.D. : The Art and Science of Geography: Integrated Readings, Prentice Hall of India Pvt. Ltd. 1994
4. Dohrs, F.E. and Sommers, L.W. (eds.) Introduction to Geography, Thomas Y. Crowell Col., New York, 1967.
5. Hartshorne, Richard, Perspective on the Nature of Geography, Rand McNally and Co. Chicago, 1959.
6. Harvey, David, Explanation in Geography, Edward Arnold, London, 1972.
7. Holt-Jensen, A., Geography: Its History and Concepts, Longmans, 1980.
8. Husain, Majid, Evolution of Geographical Thought, Rawat Publications, Jaipur, 1984.
9. James, P.E., All Possible Worlds: A History of Geographical Ideas, Sachin Publication, Jaipur, 1980.
10. Johnston, R.J. and Claval, R (eds.), Geography Since the Second World War. Croom Helm, London/Bernes and Noble, N.J., 1984.
11. Jones, P.A. : Field Work in Geography, Longmans, 1968.
12. Lovvnsburg, J.F. and Aldrich, F.T., Introduction to Geographical Methods and Techniques, Charles Merrill, Columbus, 1979.
13. Minshull, R, The Changing Nature of Geography, Hutchinson University Library, London, 1970.
14. Wooldridge, S.W., The Geographer As Scientist, Thomas Nelson and Sons. Ltd., London, 1956.
15. जैन एस एम : भौगोलिक चिन्तन का विकास (साहित्य भवन आगरा)
16. कौशिक, एस. डी. : भौगोलिक विचारधारा एवं विधि तंत्र (रस्तोगी प्रकाशन, मेरठ)
17. माथुर एवं जोशी : भौगोलिक विचारधाराओं का इतिहास (आर बी एस पब्लिशर्स जयपुर)
18. सिंह जे. : भौगोलिक चिन्तन के मूलाधार (वसुंधरा प्रकाशन नई दिल्ली)

PAPER II: WORLD REGIONAL GEOGRAPHY

Contact Hours: 3 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 50

Theory: 50

Objectives:

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

CONTENTS

Unit-I

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

Unit- II

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

Unit-III

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

Unit-IV

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

Unit V

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

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

- The end examination will be of 50 marks. Each unit will carry a weightage of 10 marks.
- 36% marks will be essential for passing the examination both in theory and practical.

Books Suggested:

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

PAPER III: GEOGRAPHY PRACTICAL

Contact Hours: 6 periods per Week

Maximum Marks: 50

Examination Duration: 4 Hours

1.	Lab work (written - 4 hours duration) (3 problems out of 4 problems)	15
2	Record work and viva voce	10
3	Field survey and Viva voce	10
4	Geography tour report (Report & Viva voce)	15
	Total	<hr/> 50 <hr/>

Content:

- 1** Maps : History, techniques and preparation.
- 2** Theoretical basis of nearest neighbour analysis; practical exercise on nearest neighbours analysis, Network analysis, locational analysis of urban centers, coefficient of variation.
- 3** Air photo interpretation and exercise on the determination of height, knowledge of stereoscopic vision, interpretation and identification of cultural and physical features on aerial photography.
- 4** Remote sensing and GIS : Historical development, types of satellite and space programmes of India, GIS – importance and its application in regional planning.
- 5** Use and application of Indian clinometer in small area survey; use of dumpy level and contouring.
- 6** A Geographical tour for a week. The report shall be prepared separately and independently.

BOOKS RECOMMENDED

Singh, R.L. Singh – Elements of Practical Geography, Kalyani Pub., New Delhi

Khan, Z.A. – Text Book of Practical Geography, Concept, New Delhi

Sarkar, A.K. - Practical Geography – A systematic approach, Oriented Longman Calcutta

Mishra, R.P. – Fundamental of Cartography, Macmillan, New Delhi

PAPER -I
HUMAN RIGHTS: THEORY AND PRACTICE

Contact Hours: 4 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 75

Theory: 60

Internal: 15

OBJECTIVE

- Understand the meaning and nature of Human rights
- Acquire the capacity of distinguished human rights prospectives in different ideological framework.
- Acquaint themselves with socio-political history of Human rights.
- Understand the Human Rights dimension of certain concepts, such as Liberty, Justice etc.
- Understand the world wide concern of Human rights as evinced through Universal proclamation of Human rights.
- Understand the nature and scope of Human rights as proclaimed in the Constitution of India.
- Appreciate and evaluate the institutional legal arrangement for the protection of human rights in India.
- Appreciate and analyse the social economic environment for human rights in India as also the relevant social issues associated with Human rights.
- Understand and appreciate specific context of women, childrens as regards the Human rights.
- Appreciate the role of civil society institutions for the protection of Human rights.

CONTENT

UNIT I

Human Rights : Meaning and Nature, developmental land marks, characteristics of Human Rights, relationship of Human Rights with social and Human Values. Concepts : Dalit perspective Indian view of human rights, (2) Liberal ideology and human rights, (3) Socialist ideology and human rights

UNIT II

Socio Political History of Human Rights : State, Civil Society, Liberty, Equality and Justice with special relationship to human rights.

UNIT III

International Conventional and Human Rights : With special reference to Universal Declaration 1948. United Nations and Human rights, American war of Independent and Bill of rights – French Revolution, Indian struggle for Independence, Russian Revolution.

UNIT IV

Human Rights And Indian Constitution Preamble, Fundamental Rights, Direction Principles and Fundamental duties judiciary approach, NHRC; Composition and Working Process.

UNIT V

Human Rights in Reference to Changing Human Society Changing social customs with special reference to dowry and female fortitude. Increasing women rights. Child labour, Rights of the aged, Education as a tool of mind, Making role of participatory society with special reference to youth.

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weightage of five (05) marks.
- Two assignments: one oral presentation and one written assignment. Each will carry a weightage of five (05) marks.

SUGGESTED READING

A Goewirth : Human Rights : Essays on Justification and Applications Chicago and London, University of Chicago Press, 1982.

A A An Naim (ed.) : Human Rights in cross cultural perspectives, Philadelphia University of Pennsylvania Press, 1991

Danjili Yael, Else stamatopulor and Clarenace J. Dias, (Ed.) : The declaration of Human Rights – Fifty years and Beyond

J.C.Johari : Human Rights and New World Order : Towards perfection of the Democratic Way life.

S. Subramanian : Human Rights : International Challenges, Delhi, Manad 1997.

V. Kaushik : Women's Movements and Human Rights

D. D. Basu: Human Rights in Constitutional Law, Press.

V. Kaushik, Women's movements and Human Rights.

PAPER – II
PUBLIC ADMINISTRATION : THEORY AND PRACTICE

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

Maximum Marks: 75
Theory: 60
Internal: 15

OBJECTIVE

- Understand meaning, nature and scope of Public Administration.
- Acquaint themselves with the impact of technological development and the Public Administration.
- Evaluation of new perspectives in public administration and management.
- Understand the inter relation of politics and administration.
- Understand the various approaches of the study of administrative systems.
- Appreciate various theories of organizations
- Enable themselves to understand the administrative behaviour, theories of leadership, motivation and communication.
- Understand various aspects of personnel administration.
- Acquaint themselves with recent trends and issues in public and administrative reforms and the concept of good governance.

CONTENT

UNIT I

Basic Premises : Meaning, scope and Nature of Public administration, Impact of Information Technology on Public Administration, Politics and Administration, New Public Administration, New Public Management perspective.

UNIT II

Ecological approach (Riggs), Development Administration Approach, Political economy approach : Liberal democratic and Marxist approach, Process of Public Policy.

UNIT III

Theories of organization : Scientific management : Bureaucratic theory, The classical theory, Human relations Theory, Behavioral approach, Systems Approach

UNIT IV

Administrative Behavior : Rational Decision-making approach (Simon), Theories of Leadership, Theories of Motivation and Communication.

UNIT V

Personnel administration- Position, classification, recruitment, training, promotion, neutrality of civil services. Impact of globalization, socialization on public administration, Administrative reforms, Administrative Culture, Good Governance.

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weightage of five (05) marks.
- Two assignments: one oral presentation and one written assignment. Each will carry a weightage of five (05) marks.

SUGGESTED READING

Avasthi and Maheshwari : Public Administration (Hindi and English)

H.Simon : Administrative Behaviours in India

L.D.White ; Introduction to the study of Public Administration.

M.P.Sharma : Public Administration: Theory and Practice (English and Hindi)

Mohit Bhattacharya : New Horizons of Public Administration.

Nisa Singh : Administration and Development of India.

S.R. Maheshwari : Theory and Concept in Public Administration.

V.M.Kulkarni : Social Administration

वी एल फड़िया – लोक प्रशासन

पी डी शर्मा – लोक प्रशासन के सिद्धांत व व्यवहार

PAPER I
INDIAN FREEDOM STRUGGLE (FROM 1857 TO 1947 AD)

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

Maximum Marks: 75
Theory: 60
Internal: 15

OBJECTIVES :

- 1 To provide the knowledge of the first war of Independence 1857 to the students.
- 2 Students shall come to know about the role of peasants, tribal's and others in the Indian freedom movement.
- 3 To enlighten the students about the freedom of press struggle.
- 4 This Semester will highlight the beginning of revolutionary activities in India during the first world war era.
- 5 Students shall be informed about the revolutionary activities and their leaders, who contributed for Indian freedom struggle from abroad.
- 6 To provide the knowledge of the revolutionary heroes of Indian freedom movement as Bhagat singh, Ram Prasad Bismil and Chandra Shekhar Azad.
- 7 Students will come to know about the IONOA and Subhash Chandra Bose and their armed resistance.
- 8 The contribution of Gandhian Satyagraha and Gandhian Movement is highlighted in this Semester.
- 9 This Semester will provide the knowledge of the circumstances led to the Indian freedom and participation of the Indian masses.

UNIT I

- a) Background of the struggle of 1857 Civil, Tribals, Santhaals, Cale and Birasa Munda revolts
- b) Outbreak of the war of 1857, its nature and causes.
- c) Results of the struggle of 1857
- d) Leaders of 1857 – Bahadurshah, Tantya tope, Nana Saheb, Laxmi Bai and Mangal pandey.

UNIT II

- A) Peasant struggle after 1857 – Indigo revolt 1859-60, Pabana revolt 1873-76, Deccan revolt 1875
- B) Struggle for the freedom of Press Vernacular Press Act of 1878, Efforts made by Surendra Nath Banerjee and Bal Gangadhar Tilak.
- C) Partition of Bengal (1905) and Swadeshi Movement.
- D) Surat split (1907) and Rise of revolutionary activities – Ras Bihari Ghosh, V.D. Savarkar and Abhinav Bharat, Khudi Ram Bose, Prafulla Chaki Sachin Sanyal and Madan Lal Dhingara.

UNIT III

- A) Revolutionary activities abroad – Gadar Movement and Lala Hardayal, Kamagntamaru incident (1914).
- B) Home rule movement, Rollat Act and Gandhian Satyagraha, Jaliyanwala Bagh mesecre.
- C) Non co-operation movement – Peasants and Labour Movements of Champaran, Khera, Ahmedabad, Surat, Bardoli and Malabar (1918-1940)
- D) Revolutionary Nationalists and their role - Bhagat Singh, Surya Sen, Ashfaquallah, Ram Prasad Bismil, Sukhdev and Chandrashekhar Azad.

UNIT IV

- A) Civil Disobedience Movement and Salt Satyagraha
- B) Declaration of complete Independence, 1929
- C) Quit India Movement 1942- Gandhian Call of Do or Die, Violent, struggle.
- D) Naval Revolt of 1946.

UNIT V

- A) Tripuri Congress and Subhash Chand Bose
- B) Formation of Indian National Army and its role in the independence.
- C) Factors responsible for the Independence of India Act 1947

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

Three sessional tests out of which average of two test will be counted for marks (10+10)

Two assignments one oral presentation and one written assignments (10+10)

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

REFERENCE BOOKS

1. Tarachand – History of the Freedom Movement in India Vol.I Delhi 1961.
2. Bipan Chandra – Indian National Movement – Delhi, 1988 (Hindi and English)
3. S.N.Banerjee – A Nation in Making, Calcutta 1963
4. Ram Gopal – Lokmanya Tilak, Bombay 1965
5. Haridas and Uma – India’s fight for freedom- Calcutta 1958

6. B.B. Majumdar – Militant Nationalism of India – Calcutta 1965
7. Harish K. Puri – Ghadas Movement
8. A.C. Bose – Indian Revolutionaries abroad (1905-1922) Patna 1971
9. M.K. Gandhi – An Autobiography
10. J.C.Jha- Struggle for Swaraj (1919-1922)
11. Shirin Mehta – The Peasantry and Nationalism Delhi 1984
12. Sumit Sarkar – The Swadeshi Movement in Bengal.
13. Shiv Verma – Selected writings of Shaheed Bhagat Singh , Delhi 1986.
14. K.K.Ghosh – The Indian National Army
15. सुन्दरलाल – भारत में अंग्रेजी राज
16. वी डी सावरकर – भारत का प्रथम स्वतंत्रता संग्राम
17. एस सी मित्रल 1857 एक पुनरावलोकन, दिल्ली 2006
18. ए आर देसाई – Peasant struggle in India – Delhi 1979

PAPER II

CONTEMPORARY INDIA (1947-2000 A.D.)

Contact Hours: 4 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 75

Theory: 60

Internal: 15

OBJECTIVES:

- 1 This Semester is of most crucial information for the study of Indian History.
- 2 We are closely to the present. The knowledge of history unfolds and leads us to the present.
- 3 We try to understand how we got where we are but writing about this period is the most difficult.
- 4 We have to trade a path free of the quagmire of politics.
- 5 Truth and only truth must be explored however unpalatable it could be.

UNIT I

- a) Legacy of freedom struggle, socio cultural values of non-violence.
- b) Problems and process of integration of Indian states.
- c) Problems of displaced persons and rehabilitation process.
- d) Framing of Indian constitution main Features and Amendments.

UNIT II

- A) Agrarian reforms and Bhudan movement, Green revolution.
- B) Five year plans and beginning of planned economy.
- C) Industrialisation : Problems and prospects
- D) Nationalisation of Banks and Abolition of Privy Purse.

UNIT III

- A) Policy of Non-alignment and role of India, Principle of Panchsheel
- B) Indo china war, Indo Pakistan wars, Kashmir problem.
- C) India's relations with neighbouring countries
- D) Role of India in UNO

UNIT IV

- A) Major political parties and their role in Indian democracy, changing scenario of the political parties.
- B) Challenges to developing India social evils, population growth environmental crisis, poverty, terrorism etc.
- C) Indian women after Independence, Political participation and contribution of women in various spheres.
- D) Upliftment of depressed classes, problems and challenges before tribal society.

UNIT V

- A) Achievements in the field of science and technology with special reference to space, atomic energy and I T sector
- B) Development of Hindi literature
- C) Impact of mass communication on society.
- D) India emerging as a world power.
 - **Transactional Modalities**
Lecture/Contact periods
Communicative/Interactive and Constructivist approaches
Imparting knowledge by means of creating situations.
 - **Tutorials/Practicum**
Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.
 - **Assessment Modalities**
 - Three sessional tests out of which average of two test will be counted for marks (10+10)
 - Two assignments one oral presentation and one written assignments (10+10)
 - Semester and Examination will be for 60 marks. Each unit will carry a weight age of 12 marks.

पाठ्य पुस्तकें

- 1 भारत 2006, वार्षिक संदर्भ ग्रंथ, प्रकाशन विभाग, सूचना एवं प्रसारण मंत्रालय, भारत सरकार नई दिल्ली
- 2 विपिन चन्द्र, मृदुला मुखर्जी एवं आदित्य मुखर्जी : आजादी के बाद भारत (1947-2000) हिंदी माध्यम क्रियान्वयन निदेशालय, दिल्ली विश्वविद्यालय, नई दिल्ली
- 3 M.S.A. Rao: "Social movements in India, Vol I and II

ECONOMICS

PAPER I: INTERNATIONAL ECONOMICS

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

Maximum Marks: 75
Theory: 60
Internal: 15

OBJECTIVE

Students are expected to :

- Understand the importance of the study of international economics.
- Understand the difference between inter regional and international trade.
- Develop the Critical thinking about for the globalization and open economy.
- Understand various theories of international trade.

CONTENTS

UNIT I : Importance of Trade and Trade Theories

Importance of the study of international economics; Inter-regional and international trade; Theories of absolute 'advantage, comparative advantage and opportunity costs; Heckscher Ohlin theory of trade – Its main features, assumptions and limitations.

UNIT II : Gains from Trade

Gains fro trade. - Their measurement and distribution; Trade as an engine of Economic growth; Concepts of terms of trade and their importance in the theory of trade; Doctrine of reciprocal demand its importance and limitations in the theory of trade.

UNIT III : Tariffs and Quotas

Types of tariffs and 'quotas; their impact in partial equilibrium analysis; Free trade and policy of tariffs in relation to economic growth with special reference to India; Concept of optimum tariff.

UNIT IV : Balance of Trade and Balance of Payments

Concepts and components of balance of trade and balance of payments; Equilibrium and disequilibrium in balance of payments; Consequences of disequilibrium in balance of payments; Various measures to correct deficit in the balance of payments; Relative merits, demerits and limitations of devaluation; Concept and implications of foreign trade multiplier; Functions of IMF, World Bank and GATT/WTO; Reform of the international monetary system and India.

UNIT V : Foreign Trade in India

Recent changes in the composition and direction of foreign trade; Causes and effects of persistent deficit in the balance of payments; 'Measures adopted by the government to correct the deficit after 1991; Need for and retionable of trade reforms in India (including partial and full convertibility of rupee);

Instruments of export promotion and recent export and import policies of India;
Role of multinational corporations in India.

Books Recommended

- Kenan, P.B. (1994), The International Economy, Cambridge University Press, London.
- Kindberger, C.P. (1973), International Economics', R.D. Irwin, Homewood.
- Krugman, P.R. and M. Obstfeld (1994), International Economics : Theory and Policy, Glenview, Foresman.
- Salvatore, D.L. (1997) International Economics, Prentice : Hall, Upper Saddle River. N.J.
- Sodersten, Bo (1991), International Economics, Macmillan Press Ltd London
- Aggarwal, M. R. (1979), Regional Economic Cooperation. In South Asia S. Chand and Co., New Delhi.
- Bhagwati, J. (Ed.) (1981), International Trade, Selected readings, Cambridge University Press, Mass.
- Crockett. A. (1982), International Money: Issue and Analysis, ELBS and Nelson London,
- Greenaway, D. (1982) International Trade Policy, Macmillan Publishers Ltd., London.
- Heller H.R. (1968), International Monetary Economics. Prentice Hall, India.
- Joshi V. and I.M.D Little (1998), India's Economic Reforms, 1999-2001, Oxford University Press, Delhi
- Nayyar, D. (1976), India's Exports and Export Policies in the 1960s. Cambridge University Press, Cambridge.
- Panchmukhi, V.R. (1978), Trade Policies of India : A Quantitative Analysis, Concept Publishing Company, New Delhi.
- Patel, S.J. (1995), Indian Economy Towards the 21st Century, University Press Ltd., India.

PAPER II: DEMOGRAPHY

Contact Hours: 4 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 75

Theory: 60

Internal: 15

OBJECTIVE

Students are expected to :

- Understand the various theories of demographic transitions.
- Develop the skills of the techniques of analysis.
- Familiarise with the different Concepts of demography.
- Develop the ability of appraise Critically the issues related with increasing population.
- Know the New population policy, population health, poverty and environmental linkage in India.

CONTENTS:

UNIT I : Introduction

Population study and demography; its relation with other disciplines; Theories of Population- Malthus, Optimum theory of population, and theory of demographic transition; Historical evidence of population growth in developed and developing countries.

UNIT II : Sources of Analysis

Sources of Demographic data in India : Census- Civil registration system and demographic surveys: National Family Health Survey 1 and 2- their relative merits and demerits.

UNIT III : Techniques of Analysis

Crude birth and death rates, age specific birth and death rates, standardized birth and death rates- Study of Fertility; Total fertility rate, gross reproduction rate, and net reproduction rate – Study of marital status- Life table : Meaning of its columns and its uses- Reproductive and child health in India- Temporal and special variation in sex ratios.

UNIT IV : Population Projection

Techniques of population projection- Concept of stationary, stable and quasi-stationary population- Aging of population in India- Changes in family and old age security.

UNIT V : Population Policy

Salient Features of Population Censuses of 1981, 1991, 2001 and 2011

Evolution of population policy in India, Shift in policy, focus from population control to family welfare and to women empowerment; Demographic status and household behaviour- Education, Women's autonomy and fertility- Population, health, poverty and environment linkage in India; The New Population Policy.

Books Recommended

- Agarwal S.N., (1985), India's Population Problem, Tata McGraw Hill, Bombay
- Agarwal U.D. (1999), Population Projections and Their Accuracy, B.R. Publishing Corporation, New Delhi.
- Bhende, A.A. and T.R. Kanitkar (1982), Principles of Population Studies, Himalaya Publishing House, Bombay.
- Bogue, D.J. (1971), Principles of Demography, John Wiley, New York.
- Bose A. (1996), India's Basic Demographic Statistics B.R. Publishing Corporation, New Delhi.
- Census of India, Government of India, Various Reports, New Delhi.
- Choubey. P.K. (2000), Population Policy in India, Kanishka Publication, New Delhi.
- Misra, B.D. (1980), An Introduction to the Study of Population South Asian Publication, New Delhi.
- Srinivasan, K.(Ed.), Population Policy and Reproductive Health, Hindustan Publishing Corporation, New Delhi.

SCHOOL MANAGEMENT

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

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

Note: Ten questions will be set in all, two from each unit. Candidates have to answer five questions, one from each unit. Each question will carry a weightage of 12 marks.

Objectives:

- To acquaint the student with the basic principles of school management.
- To enable the students to organize different school activities.
- To develop awareness among student regarding different aspects of school management.

UNIT I

- Educational Management : Concept and function of educational management. Basic of management – planning, organization, control decision making and financing.
- Institutional planning: Principles, planning execution and evaluation, school complex and clusters – concept, need, and use for resource generation.

UNIT II

- Leadership in school : Concept, need and importance of leadership. Dimension and style of leadership at different levels. Role of leadership in school effectiveness.
- Approaches to professional development of teacher in school mechanism.
- Concept of Total Quality Management. (TQM).
- Indicators of quality, related to learning, student outcomes.

UNIT III

Management of Time and Resources:

- (a) Time Management: Principles and Importance, types of time schedule for teachers, student and administrative personnel, time schedule for curricular and co-curricular activities.
- (b) Management of Resources: Types of resources –Human and material principles, organization and monitoring of resources – (School building, library, laboratories, hostels and play grounds) to optimum level.
- (c) Financial (cost) Management in education: Its impact on school, teacher and students.
- (d) Issues related to management of time and resources (focus on practical issues).

UNIT IV

Management of School Activities:

- Arrangement of morning activities, assembly, class arrangement and monitoring.
- Admission, classification and promotion of students, school office and records.
- Co-curricular Activities: Importance, values, types of activities (games, sports, literary, cultural, scientific recreational, educational and their relevance to curriculum).
- Supervision: Concept, importance
- Discipline: Concept, importance and principles, techniques of maintaining discipline in the school and classroom, Role of students council and association in school climate.

UNIT V

Management of Health and Physical Education:

- Meaning, definition and objectives of Health & Health Education and its importance.
- School Health Programme : First aid & safety Education, sex education.
- Meaning, definition, aims & objectives of physical Education, Physical fitness, test of physical fitness.
- Organisation of games & sports.
- Fundamental rules and regulation related to different games and sports (selected as per available resources), Balanced Diet, Yoga and Meditation, Stress Management.

Mode of Transaction:

- Lecture-cum-discussion, panel discussion, symposium, Group work, Extension Lecture, field visit, block exercise.
- Interview with teachers, field data & analysis.

Practicum

- Visit of different types of schools & preparation of school profiles.
- Conduct interview with teachers/students/parents and prepare a report.
- Study of any innovative types of schools.
- Prepare an institutional of a school for one academic session.
- A presentation in seminar on any contemporary issue related to school education.

Mode of Assessment

- Assessment will be based on tutorials, seminars, projects, texts and assignments.
- Classroom transactions and participation of pupils therein will also be a part of assessment, specially involvement of pupils in terms of their critical approach and experiential learning.

References:

1. Awasthi, A. (1974) Public Administration, Laxmi Narayan Agarwal, Agra.
2. Blumberg, A. and Greenfield W. (1986) The Effective Principle, Aryan & Becon, London
3. Combs P.H. (1970) What is Education Planning? IIEP (UNESCO) Paris
4. Chesswar J.D. (1969) Methodologies for Educational Planning for Developing Countries, Volumes IIEP, Parris.
5. George, Harward H.L. & Robert A.S. (1976) Motivation and organizational climates, Harward University, Boston.
6. Hardy C. & Altken R. (1986) Understanding School as Organisation, Penguin, London.
7. Mukherjee (1991) On Planning Problematic, The Role of Institutional Planning Societies, New Delhi.
8. Naik J.P. (1970) On Planning, Asia Institute for Educational Planning & Administration, New Delhi.
9. NCERT (1998) : School Mapping, New Delhi.
10. NIEPA (1988) : School Mapping, New Delhi.
11. Singh, A. (2009) Essentials of Physical Education.

हिंदी के संदर्भ ग्रन्थ

12. वर्मा, जे.पी. (2011), शैक्षिक प्रबन्धन, राजस्थान हिंदी ग्रन्थ अकादमी, जयपुर।
- सिंह, अजमेर (2009) शारीरिक शिक्षा एवं ओलंपिक

EDUCATION IN INDIAN SOCIETY

Philosophical and Sociological Foundation of Education

Contact Hours: 4 periods per

Examination Duration: 3 Hours

Maximum Marks: 75

Theory: 60

Internal: 15

Objectives

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

- Understand the relationship between education and society.
- Acquaint students with contemporary philosophy.
- Analyse the role of family and society in modernisation.
- Promote international understanding through education.
- Appreciate the role of teacher in promoting social change.

Note : There are five Units, Questions will be set from each Unit.

Course Outline :-

UNIT I - Basic, concepts of Education :

- Education – Meaning, Aims, and scope
- Meaning of Philosophy and its relationship with Education.
- Philosophical concepts of Education – Metaphysics, Epistemology and Axiology.
- Constitutional concepts of Education & their implications.
- Social concepts of Education and their implications.

UNIT II - Philosophical bases of Education:

- Aims, Teaching of methods, Discipline, and other salient features of
- Idealism
 - Realism
 - Naturalism
 - Pragmatism
 - Existentialism

UNIT III : Sociological bases of Indian Education:

- Role of Education in :
- Social change. Social-Mobility
 - socialization and Social Control
 - Promoting International Understanding
 - Development of deprived sections of society
 - Women Empowerment

UNIT IV : Education and Modernization :

- Role of Education in Modernization & Westernization
- Role of Education in Liberalisation, Privatisation and Globalisation
- Constitutional provisions and amendments related to Education
- Need for Sustainable development
- ICT and its implication on Education

UNIT V: Shift in Educational Trends :

- Constructivism
- RTE and Universalization of Elementary Education
- RMSA and Universalization of Secondary Education
- CCE and its Implications
- Vocationalization of Education – professional development of Teacher.

Transactional Modalities :

- Lecture-cum-discussion for the presentation of over views
- Anecdotes and reflective writings based on own experiences
- Audio-Visual clips of learning situations and interactions, analysis and discussion in small group as well as in large groups.
- Group presentations
- Examples of Constructivist learning situations.

Practicum:

- Assignment based on any one of the above mentioned Units and its presentation in the classroom.
- Analyse the role of home, school, community and state in the process of socialisation.
- Study characteristics of Indian Society
- Comparative study of educational ideas of any thinker.
- Study any one aspect of Idealism, Pragmatism, Realism and its impact on education.

Assessment

This course has conceptual as well as practical inputs and they should both be assessed. There should be initial focus on formative assessment with a view to bring some shifts in the pupil teacher awareness. Sensibilities and outlook on learning and later 'summative' evaluation can be done. It should be kept in mind that the Concepts in this course have a key role to play in the manner in which pupil teacher will formulate their role vis a vis students learning and so the applications of these to analysing or designing learning situation should be stressed, rather than knowledge of terminology etc. Even while evaluating summatively. This will mean a more imaginatively constructed test paper.

Modes of assessment :

- Reflective written assignments- Comments & grades
- Field observation notes- Comments & Grades
- Participation in discussion- to be assessed qualitatively
- Analysis of learning situation using theoretical perspective to be assessed for conceptual grasp and clarity of analysis- Comments, further questions and grades.
- Final written test can be given on above mentioned Units- Evaluated with marks.

Reference Books:

1. Bhattacharya, Srinivas (2003), 'Sociological Foundation of Education', Atlantic Publishers.
2. Dash M. (2004) 'Education In India', Atlantic Publishers.
3. Chandra S.S., Sharma, Rajendra K. (2004) 'Principles of Education', Atlantic Publishers.
4. Pathak R.P. (2012) 'Philosophical and Sociological Principles of Education', Dorling Kindersley.
5. Mathur S.S. (1966), 'A Sociological Approach to Indian Education', Vinod Pustak Mandir.
6. Sharma G.R. 'Trends in Contemporary Indian Philosophy of Education', Atlantic Publishers.

PAPER - VIII
School Education Experience Programme (SEEP)

Duration: 8 weeks

Sessional Marks: 200

Pre Internship: 50

Internship: 150

Min. for pass 80

Objectives:

To provide field experience to pupil teachers for the development of essential professional competencies and skills

Organization: School Education Experience Programme (SEEP)

Total duration of weeks - 8 weeks

Pre-internship - 2 week

Internship - 6 weeks

Internship Activities

Teaching

Evaluation

Participation in School activities:

40 Lessons - 20 in each subject

2 Criticism lessons - one in each subject

Total lessons - 42

Post-Internship seeking reaction of students and supervisors through conference mode.

Examination and scheme of assessment:

The scheme of assessment will be as follows:

- | | | |
|---|---|-----------|
| 1. Pre Internship Including core skills | - | 50 Marks |
| 2. Regular classroom teaching | - | 100 marks |
| 3. Criticism lesson (one in each subject – 10 each) | - | 20 marks |
| 4. Teaching aids(one in each subject – 10 each) | - | 20 marks |

Assignments:-

Any two of the following: - 10 marks
(5 each)

i) Achievement test

ii) Investigatory project

iii) Critical study of secondary syllabus of a subject with a view environmental/peace education.

Total

200 Marks

List of the faculty who contributed in the Development of Four Year Integrated B.A. B.Ed. Syllabus

1. Prof. V. K. Kakaria, Principal , RIE Ajmer
2. Prof. P. C. Agarwal, Dean of Instruction & Head, DESM
3. Prof.. I.B. Chugtai, Head, DE
4. Dr. Nagendra Singh, Head, DEE
5. Dr. Saryug Yadav, Head, DESSH & Convener

Name of Subjects	Name of Faculty
Hindi	Dr. Ram Niwas Associate Professor of Hindi
Urdu	Dr. Rajesh Mishra Associate Professor of Urdu
English	Dr. Saryug Yadav Associate Professor of English
Geography	Sri Albert Horo Assistant. Professor of Geography
History	Sri Vijay Prakash Gaur Assistant. Professor. of History (Contract Basis)
Political Science	Mukesh Kumar Parihar Assistant. Professor of Pol.Science (Contract Basis)
Economics	Dr. Indubala Agarwal Assistant. Professor of Economics (Contract Basis)
Education Papers	
(A) Psychology of Learner, Learning and Instruction (IInd Year)	
Prof.. I.B. Chugtai, Head, DE	
Dr. Asha K.V.D. Kamath, Associate Professor of Education	
Dr. Rekha Kumari, Assistant Professor (Contract Basis)	
Mr. Deepak Kumar Yadav, Assistant. Professor (Contract Basis)	
Mrs. Sakshi Sharma, Assistant Professor (Contract Basis)	

(B) Instructional Strategies and Skills (IIIrd year)

Prof. J..P. Bagchi, (Professor of Education, DE)

Dr. Anjali Chandra, Assistant. Professor (Contract Basis)

Dr. Rekha Kumar, Assistant Professor. (Contract Basis)

Deepak Kumar Yadav, Assistant Professor (Contract Basis)

(C) School Management (IVth year)

Dr. Ayshman Goswami Assistant Professor of Education, DE

Dr. Atul Dubey, Assistant Professor (Contract Basis)

Ms. Jyoti Sehrawat, Assistant Professor (Contract Basis)

Ms. Krishna Verma, Assistant Professor (Contract Basis)

Mr. Vinod Kumar Suthar, Assistant Professor (Contract Basis)

(D) Education in Indian Society (IVth Year)

Dr. Meenakshi Meena, Assistant Professor of Education

Mr. Akhil Kumar Rai, Assistant Professor (Contract Basis)

Mrs. Sakshi Sharma, Assistant Professor (Contract Basis)