

MAHARSHI DAYANAND SARASWATI UNIVERSITY, AJMER

पाठ्यक्रम

SYLLABUS

Faculty of Education

SCHEME OF EXAMINATION AND COURSES OF STUDY

Four Year Integrated Teacher Education Programme (ITEP)

**B.A. B.Ed. Course
Secondary Stage**

**B.A.B.Ed. Semester I Examination 2023
B.A.B.Ed. Semester II Examination 2024
B.A.B.Ed. Semester III Examination 2024
B.A.B.Ed. Semester IV Examination 2025
B.A.B.Ed. Semester V Examination 2025
B.A. B.Ed. Semester VI Examination 2026
B.A.B.Ed. Semester VII Examination 2026
B.A. B.Ed. Semester VIII Examination 2027**



महर्षि दयानन्द सरस्वती विश्वविद्यालय, अजमेर

Faculty of Education
Syllabus and Scheme of Examination
Ordinances for the Four Year Integrated Teacher Education Programme (ITEP)
B.A. B.Ed. Secondary Stage Courses

The M.D.S. University, Ajmer hereby constitutes the following ordinances under Four year Integrated Teacher Education Programme (ITEP) B.A.B.Ed. Secondary stage course- a dual Major holistic Bachelor's degree in Education as well as in specialised subject such as Hindi/English/Urdu/History/Geography. The ordinance shall govern admission, course of study, examination and other matters relating to the degree of B.A. B.Ed. (Secondary Stage with Major in Hindi/English/Urdu/History/Geography) under the Faculty of Education.

1. Eligibility:

The four-year Integrated Teacher Education Programme (ITEP) envisions the creation of passionate, motivated, qualified, professionally trained and well-equipped teachers capable of designing and implementing developmentally appropriate learning experiences for students at different stages of school education. The ITEP seeks to ensure that the prospective teachers are given the highest quality education in content, pedagogy, values, skills and practice. The eligibility for admission to the ITEP leading to the degree of B.A. B.Ed. (Secondary Stage with Major in Hindi/English/Urdu/History/Geography) is as under:

- ❖ Candidate should have passed Class XII or equivalent stage of education with a minimum of 50% marks in aggregate or an equivalent grade from a recognized Board/University.
- ❖ Candidate has to appear in the National Common Entrance Test (NCET) conducted by the National Testing Agency (NTA) and admission in the programme will be based on Merit of candidate.
- ❖ The reservation and relaxation in marks for admission belonging to SC/ST/OBC/PwBD/EWS and other category shall be as per the rules of the Central Government/State Government whichever is applicable time to time.
- ❖ For B.A.B.Ed. Course candidates must have appeared in the NCET conducted by the National Testing Agency (NTA) in the following domains/subjects as per the requirement of ITEP: Geography/Geology, History, Language(s) – Hindi, English and Urdu.
- ❖ NCET total score is calculated on the basis of the sum of marks in seven subjects: Language 1 and 2, Teaching Aptitude, General Test, and relevant three Domain-specific Subjects.
- ❖ ITEP, a 4-year dual major degree programme, offers one major in Education and the other major in any one of the discipline Hindi/English/Urdu/History/Geography with different minor.
- ❖ The students seeking admission in any of the above mentioned disciplinary majors in ITEP must have appeared in the respective domain/subject in NCET.
- ❖ Students are assigned a Disciplinary Major based on their opted choice of discipline during online admission process.
- ❖ Absence in any NCET subject disqualifies the candidate from consideration for admission.

2. Programme:

- ❖ The Integrated Teacher Education Programme (ITEP) is designed as a comprehensive four year Dual Major degree Programme uniquely focused on preparing future educators specializing in the secondary stage of school education. This specialized programme is primarily offered for the Secondary stage, encompassing Social Science/Language discipline (B.A.B.Ed). The discipline offers a set of major and minor courses customized to provide aspiring teachers with the essential knowledge and skills required for proficient teaching in their selected subjects.
- ❖ This degree B.A.B.Ed. is equivalent to B.A. (Honours) and B.Ed. degrees of the MDS University Ajmer. Students who pass this programme are considered eligible to pursue Masters Degree in the respective disciplinary majors as per UGC and NCTE regulations.
- ❖ The course contents related to disciplinary majors viz Hindi/English/Urdu/History/Geography offered in B.A.B.Ed. are equivalent to that of B.Sc. Honours of MDS University Ajmer. The programme contents related to education components in B.A.B.Ed. are equivalent to that of B.Ed. of MDS University Ajmer.
- ❖ Structured in a semester-wise format, the programme is meticulously designed to span eight semesters in total. This allows for a well-organized and comprehensive approach to covering essential content, pedagogy, and practical experiences vital for future teachers. Importantly, the programme is flexible and inclusive, allowing for multiple exits and entries, providing students the opportunity to customize their academic path according to their individual needs and circumstances.

- ❖ Students have the opportunity to re-enter in the programme within a three-year period, ensuring the fulfilment of the other required guidelines of UGC and NCTE. This flexibility is a testimony to the programme's commitment to inclusivity and accessibility, enabling individuals to strike a balance between their educational pursuits and other aspects of life. Moreover, the flexibility extends to the overall completion of the degree, permitting students to complete the ITEP within a maximum period of seven years.
- ❖ The Integrated Teacher Education Programme (ITEP) shall include a structured and comprehensive internship provision aimed at providing practical, hands-on experience to aspiring teachers. This internship component is a crucial part of the programme, offering students the opportunity to apply the theoretical knowledge and pedagogical techniques they have acquired throughout their academic journey. During the internship, students are typically placed in educational settings such as schools or educational institutions, where they actively engage in teaching, classroom management, lesson planning, and other essential teaching responsibilities under the guidance and supervision of experienced mentors.
- ❖ The internship provision in the programme will allow students to gain valuable insights into the dynamics of a classroom, interact with students, understand diverse learning styles and implement effective teaching learning strategies. It serves as a bridge between academic learning and real-world teaching experiences, preparing students to enter the teaching profession with confidence and competence.
- ❖ In essence, the ITEP not only sets a high standard for teacher education but also acknowledges the diverse paths students may take, offering a flexible and supportive structure to accommodate the multifaceted aspects of their educational journey.
- ❖ The programme will have a provision of end-semester examinations and internal assessments as per structure of the course.

3. Promotion to next semester:

A candidate shall be promoted to the next semester if she/he achieves a grade point of 4 (Letter Grade P) and above in all papers, as per the rules mentioned hereinafter. However, the students may clear their back papers within the stipulated time of seven years. In case of discrepancy, candidates may appeal for revaluation of their end-semester examination answer script except Practicals/School experiences (Internship) and Community Engagement & services.

4. Course Details:

The ITEP B.A.B.Ed Course spans a four-year duration, covering eight semesters of academic study. This unique programme encompasses a dual-major bachelor's degree structure, wherein one major is focused on Education and the other one is focus on specific disciplinary or interdisciplinary field of knowledge.

The programme framework is structured as follows:

- A. Foundation of Education (30 Credits):
 - a. Nine Core Courses
 - b. One Elective in Education
- B. Disciplinary/Interdisciplinary (80 Credits):
 - a. 14 Core Courses in the chosen major
 - b. 2 Discipline-Specific Elective Courses
 - c. 3 Courses as Minor
 - d. 2 interdisciplinary courses
- C. Stage-Specific Content-Cum-Pedagogy (16 Credits):
 - a. 4 Courses
- D. Ability Enhancement & Value-Added Courses (28 credits):
 - a. 10 Courses
- E. School Experiences (20 credits):
 - a. 6 Courses (Internship)
- F. Community Engagement and Services (2 credits):
 - a. One Course

This comprehensive programme structure ensures a well-rounded educational experience, combining a strong foundation in education with specialized knowledge in a chosen discipline. This programme also provides students with a holistic perspective, preparing them to excel as teachers in their respective fields.

5. B.A. B.Ed. (Bachelor of Arts and Bachelor of Education):

Five major primary courses: Hindi, English, Urdu, History and Geography, with diverse minor course combinations outlined in the Table below:

S. No.	Major Subject area	Maximum seats to opt Major subject	Minor subject Area (minimum 10 Seats for each subject)
1.	Hindi	10	English, Urdu, Economics, Geography, History, Political Science, Chemistry, Physics, Mathematics, Zoology, Botany, Physical Education and Yoga
2.	English	10	Hindi, Urdu, Economics, Geography, History, Political Science, Chemistry, Physics, Mathematics, Zoology, Botany, Physical Education and Yoga
3.	Urdu	05	Hindi, English, Economics, Geography, History, Political Science, Chemistry, Physics, Mathematics, Zoology, Botany, Physical Education and Yoga
4.	History	12	Hindi, English, Urdu, Economics, Geography, Political Science, Chemistry, Physics, Mathematics, Zoology, Botany, Physical Education and Yoga
5.	Geography	13	Hindi, English, Urdu, Economics, History, Political Science, Chemistry, Physics, Mathematics, Zoology, Botany, Physical Education and Yoga

6. Programme Learning Outcomes (PLOs):

Programme Learning outcomes of ITEP B.A.B.Ed. Secondary Stage course are to achieve the creation of passionate, motivated, qualified, professionally trained, and well-equipped teachers capable of designing and implementing developmentally appropriate learning experiences for students at secondary stage of school education. Also ensure that the prospective teachers are given the highest quality education in content, pedagogy, skills, values and practices.

7. Examinations:

- There shall be a University examination at the end of each semester as per details of the scheme of examination.
- A candidate will be permitted to appear in the end semester examination only if she/he has pursued a regular course of study and attended at least 80% of the classes for all the course work and practicum and 90% for School experiences (Internship) and Community engagement services.
- In order to qualify for B.A. B.Ed. degree course a candidate should obtain a minimum of 40% marks in theory and practical's separately, wherever applicable in each subject in each semester of the programme and 50% marks in School experiences (Internship) and Community engagement & services.
- B.A.B.Ed. Course offers the partial carry over scheme as-
 - For admission to semester VII, candidates should have successfully cleared all the papers of semesters I and II.
- If a candidate fails to clear any paper(s) in odd/even semesters in the first attempt, she/he is allowed to clear the back paper(s) in two more consecutive attempts in odd/even semesters only. Odd semester (I, III, V, VII) is from July to December and even semester (II, IV, VI, VIII) is from January to June. The respective end semester examinations shall normally be held in November-December and May-June every year.
- A candidate will be given maximum of **three attempts** (first attempt as main examination and two attempts as reappear examinations) to pass the examination of any paper(s) in the permissible semester of the programme. The candidate has to complete the programme within maximum **seven (4+3) years**, which includes duration of the programme i.e. four years. If she/he does not pass the examination even after seven years, she/he will not be eligible for award of Degree.
- A candidate will not be required to appear in practical(s)/internal assessment(s) if she/he has already cleared the same. A candidate who fails in any paper(s) of theory examination but passes in practical(s)/internal assessment(s), she/he will be required to reappear again in that paper(s) of theory. However, marks obtained in practical(s)/internal assessment(s) will be carried over.

- No improvement in courses(s)/paper(s) will be allowed if the candidate has secured pass marks in the paper(s).
- Division /grade will be awarded to the successful candidates only after the 8th semester examination and on the basis of Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) obtained in all the eight semesters of the programme in all the subjects including School experiences (Internship) and Community engagement services.
- Institute will submit the consolidated marks of the internal assessments and practical examinations to the Controller of Examination of the University, not later than seven days at the end of the semester.
- A variety of assessment methods that are appropriate to a given disciplinary/subject area and a programme of study are used to assess progress toward the course/programme learning outcomes. Priority is accorded to formative assessment. Evaluation is based on continuous assessment, in which sessional assessment, mid semester and the end semester examinations contribute to the final grade.
- The assessment is “Formative and Summative” in nature. The assessment of students is based on
 - Assessment methods align with the specific discipline or subject area and the programme of study, ensuring appropriateness.
 - Assessing progress towards course and programme learning outcomes.
 - Continuous assessment, incorporating sessional assessment and terminal examination contributions for determining the final grade.
 - Assessment weightage: 30% for formative assessment and 70% for summative assessment.
 - Minimum passing requirement of marks for each course in a semester is 40%, (theory, tutorial, practical, and practicum components); however, in school experiences (Internship), a candidate is required to secure 50% marks. Candidate is required to pass in theory and practical separately.
 - If a candidate fails to secure 40% marks in any course, she/he they will have to clear that particular course(s) (back papers) in subsequent semesters.
 - Candidates with back papers have the opportunity to clear them within seven years from the date of Admission.
 - Re-evaluation of the end semester examination answer scripts is allowed in case of discrepancies, excluding Practical and School experiences (Internship) as per University rules.

Question paper Patterns:

- Pattern of question paper (C3) aimed to examine higher order thinking, critical thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.
- Part-A will consist of 10 compulsory questions from all the units. These questions will be short answer type.
- Part-B will consist of 2 questions of essay type (300 words) from each unit with internal choices.
- Each question of part-A will carry 2 marks with a total of 20 marks. Questions of part B will carry remaining proportions of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%.
- Internal assessment will be as detailed in corresponding course/paper.

8. Grading System:

The Semester Grade Point Average (SGPA) is computed from the grades to evaluate the student's performance in a given semester, while the Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the course of study. The Regional Institute of Education, Ajmer has given the option to display not only the course grades but also the marks acquired in each course. Additionally, they may calculate and present a weighted average of marks, considering the marks achieved across all semesters for providing valuable information to the students.

Letter Grade	Grade Point
O (outstanding)	10

A+ (Excellent)	9
A (Very good)	8
B+ (Good)	7
B (Above average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

Computation of SGPA and CGPA

The procedure has been adopted to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) as per UGC recommendations.

The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

$$\text{SGPA (Si)} = \sum(C_i \times G_i) / \sum C_i$$

Where C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course.

Example for Computation of SGPA

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3 X 8 = 24
I	Course 2	4	B+	7	4 X 7 = 28
I	Course 3	3	B	6	3 X 6 = 18
I	Course 4	3	O	10	3 X 10 = 30
I	Course 5	3	C	5	3 X 5 = 15
I	Course 6	4	B	6	4 X 6 = 24
		20			139
	SGPA				139/20= 6.95

The Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$\text{CGPA} = \sum(C_i \times S_i) / \sum C_i$$

where S_i is the SGPA of the i^{th} semester and C_i is the total number of credits in that semester.

Example for Computation of CGPA

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Credit: 21 SGPA: 6.9	Credit: 22 SGPA: 7.8	Credit: 25 SGPA: 5.6	Credit: 26 SGPA: 6.0	Credit: 26 SGPA: 6.3	Credit: 25 SGPA: 8.0

The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

Transcript (Format): Based on the above recommendations on Letter grades, grade points, SGPA and CGPA, the University issues the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

9. Transfer of Credits

Transfer of Credits corresponding to the ITEP will be as per the UGC rules

(https://www.ugc.gov.in/pdfnews/5266217_Draft-version-ABC-Regulations-2021-SPT-02-01-2021.pdf)

10. School Experiences (Internship): Activities pertaining to school experiences are as follows:

➤ Pre-Internship Practice: Preparation for School Experience:

- Orientation on School Experience:
- Demonstration lessons by Teacher Educators and/or by expert teachers:
- Peer Teaching - I: Pedagogy of chosen subjects relating to two of the curricular areas such as Interdisciplinary Areas, Language(s) and Social Sciences included in the curriculum for Grades 9 & 10.
- Peer Teaching - II: Pedagogy of chosen subjects from two of the curricular areas such as Interdisciplinary Areas, Language(s) and Social Sciences, included in the curriculum for Grades 9 & 10.

➤ School observation involving:

- Observation of teaching-learning activities in Grades 9-12 in Schools; Observation of full school activities with special focus on Grades 9-12.
- Observation of Government and Private Schools across as many contexts as possible (e.g., Rural, Urban, Residential, Schools with alternative approaches, Ashram schools, Demonstration Multipurpose Schools (DMS) etc.); Observation of full school activities with special focus on Grades 9 – 12.

➤ Practice Teaching:

- Assisting classroom teachers in Grades 9-12 in schools – Focus on teaching of subjects relating to two of the curricular areas such as Interdisciplinary Areas, Language(s) and Social Sciences, prescribed for study in Grades 9 & 10 (no independent teaching).
- Block/Unit Teaching in school: Planning for Teaching; Taking classes observed by the classroom teacher (no teaching without the classroom teacher present); Classes in two chosen subjects relating to two of the curricular areas, i.e., Interdisciplinary Areas, Language(s) and Social Sciences, prescribed for study in Grades 9 & 10. Equal time shared two curricular areas and vocational education; teaching a logical set of lessons or a complete unit closely observed by classroom teachers with equal time with children in Grades 9, 10, 11 & 12 in schools.

➤ School Internship:

- Independent Teaching, equal time shared across two subjects relating to two of the curricular areas, i.e., Interdisciplinary Areas, Language(s) and Social Sciences prescribed for study in Grades 9-10 (Min: 10 lessons for each subject).
- Observation of transaction of lessons by teachers of Secondary Stage.
- Acting as assistant to the regular classroom teacher before taking independent charge of classroom teaching at the Secondary Stage.
- Independent Teaching, equal time shared across two subjects relating to two of the curricular areas, i.e., Interdisciplinary Areas, Language(s) and Social Sciences prescribed for study in Grades 9-10.
- Providing support to carry out everyday activities of schools (e.g., conducting the school assembly, organising various school events. etc.).
- Exposure to school administrative practices (e.g., maintaining administration records, creating an annual calendar. etc.).
- Participation in all aspects of teaching - preparation, planning, developing/ collecting/localising teaching-learning material, classroom transactions, and learning assessment processes.

➤ Creating Teaching-Learning Material:

- Development of relevant teaching-learning material for specific groups of children with whom the student-teacher had interacted during their school experience.
- Development of Vocational skill based projects, Maps, Science Experiments, Projects having linkages with industry etc.

11. Community Engagement and Service:

The educational segment focusing on “community engagement and service” endeavours to immerse student-teachers in understanding socio-economic challenges within society. It aims to introduce them to community-driven development initiatives, enriching their academic knowledge with practical life encounters, ultimately

fostering the capacity to devise solutions for real-world issues. This course is meticulously designed to cultivate a deeper understanding of community dynamics, augment the student-teachers' proficiency in garnering community backing for school-related initiatives, advocate for the importance of education, and shed light on matters concerning schooling, children's health, and overall well-being. Additionally, it strives to sensitize and galvanize community members to address prevalent social, cultural, and educational obstacles.

12. Evaluation: Rules and Regulations

Attendance: Following are the rules relating to attendance requirements:

- Every candidate is expected to have 100% attendance in each subject in which she/he has registered at the beginning of the semester. However, in case of attendance less than mandatory 80%, condonation for shortage of attendance up to 20% may be granted by the Head of the Institution.
- A candidate not having the mandatory requirement of minimum 80% attendance in any course(s)/paper(s), shall not be permitted to appear for the end semester examination in that paper(s) and is awarded 'FA' (Insufficient attendance) grade.
- If the period of leave exceeds two weeks, application for leave shall have to be submitted to the Head of the Institution, stating fully the reasons for the leave requested along with supporting document(s). The Head of the Institution will grant such leave and the candidate will be marked as absent during that period.
- Absence for a period not exceeding two weeks in a semester due to sickness or any other valid reason for which prior application could not be made; the leave may be granted ex-post facto by the Head of the Institution provided she/he is satisfied with the explanation.
- Candidates who represent their Institute/ University/ State/ Nation in recognized sports/ games/ cultural/ literary/ NCC/ NSS activities will get credit of attendance for that period. This will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the Head of the Institution.
- A candidate representing the Institute in approved co-curricular activities such as Games & Sports, Literary & Cultural Meets, Seminar, Workshop, Conference and Interview arranged through Placement Cell shall be considered as on-duty subject to a maximum of five days in a semester. Prior permission from Head of the Institution is required for availing on duty permission. However, this period of absence shall be counted as present for the purpose of computation of attendance.
- I: for "Incomplete Assessment", when the candidate misses the end-semester examination on medical grounds.
- FA: for "Insufficient Attendance" in the course(s)/paper(s).
- W: for "Withdrawal" from the programme.
- X: for "Debarred" on grounds of indiscipline/ malpractices in examinations.

13. Awarding UG Certificate, UG Diploma, and Degrees:

Certificate in Integrated Teacher Education Programme (Undergraduate Certificate)

Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter in the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

Diploma in Integrated Teacher Education Programme (UG Diploma in ITEP)

Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

Bachelor of Arts (B.A.) Degree: Students who wish to undergo a 3-year UG programme will be awarded a UG Degree in the major discipline after completing three years, securing 120 credits, and satisfying the minimum credit requirement.

B.A.B.Ed. (Secondary Stage with Major in Hindi/ English/ Urdu/ History/ Geography) degree: A four-year UG dual major degree will be awarded to those who complete a four-year degree programme with minimum 160 credits and have satisfied the credit requirements.

14. Reappear Examination:

- Candidates appearing in reappear examination for clearing their back papers shall be governed by the following rules:

- Candidates with “FA” Grade are not eligible for writing the reappear examination unless she/he completes the required attendance.
- Candidates with “F” and “I” Grade only are eligible to write reappear examination.
- A candidate who has obtained “F” Grade in Reappear examination may register in the permissible semester.
- Candidates can apply for re-evaluation in any of the theory examination as per rules stipulated by the University.

15. Miscellaneous:

- These regulations will apply to the candidates admitted for the academic year 2023-24 and onwards.
- Statutes/ Ordinances/ Rules/ Regulations/ Syllabi may be amended by the University from time to time.
- Other regulations not specifically mentioned above are as per the regulations of the University as applicable from time to time.
- Any issue not envisaged above, shall be resolved by the Vice-Chancellor in consultation with the appropriate Bodies of the University, which shall be final and binding.
- Legal matters are subject to the jurisdiction of Ajmer.

Curricular Structure of the Four-Year Integrated Teacher Education Programme (ITEP)

ITEP Structure											
S.N.	Curricular component	Courses	Credits* per semester**								Total Credits
			S-1	S-2	S-3	S-4	S-5	S-6	S-7	S-8	
		Two Week Induction Programme									
1.1	Foundations of Education	Evolution of Indian Education	4	--	--		--	--	--	--	4
1.2		Philosophical & Sociological Perspectives of Education – I	--	--	--	4	--	--	--	--	4
1.3		Child Development & Educational Psychology	--	--	4	--	--	--	--	--	4
1.4		Philosophical & Sociological Perspectives of Education – II	--	--	--	--	--	--	--	4	4
1.5		Curriculum Planning & Development (textbooks, material development, etc.) – (Stage Specific)	--	--	--	--	--	--	2	--	2
1.6		Assessment & Evaluation	--	--	--	--		2	--	--	2
1.7		Inclusive Education	--	--	--	--	--	2	--	--	2
1.8		Perspectives on School Leadership and Management		--	--	--	--	--	2	--	2
1.9		Education Policy Analysis	--	--	--	--	--	--	--	2	2
1.10		One Elective from the offered courses (Adolescence Education/Art Education/Education for Mental Health/Education for Sustainable Development/Emerging Technologies in Education/Gender Education/ Guidance and Counselling/ Human Rights Education/Peace Education/ Sports and Fitness Education/ Tribal Education/ Economics of Education	--	--	--	--	--	--	--	4	4
2.1	Disciplinary Courses (With Elective Courses)	Two disciplines from any of the school curricular areas: i. Language & Literature (Hindi,English,Urdu) ii. Social Sciences (History, Geography)	8	12	8	8	11	8	--	--	55
	Skill Enhancement		-	-	3	3	-	3	-	-	9
											64
											30

	Courses (SEC)											
	Disciplinary Specific Minor Courses	i. Language & Literature ii. Physical Sciences (Physics, Chemistry, etc.) iii. Mathematics iv. Biological Sciences (Zoology, Botany, etc.) v. Social Sciences (Economics, History, Geography, Sociology, Psychology, Political Science etc.) vi. Physical Education and Yoga	4	-	4	4	-	-	-	-	12	12
	Inter Disciplinary Courses	i. Arts (Visual and Performing)	-	2	-	-	2	-	-	-	4	4
3.1	Pedagogy Courses	Stage Specific Content-cum-Pedagogy Courses	--	--	4	4	4	4	--	--	16	16
4.1	Ability Enhancement & Value – Added Courses	Language 1 (as per the 8 th schedule of constitution of India)	4		--	--	--	--	--	--	4	28
4.2		Language 2 (Other than L1)	--	4	--	--	--	--	--	--	4	
4.3		Art (Performing and Visual) & Creative Expressions	2	--	--	--	--	--	2	--	4	
4.4		ICT in Education	--	--	--	--	2	--	--	--	2	
4.6		Mathematical & Quantitative Reasoning	--	--	--	--	--	2	--	--	2	
4.7		Sports, Nutrition and Fitness	--	--		--	--	--	2	--	2	
4.8		Yoga and Understanding Self	--	--		--	--	--	--	2	2	
4.9		Understanding India (Indian Ethos and Knowledge Systems)	2	2	--	--	--	--	--	--	4	
4.10		Citizenship Education, Sustainability and Environment Education	--	--	--	--	--	--	--	2	2	
4.11		Teacher and Society	--	2	--	--	--	--	--	--	2	
5.1	School Experience	Pre-Internship Practice (Demo, lessons, Peer teaching)	--	--	--	--	2	--	--	--	2	20
5.2		School Observation (Field Practice)	--	--	--	--	--	2	--	--	2	
5.3		School based research project	--	--	--	--	--	--	2	--	2	
5.4		Internship in Teaching	--	--	--	--	--	--	10	--	10	
5.5		Post Internship (Review and Analysis)	--	--	--	--	--	--	--	2	2	
5.6		Creating Teaching Learning Material/Work Experience (Educational Toy making, local/traditional vocations, etc.)	--	--	--	--	--	--	--	2	2	
6	Community Engagement	Community Engagement and Service (Adult Education, etc.)	--	--	--	--	--	--	--	2	2	2
		Total	24	22	23	23	21	23	20	20	176	176

II. Scheme of Instructions and Examinations

Courses	Paper Code	Course/paper	Periods per Week L+T+P	Credits	Internal/External			Max. marks	Exam Duration	
					Internal		External			
					Th.	Pr.	Ext.			
Semester-I										
SIP	SIP	Student Induction programme for Two Weeks							4 hrs per day	
EC	EDFE-101	Evolution of Indian Education	3+1+0	4	25	5	70	100	3hrs.	
DSC Major Courses	DCHN-101	हिंदी भाषा और साहित्य का इतिहास	3+1+0	4	25	5	70	100	3hrs.	
	DCHN-102	हिंदी की बोलियाँ और उत्तर मध्य/आधुनिक काव्य	3+1+0	4	25	5	70	100	3hrs.	
	DCEN-101	HISTORY OF ENGLISH LITERATURE	3+1+0	4	25	5	70	100	3hrs.	
	DCEN-102	LITERARY FORMS & PRACT. CRIT.	3+1+0	4	25	5	70	100	3hrs.	
	DCUD-101	URDU GHAZAL (TILL 1857)	3+1+0	4	25	5	70	100	3hrs.	
	DCUD-102	JADID-NASR (AFTER 1857)	3+1+0	4	25	5	70	100	3hrs.	
	DCHS-101	HISTORY OF INDIA (EARL TO C300 BCE)	3+1+0	4	25	5	70	100	3hrs.	
	DCHS-102	SOCIAL FORMATIONS & CUL. PATT. OF ANCIENT WORLD	3+1+0	4	25	5	70	100	3hrs.	
	DCGY-101	PHYSICAL GEOGRAPHY	3+0+1	3	20	5	50	75	3hrs.	
	DCGP-101	CARTOGRAPHY		1	-	5	20	25	4hrs.	
	DCGY-102	HUMAN GEOGRAPHY	3+0+1	3	20	5	50	75	3hrs.	
	DCGP-102	CARTOGRAPHY REPRESENTATION OF DATA		1	-	5	20	25	4hrs.	
DSC Minor Courses	DMHN-101	हिंदी भाषा और साहित्य का इतिहास	3+1+0	4	25	5	70	100	3hrs.	
	DMEN-101	HISTORY OF ENGLISH LITERATURE	3+1+0	4	25	5	70	100	3hrs.	
	DMUD-101	URDU ZABAN-O-ADAB KA TARRUF	3+1+0	4	25	5	70	100	3hrs.	
	DMHS-101	HIS. OF INDIA (EARL TO C300 B.C.E.)	3+1+0	4	25	5	70	100	3hrs.	
	DMGY-101	BASICS OF GEOGRAPHY	3+0+1	3	20	5	50	75	3hrs.	
	DMGP-101	CARTOGRAPHIC REPRESENTATION OF DATA		1	-	5	20	25	4hrs.	
	DMEC-101	BASIC MICROECONOMICS	3+1+0	4	25	5	70	100	3hrs.	
	DMPS-101	POLITICAL THEORY	3+1+0	4	25	5	70	100	3hrs.	
Ability Enhancement & value Added Courses	AEVA-101	Language I (as per the 8th schedule of constitution of India)	3+1+0	4	25	5	70	100	3hrs.	
	AEVA-102	Art Education (Performing and Visual)	1+0+1	2	10	5	35	50	2hrs.	
	AEVA-103	Understanding India (Indian Ethos and Knowledge Systems)	1+1+0	2	10	5	50	50	2hrs.	
Total Credits				24		Total		600		

Semester-II									
DSC Major Courses	DCHN-201	हिंदी भाषा और संचार तकनीकी	3+1+0	4	25	5	70	100	3hrs.
	DCHN-202	मध्यकालीन काव्य (सगुण भक्तिधारा)	3+1+0	4	25	5	70	100	3hrs.
	DCHN-203	मध्यकालीन काव्य (निर्गुण भक्तिधारा)	3+1+0	4	25	5	70	100	3hrs.
	DCEN-201	INTRODUCTION TO DRAMA	3+1+0	4	25	5	70	100	3hrs.
	DCEN-202	INTRODUCTION TO POETRY	3+1+0	4	25	5	70	100	3hrs.
	DCEN-203	INTRODUCTION TO PROSE	3+1+0	4	25	5	70	100	3hrs.
	DCUD-201	URDU GHAZAL (AFTER 1857 AD)	3+1+0	4	25	5	70	100	3hrs.
	DCUD202	JADID-NASR (AFTER 1857 AD)	3+1+0	4	25	5	70	100	3hrs.
	DCUD-203	QADEEM-NASR	3+1+0	4	25	5	70	100	3hrs.
	DCHS-201	HISTORY OF INDIA (C.300B.C.E-750DCE)	3+1+0	4	25	5	70	100	3hrs.
	DCHS-202	EOC. FORMATIONS & CULPATTERNS OF MED. WORLD	3+1+0	4	25	5	70	100	3hrs.
	DCHS-203	HISTORY OF INDIA (CE750-1206)	3+1+0	4	25	5	70	100	3hrs.
	DCGY-201	ECONOMIC GEOGRAPHY	2+1+0	3	20	5	50	75	3hrs.
	DCGY-202	GEOMORPHOLOGY	2+1+0	3	20	5	50	75	3hrs.
	DCGY-203	BIOGEOGRAPHY	2+1+0	3	20	5	50	75	3hrs.
	DCGP-204	THEMATIC CARTOGRAPHY	1+0+2	3	-	15	60	75	5hrs.
Inter Disciplinary Course	INDC-201	Literature and Environment	1+1+0	2	10	5	35	50	2hrs.
		FUNDAMENTALS OF URDU LANG	1+1+0	2	10	5	35	50	2hrs.
		TEAC TERMS & CONCEPTS IN HISTORY	1+1+0	2	10	5	35	50	2hrs.
		DISASTER MANAGEMENT	1+1+0	2	10	5	35	50	2hrs.
Ability Enhancement Courses	AEVA-201	Language II (Other Than Language I)	3+1+0	4	25	5	70	100	3hrs.
	AEVA-202	Understanding India (Indian Ethos and Knowledge Systems	1+1+0	2	10	5	35	50	2hrs.
	AEVA-203	Teacher and Society	1+1+0	2	10	5	35	50	2hrs.
Total Credits				22	Total Marks			550	

Semester-III									
EC	EDFE-301	Child Development & Educational Psychology	3+1+0	4	25	5	70	100	3hrs.
DSC Major Courses	DCHN-301	मध्यकालीन काव्य (रीतिकालीन काव्य प्रथम भाग)	3+1+0	4	25	5	70	100	3hrs.
	DCHN-302	मध्यकालीन काव्य (रीतिकालीन काव्य प्रथम भाग)	3+1+0	4	25	5	70	100	3hrs.
	DCEN-301	INTRODUCTION TO FICTION	3+1+0	4	25	5	70	100	3hrs.
	DCEN-302	POSTCOLONIAL STUDIES	3+1+0	4	25	5	70	100	3hrs.
	DCUD-301	URDU NAZM	3+1+0	4	25	5	70	100	3hrs.
	DCUD-302	URDU QASEEDA	3+1+0	4	25	5	70	100	3hrs.
	DCHS-301	HISTORY OF INDIA (C.1206-1526)	3+1+0	4	25	5	70	100	3hrs.
	DCHS-302	RISE OF MODERN WEST-I	3+1+0	4	25	5	70	100	3hrs.
	DCGY-301	CLIMATOLOGY	2+1+0	3	20	5	50	75	3hrs.
	DCGY-302	RESOURCE GEOGRAPHY	2+1+0	3	20	5	50	75	3hrs.
Skill Enhancement Course	DCGP-303	WEATHER MAP & GEOLOGICAL MAP	1+0+1	2	-	10	40	50	4hrs.
	DCSC-301	आधारभूत भाषायी कौशल (हिंदी)	2+1+0	3	15	10	50	75	3hrs.
	DCSC-302	COMM. SKILLS & PERS. DEV. (ENG) 01	1+1+1	3	15	10	50	75	3hrs.
	DCSC-303	LANGUAGE PROFICIENCY COURSE (URDU)	2+1+0	3	15	10	50	75	3hrs.
	DCSC-304	HISTORY OF INDIA (C.1206-1526)	2+1+0	3	15	10	50	75	3hrs.
DSC Minor Courses	DCSC-305	PRINCIPLES OF REMOTE SENSING	2+0+1	3	15	10	50	75	3hrs.
	DMHN-301	हिंदी काव्यधारा	3+1+0	4	25	5	70	100	3hrs.
	DMEN-301	AMERICAN LITERATURE	3+1+0	4	25	5	70	100	3hrs.
	DMUD-301	URDU NAZM	3+1+0	4	25	5	70	100	3hrs.
	DMHS-301	RISE OF MODERN WEST-I	3+1+0	4	25	5	70	100	3hrs.
	DMGY-301	MODELS & THORIES IN GEOGRAPHY	3+0+1	3	20	5	50	75	3hrs.
	DMGP-301	BASICS OF REMOTE SENSING		1	-	5	20	25	3hrs.
	DMEC-301	BASIC MACRO ECONOMICS	3+1+0	4	25	5	70	100	3hrs.
Pedagogy Courses	DMPS-301	INDIAN POLITY	3+1+0	4	25	5	70	100	3hrs.
	EDPC-301	General Pedagogy: Basic of Pedagogy at Secondary Stage	3+1+0	4	25	5	70	100	3hrs.
Total Credits				23	Total Marks			575	

Semester-IV									
EC	EDFE-401	Philosophical & Sociological Perspectives of Education – I	3+1+0	4	25	5	70	100	3hrs.
DSC Major Courses	DCHN-401	आधुनिक काव्य-प्रथम भाग	3+1+0	4	25	5	70	100	3hrs.
	DCHN-402	आधुनिक काव्य-प्रथम भाग	3+1+0	4	25	5	70	100	3hrs.
	DCEN-401	BRITISH LITERATURE	3+1+0	4	25	5	70	100	3hrs.
	DCEN-402	INDIAN WRITING IN ENGLISH	3+1+0	4	25	5	70	100	3hrs.
	DCUD-401	NOVEL AUR AFSANA	3+1+0	4	25	5	70	100	3hrs.
	DCUD-402	URDU MARSIYA	3+1+0	4	25	5	70	100	3hrs.
	DCHS-401	RISE OF MODERN WEST-II	3+1+0	4	25	5	70	100	3hrs.
	DCHS-402	HISTORY OF INDIA (C.1526-1605)	3+1+0	4	25	5	70	100	3hrs.
	DCGY-401	EVOLUTION OF GEOGRAPHICAL THOUGHTS	2+1+0	3	20	5	50	75	3hrs.
	DCGY-402	GEOGRAPHY OF INDIA	2+1+0	3	20	5	50	75	3hrs.
Skill Enhancement Course	DCGP-403	SURVEYING	1+0+1	2	-	10	40	50	4hrs.
	DCSC-401	रचनात्मक लेखन और अनुवाद	2+1+0	3	15	10	50	75	3hrs.
	DCSC-402	DRAMA & THEATRE	2+1+0	3	15	10	50	75	3hrs.
	DCSC-403	URDU DRAMA & THEATRE	2+1+0	3	15	10	50	75	3hrs.
	DCSC-404	RISE OF MODERN WEST	2+1+0	3	15	10	50	75	3hrs.
	DCSC-405	QUANTITATIVE METHODS IN GEOGRAPHY	2+0+1	3	15	10	50	75	3hrs.
DSC Minor Courses	DMHN-401	हिंदी गद्य की विविध विधाएँ	3+1+0	4	25	5	70	100	3hrs.
	DMEN-401	LITERARY FORMS & PRAC. CRI.	3+1+0	4	25	5	70	100	3hrs.
	DMUD-401	URDU ADAB KI MUKHTSAR TARIQH	3+1+0	4	25	5	70	100	3hrs.
	DMHS-401	HISTORY OF INDIA (C.1206-1750)	3+1+0	4	25	5	70	100	3hrs.
	DMGY-401	SUSTAINABLE DEVELOPMENT	3+0+1	3	20	5	50	75	3hrs.
	DMGP-401	SOCIO-ECONOMIC SURVEY		1	-	5	20	25	4hrs.
	DMEC-401	INDIAN ECONOMIC EXPERIENCES	3+1+0	4	25	5	70	100	3hrs.
	DMPG-401	WORLD POLITICS	3+1+0	4	25	5	70	100	3hrs.
Pedagogy Courses (Any Two)	PCLO-401	Content Cum Pedagogy of Language-I (CCPL-I)	1+1+0	2	10	5	35	50	2hrs.
	PCLT-402	Content Cum Pedagogy of Language-II (CCPL-I)	1+1+0	2	10	5	35	50	2hrs.
	PCSS-403	Content Cum Pedagogy of Social Sciences (CCPSS-I)	1+1+0	2	10	5	35	50	2hrs.
Total Credits				23	Total Marks			575	

Semester-V									
DSC Major Courses	DCHN-501	हिंदी कथा साहित्य (हिंदी कहानी)	3+0+1	4	25	5	70	100	3hrs.
	DCHN-502	हिंदी कथा साहित्य (हिंदी उपन्यास)	3+0+1	4	25	5	70	100	3hrs.
	DCEN-501	LITERARY CRITISM	3+0+1	4	25	5	70	100	3hrs.
	DCEN-502	LITERARY THEORY	3+0+1	4	25	5	70	100	3hrs.
	DCUD-501	URDU MASNAVI	3+1+0	4	25	5	70	100	3hrs.
	DCUD-502	URDU ADAB KI MUKHTSAR TAREEQ	3+1+0	4	25	5	70	100	3hrs.
	DCHS-501	HISTORY OF INDIA (C.1605-1750)	3+0+1	4	25	5	70	100	3hrs.
	DCHS-502	HISTORY OF USA (C.1776-1860s)	3+0+1	4	25	5	70	100	3hrs.
	DCGY-501	REGIONAL DEVELOPMENT & PLANNING	2+1+0	3	20	5	50	75	3hrs.
	DCGY-502	ENVIRONMENT GEOGRAPHY	2+1+0	3	20	5	50	75	3hrs.
	DCGP-503	FIELD STUDY	1+0+1	2	-	10	40	50	4hrs.
Disciplinary Elective Courses	DEHN-501	स्त्री विमर्श	2+1+0	3	15	10	50	75	3hrs.
	DEEN-501	WORLD LITERATURE	2+1+0	3	15	10	50	75	3hrs.
	DEUD-501	URDU SAHAPAT AUR TARJUME KA FUN	2+1+0	3	15	10	50	75	3hrs.
	DEHS-501	HISTORY OF INDIA (1750-1857)	2+1+0	3	15	10	50	75	3hrs.
	DEGY-501	POPULATION GEOGRAPHY	2+1+0	3	15	10	50	75	3hrs.
	DEGY-501	AGRICULTURAL GEOGRAPHY	2+1+0	3	15	10	50	75	3hrs.
Inter Disciplinary Course	INDC-501	हिंदी साहित्य की विविध विधाएँ	1+1+0	2	10	5	35	50	2hrs.
		LITERATURE AND ENVIRONMENT	1+1+0	2	10	5	35	50	2hrs.
		A STUDY OF URDU POETRY	1+1+0	2	10	5	35	50	2hrs.
		TERMS & CONCEPTS IN HISTORY-II	1+1+0	2	10	5	35	50	2hrs.
		RESEARCH METHODS	1+1+0	2	10	5	35	50	2hrs.
Pedagogy Courses (Any Two)	PCLO-501	Content Cum Pedagogy of Language-I (CCPL-II)	1+1+0	2	10	5	35	50	2hrs.
	PCLT-502	Content Cum Pedagogy of Language-II (CCPL-II)	1+1+0	2	10	5	35	50	2hrs.
	PCSS-503	Content Cum Pedagogy of Social Sciences (CCPS-II)	1+1+0	2	10	5	35	50	2hrs.
Ability Enhancement & Value Added Courses	AEVA-501	ICT in Education	1+1+0	2	10	5	35	50	2hrs.
School Experiences	EDSE-501	Pre-Internship Practice (Demo, lessons, Peer teaching)	1+1+0	2	10	5	35	50	2hrs.
Total Credit				21	Total Marks			525	

Semester-VI									
EC	EDFE-601	Assessment & Evaluation	1+1+0	2	10	5	35	50	2hrs.
	EDFE-602	Inclusive Education	1+1+0	2	10	5	35	50	2hrs.
DSC Major Courses	DCHN-601	निबंध नाटक एकांकी	3+0+1	4	25	5	70	100	3hrs.
	DCEN-601	WOMEN'S WRITING	3+0+1	4	25	5	70	100	3hrs.
	DCUD-601	URDU DRAMA	3+1+0	4	25	5	70	100	3hrs.
	DCHS-601	HISTORY OF MODERN EUROPE	3+0+1	4	25	5	70	100	3hrs.
	DCGY-601	URBAN GEOGRAPHY	3+0+1	4	25	5	70	100	3hrs.
	DEHN-601	दलित विमर्श	3+1+0	4	25	5	70	100	3hrs.
Disciplinary Elective Courses	DEEN-601	LANG. PROFICIENCY & CREATIVE WRT.	3+1+0	4	25	5	70	100	3hrs.
	DEUD-601	QADEEM ADAB KA TAARUF	3+1+0	4	25	5	70	100	3hrs.
	DEHS-601	HISTORY OF MODERN INDIA (C.1857-1947)	3+1+0	4	25	5	70	100	3hrs.
	DEGY-601	SETTLEMENT/GEOG OF TOURISM	3+0+1	4	25	5	70	100	3hrs.
	DCSC-601	हिंदी भाषा बोध एवं प्रयुक्ति क्षेत्र	2+0+1	3	15	10	50	75	3hrs.
Skill Enhancement Course	DCSC-602	MEDIA STUDIES	2+0+1	3	15	10	50	75	3hrs.
	DCSC-603	TARJUMA NIGARI	2+1+0	3	15	10	50	75	3hrs.
	DCSC-604	HISTORY OF MODERN EUROPE	2+0+1	3	15	10	50	75	3hrs.
	DCSC-605	GIS BASED LAND USE MAPPING	2+0+1	3	15	10	50	75	3hrs.
	PCLO-601/602	Content Cum Pedagogy of Language-I & II	1+1+0	2	10	5	35	50	2hrs.
Pedagogy Courses (Any Two)	PCSS-603	Content Cum Pedagogy of Social Sciences	1+1+0	2	10	5	35	50	2hrs.
	AEVA-601	Mathematical & Quantitative Reasoning	1+1+0	2	10	5	35	50	2hrs.
Ability Enhancement & Value – Added Courses									
School Experiences	EDSE-601	School Observations(Field Practice)	1+1+0	2	10	5	35	50	2hrs.
Total Credits				23	Total Marks			575	

Semester-VII									
EC	EDFE-701	Perspectives on School Leadership and Management	1+1+0	2	10	5	35	50	2hrs.
	EDFE-702	Curriculum Planning & Development (textbooks, material development, etc.) – (Stage Specific)	1+1+0	2	10	5	35	50	2hrs.
Ability Enhancement & Value – Added Courses	AEVA-701	Art Education (Performing and Visual)	1+1+0	2	10	5	35	50	2hrs.
	AEVA-702	Sports, Nutrition and Fitness	1+1+0	2	10	5	35	50	2hrs.
School Experiences	EDSE-701	School Based Research Project	2+0+0	2	10	5	35	50	2hrs.
	EDSE-702	Internship in Teaching	-	10	Internship Assessment*		250	2hrs.	
Total Credits				20	Total Marks			500	
Semester-VIII									
EC	EDFE-801	Philosophical & Sociological Perspectives of Education – II	3+1+0	4	25	5	70	100	3hrs.
	EDFE-802	Education Policy Analysis	1+1+0	2	10	5	35	50	2hrs.
	EDFE-803	One Elective from the offered courses (Adolescence Education/Art Education/Education for Mental Health/Education for Sustainable Development/Emerging Technologies in Education/Gender Education/ Guidance and Counselling/ Human Rights Education/Peace Education/ Sports and Fitness Education/ Tribal Education/ Economics of Education	3+1+0	4	25	5	70	100	3hrs.
Ability Enhancement & Value – Added Courses	AEVA-801	Art Education (Performing and Visual)	1+1+0	2	10	5	35	50	2hrs.
	AEVA-802	Sports, Nutrition and Fitness	1+1+0	2	10	5	35	50	2hrs.
School Experiences	EDSE-801	School Based Research Project	2+0+0	2	10	5	35	50	2hrs.
	EDSE-802	School Based Research Project	2+0+0	2	10	5	35	50	2hrs.
Community Engagement and Service	EDCE-801	Community Engagement and Service (Adult Education, etc.)	0+1+1	2	10	5	35	50	2hrs.
Total Credits				20	Total marks			500	
Cumulative Credits				176	Course Total Marks			4400	

Semester	Credits	Marks
I	24	600
II	22	550
III	23	575
IV	23	575
V	21	525
VI	23	575
VII	20	500
VIII	20	500
	176	4400

SEMESTER I

EDFE101: Evolution of Indian Education**Credits: 3L+1T+0P****Periods per week:****Examination: 3 hours****Marks: 100****C1+C2=30****C3= 70 Marks**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

The course seeks to develop an understanding among student teachers of the evolution of education in India that would allow student teachers to locate themselves within the larger system of education. The course aims at orienting student teachers to the historical perspective of Indian education including the development and features of education in ancient India such as the Gurukuls, post-Vedic period, during Mauryan and Gupta empires, during colonial era and post-independence period, and future perspectives about education development in India, and progression from Education 1.0 to Education 4.0 etc. This course also provides an overview of the contribution of Indian thinkers to evolve Indian Education system – Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Gijubhai Badheka, Pt. Madanmohan Malaviya, Jiddu Krishnamurti, Dr. Bhima Rao Ambedkar and others.

Course Learning Outcomes

After completion of this course, student teachers will be able to:

- discuss genesis, vision, and evolution of education in ancient India to the contemporary India,
- Enable themselves to shape their educational perspective to act as an effective teacher.

UNIT - I : Ancient Indian Education: Vedic Period

- Vision, objectives and salient features of Vedic Education System.
- Teaching and Learning Process.
- Development of educational institutions: Finances and Management.
- Famous Educational institutions and Guru-Shishya.
- Education at the time of Epics: Ramayana and Mahabharata.

UNIT - II : Ancient Indian Education: Buddhist and Jain Period

- Vision, objectives and salient features of Buddhist and Jain Education System.
- Teaching and Learning Process.
- Finance and Management of Educational Institutions.
- Educational Institutions: Nalanda, Taxila, Vikramshila, Vallabhi, Nadia.
- Famous Guru-Shishya.

UNIT - III : Post-Gupta Period to Colonial Period

- Vision, objectives, brief historical development perspective as well as salient features of Education in India.
- Teaching and Learning Process.
- Finance and Management of educational institutions.

UNIT - IV : Modern Indian Education

- Colonial Education in India
 - Woods Despatch, Macaulay Minutes and Westernization of Indian Education
- Shiksha ka Bhartiyaakaran (Indigenous Interventions in Education) (Bird's eye view of their contribution)- Swadeshi and Nationalist attempts of educational reforms with special reference to general contribution of Indian thinkers – Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Gijubhai Badheka, Pt. Madanmohan Malaviya, Jiddu Krishnamurti and Dr. Bhima Rao Ambedkar others – to the education systems of India.
- Education in Independent India

- Overview of Constitutional values and educational provisions.
- Citizenship Education:
 - Qualities of a good citizen.
 - Education for fundamental rights and duties.
- Overview of 20th Century Committees, Commissions and Policies.
- UEE, RMSA, RTE Act 2009: Overview and impact.
- NEP 2020: vision and implementation for a vibrant India.

Suggestive Practicum

1. Prepare a report highlighting educational reforms with special reference to school Education in the light of NEP 2020.
2. Critically analyze the concept of good citizen from the perspective of education for Democratic citizenship.
3. Compare vision, objectives, and salient features of education during different periods.
4. Working out a plan to develop awareness, attitude and practices related to Fundamental Rights or fundamental duties or democratic citizenship qualities, execute it in the class and write the details in form of a report.
5. Sharing of student experiences (in groups) related to Indian constitutional values, help them to reshape their concept and enable them to develop vision, mission and objectives for a school and their plan to accomplish the objectives in form of a group report.
6. Analyses of current educational strengths and weaknesses of one's own locality and work out a critical report.
7. Visit to places of educational significance and value centers and develop a project report.
8. Observation of unity and diversity in a social locality and matching it with unity and diversity in the class and work out a plan for awareness for national-emotional integration or class to develop awareness, attitudes, skills, and participatory values, execute it in the class and report the details.

Suggestive Mode of Transaction

- The course content transaction will include the following:
- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings,
- case studies, analyses of educational statistics and personal field engagement with
- educationally marginalized communities and groups, through focus group discussion,
- Surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

DCHN101 : हिंदी भाषा और साहित्य का इतिहास

क्रेडिट : 3L+1T+0P

कालांश प्रति सप्ताह : 04

परीक्षा अवधि : 03 घण्टे

अधिकतम अंक: 100

C1+C2=30

C3=70 अंक

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षण C1	15	01 घण्टा	40
आंतरिक परीक्षण C2	15	01 घण्टा	
सत्रांत सैद्धांतिक परीक्षा C3	70	03 घण्टे	
कुल अधिकतम अंक	100	—	

C1: संबंधित विषय की कक्षा में लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: कक्षा कार्यक्रम के अनुसार – लिखित परीक्षा/एसाइनमेंट/

निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल :- विद्यार्थी हिंदी भाषा के उद्भव एवं विकास का ज्ञान प्राप्त कर सकेंगे, जो हिंदी साहित्य की पृष्ठभूमि के रूप में आवश्यक है। सम्प्रति हिंदी भाषा के विविध रूप जैसे राष्ट्रभाषा राजभाषा और संपर्क भाषा का प्रमुख बोलियों से खड़ी बोली तक की विकास यात्रा को समझ सकेंगे। हिंदी साहित्य के इतिहास के प्रथम दो कालों की प्रमुख विशेषताओं, प्रवृत्तियों को समझ सकेंगे।

प्रथम इकाई (क) हिंदी भाषा: उद्भव और विकास
(ख) हिंदी भाषा के विविध रूप—राष्ट्रभाषा, राजभाषा और संपर्क भाषा
(ग) हिंदी की ध्वनियाँ : स्वर और व्यंजन, देवनागरी लिपि।

द्वितीय इकाई हिंदी भाषा की प्रमुख बोलियाँ—
1. खड़ी बोली 2. ब्रजभाषा 3. अवधी
4. भोजपुरी 5. मारवाड़ी

तृतीय इकाई हिंदी साहित्य का इतिहास: काल विभाजन एक परिचय
(क) आदिकाल (वीरगाथा काल) परिस्थितियाँ एवं प्रवृत्तियाँ
(ख) प्रमुख रचनाकार और उनकी रचनाएँ।

चतुर्थ इकाई पूर्व मध्यकाल (भक्तिकाल)
(क) भक्ति आंदोलन— एक परिचय, परिस्थितियाँ एवं प्रवृत्तियाँ,
(ख) प्रमुख रचनाकार और उनकी रचनाएँ।

सहायक पुस्तकें :

1. सामान्य भाषा विज्ञान — डॉ.शिव शंकर प्रसाद
2. भाषा विज्ञान — डॉ.भोलानाथ तिवारी, किताब महल, इलाहाबाद
3. भाषा विज्ञान की भूमिका — देवेन्द्र नाथ शर्मा राधा कृष्ण प्रकाशन दिल्ली
4. हिंदी निरुक्त — किशोरीदास वाजपेयी, वाणी प्रकाशन दिल्ली
5. भारत में नाग परिवार की भाषाएँ— डॉ.राजेंद्र प्रसाद सिंह
6. हिंदी भाषा का इतिहास— डॉ. धीरेन्द्र वर्मा, हिंदुस्तानी एकेडमी इलाहाबाद
7. हिंदी भाषा का उद्भव और विकास — डॉ.उदय नारायण तिवारी, भारती भंडार इलाहाबाद
8. हिंदी की बोलियाँ एवं उपभाषाएँ — डा. हरदेव बाहरी
9. भारतीय आर्य भाषाओं का इतिहास — डॉ.जगदीश प्रसाद दीक्षित, अपोलो प्रकाशन जयपुर
10. नागरी लिपि और उसकी समस्याएँ — डॉ.नरेश सिंह, मंथन पब्लिकेशन रोहतक
11. देवनागरी लिपि — डॉ. शिवशंकर प्रसाद
12. सामान्य भाषा विज्ञान — डॉ. अम्बा प्रसाद सुमन
13. भाषा का समाजशास्त्र — डॉ. राजेंद्र प्रसाद सिंह राजकमल प्रकाशन दिल्ली
14. हिंदी भाषा का ऐतिहासिक व्याकरण — डॉ.माताबदल जायसवाल
15. हिंदी साहित्य का इतिहास— आचार्य रामचंद्र शुक्ल
16. हिंदी साहित्य का इतिहास— डॉ. नगेन्द्र
17. हिंदी साहित्य का आलोचनात्मक इतिहास— डॉ. रामकुमार वर्मा हिंदुस्तानी एकेडमी इलाहाबाद

DCHN102: हिंदी की बोलियाँ और उत्तर मध्य/आधुनिक काल

क्रेडिट : 3L+1T+0P

कालांश प्रति सप्ताह : 04

परीक्षा अवधि : 03 घण्टे

अधिकतम अंक: 100

C1+C2=30

C3=70 अंक

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षण C1	15	01 घण्टा	40
आंतरिक परीक्षण C2	15	01 घण्टा	
संज्ञात सैद्धांतिक परीक्षा C3	70	03 घण्टे	
कुल अधिकतम अंक	100	—	

C1: संबंधित विषय की कक्षा में लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: कक्षा कार्यक्रम के अनुसार — लिखित परीक्षा/एसाइनमेंट/

निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल :-विद्यार्थी हिंदी भाषा की विभिन्न बोलियों की संरचना स्वरूप और उनका व्याकरणिक/व्याकरणगत ज्ञान प्राप्त कर सकेंगे। वे एक बोली से दूसरी के अंतर और समानता को समझ सकेंगे। वह हिंदी साहित्य के उत्तर मध्यकाल और आधुनिक काल की प्रमुख प्रवृत्तियाँ/विशेषताओं को समझ सकेगा। जो हिंदी भाषा के वर्तमान परिदृश्य के संदर्भ में आवश्यक है।

- प्रथम इकाई** : हिंदी भाषा की विभिन्न बोलियाँ
1. बाँगरू 2. बुंदेली 3. कन्नौजी 4. बघेली 5. छत्तीसगढ़ी
- द्वितीय इकाई** : उत्तर मध्यकाल (रीतिकाल) परिस्थितियाँ, प्रवृत्तियाँ/विशेषताएँ
प्रमुख रचनाकार और उनकी रचनाएँ।
- तृतीय इकाई** : आधुनिक काल- परिस्थितियाँ प्रवृत्तियाँ/विशेषताएँ
(क) भारतेंदु काल
(ख) द्विवेदी युग
(ग) छायावाद
- चतुर्थ इकाई** (क) प्रगतिवाद।
(ख) प्रयोगवाद
(ग) नई कविता

सहायक पुस्तकें :

- सामान्य भाषा विज्ञान – डॉ.शिव शंकर प्रसाद
- भाषा विज्ञान – डॉ.भोलानाथ तिवारी, किताब महल, इलाहाबाद
- भाषा विज्ञान की भूमिका – देवेंद्र नाथ शर्मा राधा कृष्ण प्रकाशन दिल्ली
- हिंदी निरुक्त – किशोरीदास वाजपेयी, वाणी प्रकाशन दिल्ली
- भारत में नाग परिवार की भाषाएँ – डॉ.राजेंद्र प्रसाद सिंह
- हिंदी भाषा का इतिहास – डॉ. धीरेंद्र वर्मा, हिंदुस्तानी एकेडमी इलाहाबाद
- हिंदी भाषा का उद्भव और विकास – डॉ.उदय नारायण तिवारी, भारती भंडार इलाहाबाद
- हिंदी की बोलियाँ एवं उपभाषाएँ – डा. हरदेव बाहरी
- भारतीय आर्य भाषाओं का इतिहास – डॉ.जगदीश प्रसाद दीक्षित, अपोलो प्रकाशन जयपुर
- नागरी लिपि और उसकी समस्याएँ – डॉ.नरेश सिंह, मंथन पब्लिकेशन रोहतक
- देवनागरी लिपि – डॉ. शिवशंकर प्रसाद
- सामान्य भाषा विज्ञान – डॉ. अम्बा प्रसाद सुमन
- भाषा का समाजशास्त्र – डॉ. राजेंद्र प्रसाद सिंह राजकमल प्रकाशन दिल्ली
- हिंदी भाषा का ऐतिहासिक व्याकरण – डॉ.माताबदल जायसवाल

DCEN101: History of English Literature

Credits: 3L+1T+0P

Periods per week:

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: Exploring the History of English literature allows students to gain insights into the values, beliefs, and experiences of different Eras, providing a window to the evolution of English-speaking societies. The history of English literature showcases the development and transformation of literary forms, genres, and styles over time and studying this evolution helps them to understand how literature has adapted to changing cultural

and intellectual landscapes. This paper shall help to explore how the language has been received and adapted in different parts of the world, contributing to cross-cultural understanding.

Objectives: The students will be able to:

1. To learn and understand the historical development of English literature.
2. To acquaint students with various literary genres and figures of speech.
3. To introduce various schools of thought and literary movements in English Literature.

The paper will be divided into four (4) Units.

- Unit I** - The Age of Chaucer (Morality, Miracle plays and Mystery Plays)
Elizabethan Age (Elizabethan Songs and Sonnet, University Wits).
- Unit II** - Restoration Period (Restoration Drama)
Neo-Classical Literature (18th Century Novel and Augustan Poetry)
- Unit III** - Romantic Period (Pre-Romantic Poetry, Revival Poets)
The Victorian Age (Victorian Poetry and Novel)
- Unit IV** - The Modern Age (Modern Poetry, Fiction and Verse Drama)
Post Modern Age (Metafiction, Absurdism, Existentialism)

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings*

1. Prasad, B. A Background to the Study of English Literature. MacMillan. 1999.
2. Rainsford, Dominic. Studying Literature in English: An Introduction. Routledge. 2014.
3. Scholes, R et al. (Ed.). The Elements of Literature. OUP. 2005.
4. Mays, Kelly J. The Norton Introduction to Literature. W. W. Norton & Company. 2017.
5. Hudson, W.H. An Introduction to the Study of Literature. Maple Press. 2012.
6. Rees, J.A. English Literature: An Introduction for Foreign Readers. Macmillan. 1974.
- Wolfreys, Julian. The English Literature Companion. Palgrave. 2010.

DCEN102: Literary Forms and Practical Criticism

Credits: 3L+1T+0P

Periods per week:

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination (C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: Literary forms, such as poetry, prose, drama, and various subgenres within these categories, are the building blocks of literature. Examining literary forms allows readers and scholars to appreciate the unique characteristics, conventions, and structures that define different types of writing. A paper on this topic provides an opportunity to delve into the nuances of these forms and explore how they have evolved over time.

Objectives: The students will be able to:

1. To acquaint students with basic literary devices implied in writing patterns.
2. Identify, analyze and understand the use of meter in writing poetry.
3. Learn and distinguish types of poetry, drama and non-fiction.

The paper will be divided into four (4) Units.

- Unit I** - Literary Devices: Simile, Metaphor, Metonymy, Synecdoche, Personification, Alliteration, Assonance, Imagery, Symbol, Hyperbole, Satire, Pun, Irony, Conceit, Transferred Epithet, Humor, Wit, Onomatopoeia, Allegory.
- Unit II** - Poetry- Lyric, Sonnet, Elegy, Ode, Epic, Ballad.
Fiction: Novel, Short Story
Non-Fiction- Essays, Travelogues, Autobiography, Memoir.
Drama- Tragedy, Comedy, Dramatic Monologue,
- Unit III** - Rhythm and Meter: Types of Meter, Blank Verse, Ballad Meter, Terza Rima, Spenserian stanza, Ottava Rima, Heroic Couplet

Unit IV - Practical Criticism: Critical analysis of a short literary passage in prose or verse

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings

- Abrams, M. H. and Geoffrey Galt Harpham. A Glossary of Literary Terms. 11th Ed. Cengage Learning India Private Limited. 2015.
- Baldick, Chris: The Concise Oxford Dictionary of Literary Terms. 1990.
- Cuddon, J. A. and M. A. R. Habib. The Penguin Dictionary of Literary Terms and Literary Theory. 5th ed. Penguin. 2015.
- Gray, Martin. A Dictionary of Literary Terms (York Handbooks). IInd Ed. Longman. 1992.
- Peck, John, and Martin Coyle: Literary Terms and Criticism. 1984.
- Shipley, Joseph T.: Dictionary of World Literary Terms. 2013.

DCUD101: Urdu Ghazal (Till 1857)

Credits: 3L+1T+0P

Periods per week:

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination (C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: Language skills refer to the set of essential skills required for all purpose and it is a pre-requisite for all kinds of learning and enhancement of learning. Learning of ghazals, their intonation, context and usage shall develop a sense and understanding of aestheticism in different types of verse.

CLOs: The students will be able to:

To get a glimpse of different variety of expressions associated with Ghazal including philosophy, romance, and innovative thinking and also to make them appreciate classical Ghazal.

Unit-I Ghazal ki Tareef, Ajza- e- Tarqeebi aur Ghazal ki khususiyat.

Unit-II Nisab me shamil shayaron ki sawaneh aur fun ka Tajzia.

Unit-III Matn Ka Mutalea aur Mafhroom

1. Wali :- (a) Koocha -e- yar ain Kashi hai .
(b) Muflisi sab bahar khoti hai .

2. Meer:- (a) Ulti ho gayin sab tadbeeren .
(b) Ashk ankhon me kab nahin ata.
- Unit-IV** Matn Ka Mutalea aur Mafhroom
1. Ghalib:- (a) Ye na thi hamari qismet ki wisal -e-yar hota.
(b) Aah ko chahiye ak umr asar hone tak .
2. Momin :- (a) Ghairon pe khul na jay kahin raz.
(b) Wo jo hum men tum men qarar tha.

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings/Textbook Prescribed :-

Intikhabe Manzooqat Part II U.P. Urdu Academy, Lucknow.

DCUD102: Jadid Nasr(After 1857 AD)

Credits: 3L+1T+0P

Periods per week:

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: This paper refers to acquaint the students with the modern or contemporary approaches or ideas associated with urdu language and literature.

CLOS- The students will be able to:

To get a glimpse of history of Urdu language and literature and its various forms of Urdu pros and poetry.

Students will also aware about the prominent poets and writers of Urdu literature.

- Unit 1** - 1857 ke bad ki nasr ka mukhtasar ta'aruf.
- Unit 2** - Nisab Men Shamil Musannifin ke Sawanehi Kawaif aur Karname.
- Unit 3** - Matn ka Mutalea aur Mafhoom
1. Sajjad Haydar Yalderam : Mujhe Mere Doston Se Bacho.
2. Rashid Ahmed Siddiqui: Shekh Peeru
- Unit-4** - Matn ka Mutalea aur Mafhoom
1. Abdul Haleem Sharar : Guzishta Lakhaao
2. Pandit Dattatreya Kaifi : Lafz kyunkar Bante Hain

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings/Textbook Prescribed:-

1. Intikhab-e-Nasr, Part 2 U.P. Urdu Academy, Lucknow.

DCHS101: History of India (From the Earliest times to C 300 BCE)

Credits: 3L+1T+0P

Periods per week:

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination (C3)	70	3 hrs	
Total Max Marks	100		40

Course Objective :-Comprehending the evolution of Indian society since the earliest times till c.300 BCE.

Course Learning Outcome :- After the completion of course, the students will have ability to:

1. To understand the main aspects of Early India.
2. To appreciate and understand various features of Early India.
3. To associate and bring out the relationships between the various features.

UNIT I: Reconstructing Ancient Indian History:

- a) Early Indian notions of History
- b) Sources and tools of historical reconstruction.
- c) Historical interpretations (with special reference to gender and environment)

UNIT II: Hunter-gatherers and advent of food production

- a. Paleolithic cultures- stone implements and other developments.
- b. Mesolithic cultures- regional and chronological distribution,
- c. Neolithic and Chalcolithic cultures- distribution and subsistence patterns

UNIT III: TheHarappancivilization:

- a.Origins; settlement patterns and town planning;
- b. Agrarian base; craft productions and trade;
- c. socialand political organization; religious beliefs and practices; art;

UNIT IV: Culturesintransition

- a.Settlement patterns, technological and economic developments;
- b.social stratification; politicalrelations;religionand philosophy; North India (circa1500BCE–300BCE)
- a) Central Indiaandthe Deccan(circa1000BCE –circa300BCE)

Suggestive Readings

1. Agarwal D.P, The Archaeology of India, London, 1982.Basham A.L,TheWonderThatWas India,London,1954.
2. Chakrabarti Dilip Kumar, An Oxford Companion to Indian Archaeology, New Delhi, 2006.
3. ChakrabartiDilipKumar,India,AnArchaeological History,Delhi,1999
4. Sharma R.S,Lookingfor theAryans,1995.
5. Sharma R.S, Material Cultures and Social Formations in Ancient India, New Delhi, 1983.
6. Thapar Romila,Early India:From theOriginstoAD1300,London, 2002
7. Basham A.L ed. A Cultural History of India, New Delhi, 1975.Ghosh Amalananda, The CityinEarlyHistoric India, Shimla,1973.
8. Altekar A.S, The Position of Women in Hindu Civilization from Pre-historic times to the Present Day,NewDelhi, 1962.
9. Chattopadhyaya B.D, Studying Early India: Archaeology, Texts and Historical Issues. NewDelhi,2003.
10. Sircar D.C, IndianEpigraphy, NewDelhi,1965.
11. Kosambi D.D,AnIntroductiontotheStudyof IndianHistory, Bombay,1956
12. Kosambi D.D,Combined Methods in Indology and Other Writings,Edited and Introduced By
13. B.D Chattopadhyaya
- 14 Jha D.N,Ancient India:An Introduction,New Delhi,1998Chattopadhyay D.P, Science and Society in Ancient India, Calcutta, 1977.
15. Erdosy George, Urbanization in Early Historic India,Oxford, 1988.

HINDI

- (I) Pandey S.k.Prachin Bharat , Prayag Academy Publication and Distributers, Allahabad.
- (II) Chobey, Saurabh kumar, Prachin Bharat,Universal Books,Prayagraj.

- (III) Jha, Dwijendra Narayan, Shrimali Krashnamohan, Prachin Bharat ka Itihas, hindi madhyam karyanwayan nidesalay,Dilli Vishwa vidyalaya, Dilli.
- (IV) Srivastav K.C. Prachin Bharat ka Itihas,United Book Dipo.
- (V) Mahajan,V.D. Prachin Bharat ka Itihas,Dilli.

DCHS102: Social Formations and Cultural Patterns of Ancient World

Credits: 3L+1T+0P

Periods per week:

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination (C3)	70	3 hrs	
Total Max Marks	100		40

Course Objective:- Analysing the social formations and cultural patterns of ancient world.

Course Learning Outcome :- After the completion of course, the students will have ability to:

1. To know the changing social formations.
2. To understand the cultural patterns and processes of early humans.
3. To identify and describe social, cultural, and economic formations of humans.

UNIT I : Evolution of human kind: Paleolithic and Mesolithic cultures – Role of kinship social institutions in the development of early societies.

UNIT II : Food production:beginnings of agriculture and animal husbandry.

UNIT III : Bronze Age civilizations, with reference to Egypt (Old Kingdom);economy,social lstratification, state structure, religion.

UNIT IV : Nomadic groups in Central and West Asia; Debate on the advent of iron and it simplifications.

Suggestive Readings:

1. Farooqui Amar, Early Social Formations. Manak Publications Pvt. Ltd. 2002
2. B.Fagan,People of the Earth. : an introduction to world pre history
3. New York, NY Harper Collins College Publishers 1977
4. B.Trigger, Ancient Egypt:A Social History.Cambridge University Press,1983 Bai Shaoyi, An Outline History of China. Beijing : Foreign Languages Press, 1982.
5. Burnsand Ralph, World Civilisations.
6. Cambridge History of Africa,Vol.I.Cambridge University Press,1982
7. G.Clark,World Pre history: A New Perspective Cambridge University Press, 1977.
8. Jacquetta Hawkes, First Civilisations. life in Mesopotamia, the Indus Valley and Egypt. The history of human society.New York: Knopf, 1973.
9. M.I.Finley, The Ancient Economy. University of California Press 1999.R.J.Wenke, Patterns in Pre history Oxford University Press,USA;5th edition 2006
10. UNESCO Series: History of Mankind, Vols. I –III/ or New ed. History of Humanity.1963
11. V.Gordon Childe, What happened in History. Peregrine Books 1985
12. A. Hauser, A Social History of Art,Voll.Routledge,1999.
13. Glyn Daniel ,First Civilisations.New.York:Thomas Y.Crowell (Apollo. Editions),1968
14. J.D. Bernal, Science in History, Vol.I. Cambridge: The MIT Press, Massachusetts Institute of Technology,1971
15. Salia Ikram, Death & Burial in Ancient Egypt (American University in Cairo Press, 2015)V.Gordon Childe, Social Evolution.
16. Martin Bernal, Black Athena; the Afro Asiatic Roots of Classical Civilization Brunswick:Rutgers UniversityPress, 1991.

HINDI

- (I) Nagori S.L. Vishwa ki Prachin Sabhyatayen, Shree Saraswati Sadan Safdarjang Enclave Nai Dilli.

- (II) Pathak, Sushil Madhav, Vishwa ki Prachin Sabhyataon ka Itihas, Bihar Hindi Granth Academy, Patna.
- (III) Goyal, S R Vishwa ki Prachin Sabhyatayen.

DCGY101:Physical Geography

Credits: 2L+1T+0P=3

Contact hours per week:3

Examination:3hours

Marks: 75

C1+C2:25 Marks

C3=50Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min.PassMarks	Duration
InternalTest(C1)	10	1 hr	30
InternalTest(C2)/Assignmentor Attendance	10/05	1 hr	
EndSemesterTheoryExamination(C3)	50	3 hrs	
Total Max Marks	75		30

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: Written Test in the respective subject's class (at the end of fifteen week).

Course Objective

Comprehend the physical principles and processes governing the characteristics of Earth

Course Learning Outcome

After the completion of course, the students will have ability to:

1. To understand the components of the earth system – atmosphere, lithosphere and hydrosphere;
2. Appreciate and understand various features of the spheres with local, regional and global examples;
3. Associate and bring out the relationships of the features of one sphere with other spheres.

UNIT I : Meaning and Scope of Geography

Nature and scope of Physical Geography; Branches of physical geography, Origin of the solar system earth, Rotation and Revolution, Latitudes & Longitudes

UNIT II : Lithosphere

Earth's interior; Types of Rocks: Igneous, Sedimentary and Metamorphic and their importance; Earthquakes and volcanoes

UNIT III : Atmosphere

Composition and structure of the atmosphere; Insolation; Temperature: vertical and horizontal distribution; Pressure and pressure belt, Cyclones: Temperate cyclones

UNIT IV : Hydrosphere

Hydrological Cycle, Theory of origin of ocean basins (Tetrahedral), Ocean Currents with special reference of Atlantic Ocean

Suggestive Readings:

- 1) Barry, R. G. and Chorley, R. J. (1998): Atmosphere, Weather and Climate. Routledge, London.
- 2) Bryant, H. Richard (2001): Physical Geography Made Simple, Rupa and Company. New Delhi
- 3) Lake, P. (1979): Physical Geography (English editions), Cambridge University Press, Cambridge.
- 4) Monkhouse, F.J. (1979): Physical Geography. Methuen, London
- 5) Singh, S. (2003): Physical Geography. (English edition.). Prayag Pustak Bhawan, Allahabad
- 6) Vatal (Hukku) M. and Sharma R.C., Oceanography for Geographers, Chaitanya Publications, Allahabad
- 7) Trewartha, G.T., Robinson, A.H., Hammond, E.H., and Horn, A.T. (1976/1990): Fundamentals of Physical Geography, 3rd edition. MacGraw-Hill, New York.
- 8) Trewartha, G.T. (1987) Introduction to Climate, Mac Graw Hill, New York
- 9) Singh, S. (2003): Bhautik Bhoogol (Hindi edition), Prayag Pustak Bhawan

DCGP101:Cartography**Total Credit:1****Marks:25****Contact hours per week:2****Examination: 4 hours**

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Practical Examination	20	---	10
Practical File Assessment	5	---	
Total Max Marks	25	----	10

Course Objective

Comprehend the locational and spatial aspects of the earth surface

Course Learning Outcome

1. To read and prepare maps
2. Use and importance of maps for regional development and decision making

UNIT I : Map and Scale

Meaning, Nature and Scope of Cartography, Classification and significance of maps; Scale – plain, diagonal and comparative

Methods of representation of relief – Hachures, Hill shading, Contours

Map Projection

Map Projections: Classification, Properties and Uses; Graphical Construction of Bonne's and Mercator's Projections

UNIT II : Interpretation of Topographical Maps

Topographical maps: Indexing, Numbering and Scale system, Contour intervals, BM, Relative height, Grid, Conventional Sign.

Profile: Serial, Superimposed, Composite and Projected

Suggestive Readings

1. Monkhouse, F. J. and Wilkinson, F.J. (1972): Maps and Diagrams. Methuen, London.
2. Raisz, E. (1962): General Cartography. John Wiley and Sons, New York. 5th edition.
3. Robinson, A., Sale, R. Morrison, J. and Muehrcke, P. C. (1984): Elements of Cartography, John Wiley and Sons, New York
4. Sarkar, A. K. (1997): Practical Geography: A Systematic Approach. Orient Longman Kolkata.
5. Sharma, J.P : Prayogik Bhoogol, Rastogi Publication
6. Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (English editions).
7. Kalyani Publishers, New Delhi
8. Sarkar A. (2013): Quantitative Geography, Orient Black Swan Private Limited

DSGY102:Human Geography**Credits: 2L+1T+0P=3****Marks: 75****Contact hours per week:3****C1+C2:25 Marks****Examination:3hours****C3=50Marks**

Instruction : Each question paper will be divided into three sections viz A, B and C. Section A and section B are compulsory. Section A will have 10 questions, each question of one marks and section B will have 5 questions, each of two marks. In section C student will have to attempt five questions (Three question for long answer, 400 Words and Two questions for Short Answer, 150 Words) with choice for the remaining marks.

Distribution of Marks for the Course			
Paper	Max. Marks	Min.PassMarks	Duration
InternalTest(C1)	10	4	1 hr
InternalTest(C2)/Assignment or Attendance	10/05	6	1 hr
EndSemesterTheoryExamination(C3)	50	20	3 hrs
TotalMax Marks	75	30	

Course Objective

Analyse physical principles and processes governing the man-environment relationship

Course Learning Outcome

1. To know the changing human and cultural landscape at different levels.
2. Understand patterns and processes of population growth and its implications.

3. Identify & describe social, cultural and economic dynamics of society.

UNIT I : Introduction to Human Geography

Nature and scope of Human Geography; Branches of Human geography, Major themes: Environmental Determinism, Possibilism, Neo- Determinism

UNIT II : Space and Society

Major Cultural Realms of the World; Distribution and Characteristics of Races, Religion and Language, Human Adaptation and Environment: Cold Region: Eskimo, Hot Region: Bushman

UNIT III : Population

Population resource relationship: Optimum Population, Ackerman's Population- Resource Regions

Growth and Distribution; Population Composition; Demographic Transition Theory

UNIT IV : Human Settlements

Types and patterns of Rural Settlements; Urban Settlement and its Classification: Trends and Patterns of World Urbanization

Suggestive Readings:

Bloom A. L., 2003: Geomorphology: A Systematic Analysis of Late Cenozoic Landforms, Prentice-Hall of India, New Delhi.

Bridges E. M., 1990: World Geomorphology, Cambridge University Press, Cambridge.

Christopherson, Robert W., 2011: Geosystems: An Introduction to Physical Geography, 8 Ed., Macmillan Publishing Company

Kale V. S. and Gupta A., 2001: Introduction to Geomorphology, Orient Longman, Hyderabad.

Knighton A. D., 1984: Fluvial Forms and Processes, Edward Arnold Publishers, London.

Richards K. S., 1982: Rivers: Form and Processes in Alluvial Channels, Methuen, London.

Selby, M.J., (2005), Earth's Changing Surface, Indian Edition, OUP

Skinner, Brian J. and Stephen C. Porter (2000), The Dynamic Earth: An Introduction to Physical Geology, 4th Edition, John Wiley and Sons

Thornbury W. D., 1968: Principles of Geomorphology, Wiley.

Wooldridge W. S. and Morgan R. S., 1959: An Outline of Geomorphology: The Physical Basis of Geography, Longmans.

Gautam, A (2010): Bhautik Bhugol, Rastogi Publications, Meerut

Tikkaa, R N (1989): Bhautik Bhugol ka Swaroop, Kedarnath Ram Nath, Meerut

Singh, S (2009): Bhautik Bhugol ka Swaroop, Prayag Pustak, Allahabad

DCGP102:Cartographic Representation of Data

Total Credit:1

Marks:25

Contact hours per week:2

Examination: 4 hours

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Practical Examination	20	---	10
Practical File Assessment	5	---	
Total Max Marks	25	----	10

Course Objective

Present comprehensive representation of distribution, combination, connection, quality and quantity of spatial entities.

Course Learning Outcome

1. To represent the data with suitable diagrams
2. Comprehend distribution map and diagrams in reference to regional variations.

UNIT I : Representation of data

Nature and type of data; representation of data: bar diagram, histogram, frequency curve, ogive, traffic flow diagram

UNIT II : Distribution Maps and Diagrams

Distribution maps: dot, isopleths, choropleth, chorochromatic and choroschematic Diagram: Rainfall dispersion and Water balance graph

Suggestive Readings

1. Monkhouse, F. J. and Wilkinson, F.J. (1972): Maps and Diagrams. Methuen, London.
2. Raisz, E. (1962): General Cartography. John Wiley and Sons, New York. 5th edition.
3. Robinson, A., Sale, R. Morrison, J. and Muehrcke, P. C. (1984): Elements of Cartography, John Wiley and Sons, New York

5. Sarkar, A. K. (1997): Practical Geography: A Systematic Approach. Orient Longman Kolkata.
6. Sharma, J.P : Prayogik Bhoogol, Rastogi Publication
7. Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (English editions).
8. Kalyani Publishers, New Delhi
9. Sarkar A. (2013): Quantitative Geography, Orient Black Swan Private Limited

DMHN 101: हिंदी भाषा और साहित्य का इतिहास

क्रेडिट : 3L+1T+0P

कालांश प्रति सप्ताह : 04

परीक्षा अवधि : 03 घण्टे

अधिकतम अंक: 100

C1+C2=30

C3=70 अंक

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षण C1	15	01 घण्टा	40
आंतरिक परीक्षण C2	15	01 घण्टा	
सत्रांत सैद्धांतिक परीक्षा C3	70	03 घण्टे	
कुल अधिकतम अंक	100	—	

C1: संबंधित विषय की कक्षा में लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: कक्षा कार्यक्रम के अनुसार – लिखित परीक्षा/एसाइनमेंट/

निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल:— विद्यार्थी हिंदी भाषा के उद्भव एवं विकास का ज्ञान प्राप्त कर सकेंगे, जो हिंदी साहित्य की पृष्ठभूमि के रूप में आवश्यक है। सम्प्रति हिंदी भाषा के विविध रूप जैसे राष्ट्रभाषा राजभाषा और संपर्क का महत्व भाषा का प्रमुख बोलियों से खड़ी बोली तक की विकास यात्रा को समझ सकेंगे। हिंदी साहित्य के इतिहास के प्रथम दो कालों की प्रमुख विशेषताओं, प्रवृत्तियों को समझ सकेगा।

प्रथम इकाई (क) हिंदी भाषा: उद्भव और विकास
(ख) हिंदी भाषा के विविध रूप—राष्ट्रभाषा, राजभाषा और संपर्क भाषा
(ग) हिंदी की ध्वनियाँ : स्वर और व्यंजन, देवनागरी लिपि।

द्वितीय इकाई हिंदी भाषा की प्रमुख बोलियाँ—
1. खड़ी बोली 2. ब्रजभाषा 3. अवधी
4. भोजपुरी 5. मारवाड़ी

तृतीय इकाई हिंदी साहित्य का इतिहास: काल विभाजन एक परिचय
(क) आदिकाल (वीरगाथा काल) परिस्थितियाँ एवं प्रवृत्तियाँ
(ख) प्रमुख रचनाकार और उनकी रचनाएँ।

चतुर्थ इकाई पूर्व मध्यकाल (भक्तिकाल)
(क) भक्ति आंदोलन— एक परिचय, परिस्थितियाँ एवं प्रवृत्तियाँ,
(ख) प्रमुख रचनाकार और उनकी रचनाएँ।

सहायक पुस्तकें :

1. सामान्य भाषा विज्ञान – डॉ.शिव शंकर प्रसाद
2. भाषा विज्ञान – डॉ.भोलानाथ तिवारी, किताब महल, इलाहाबाद
3. भाषा विज्ञान की भूमिका – देवेन्द्र नाथ शर्मा राधा कृष्ण प्रकाशन दिल्ली
4. हिंदी निरुक्त – किशोरीदास वाजपेयी, वाणी प्रकाशन दिल्ली
5. भारत में नाग परिवार की भाषाएँ— डॉ.राजेंद्र प्रसाद सिंह
6. हिंदी भाषा का इतिहास— डॉ. धीरेंद्र वर्मा, हिंदुस्तानी एकेडमी इलाहाबाद
7. हिंदी भाषा का उद्भव और विकास – डॉ.उदय नारायण तिवारी, भारती भंडार इलाहाबाद
8. हिंदी की बोलियाँ एवं उपभाषाएँ – डा. हरदेव बाहरी
9. भारतीय आर्य भाषाओं का इतिहास – डॉ.जगदीश प्रसाद दीक्षित, अपोलो प्रकाशन जयपुर
10. नागरी लिपि और उसकी समस्याएँ – डॉ.नरेश सिंह, मंथन पब्लिकेशन रोहतक
11. देवनागरी लिपि – डॉ. शिवशंकर प्रसाद
12. सामान्य भाषा विज्ञान – डॉ. अम्बा प्रसाद सुमन

13. भाषा का समाजशास्त्र – डॉ. राजेंद्र प्रसाद सिंह राजकमल प्रकाशन दिल्ली
14. हिंदी भाषा का ऐतिहासिक व्याकरण – डॉ. माताबदल जायसवाल
15. हिंदी साहित्य का इतिहास– आचार्य रामचंद्र शुक्ल
16. हिंदी साहित्य का इतिहास– डॉ. नगेन्द्र
17. हिंदी साहित्य का आलोचनात्मक इतिहास– डॉ. रामकुमार वर्मा हिंदुस्तानी एकेडमी इलाहाबाद

DMEN101 History of English Literature

Credits: 3L+1T+0P

Periods per week:

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: Exploring the History of English literature allows students to gain insights into the values, beliefs, and experiences of different Eras, providing a window to the evolution of English-speaking societies. The history of English literature showcases the development and transformation of literary forms, genres, and styles over time and studying this evolution helps them to understand how literature has adapted to changing cultural and intellectual landscapes. This paper shall help to explore how the language has been received and adapted in different parts of the world, contributing to cross-cultural understanding.

Objectives: The students will be able to:

- To learn and understand the historical development of English literature.
- To acquaint students with various literary genres and figures of speech.
- To introduce various schools of thought and literary movements in English Literature.

The paper will be divided into four (4) Units.

- Unit I** - The Age of Chaucer (Morality, Miracle plays and Mystery Plays)
Elizabethan Age (Elizabethan Songs and Sonnet, University Wits).
- Unit II** - Restoration Period (Restoration Drama)
Neo-Classical Literature (18th Century Novel and Augustan Poetry)
- Unit III** - Romantic Period (Pre-Romantic Poetry, Revival Poets)
The Victorian Age (Victorian Poetry and Novel)
- Unit IV** - The Modern Age (Modern Poetry, Fiction and Verse Drama)
Post Modern Age (Metafiction, Absurdism, Existentialism)

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings*

1. Prasad, B. A Background to the Study of English Literature. MacMillan. 1999.
2. Rainsford, Dominic. Studying Literature in English: An Introduction. Routledge. 2014.
3. Scholes, R et al. (Ed.). The Elements of Literature. OUP. 2005.
4. Mays, Kelly J. The Norton Introduction to Literature. W. W. Norton & Company. 2017.
5. Hudson, W.H. An Introduction to the Study of Literature. Maple Press. 2012.
6. Rees, J.A. English Literature: An Introduction for Foreign Readers. Macmillan. 1974.
7. Wolfreys, Julian. The English Literature Companion. Palgrave. 2010.

DMUD101: Urdu Zaban-O-Adab ka Taarruf

Credits: 3L+1T+0P

Periods per week:

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination (C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: The History of Urdu language will promote linguistic and cultural understanding of the language and equip students with multilingual abilities.

CLOs: The students will be able to:

To get a glimpse of the history of Urdu language and literature and its various forms of Urdu prose and poetry. Students will also learn about the prominent poets and writers of Urdu literature.

Unit 1

Urdu Zaban ka Aghaz – o – Irtifa. Urdu ke Mukhtalif naam – Hindi, Hindavi, Dakni, Rekhta aur Hindustani. Fort William College.

Unit 2

Urdu Shayari ki Mukhtalif Isnaf Ghazal, Nazm, Qaseeda, Masnavi, Marsia aur Rubae.

Unit 3

Urdu Nasar ki Mukhtalif Isnaf – Dastan, Novel, Afsana, Drama, Khaka, Khutoot Nigari aur Inshaia.

Unit-4

Urdu ke Aham Shoara – Nazeer Akbarabadi, Meer, Ghalib aur Zauq aur unki Halat-e-Zindagi. Urdu ke Aham Adeeb – Meer Amman, Rajab Ali Beg Saroor, Sir Syed aur Mohd. Hussain Azad.

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings/Textbook Prescribed :-

1. Isnafe Adab Urdu by Qamar Raees.
2. Tareekh-e-Adab Urdu by Noor Ul Hasan Naqvi, EBH, Aligarh

DMHS101: History of India (From the Earliest times to C 300 BCE)

Credits: 3L+1T+0P

Periods per week:

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	

EndSemesterTheoryExamination (C3)	70	3 hrs	
Total Max Marks	100		40

Course Objective :-Comprehending the evolution of History of India since the earliest times till c.300 BCE.

Course Learning Outcome :- After the completion of the course, the student will have ability to:

1. To understand the main aspects of Early India.
2. Appreciate and understand various features of Early Indian society .
3. Associate and bring out the relationships between the various features.

UNIT I : Reconstructing Ancient Indian History:

- a) Early Indian notions of History
- b) Sources and tools of historical reconstruction.
- c) Historical interpretations (with special reference to gender and environment)

Unit II : Hunter-gatherers and advent of food productiona.

- a. Paleolithic cultures- stone implements and other developments.
- b. Mesolithic cultures- regional and chronological distribution,
- c. Neolithic and Chalcolithic cultures- distribution and subsistence patterns

Unit III : The Harappan civilization:

Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.

Unit IV : Culturesintransition

Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan Aspects.

- a) North India (circa1500BCE–300BCE)
- b) Central India and the Deccan (circa1000BCE –circa300BCE)

Suggestive Readings

1. Agarwal D.P, The Archaeology of India, London, 1982.
2. Basham A.L, The Wonder That Was India, London, 1954.
3. Chakrabarti Dilip Kumar, An Oxford Companion to Indian Archaeology, New Delhi, 2006.
4. Chakrabarti Dilip Kumar, India, An Archaeological History, Delhi, 1999
5. Sharma R.S, Looking for the Aryans, 1995.
6. Sharma R.S, Material Cultures and Social Formations in Ancient India, New Delhi, 1983. Thapar Romila, Early India: From the Origins to AD 1300, London, 2002
7. Basham A.L ed. A Cultural History of India, New Delhi, 1975. Ghosh Amalananda, The City in Early Historic India, Shimla, 1973.
8. Altekar A.S, The Position of Women in Hindu Civilization from Pre-historic times to the Present Day, New Delhi, 1962.
9. Chattopadhyaya B.D, Studying Early India: Archaeology, Texts and Historical Issues. New Delhi, 2003.
10. Sircar D.C, Indian Epigraphy, New Delhi, 1965.
11. Kosambi D.D, An Introduction to the Study of Indian History, Bombay, 1956
12. Kosambi D.D, Combined Methods in Indology and Other Writings, Edited and Introduced By
13. B.D Chattopadhyaya
14. Jha D.N, Ancient India: An Introduction, New Delhi, 1998 Chattopadhyay D.P, Science and Society in Ancient India, Calcutta, 1977.
15. Erdosy George, Urbanization in Early Historic India, Oxford, 1988.

HINDI

- (I) Pandey S.k. Prachin Bharat , Prayag Academy Publication and Distributers, Allahabad.
- (II) Chobey, Saurabh kumar, Prachin Bharat, Universal Books, Prayagraj.
- (III) Jha, Dwijendra Narayan, Shrimali Krashnamohan, Prachin Bharat ka Itihas, hindi madhyam karyanwayan nidesalay, Dilli Vishwavidyalaya, Dilli.
- (IV) Srivastav K.C. Prachin Bharat ka Itihas, United Book Dipo.
- (V) Mahajan, V.D. Prachin Bharat ka Itihas, Dilli.

DMGY-101:Basics of Geography**Credits: 2L+1T+0P=3****Contact hours per week: 3****Examination: 3 hours****Marks: 75****C1+C2=25****C3= 50 Marks**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min.PassMarks	Duration
InternalTest(C1)	10	1 hr	30
InternalTest(C2)/Assignmentor Attendance	10/05	1 hr	
EndSemesterTheoryExamination(C3)	50	3 hrs	
TotalMax Marks	75		30

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: Written Test in the respective subject's class (at the end of fifteen week).

Course Objective

Comprehend the physical principles and processes governing the variable characteristics of Earth and people living on it.

Course LearningOutcome

1. To understand the components of the earth system – atmosphere, lithosphere and hydrosphere.
2. To analyze the changing relationship of man and environment

UNIT I : Geography

Meaning, Concept, Nature and Scope of Geography, Branches of Geography, Approaches in Geography, Origin of the solar system and earth

UNIT II : Physical Geography

Earth's interior; rocks; Continental drift, Plate tectonics; Weathering and Erosion, Fluvial and Arid landscapes, Composition and structure of the atmosphere, Temperature, Pressure and pressure belt, Cyclone, Relief of Indian Ocean, salinity, Ocean Currents (Indian ocean)

UNIT III : Human Geography

Population Growth and Distribution; Population Composition; Demographic Transition Theory, Population-Resource Relations Settlements and its type, Trend in Urbanization

UNIT IV : Dualism in Geography

Dualism in Geography Environmental Determinism and Possibilism, Systematic and Regional, Qualitative and Quantitative Recent trends in Geography

Suggestive Readings:

1. Barry, R. G. and Chorley, R. J. (1998): Atmosphere, Weather and Climate. Routledge, London.
2. Bryant, H. Richard (2001): Physical Geography Made Simple, Rupa and Company, New Delhi
3. Lake, P. (1979): Physical Geography (English editions), Cambridge University Press, Cambridge.
4. Monkhouse, F.J. (1979): Physical Geography. Methuen, London
5. Singh, S. (2003): Physical Geography. (English edition.). Prayag Pustak Bhawan, Allahabad
6. Vatal (Hukku) M. and Sharma R.C., Oceanography for Geographers, Chaitanya Publications, Allahabad
7. Trewartha, G.T., Robinson, A.H., Hammond, E.H., and Horn, A.T. (1976/1990): Fundamentals of Physical Geography, 3rd edition. MacGraw-Hill, New York.
8. Trewartha, G.T. (1987) Introduction to Climate, Mac Graw Hill, New York
9. Singh, S. (2003): Bhautik Bhoogol (Hindi edition), Prayag Pustak Bhawan

DMGP 101: Cartographic Representation of Data

Total Credit: 1

Contact hours per week: 2

Marks:25

Examination: 3 hours

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Practical Examination	20	---	10
Practical File Assessment	5	---	
Total Max Marks	25	----	10

Course Objective

Present comprehensive representation of distribution, combination, connection, quality and quantity of spatial entities.

Course Learning Outcome

1. To represent the data with suitable diagrams
2. Comprehend distribution map and diagrams in reference to regional variations.

UNIT I : Representation of data

Nature and type of data; representation of data: bar diagram, histogram, frequency curve, ogive, traffic flow diagram

UNIT II : Distribution Maps and Diagrams

Distribution maps: dot, isopleths, choropleth, chorochromatic and choroschematic Diagram: Rainfall dispersion and Water balance graph

Suggestive Readings

1. Monkhouse, F. J. and Wilkinson, F.J. (1972): Maps and Diagrams. Methuen, London.
2. Raisz, E. (1962): General Cartography. John Wiley and Sons, New York. 5th edition.
3. Robinson, A., Sale, R. Morrison, J. and Muehrcke, P. C. (1984): Elements of Cartography, John Wiley and Sons, New York
4. Sarkar, A. K. (1997): Practical Geography: A Systematic Approach. Orient Longman Kolkata.
5. Sharma, J.P : Prayogik Bhoogol, Rastogi Publication
7. Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (English editions).
8. Kalyani Publishers, New Delhi
9. Sarkar A. (2013): Quantitative Geography, Orient Black Swan Private Limited

DMEC101 : Basic Microeconomics

Credits: 3L+1T+0P

Periods per week:

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination (C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: Economics, at its core, is the study of how to evaluate alternatives and make better choices. It develops critical-thinking and problem-solving skills to make good decisions. It develops analytical skills to examine data to support good decisions. It provides the ability to make decisions, solve problems, obtain and

process information, analyze data, and write and speak effectively.

Objectives: The students will be able to:

- ☐ Understand how the concepts of microeconomics help them take economic decisions in real life.
- ☐ Understand the core principles of productions which can help them to comprehend market problems.

Understand the various concepts of cost and revenue.

UNIT-I : Basic Concepts of Economics

- ☐ Definitions and scope of Economics,
- ☐ The central concepts of Economics, scarcity and efficiency,
- ☐ Ten principles of Economics,
- ☐ Functions of an Economic System: Circular flow of economic activity,
- ☐ Systems of economic organization.

UNIT II : Consumer Behaviour & Elements of Demand and Supply

- ☐ Consumer Behavior: Cardinal analysis
- ☐ Law of diminishing marginal utility and Law of Equi-marginal utility.
- ☐ Ordinal utility analysis: Indifference curves, properties of Indifference curves, budget line, consumer's optimum choice,
- ☐ Consumption and income/price changes, price, income, and substitution effects.
- ☐ Elements of Demand and Supply: The demand and supply schedules,
- ☐ Forces behind demand and supply curve, shifts in demand and supply curves,
- ☐ Market equilibrium: Excess demand, excess supply and changes in equilibrium.
- ☐ Elasticity of Demand: Concepts of Elasticity - Price Elasticity, Income Elasticity and Cross Elasticity of demand, determinant and importance of Elasticity of demand.

UNIT-III : Production & Cost Analysis

- ☐ Production Analysis: Traditional approach, Iso-quant and Iso-cost approach, producer's equilibrium.
- ☐ Cost Analysis: Traditional Cost analysis, Types of costs, traditional short run and long run costs curves.

UNIT-IV : Market Structure

Market Structure: Introduction, price and output determination under Perfect Competition and simple Monopoly.

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.

Suggested Readings*

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

- ☐ Mankiw, N. G. (2016). *Principles of microeconomics (8th ed.)*. CENGAGE Learning Custom Publishing.
- ☐ Koutsoyiannis, A. (1979) *Modern Microeconomics (2nd Edition)*, Macmillan Press, London.
- ☐ Salvatore, D. (2009) *Microeconomics-Theory and Applications*. Oxford University Press.
- ☐ Varian, Hal R. (2003) *Intermediate Microeconomics*, East-West Press.
- ☐ Samuelson, P. and N., William. (2010) *Economics*, McGraw Hill, Erwin.

DMPS101: Political Theory

Credits: 3L+1T+0P

Periods per week:

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination (C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).
C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: The study of political theory in undergraduate courses is crucial for understanding of political systems and governance. It makes students assess political ideologies, institutions, and policies, fostering critical thinking. This paper aims to explore key political theories and fosters in them the political thought's historical importance.

Learning Objectives:

1. Analyse the fundamental concepts and ideas in political theory, such as justice, liberty, and authority.
2. Understand the historical development of political thought from ancient to contemporary theorists.
3. Evaluate and apply key political theories to real-world political issues.
4. Engage in critical thinking when addressing political dilemmas and ethical questions.

Unit-I : Political Philosophy and Political Science

Meaning, Nature and Scope of Political Theory; Political Philosophy and Political science, Decline and Revival of Political Theory

Unit-II : Key Concepts of Political theory

Liberty, Equality, Justice, Rights, Power, Citizenship.

Unit-III : Fundamental concepts of State

State and Its elements (Fixed territory, Population, Government, Sovereignty), Mainstream theories regarding origin of State (Divine, Social Contract and Evolutionary).

Unit-IV : Major Political Ideologies

Liberalism, Marxism, Feminism, Environmentalism.

Transactional Modalities: Lectures, hands-on activities, discovery approach, project approach, inquiry approach, concept mapping, collaborative & co-operative approach and 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.

Reading List

Bhargava, R, 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 17-36.

Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.

ओमप्रकाशगाबा-राजनीतिसिद्धांत की रूपरेखा, मयूरपेपरबेक्सनोएडा

डॉ. श्रीरामवर्मा, राजनीतिविज्ञान के मूलआधार, कालेजबुकहाऊसजयपुर

जेसीजौहरी-आधुनिकराजनीतिविज्ञान के सिद्धांत, स्टर्लिंगपब्लिशर्सप्रा. लि. नईदिल्ली, 1992

AEVA-101 : Language I (as per the 8th schedule of constitution of India)

Credits: 3L+1T+0P

Marks: 100

Periods per week:

C1+C2=30

Examination: 3 hours

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40

Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course:

Language has undeniable links with all kinds of learning. Language enables an individual to understand new concepts, exchange ideas and communicate thoughts with fellow beings. To appreciate fully the role of language in education, one must begin to develop a holistic perspective on language. Language needs to be examined in a multi-dimensional space, giving due importance to its structural, literary, sociological, cultural, psychological, and aesthetic aspects. The National Education Policy 2020 envisages imparting language skills as part of holistic education. It lays thrust on the need to enhance linguistic skills for better cognitive development and the development of a rounded personality of the learners. This course aims at enabling student teachers to enhance their ability to listen, speak, read, write and demonstrate linguistic skills in an effective manner. Linguistic skills - listening, speaking, reading, writing, speaking effectively - are fundamental to constructing knowledge in all academic disciplines, and, participating effectively in the world of work and creating sense in the everyday life. Through this course, the students will be able to enhance proficiency in reading with comprehension, understanding, thinking, and conceptualizing. The course seeks to enhance critical thinking abilities and effective communication skills of student teachers. The course involves hands-on activities and practical sessions that help student teachers develop and use linguistic skills in a variety of situations.

Course Learning Outcomes

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

- Demonstrate knowledge and capacity for effective listening, speaking, reading, writing and critical thinking.
- Recognize the link between language and cognition and using linguistic knowledge and skills for effective communication of ideas and thoughts.
- Build inter-personal relationships and enhance social skills.

UNIT – I : Understanding Language, Communication and Cognition

- Language, communication, and cognition; Definitions and functions of language. Types of communication, Language, culture and society, Bi-/Multilingualism in India, Language learning, translation, formal and informal communication, verbal and non- verbal communication, gestures language skills (listening, speaking, reading, & writing) and the new-age technologies. Language as a means of communication and language as a medium of cognition.
- Nature and process of communication: principles, Definition, and types; Language: Definition, characteristics, functions; Language and society: language variation, language and dialect, language policy and language planning, language standardization; Multilingualism in Indian context, Language as a means of communication and language as a medium of cognition.
- The process of communication, barriers to communication, written and oral communication, the story of human communication from early times to new age; Language variation, Multilingualism.
- Context of communication, the role of decoder, face to face interaction, turn taking, conversation, politeness principles, opening and closing, regional variation, social variation, the standard language.

UNIT – II : Understanding Grammar

- Classification of speech sounds and letters, stress, pitch, tone, intonation and juncture, parts of speech, identification of morphemes, word formation processes, sentences-simple, complex, and compound, semantics and pragmatics, lexical semantics, speech acts.
- Production of speech sounds in languages; Suprasegmentals: stress, pitch, tone, intonation; Word formation processes; Sentence formation, semantics, and pragmatics.
- Identification of morphemes, word formation processes; Sentence formation, vocabulary formation; Pragmatics and speech acts.
- Sound production in the language; Coining new words, Speech acts.

UNIT - III : Reading Skills

- Reading comprehension, types of reading, text, meaning and context, reading as an interactive process; strategies for making student's active readers and developing critical reading skills; Understanding denotative and connotative aspects of a text, Vocabulary development through reading.

- B. Features that make texts complex, reading as an interactive process; Strategies for making students active readers and developing critical reading skills; Understanding denotative and connotative aspects of a text, Vocabulary development through reading.
- C. Reading discipline-based texts; vocabulary development

UNIT - IV : Writing Skills

- A. Speech versus writing; Types of writing; writing for specific purposes (essays, letters, and reports).
- B. Language and style of Writing; Dealing with New Words (Academic Vocabulary Building).
- C. Summarizing and Paraphrasing techniques.

UNIT – V :Speaking skills

- A. Speaking to learn and learning to speak; situational conversations and role plays; tasks/activities for developing speaking (speech, elocution, discussion, debate, storytelling, illustrations).
- B. Activities for developing speaking, role play; The impact of culture on speaking.
- C. Presentation and speaking skills; Practicing narrative skills; Body language, voice, and pronunciation; Creating interest and establishing a relationship with the audience.

UNIT - VI : Listening Skills

- A. Why listening is important; kinds of listening; Listening strategies.
- B. Need for modelling good listening behaviour; Listening across the curriculum, note taking.
- C. Listening Comprehensions and Recorded speeches/texts; Understanding of various accents.

UNIT – VII : Academic writing

- A. Academic writing components; development of academic language; Activities to develop academic writing skills.
- B. Developing Critical, analytical, and interpretive thinking skills.
- C. Learning to analyze.

UNIT – VIII : Critical thinking

- A. Enhancing Critical thinking abilities; Critical Interpretation, Questioning and Challenging your Beliefs and Values; developing ideas and evaluating an argument.
- B. Observing a problem, describing the problem, framing the problem, comparing, and evaluating a problem.

Suggestive Practicum

1. How do you interpret every day and reflect what you read? Prepare a report.
2. Analyze a recorded video from the perspective of voice and pronunciation and write a report.
3. Observing, describing and frame a problem and evaluating it.

Suggestive Mode of Transaction

Teaching this course will involve a mix of interactive lectures, tutorials, and practical involves such as discussion, role plays, projects, simulations, workshops, and language-awareness activities. The teaching intends deeper approaches to learning involving in- class room discussion, developing the critical thinking/ problem solving abilities among the students and will also focus on situations where in our daily lives the one would be performing tasks that involve a natural integration of language skills. The students are expected to read assigned chapters/ articles before the session and the course requires active participation from the students.

Suggestive Mode of Assessment

The assessment of the learner will be primarily based on the assessment of both linguistic and communicative skills using a battery of tests and test types, group work and projects.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

AEVA-102 : Art Education (Performing and Visual)

Credits: 3L+1T+0P

Periods per week:

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination(C3)	70	3 hrs	

Total Max Marks	100		40
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Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

Engagement with various forms of art as self-expression and need to develop sensibility to appreciate them has been an important concern in educational theory and practice. This concern is premised on the claim that forms of self-expression contribute immensely to the development of cognitive, affective, and psycho-motor dimensions among children, as well as that through one or another art form, children come to explore ways of expressing themselves. Further, it is also the case that critical appreciation of art enables children to form judgments of a very special kind, namely, aesthetic judgment. This enables students as they grow into adults to have focused attention on making sense of and appreciating cultural productions.

Children enjoy artwork a lot. They explore and find meaning in artwork. Their psycho-motor skills get developed through art. The huge element of socialization is acquired through different forms of art. They get to know each other and understand each other and make friends through art. They develop their peer group through getting involved in art forms. Learning to work with others is also achieved through art. It gives them space to think independently, create and reflect. It is one space where all the three are involved- hand, head, and heart.

Therefore, educational practitioners that the students of MA Education aim to be, will need to bring an element of art in practices that they engage in. To be able to do this, they need an appreciation of art in general, familiarity with one art form, and basic skills and capabilities to be creative and artful. Additionally, they should be familiar with some critical debates in art education, even if their work is in other subject areas.

To this end in the first semester students will do one course that aims to help them recognize and appreciate the importance of aesthetic judgment, develop familiarity with an art form and basic skills to be creative and artful in their expressions. Skills develop from practice, therefore hands-on training in doing art will be emphasized in this course. This course aims to help students develop a habit of performing skillful activities that are essentially aesthetic and artful which is expected to contribute to other educational practices that they develop in other courses in the programme. Therefore, this course will explicitly relate this skill to activities that practitioners of education engage in, like teaching, development of teaching-learning material, and content of other subject areas wherever possible.

Puppetry

Puppetry is an integrated art form, which takes into its fold everything from fine arts to performance. Puppetry is one of the oldest forms of performing art. Puppetry has evolved over the years into a sophisticated form of art. The journey was very interesting with a lot of ups and downs. There are thousands of forms of puppetry from simple finger puppets to highly complex puppets played by more than 3 people. Each country has a puppet form, why country, each area in a country has a puppet form. Hence, in India you will find many, many forms of puppetry.

In puppetry there are two main aspects. One the designing and creating of puppets and the other playing or performing puppetry. These two skills are different. Designing will need a lot of thinking, visualization, and technical skills while performance will need high level communication skills. Hence, together they make a consolidated a high range of skills. In this course, students are exposed to different forms of puppets and puppetry. There will be a discussion around the forms and the aesthetic sense of puppetry. Later the students are encouraged to prepare, design and create puppets. They then prepare script and play the puppets.

This creation of the puppets together in small groups with a lot of discussions and give and take helps the students develop working together skills and conceptual understanding.

Course Learning Outcomes

After completion of this course, student teachers will be able to:

- articulate the importance of aesthetics and art in elementary education,
- demonstrate their familiarity with and appreciation of puppetry,
- design puppets,
- practice and create a short puppetry show.

UNIT - I : Importance of Aesthetics and Art education (2 Sessions)

In this unit the basic idea of aesthetics and art, and ways in which the aesthetic dimension manifests itself in human life will be discussed. Using various examples of art, students will engage in identifying aesthetic aspects of daily life, develop aesthetic judgment, and gain familiarity with the role of art in education. Students will also be introduced to three aspects of art in education: The value of art itself and its use as an instrument in education; moral dimensions of works of art and the controversial distinction between the value of Popular art and High art.

UNIT - II : Designing Puppets (6 Sessions)

In this unit, students will learn about puppetry, its history and specifically about how puppets work. This unit will also discuss the imagination required to design puppets, visualize how puppets will be used and the technicalities of designing puppets. These will be learnt by designing puppets. Students will start with constructing finger puppets and move towards small shapes through papers, like Fish, birds, rat - then they will design masks, flat masks, and masks with dimensions. At the end they will design puppets with old newspaper. The puppets are designed with old newspapers and colour papers. They decorate it and design it in such a way that it can be played, performed. They prepare costumes and all other accessories.

UNIT - III: Performing the puppets (4 Sessions)

This unit will engage in performance of puppetry and the level of communication skills required to create a good engaging story and perform it with the help of puppets they have created. The performance will be expected to relate to some activity in the educational context. Students will perform the puppets they have designed. Initially each member will play their own puppets. Later they will play in pairs, later they will be formed into a small group and asked to prepare their own skits with the puppets. They conclude by performing in small groups. Their learning is consolidated and reflected. Discussion is held on how different aspects of puppet making can be incorporated in class room processes of young children. Adapting the individual and group exercises done during the puppetry course will be discussed to be used in the classroom situation.

Pedagogy

The Pedagogy is basically hand-on training. More emphasis is given to experiential learning. They do things and through doing learn about art and its connection to education. The process takes you through different forms of art- fine arts, playing with colours, costume designing, facial make -up, script writing, music, and performance.

Suggestive Mode of Assessment

Details to be determined by the faculty member as per applicable UGC norms. Week wise break up of sessions
Sl. no Topics Session flow Remarks

AEVA-103: Understanding India (Indian Ethos and Knowledge Systems)

Credits: 3L+1T+0P

Marks: 100

Periods per week:

C1+C2=30

Examination: 3 hours

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

At a time when the world finds itself deep in dynamism, led by technological innovations and environmental changes, there is a need for an inward-looking approach to building the young minds of a country. By looking inwards, one not only finds a sociological belongingness but also a spiritual and intellectual rooting in these changing times. The course provides an overview of India's heritage and knowledge traditions across key themes of economy, society, polity, law, environment, culture, ethics, science & technology, and philosophy. It places special emphasis on the application of these knowledge traditions, helping students to not only know and appreciate India's heritage and knowledge traditions but also to independently evaluate them through a multidisciplinary lens. This evaluation would produce valuable lessons for obtaining transferable and 21st-century skills. The course requires no pre-requisite knowledge or understanding. Spread over two years, the course will establish foundational knowledge and build upon it. It will allow students to have a basic understanding of the traditions of India and how it has evolved over the years. The course is designed to enable student teachers to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens; to evaluate the diverse traditions of India to distinguish its achievements

and limitations, and to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

Course Learning Outcomes

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

- recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it,
- apply their acquired research and critical thinking skills in multidisciplinary themes,
- Summarize and pass on their learnings to their students of different Indian traditions in an easily digestible manner.

UNIT - I: Introduction to the Knowledge of India

- A. Definition & scope; Relevance of this knowledge.
- B. Need to revisit our ancient knowledge, traditions, and culture.

UNIT - II: Culture - Art and Literature

- A. Fine arts (traditional art forms, contemporary arts, arts & spirituality, arts and Identity, and art and globalization);
- B. Performing Arts (Indian dance systems, traditional Indian pieces of music, visual arts, folk arts, etc.).
- C. Literature (Sanskrit literature, religious literature, Indian poetry, folk literature, Indian fiction, Sangam literature, Kannada, Malayalam literature, Bengali literature, etc.

UNIT - III: Polity and Law

- A. Kingship & types of government (oligarchies, republics); Local administration (village administration);
- B. Basis of Law: Dharma & its sources; Criminal Justice: police, jails, and punishments; Lessons from Chanakyaniti; Lessons for modern-day India: Towards a tradition-driven equitable and just polity and law system.

UNIT - IV: Economy

- A. Overview of the Indian Economy from the Stone Age to the Guptas: The new culture of Urbanization (including castes, guilds, and other economic institutions; Harappan civilization economy; growth of agriculture and proliferation of new occupations; growth of writing);
- B. Internal & external trade and commerce, including trade routes, Indo-roman contacts, and maritime trade of South India; Temple economy.
- C. Land ownership - land grants & property rights, land revenue systems.
- D. Understanding Arthashastra: Ideas & Criticism; Locating relevance of ancient Indian economic thought in modern-day Indian Economy.

UNIT - V : Environment & Health

- A. Understanding Equilibrium between Society & Environment: Society's perceptions of natural resources like forests, land, water, and animals.
- B. Sustainable architecture & urban planning; Solving today's environmental challenges (best practices from indigenous knowledge, community-led efforts, etc.).
- C. India's Health Tradition: Ayurveda, Siddha, Ashtavaidya, Unani, and other schools of thought; Lessons from Sushruta Samhita and Charaka Samhita;
- D. Mental health in ancient India: towards time-tested concepts of mental wellness (concept of mind, dhyana, mind-body relationship, Ayurveda, yoga darshan, atman, etc.)

Suggestive Practicum

The modes of curriculum transaction will include lectures, Tutorials, and Practicum.

- Practicum will include organization of day trips that help student teachers watch events relating to visual and performing art; activities that enable student teachers to identify and record through photos, videos, etc. the elements of ancient architecture still existing in the city around them; organization of Individual and group presentations based on themes such as Polity, Law and Economy etc., organization of a 'Knowledge of India' day in the institution to celebrate the culture (food, clothes, etc.) that they would have been explored in lectures and tutorials; interactions with family members, elders, neighbors, and other members of society about the evolution of local systems and economy etc.

Suggestive Mode of Transaction

- Lectures will include learner-driven participatory sessions, and Guest lectures through experts and practitioners, such as fine arts and performing arts practitioners along with contemporary poets & writers of Indian literature.
- Tutorials will include Screening of documentaries and films followed by a discussion; Learner-driven discussions in the form of focus group discussions (FGDs), Socratic Discussions, etc.; Debate/discussion can be organized to explain India's Vaad tradition; discuss on how some of the ancient methods of teaching are relevant in today's time; discussions that help Identify ethical dilemmas in daily lives and understanding the importance of ancient ethics and values to resolve them.

Suggestive Mode of Assessment

The approaches to learning assessment will include, for example:

- Supporting the curiosity and interest of student teachers in the selected themes through a multi-modal approach, including regular assessments and actionable feedback that enable learners to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens.
- Enabling the student teachers to demonstrate critical analysis and independent thinking of the processes and events in the formulation & evolution of different traditions that help student teachers evaluate the diverse traditions of India to distinguish its achievements and limitations.
- Use of first-hand or second-hand experiences that enable student-teachers to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

SEMESTER

II

DCHN 201: हिंदी भाषा और संचार तकनीकी

क्रेडिट : 3L+1T+0P

कालांश प्रति सप्ताह : 04

परीक्षा अवधि : 03 घण्टे

अधिकतम अंक: 100

C1+C2=30

C3=70 अंक

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षण C1	15	01 घण्टा	40
आंतरिक परीक्षण C2	15	01 घण्टा	
सत्रांत सैद्धांतिक परीक्षा C3	70	03 घण्टे	
कुल अधिकतम अंक	100	—	

C1: संबंधित विषय की कक्षा में लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: कक्षा कार्यक्रम के अनुसार – लिखित परीक्षा/एसाइनमेंट/

निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल :-विद्यार्थियों में सूचना एवं संचार प्रौद्योगिकी (आई.सी.टी) की अवधारणा एवं भाषा के माध्यम से आत्म विकास की योग्यता उत्पन्न करना।

प्रथम इकाई : संचार तकनीकी (अवधारणा, प्रकृति, प्रकार, कार्य एवं संभावनाएँ)
भाषायी कौशल विकास में सूचना एवं संचार तकनीकी की भूमिका
ई-मेल लेखन, बायाडाटा लेखन, समूह विमर्श एवं प्रस्तुतीकरण

द्वितीय इकाई : सामाजिक संवेदना एवं जागरूकता के विकास में भाषा और सोशल मीडिया की भूमिका
व्यक्तित्व एवं आत्मविकास के उन्नयन में भाषा एवं संचार माध्यमों की भूमिका
व्यक्तित्व निर्माण में भाषा और मीडिया का योगदान

तृतीय इकाई : संचार माध्यम और विज्ञापन
संचार माध्यम और सामाजिक जागरूकता

चतुर्थ इकाई : सूचना प्रौद्योगिकी की प्रकृति प्रकार कार्य और संभावनाएँ।
जनमीडिया एवं समाज

सहायक पुस्तकें :

1. अभिव्यक्ति एवं माध्यम—एन.सी.ई.आर.टी., प्रकाशन
2. हिंदी शिक्षण का आधार पत्र (पोजिशन पेपर)—एन.सी.ई.आर.टी., प्रकाशन
3. भाषा का समाज शास्त्र – डॉ. राजेंद्र प्रसाद सिंह, राजकमल प्रकाशन दिल्ली
4. सूचना प्रौद्योगिकी— सी.के.शर्मा
5. दूरदर्शन एवं सूचना प्रौद्योगिकी— डी.डी.ओझा
6. मीडिया : वाद, विवाद एवं संवाद – डॉ. यू.सी.गुप्ता

DCHN 202: मध्यकालीन काव्य: सगुण भक्तिधारा

क्रेडिट : 3L+1T+0P

कालांश प्रति सप्ताह : 04

परीक्षा अवधि : 03 घण्टे

अधिकतम अंक: 100

C1+C2=30

C3=70 अंक

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षण C1	15	01 घण्टा	40

आंतरिक परीक्षण C2	15	01 घण्टा	
सत्रांत सैद्धांतिक परीक्षा C3	70	03 घण्टे	
कुल अधिकतम अंक	100	—	

C1: संबंधित विषय की कक्षा में लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: कक्षा कार्यक्रम के अनुसार — लिखित परीक्षा/एसाइनमेंट/

निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल :- भक्तिकाल की सामाजिक-राजनीतिक-सांस्कृतिक-धार्मिक परिस्थितियों से परिचित हो पाएंगे।

सगुण भक्तिकाव्य में अभिव्यक्त भक्ति, प्रेम, सदाचार, संयम का विकास। भक्तिकालीन काव्य में प्रयुक्त छंदों व अलंकारों से परिचित कराना।

इकाई 1. भक्तिकाल की धार्मिक एवं सांस्कृतिक परिस्थितियाँ
सगुण काव्य धारा के प्रतिनिधि कवि
सगुण काव्य धारा की विशेषताएँ
सगुण एवं निर्गुण काव्यधारा का अंतर

इकाई 2. सूरदास — वात्सल्य — 1. जसोदा हरि पालने — नंद भामिनी पावै
गोपी प्रेम — 2. मैया मैं तो चंद — सुमंगल गैहों
विरह वर्णन — 1. बूझत स्याम — राधिका मोरी
2. बिनु गोपाल — हजै
2. निरगुन कौन देस — मतिनासी

तुलसीदास — रामचरित मानस : वाटिका प्रसंग

1. देखन बागु — मृगी सभित
 2. ककन किंकिनि — समय अनुहारि
 3. धरि धीरज एक — प्रीति न थोरि
- विनय पत्रिका
4. जो पै कृपा — काहु न डरै
 5. रामचंद्र ! रघुनायक — भवसिंधु तरे।

इकाई 3. मीरा —

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

रसखान—

1. प्रान वही — मन भायो
2. बैन वही — रस खानी
3. मानुष — कदंब की डारन
4. या लकुटी — ऊपर वारौ
5. सेस, गनेस महेस — नाच नचावै

इकाई 4.

छंद — अलंकार
छंद — दोहा, सोरठा, चौपाई
अलंकार : अनुप्रास, यमक, श्लेष, उपमा

सहायक पुस्तकें :

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

DCHN 203: मध्यकालीन काव्य— निर्गुण भक्तिधारा

क्रेडिट : 3L+1T+0P

कालांश प्रति सप्ताह : 04

परीक्षा अवधि : 03 घण्टे

अधिकतम अंक: 100

C1+C2=30

C3=70 अंक

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षण C1	15	01 घण्टा	40
आंतरिक परीक्षण C2	15	01 घण्टा	
सत्रांत सैद्धांतिक परीक्षा C3	70	03 घण्टे	
कुल अधिकतम अंक	100	—	

C1: संबंधित विषय की कक्षा में लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: कक्षा कार्यक्रम के अनुसार – लिखित परीक्षा/एसाइनमेंट/

निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल :- भक्ति के उदय, उसके कारणों तथा परिस्थितियों से अवगत कराने के साथ ही, निर्गुण भक्ति काव्य धारा की सामाजिक पृष्ठभूमि एवं वैचारिक आधार से परिचित कराना। लोकचेतना व सांस्कृतिक समन्वय को अभिव्यक्त करनेवाले काव्य का अध्ययन एवं निर्गुण भक्ति काव्य में निहित अस्मिता प्रेम, संयम सदाचार आदि मूल्यों का बोध कराना।

इकाई 1.

भक्तिकाल की सामाजिक-राजनीतिक परिस्थितियाँ
भक्तिकाल की निर्गुण काव्य धारा की विशेषताएँ
सगुण भक्तिधारा और निर्गुण काव्यधारा का अंतर
निर्गुण काव्यधारा के प्रतिनिधि कवि

इकाई 2. कबीर –

1. दुलहनी गावहुँ – पुरिष एक अविनासी
2. बहुत दिनन में – दीन्हा
3. संतो भाई आई – भया तम खीना
4. पौंडे कौन कुमति – रामल्यौ लाई
5. हम न मरै – सुख सागर पावा

जायसी –

1. नागमती चितउर पथ हेरा – विरह काल मोहि दीन्हा।
2. पिक वियोग अस बाउर – पाँख जरा गाभागि
3. चढ़ा असाढ़ गगन – हम सुख भूला सर्व
4. सावन बरस मेह – नो माहि पाँव न पाँखण

इकाई 3. संतवाणी – नामदेव

1. हरि नाँव हीरा – उतरे पारा
2. धृत ते बकता – राम ही जाने
3. जो लग राम नामै – भवजल तरिये
4. ऐसे जग थे दास – नामदेव दासा

रैदास

1. अब कैसे छुटे – ऐसी भक्ति करे रैदास
2. ऊँचे मंदिर शाल – राम कहीं छुट्यों
3. किहि विधि अब – मोहि आज
4. कही मन राम नाम – तैं न बिसार

नानक : भक्ति मार्ग

1. मन रे प्रभु की योग मार्ग
2. मिलि जल – जलहिं खटाना
3. अब राखहु दास – भाट की लाज

इकाई 4. काव्य शास्त्र : काव्य के गुण

काव्य के दोष

काव्य की शब्दशक्तियाँ

सहायक पुस्तकें :

1. प्राचीन काव्य – संपादक. डॉ. सत्यनारायण शर्मा
2. प्राचीन काव्य धारा – संपादक. डॉ. गजेन्द्र मोहन, अल्का पब्लिकेशन, अजमेर
3. हिंदी साहित्य का इतिहास – डॉ. नगेन्द्र

DCEN201: Introduction to Drama

Credits: 3L+1T+0P

Periods per week: 4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be

asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: This paper on the Introduction to drama allows for an exploration of how drama has been used to reflect, critique, and influence cultural norms, values, and beliefs. Understanding the basics of drama provides a foundation for appreciating and critically analysing this unique art form. Dramatic literature, including plays and scripts, constitutes an essential part of the literary tradition and helps students and readers gain familiarity with classic and contemporary works in this genre.

Objectives: The students will be able to:

1. To introduce concepts, types and patterns of drama and their techniques.
2. Critically evaluate and understand the development of drama and its subsequent usage in texts.
3. Read and analyze major dramatic works written in different literary time periods.

The paper will be divided into four (4) Units.

Unit I	-	Types- Types of Drama Characteristics- Plot, Themes, Characterization, Diction, Narrative Technique, Spectator
Unit II	-	Greek Theatre and Drama Sophocles: Antigone
Unit III	-	William Shakespeare: Macbeth Christopher Marlow: Dr. Faustus
Unit IV	-	Shaw: Arms and the Man Osborne: Look Back in Anger

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings

- Gainor, J. Ellen, Stanton B. Garner Jr., and Martin Puchner, editors. The Norton Anthology of Drama. W. W. Norton & Company, 2017.
- Balme, Christopher B. The Cambridge Introduction to Theatre Studies. Cambridge University Press, 2008.
- Moody, Jane. The Cambridge Introduction to British Theatre, 1660-1900. Cambridge University Press, 2013.
- Eagleton, Terry. English Drama: A Critical Introduction. Wiley-Blackwell, 2019.
- Milling, Jane, et al., editors. The Cambridge History of British Theatre. Cambridge University Press, 2004.

DCEN202: Introduction to Poetry

Credits: 3L+1T+0P

Periods per week: 4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40

Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: Poetry offers a distinctive way of expressing emotions, ideas, and experiences. A paper on this topic introduces readers to the artistic techniques, such as metaphor, symbolism, and rhythm, that poets use to convey meaning and helps them to appreciate the beauty, depth, and complexity of poetic language and imagery. They are introduced to changing patterns, context and meanings of poetry and its language in different literary periods.

Objectives: The students will be able to:

1. Develop an understanding and appraisal of the poems in the form of technique, structure, meter and tone of the poems.
2. They will learn, analyze and understand the patterns and themes of poetry across various literary periods.
3. Learn about the major poetic works and their writings in the given literary period.

The paper will be divided into four (4) Units.

- Unit I** - William Shakespeare: Let Me Not to the Marriage of True Minds
John Donne: A Valediction Forbidding Mourning
- Unit II** - John Milton: On His Blindness
John Dryden: "The Poet Shadwell" from Mac Flecknoe
- Unit III** - William Wordsworth- The Solitary Reaper
Shelley- Ode to Skylark
- Unit IV** - Robert Browning- Porphyria's Lover
W.H Auden- In Memory of W.B Yeats

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings

- Ferguson, Margaret, editor. The Norton Anthology of Poetry. W. W. Norton & Company, 2018.
- Faldi, Eric. The Cambridge Introduction to British Poetry, 1945-2010. Cambridge University Press, 2015.
- Hirsch, Edward. How to Read a Poem. Houghton Mifflin Harcourt, 2000.
- Kinzie, Mary, and William Baer. A Poet's Guide to Poetry. University of Chicago Press, 2013.
- Strand, Mark, and Eavan Boland, editors. The Making of a Poem: A Norton Anthology of Poetic Forms. W. W. Norton & Company, 2000.

DCEN203: Introduction to Prose

Credits: 3L+1T+0P

Periods per week: 4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination (C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: An introduction to prose helps students to appreciate the artistry and diversity of this form of writing, which includes novels, short stories, essays, and more. It delves into narrative structures, character development, plot, and the techniques authors use to engage readers in stories. An introductory paper can illuminate how prose writers respond to and reflect the social, political, and cultural issues of their time.

Objectives: The students will be able to:

- Identify and analyze various types of prose writings through significant texts across various literary periods.
- Understand different types of prose writings.
- Read and analyze the texts highlighting various contextual political, social and literary situations.

The paper will be divided into four (4) Units.

Unit I	-	Introduction to Genres: Essay and Short Story Types of Prose & Prose Style: Autobiography, Biography, Memoir, Travelogue
Unit II	-	Anton Chekhov- The Lament Somerset Maugham- Mr. Know All
Unit III	-	Charles Lamb: Dream Children Oliver Goldsmith: Beau Tibbs
Unit IV	-	George Orwell: Down and Out in Paris and London Anne Frank: The Diary of a Young Girl

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings

- Abbott, H. Porter. The Cambridge Introduction to Narrative. Cambridge University Press, 2002.
- Strunk Jr., William, and E.B. White. The Elements of Style. 1959.
- Gardner, John. The Art of Fiction. 1984.
- Scofield, Martin. The Cambridge Introduction to the American Short Story. Cambridge University Press, 2006.
- Hahn, Daniel. The Oxford Guide to Literary Britain & Ireland. 2010.
- Cassill, R.V., and Richard Bausch, editors. The Norton Anthology of Short Fiction. 1981.
- Lopate, Phillip, editor. The Art of the Personal Essay: An Anthology from the Classical Era to the Present. 1994.

DCUD201: Urdu Ghazal (After 1857 AD)

Credits: 3L+1T+0P

Periods per week: 4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination (C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: Exploring the Evolution of Urdu Ghazal: Tradition, Innovation, and Socio-Cultural Significance. This paper attempts to introduce the topic of Urdu Ghazal, emphasizing its rich literary and cultural heritage. It highlights the historical and contemporary significance of Urdu Ghazal as a prominent form of poetry.

CLO : To give glimpse of different variety of expressions associated with Ghazal including philosophy, romance and progressive thinking and also to make them appreciated modern Ghazal in early 20th century.

Unit 1 - Sinf-e-Ghazal ka ta'aruf, fun aur Khusoosiyat. 1857 ke baad ke aham Ghazalgo shoara.

Unit 2 - Nisab mein shamil sho'ora ka mukhtasar ta'aruf.

Unit 3 - Matn ka Mutalea aur Mafhoom

1. Dagh Dehlalwi - (a) Ghazab kiya tere wade pe aitbar kiya
(b) Saz ye Keena Saz kya Jane
2. Shad Azimabadi (a) Nigah Ki Barchhiyan jo sah sake
(b) Dhundho ge agar Mulkon Mulkon...

Unit 4 Matn ka Mutalea aur Mafhoom

1. Fani Badauni (a) Khushi se ranj ka badla...
(b) Male Soze Gham Haye nihani dekhte jao
2. Hasrat Mohani (a) Husne beparwa ko khud bin our khud aara kardiya.
(b) Bhulata Lakh Hun lekin Barabar Yaad aate hain

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings/Textbook Prescribed:-

1. Intikhab-e-Manzumat Part II U.P. Urdu Academy, Lucknow.

DCUD202 : Jadid Nasr(After 1857 AD)

Credits: 3L+1T+0P

Periods per week: 4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination (C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: This paper refers to acquaint the students with detailed insights of the modern or contemporary approaches or ideas associated with Urdu language and literature.

CLO : To give a glimpse of Non Fiction Prose writing which include Essay, Light Essay and sketch and also to give an idea of Evolution of Urdu Prose through forms.

Unit 1 - Ghair Afsanvi Nasr ka Mukhtasar Ta'aruf.
nshaiya, Khaka aur Mazmoon

Unit 2 - Nisab Men Shamil Musannifin ke Sawanehi Kawaif aur Karname.

- Unit 3** - Matn ka Mutalea aur Mafhoom
1. Shibli - Sir Syed aur Urdu Literature
2. Abdul Haq : Hali
- Unit 4** - Matn ka Mutalea aur Mafhoom
1. Prem Chand : Adab ki Gharaz-o-Ghayat
2. Patras Bukhari : Lahore ka Jughrafia

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings/Textbook Prescribed:-

1. Intikhab-e-Nasr, Part 2 U.P. Urdu Academy, Lucknow.

DCUD203: Qadeem Nasr

Credits: 3L+1T+0P

Periods per week: 4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination (C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: Uncovering the timeless Beauty of Classical Prose and teach the students in-Depth analysis of classic Prose patterns and works in Urdu literature.

CLO : To give a perspective of evolution of Urdu Prose in late 19th century with special to Sir Syed Ahmad Khan and also to give glimpses of golden era of Urdu Prose.

- Unit 1** - Urdu Nasr ka Irteqa, Shimali Hindustan me, Urdu Nasr ka Ahde-Zarrin.
- Unit 2** - Nisab Men Shamil Musannifin ke Sawanehi Kawaif aur Karname.
- Unit 3** - Matn ka Mutalea aur Mafhoom
1. Sir Syed Ahmad Khan : Umre Rafta
2. Dipti Nazeer Ahmad : Mirza Zahirdar Beg
3. Mohammad Husain Azad : Insan Kisi Hal me Khush Nahin Rahta
- Unit 4** - Matn ka Mutalea aur Mafhoom
1. Mirza Ghalib - Intikhabe-khutoot-e-Ghalib
2. Meer Amman - Sair Pahle Darwesh ki
3. Rajab Ali Beg Saroor - Jane Alam ka Tota

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings/Textbook Prescribed:-

1. Intikhab-e-Nasr, Part 1,2 U.P. Urdu Academy, Lucknow
2. Tareekh-e-Adab Urdu by Noor Ul Hasan Naqvi, EBH, Aligarh

DCHS201: History of India (c. 300 BCE - 750 DCE)**Credits: 3L+1T+0P****Periods per week: 4****Examination: 3 hours****Marks: 100****C1+C2=30****C3= 70 Marks**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination (C3)	70	3 hrs	
Total Max Marks	100		40

Course Objective :- Conceptualizing, demarcating, and analyzing the main aspects of History of India between c.300BCE to c.750 CE.

Course Learning Outcome :- After the completion of course, the students will have ability to:

1. To understand the society and economy of ancient India.
2. To appreciate the factors contributing to political formations.
3. To examine the significance and relevance of early medieval social relations in India.

UNIT I : Economy and Society (circa 300 BCE to circa CE 300)

- a) Expansion of agrarian economy: production relations
- b) Urban growth: north India, central India and the Deccan; craft Production: trade and traderoutes; coinage
- c) Social stratification: class, Varna, Jati, untouchability; gender; marriage and property relations.

UNIT II : Changing political formations (circa 300 BCE to circa CE 300) :

- a) The Mauryan Empire
- b) Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas;
- c. Gana-Sanghas Teacher and Society

UNIT III : Towards early medieval India (circa CE fourth century to CE 750):

- a) Agrarian expansion: land grants, changing production relations; graded land rights and peasantry.
- b) The problem of urban decline: patterns of trade, currency, and urban settlements.
- c) The nature of polities: the Gupta empire and its contemporaries: post-Gupta polities- Pallavas, Chalukyas, Vardhans

UNIT IV : Religion, philosophy, and society (c.300 BCE–CE750)

- a) Consolidation of the Brahmanical tradition: dharma, Varnashram, Purushastras, Samskaras
- b) Theistic cults (from circa Second Century BCE): Mahayana; the Puranic tradition.
- c. The beginning of Tantricism

Suggestive Readings

1. Chattopadhyaya B.D, The making of early Medieval India, 1994.
2. Chattopadhyaya B.D, Bharatvarsha and other Essays, Permanent Black, Delhi, 2017.
3. Chattopadhyaya D.P, History of Science and Technology in Ancient India, 1986.
4. Chakravarti Ranabir, Exploring Early India upto AD 1300, Primus, Delhi, 2016. Huntington Susan, The Art of Ancient India: Buddhist, Hindu, and Jain, New York, 1985.
5. Kosambi D.D, An Introduction to the Study of Indian History, 1975.
6. Maity S.K, Economic Life in Northern India in the Gupta Period, 1970.
7. Sahu B.P (ed.), Land System and Rural Society in Early India, 1997.
8. Sastri K.A.N, A History of South India.
9. Sharma R.S, Indian Feudalism, 1980.
10. Sharma R.S, Urban Decay in India, c.300- c.1000, Delhi, Munshiram Manohar Lal, 1987
11. Singh Upinder, A history of Ancient and early Medieval India, 2008.
12. Thapar Romila, Asoka and the Decline of the Mauryas, 1997
13. Agarwal Asvini, The Rise and Fall of the Imperial Guptas, New Delhi, 1988. Bhattacharya N.N,

- Ancient Indian Rituals and Their Social Contents, 2nd ed., 1996.
14. Bhattacharya N.N, History of Tantric Religion, 1982
 15. Chakravarti Uma, The Social Dimensions of Buddhism. New Delhi: Oxford University Press, 1987.
 16. Chakravarti Uma, Trade and Traders in Early Indian Society, New Delhi, 2007 (revised edition)
 17. Champakalakshmi R, Trade, Ideology and Urbanization: South India: 300BC to AD 1300, Delhi, 1996.
 18. Chanana D., Slavery in Ancient India as Depicted in Pali and Sanskrit Texts, Delhi, 1960. Gupta P.L., Coins, 4th ed., 1996.
 19. Harle J.C, The Art and Architecture of the Indian Subcontinent, 1987. Lahiri Nayanjot, Ashoka in Ancient India, 2015
 20. Majumdar R.C and Altekar A.S eds. The Vakataka Gupta Age, Varanasi, 1955. Mukherjee B.N, Kushana Studies, New Perspectives, Kolkata, 2004
 21. Mukherjee B.N, The Character of the Maurya Empire, Kolkata, 2000. Mukherjee B.N, The Rise and Fall of the Kushana Empire, Calcutta, 1989.
 22. Pollock Sheldon, The Language of the Gods in the World of Men. Sanskrit, Culture and Power in Pre-modern India. New Delhi, 2006.
 23. Ray H.P, Winds of Change, 1994.
 24. Ray Nihar Ranjan, Maurya and Post Maurya Art, New Delhi, 1975.
 25. Sharma R.S, Perspectives in the Social and Economic History of Early India, New Delhi, 1983.
 26. Shastri A.M ed. The Age of the Vakatakas, Delhi, 1992.
 27. Singh Upinder, A History of Ancient and Early Medieval India. Delhi, 2008.
 28. Smith Bardwell, Essays in Gupta Culture, New Delhi, 1983.
 29. Thapar Romila, Asoka and the Decline of the Mauryas, New Delhi, 2000
 30. Thapar Romila, Early India: From the origins to 1300, London, 2002. Thapar Romila, The Mauryas Revisited, Calcutta, 1987.
 31. Veluthat Kesavan, The Early Medieval in South India, New Delhi, 2009

HINDI

1. Pandey S.k. Prachin Bharat, Prayag Academy Publication and Distributors, Allahabad.
2. Chobey, Saurabh Kumar, Prachin Bharat, Universal Books, Prayagraj.
3. Jha, Dwijendra Narayan, Shrimali Krashnamohan, Prachin Bharat ka Itihas, Hindi madhyam karyanwayan nidesalay, Dilli Vishwavidyalaya, Dilli.
4. Srivastav K.C. Prachin Bharat ka Itihas, United Book Dipo.
5. Mahajan, V.D. Prachin Bharat ka Itihas, Dilli.

DCHS202: Social Formations and Cultural Patterns of Medieval World

Credits: 3L+1T+0P

Periods per week: 4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination (C3)	70	3 hrs	
Total Max Marks	100		40

Course Objective :- Developing the skill for understanding the social formations and cultural patterns

Course Learning Outcome:-

After the completion of course, the students will have ability to:

1. Understand the functioning of the society in medieval period and analyze how the various factors affect the development of the society.
2. Assess the role of culture in the making of medieval society.

UNIT I: Crisis of the Roman Empire and its principal causes: Historiography

UNIT II : Religion and Culture in Medieval Europe: Society, Religious organizations (Church and Monastery), Carolingian renaissance, Position of Women in Medieval Europe, Witchcraft and Magic, Urbanization, Rise of University, Medieval art and architecture.

UNIT III : The feudal society its origins and its crisis:

UNIT IV: Judaism and Christianity under Islam

Suggestive Reading:

1. Ali, Syed Ameer, A Short History of the Saracens, Macmillan, 1900.
2. Allsen, Thomas T., Culture and Conquest in Mongol Eurasia (Cambridge), Cambridge University Press, March 2004.
3. Baker, Simon, Ancient Rome The Rise and Fall of an Empire, Ebury Publishing, 2006.
4. Barthold, V., A Secret History of the Mongols, Cheng & Tsui Co, June 1999.
5. Biran Michael, The Empire of the Qara Khitai in Eurasian History Between China and the Islamic World, Cambridge University Press, June 2008.
6. Bloch, Marc, Feudal Society (2 Vols), Aakar Books, Revised Edition, July, 2017.
7. Brundage (ed.), The Crusades, Marquette University Press, 1962.
8. Burke, Edmund, III & Ira M. Lapidus, Islam, Politics and Social Movements, University of California Press, 1988.
9. Burke, Peter, Popular Culture, Ashgate Publishing Ltd, 2009.
10. Cohen, Mark, Under Crescent and Cross The Jews in the Middle Ages, Princeton University Press, 2008.
11. Deansley, Margaret, A History of Early Medieval Europe, 476 to 911, Methuen, 1956. Dobb, Maurice Dobb, Studies in the Development of Capitalism, Routledge, First Edition, March, 1965.
12. Goff, Le, Medieval Civilizations (400-1500), Blackwell Publishing, August 1991. Hitti, Philip K., History of the Arabs, Macmillan Education Ltd., First Edition, 1937.
13. Inalcik, Halil, The Ottoman Empire, Phoenix, December 2001.
14. Lewis, Bernard, The Arabs in History, Oxford University Press, 6th Edition, May 2002.
15. Lewis, Bernard, The Jews of Islam, 1984.
16. Man, John, The Mongol Empire, Penguin Random House, May 2015.
17. Pirenne, Heim, Medieval Cities, Princeton University Press, 1969.
18. Smith, Leslie and Leyser, Conrad; Motherhood, Women and Society in Medieval Europe (400-1400), Ashgate Publishing Ltd, 2011.
19. Stuard, Susan Mosher (Ed.), Women in Medieval History and Historiography, University of Pennsylvania Press; New edition, December, 1988.

HINDI

- (I) Sinha, Vipin Bihari, Prachin Evam Madhyakalin vishwa Itihas, Gyanda Prakashan, Nai Dilli.

DCHS203: History of India (CE 750-1206)

Credits: 3L+1T+0P

Periods per week: 4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination (C3)	70	3 hrs	
Total Max Marks	100		40

Course Objective :- Comprehending and participating in discussions regarding various aspects of Indian history during the early medieval age.

Course Learning Outcome :- After the completion of the course, the students will have ability to:

1. To explain the need of sources and their use in constructing history.
2. To analyze the agrarian structure and its inter-relations with cultural change.
3. To appreciate the diversities in cultural and religious spheres.

UNIT I : Studying Early Medieval India:

- a. Historical sources: texts, epigraphic and numismatic and manuscripts.
- b. Debates on Indian Feudalism,
- c. Rise of the Rajputs and the nature of the state.

UNIT II : Agrarian structure and social change:

- a) Agricultural expansion; crops b) Landlords and peasants
- b) Proliferation of castes: status of untouchables
- c) Tribes as peasants and their place in the Varna order

UNIT III : Trade and Commerce

- a) Inter-regional trade
- b) Process of urbanization
- c) Merchant guilds of South India

UNIT IV : Religious and Cultural developments:

- a) Buddhism and Jainism in Early Medieval Times; Popular religious cults.
- b) Islamic intellectual traditions: Al-Biruni; Al-Hujwiri
- c) Regional languages and literature
- d) Art and architecture: Evolution of regional styles.

Suggestive Readings

1. Chattopadhyaya, B.D, The Making of Early Medieval India, 1994.
2. Karashima, N., South Indian History and Society (Studies from Inscriptions, AD 850 – 1800) Kulke, Hermann, ed., The State in India (AD1000 – AD1700)
3. Sharma, R.S and Shrimali, K.M eds., Comprehensive History of India, Vol. IV (A & B)
4. Sharma, R.S. Indian Feudalism (circa 300 – 1200)
5. Singh, Vipul Interpreting Medieval India, Volume-I, Early Medieval, Delhi Sultanate and Regions (circa 750 – 1550), 2009.
6. Basham, A.L., (ed.), A Cultural History of India
7. Basham, A.L., The Wonder that was India
8. Bose Mandakranta (ed.), Faces of Feminine in Ancient Medieval and Modern India, New York, 2000
9. Chakravarti Ranabir, Exploring Early India upto Circa AD 1300 Chakravarti, R(ed.), Trade in Early India, Delhi
10. Champalakshmi, R, Trade, Ideology and Urbanisation : South India 300 BC – AD 1300, Delhi, 1966
11. Chandra, S., History of Medieval India (800-1700)
12. Chattopadhyay, B.D, Aspects of Rural settlements and Rural Society in Early Medieval India
13. Chattopadhyaya, B.D, Science and Society in Ancient India, Calcutta, 1977
14. Chattopadhyay, B.D, Studying Early India: Archaeology, Texts and Historical Issues , New Delhi, 2003
15. Chaudhuri, K.N, Trade and Civilisation in the Indian Ocean : An Economic History from the Rise of Islam to 1750
16. Gopal Lalaji, The Economic Life of Northern India, Varanasi, 1965
17. Habib, Irfan, Economic History of Medieval India: A Survey, New Delhi, 2001
18. Habib, Irfan, Medieval India: The Study of a Civilisation , New Delhi, 2008
19. Habib, Md. And Nizami KA (eds), A Comprehensive History of India Vol.

HINDI

- (I) Pandey S.k. Prachin Bharat , Prayag Academy Publication and Distributors, Allahabad.
- (II) Chobey, Saurabh kumar, Prachin Bharat, Universal Books, Prayagraj.
- (III) Jha, Dwijendra Narayan, Shrimali Krashnamohan, Prachin Bharat ka Itihas, hindi madhyam karyanwayan nidesalay, Dilli Vishwavidyalaya, Dilli.
- (IV) Srivastav K.C. Prachin Bharat ka Itihas, United Book Dipo.
- (V) Mahajan, V.D. Prachin Bharat ka Itihas, Dilli.

DCGY201: Economic Geography

Credits: 2L+1T+0P

Contact hours per week: 3

Examination: 3 hours

Marks: 75

C1+C2=25

C3=50 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering

all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min.PassMarks
InternalTest(C1)	10	1 hr	30
Internal Test(C2)/Assignment or Attendance	10/05	1 hr	
EndSemester Theory Examination(C3)	50	3 hrs	
TotalMax Marks	75	30	30

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: Written Test in the respective subject's class (at the end of fifteen week).

Course Objective

Conceptualize, demarcate and analyse the geographical determinates of agriculture and manufacturing activities

Course Learning Outcome

1. To distinguish different types of economic activities and their utilities.
2. Appreciate the factors responsible for the location and distribution of activities.
3. Examine the significance and relevance of theories in relation to the location of different economic activities.

UNIT I : Conceptual Aspects

Meaning, nature and scope of Economic Geography and its changing nature, Relation with other social science subjects, Concept and Classification of economic activities: primary, secondary and tertiary.

UNIT II : Primary Activities

Agriculture, Agricultural regions of the world (Derwent Whittlesey, Factors affecting location of economic activities with special reference to Subsistence and

Commercial Agriculture, Agricultural location theory of Von Thunen

UNIT III : Secondary Activities

Manufacturing industry (Iron and Steel), Special Economic zones, Technology Parks, Weber's theory of Industrial Location

UNIT IV : Tertiary Activities

Transportation: Sea routes (Suez canal) and major continental railways (Trans Siberian railway), International trade and WTO, Effect of globalization on developing countries

Suggestive Readings

1. Alexander, J. W. (1988): Economic Geography. Prentice-Hall, New Delhi,.
2. Bryson, J., Henry, N., Keeble, D. and Martin, R. (eds.) (1999): The Economic Geography Reader: Producing and Consuming Global Capitalism. John Wiley and Sons, Inc, New York.
3. Clark, G. L., Gertler, M. S. and Feldman, M. P. (eds.) (2000): The Oxford Handbook of Economic Geography. Oxford University Press, USA.
4. Coe, N. (2007): Economic Geography: A Contemporary Introduction. Blackwell Publishers, Inc., Massachusetts.
5. Gautam, A. (2006): *Aarthik Bhugol Ke Mool Tattava*, Sharda Pustak Bhawan, Allahabad.
6. Guha, J. S. and Chattoraj, P.R. (2002): A New Approach to Economic Geography: A Study of Resources. The World Press Private Limited, Kolkata.
7. Hartshorne, T. A. and Alexander, J. W. (1988): Economic Geography (3rd revised edition) Englewood Cliff, New Jersey, Prentice Hall

DCGY202: Geomorphology

Credits: 2L+1T+0P=3

Contact hours per week: 3

Examination: 3 hours

Marks: 75

C1+C2=25

C3= 50 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min.PassMarks
InternalTest(C1)	10	1 hr	30
InternalTest(C2)/Assignment or Attendance	10/05	1 hr	
EndSemester Theory Examination(C3)	50	3 hrs	
TotalMax Marks	75	30	30

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: Written Test in the respective subject's class (at the end of fifteen week).

Course Objective

1. The skill for understanding the landform in a systematic way and idea of
2. continuous progress in geomorphology

Course Learning Outcome

1. Understand the functioning of Earth systems and analyse how the natural and anthropogenic operating factors affects the development of landforms.
2. Assess the roles of structure, stage and time in shaping the landforms, interpret geomorphologic maps and apply the knowledge in geographical research.

UNIT I : Introduction to Geomorphology

Nature and Scope of Geomorphology, Fundamental concepts

UNIT II : Geo-Tectonics

Origin of the Earth with particular reference to Big Bang Theory; Earth's Interior Structure; Folds and Faults; Isostasy: Concept of Airy and Pratt, Earthquake

UNIT III : Geomorphic Agents and Landforms

Weathering and Mass wasting, Fluvial processes and Landforms; Glacial processes and Landforms; Aeolian processes and Landforms

UNIT IV : Theories of Geomorphology

Continental Drift Theory by Alfred Wegner; Plate Tectonic Theory, Normal cycle of Erosion by W.M. Davis and W. Penck

Suggestive Readings

1. Bloom, A. L. (1992): Geomorphology–A Systematic Analysis. Prentice-Hall India, New Delhi.
2. Chorley, R. J., Schumm, S. A. and Sugden D.E.(1984): Geomorphology. Methuen, London
3. Holmes, A. (1987): Principles of Physical Geology. Nelson, New York, 3rd edition.
4. Sparks, B.W.(1969) : Geomorphology. Longman, London.
5. Stoddard, D. R. (ed.)(1996): Process and Form in Geomorphology. Routledge, London,.
6. Kale, V. and Gupta, A. (2001): Elements of Geomorphology. Oxford University Press, Delhi.
7. Thornbury, W. D. (1990): Principles of Geomorphology. Wiley Eastern Edition, New York,.
8. Singh, S. (2004): Geomorphology, Prayag Pustak Bhawan, Allahabad
9. Skinner, B. J. and Porter, S.C. (1996): The Dynamic Earth. John Wiley and Sons, New York,.
10. Wooldridge, S.W. and Morgan, R.S. (1959): The Physical Basis of Geography: An Outline of Geomorphology. Longman, London, several reprints.
11. Gautam, A (2010): Bhautik Bhoogol, Rastogi Publication
12. S. Singh (2009): Bhautik Bhoogol ka Swaroop, Prayag Pustak, Allahabad
13. Tikkaa, R.N. : Bhautik Bhoogol ka Swaroop, Kedarnath Ram Nath, Meerut

DCGY203: Biogeography

Credits: 2L+1T+0P=3

Contact hours per week: 3

Examination: 3 hours

Marks: 75

C1+C2=25

C3= 50 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min.PassMarks
InternalTest(C1)	10	1 hr	30
InternalTest(C2)/Assignment or Attendance	10/05	1 hr	
EndSemester Theory Examination(C3)	50	3 hrs	
TotalMax Marks	75	30	30

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: Written Test in the respective subject's class (at the end of fifteen week).

Course Objective

Comprehend and participate in discussions regarding various aspects of biogeography on a broad as well as a local scale

Course Learning Outcome

1. Generate the idea of distributional pattern of Plants and animals
2. Threat of depletion of bio-diversity and its impact on ecosystem
3. Appreciation of the beauty of nature

UNIT I : Biosphere

Meaning, nature and scope of Biosphere; Components of Biosphere; Concepts of Biome; Ecotone and Community; Geographical distribution of Plants and Animals

UNIT II : Ecosystem

Ecosystem: Types, Characteristic features, structures and function of the Forest and Desert ecosystems; Ecosystem diversity; Bio-geographical classification of India

UNIT III : Biodiversity

Biodiversity: Concept, extinction and conservation, Hotspots of Biodiversity in India, Environmental conservation in India, National Parks and Wildlife Sanctuaries in India

UNIT IV : Policy and protection

Policy related to Bio-diversity protection: National Environment policy, Bio-diversity action plan, National Forest Policy; Bio Diversity and Government Protection: Wild life protection act 1972, Wetland conservation and Management, Recovery of Endangered Species

Suggestive Readings

1. Huggett, R. J. (1998): Fundamental of Biogeography. Routledge, London.
2. H. S. (2003): Essentials of Biogeography. Pointer Publication, Jaipur.
3. Odum, E.P. (1975): Ecology. Rowman and Littlefield, Lanham USA.
4. Rajagopalan, R. (2005): Environmental Studies: From Crisis to Cure, Oxford University Press, New Delhi.
5. Singh, R. B. (ed.) (1990): Environmental Geography. Heritage Publication, New Delhi.
6. Singh, S. (2006): Environmental Geography. Prayag Pustak Bhawan, Allahabad.
7. Singh, S. (2001): Paryavaran Bhoogol, Prayag Pushtak Bhawan, Allahabad (in Hindi)

DCGP204 : Thematic Cartography

Total Credit:3

Marks:75

Contact hours per week:6

Examination: 5 hours

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Practical Examination	60	---	30
Practical File Assessment	15	---	
Total Max Marks	75	----	30

Course Objective

Use different types of cartographic tools and techniques such as maps, graphs, charts and able to do field survey

Course Learning Outcome

1. To provide conceptual knowledge and training in various fields of 2.
2. Cartography Develop cartographic skills which help the students depict and represent the geographic information on the map

UNIT I : Concept of Thematic Cartography

Importance of Thematic Maps, Principles of Map Design, Diagrammatic Data Presentation- Line, Bar and Circle

UNIT II : Thematic Mapping Techniques

Prosperities, Uses and Limitations, Areal Data- Choropleth, Dot Proportional Circles, Points Data- Isopleths

UNIT III : Cartographic Overlays

Points, Line and Areal Data

Digital Cartography: Definition, Scope and Applications

UNIT IV : Thematic Maps

Preparation and Interpretation (Minimum 05 thematic maps: A Thematic Atlas should be prepared on a specific theme with five plates of Rajasthan)

Suggestive Readings

1. Cluff J.D. and Mattson M.T. 1982: Thematic Maps: Their Design and Production, Methuen Young Books
2. Dent B.D., Torguson J.S., and Holder T.W. 2008 Cartography: Thematic Map Design (6th edition), McGraw-Hill Higher Education
3. Gupta K.K. and Tyagi V.C. 1992 Workin with Maps, Survey of Indi, DST, New Delhi
4. Kraak M. J. and Ormeling F., 2003: Cartography: Visualization of Geo Spatial Data, Prentice

INDC 201: हिंदी साहित्य की विविध विधाएँ—कविता व्यंग्य नाटक

क्रेडिट : 1L+1T+0P

कालांश प्रति सप्ताह: 02

परीक्षा अवधि : 02 घण्टे

अधिकतम अंक: 50

बाह्य मूल्यांकन: 35

आंतरिक मूल्यांकन: 15

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षण C1	10	01 घण्टा	20
आंतरिक परीक्षण C2	05	01 घण्टा	
सत्रांत सैद्धांतिक परीक्षा C3	35	02 घण्टे	
कुल अधिकतम अंक	50	—	

C1: संबंधित विषय की कक्षा में लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: कक्षा कार्यक्रम के अनुसार — लिखित परीक्षा/एसाइनमेंट/निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल :- विद्यार्थी हिंदी साहित्य की विविध विधाएँ कविता व्यंग्य नाटक इत्यादि से परिचय प्राप्त कर सकेंगे। इन विधाओं के विवेचन-विश्लेषण की समझ विकसित कर सकेंगे।

प्रथम इकाई: कविता (क) कबीर : 1. कस्तुरी कुंडल बसै..... देखे नाहि
2. कबीर यह घर प्रेम का..... घर माहि

(ख) लीलाधर जगूड़ी : 1. धन्यवाद
द्वितीय इकाई: व्यंग्य (क) शरद जोशी— तुम कब जाओगे, अतिथि
(ख) हरिशंकर परसाई— अपनी—अपनी बीमारी

तृतीय इकाई: नाटक (क) भारतेन्दु हरिश्चंद्र— अंधेर नगरी
व्याख्या एवं समीक्षा

सहायक पुस्तकें :

1. हिंदी साहित्य का इतिहास— डॉ. नगेन्द्र
2. हिंदी साहित्य का आलोचनात्मक इतिहास— डॉ. रामकुमार वर्मा हिंदुस्तानी एकेडमी इलाहाबाद
3. हिंदी समय डांट काम (वेबसाइट)
4. प्राचीन काव्य — संपादक. डॉ. सत्यनारायण शर्मा
5. प्राचीन काव्य धारा — संपादक. डॉ. गजेन्द्र मोहन, अल्का पब्लिकेशन, अजमेर

INDC201: Literature and Environment**Credits: 1L+1T+0P****Periods per week: 2****Examination: 2 hours****Marks: 50****C1+C2=15****C3= 35**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

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

- To raise awareness about environmental issues and concerns through the lens of literature, highlighting the interconnectedness of human society and the natural world.
- To provide a comprehensive analysis of literary works that engage with environmental themes, examining how authors use narrative techniques, symbolism, and language to convey ecological messages.
- To apply ecocritical theories and methodologies to literary texts, offering insights into how literature can be a powerful tool for understanding and addressing environmental challenges.
- To explore how environmental literature reflects the historical and cultural contexts in which it was written, showcasing the evolving relationship between humanity and the environment.

Unit- 1

- R. K. Narayan: The Axe (Short Story)
- Stephen Talbott: Toward an Ecological Conversation

Unit II

- Ted Hughes- Snowdrops
- Rachel Carson: Silent Spring

Unit- III

- Amitav Ghosh- The Hungry Tide.
- Emerson- Hamatreya

Suggested Readings-

- Guha, Ramachandra Guha (ed.). The Illustrated Lives in the Wilderness: Three Classic Indian Autobiographies. New Delhi: OUP, 2009.
- Curtin, Deana (2005) Environmental Ethics for a Postcolonial world, Lanham MD: Rowman & Littlefield
- Becket, Fiona, et al. Culture, Creativity and Environment: New Environmental Criticism. Rodopi Press, New York, 2007.
- Bladow, Kyle and Jennifer Ladino. Affective Ecocriticism. University of Nebraska Press, 2018.
- Glotfelty, Cheryl, and Harold Fromm. The Ecocriticism Reader: Landmarks in Literary Ecology. University of Georgia Press, 2009.

INDC201: Fundamentals Of Urdu Language**Credits: 1L+1T+0P****Contact hours per week:2****Examination:2hours****Marks: 50****C1+C2=15****C3=35Marks**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10		20

Internal Test(C2)/Assignment or Attendance	05	1 hr	
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Course Learning Outcomes -

- 1.To develop the understanding Urdu language and scripts.
2. To develop the understanding the maxims of Urdu teaching and learning.

- Unit 1** -
- 1.Origine and history of Urdu language.
 2. Different types of Urdu scripts :
 - 1.Khat-e-Naskh.
 - 2.Khat-e-Nastaliq.
 - 3.Khat-e-Shikash.
 - 3.Merits and demerits of Urdu scripts.
- Unit 2** -
- 1.Place of Urdu in school curriculam.
 - 2.Quality of a good language textbook.
- Unit 3** -
- 1.Learning resources :Library,Textbooks,Dictionary,Newspapers,Urdu Magzines and E-resources.
 - 2.Quality of a good Urdu teacher
 - 3.Problems of teaching and learning in Urdu.

Reference books :

- 1.Ibarat kaise likhen by Rasheed Hasan Khan.
- 2.Urdu kaise padhaen by Rasheed Hasan Khan.
- 3.Urdu Zaban ki Tadrees by Moinuddin.

INDC201 : Terms and Concepts in History-1

Credits: 1L+1T+0P

Contact hours per week:2

Examination:2hours

Marks: 50

C1+C2=15

C3=35Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Course Objective

- Developing an understanding of historical concepts for complimenting and enriching the general knowledge base.

Course Learning Outcome

After completing this course, students will be able:

1. To visualize and recognize the various historical terms and concepts.
2. To examine various social issues from a historical perspective.

UNIT I : Defining the Terms :

Bharatavarsha, Sabha and Samiti, Varnashrama, Vedanta, Purusharthas, Samskara, Rina (loan), Yajna, Ganarajya, Janapada, Doctrine of Karma, Dandaniti, Arthasastra, Saptanga, Dharmavijaya, Stupa, Chaitya, Vihara, Temple Styles-Nagara,

UNIT II : Defining & Explaining the Concepts:

Dravida, Vesara, Bodhisatva, Tirthankaras, Alvars, Nayanars, Sreni, Kara-Bhaga-Bhoga, Visti, Stridhana, Memorial Stone. Ain-i.Dahsala, Pargana, Shana-i-Mandi, Mahalwari, Ryotwari system,Mercantilism,

UNIT III : Explaining the Concepts:

Hind Swaraj, Economic Nationalism, Indian Renaissance, Economic Drain, Colonialism, Khilafat, Sula-i-Kul, Turkan-i-Chalghani, Watan, Baluta, Taquavi, Iqta, Zakat, Madad-i-Maash, Raya-Rekho, Madrasa, Maqtab, Dasa, Dasyu, Chauth, Sardeshmukhi,

Suggestive Readings:**All NCERT History Textbooks (Class VI-XII)****INDC201 : Disaster Management****Credits: 1L+1T+0P****Contact hours per week:2****Examination:2hours****Marks: 50****C1+C2=15****C3=35Marks**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: Written Test in the respective subject's class (at the end of fifteen week).

Course Objective

To comprehend the vulnerability of disasters and preparedness for prone conditions to reduce the loss of resources

Course Learning Outcome

1. After completing this course, students will be able to visualize and recognize the various vulnerable zone often affected by disaster in India. They will be also able to examine various mechanism to address these problems

UNIT I : Disasters

Definition and Concepts: Hazards, Disasters and its types; Risk and Vulnerability Classification

UNIT II : Evaluation of Disaster

Drought: Causes, Impact, Distribution and Mapping; Landslide: Causes, Impact and Distribution, Bhopal Gas Tragedy: Causes and Impact, Pandemic: Covid 2019

UNIT III : Mitigation and Preparedness

Mitigation, NDMA and NIDM, Indigenous Knowledge and Community-Based Disasters Management; Do's and Don'ts During and Post Disasters

Suggestive Readings

1. Government of India, (1997) Vulnerability Atlas of India, New Delhi, Building Materials and Technology Promotion Council, Ministry of Urban Development, GOI
2. Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication
3. Modh, S. (2010), Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi
4. Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi
5. Singh, R.B. (ed.), (2006) Natural Hazards and Disaster Management : Vulnerability and Mitigation, Rawat Publications, New Delhi
6. Sinha, A. (2001) Disaster Management : Lessons Drawn and Strategies for Future, New United Press, New Delhi
7. Stoltman, J.P. et al. (2004) International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht

AEVA-201: Language II (Other Than Language I)**Credits: 3L+1T+0P****Periods per week:****Examination: 3 hours****Marks: 100****C1+C2=30****C3= 70 Marks**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be

asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

The course aims to prepare the students to teach language at the school level. It focuses on training the students to the sound systems of languages, word formation processes, sentence formation, semantic and pragmatic aspects of languages. The course intends to enable the learners to integrate all the four language skills using different genres. The major aim of this course is to empower the learners to contribute to the discourses on various issues and themes. The course also orients the students to the use of different technology and digital media for developing their own communicative skills as well as the school students they would teach in the future. The course helps improve basic communication skills such as listening, speaking, reading, and writing skills among L2 language learners. The course is designed to enhance knowledge of grammar of L2 and enable the students to formulate grammatically correct and contextually appropriate sentences and words and empower the students with summarizing skills, oral presentations skills effectively. The course also seeks to enhance students' critical thinking capacities and demonstrate effective communication skills and provide hands-on activities to student teachers to develop their linguistic skills through practical sessions

Course Learning Outcomes

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

- demonstrate reading, writing, listening, speaking, and thinking abilities in L2,
- recognize the link between language and mental skills and demonstrate their knowledge and skills effectively for all purposes,
- build inter-personal relationships and enhance social skills.

UNIT - I : Language, Society, and learning

- Bi-/Multilingualism and scholastic achievements; need to promote multilingualism; Language variation and social variation; languages, dialects and varieties, cultural transmission of language, language, and gender; language and identity; language and power; constitutional provisions and National Education Policy 2020.
- Language acquisition and Language learning; language learning from mother tongues to other tongues; advantages of learning other languages; language and education; notion of first language, second language and others.

UNIT - II : Speech and Writing

- Writing Systems: Speech and writing; arbitrariness in language; types of writing systems.
- Classification sessions of speech sounds: vowels, consonants, and others; suprasegmental: stress, pitch, tone, intonation, and juncture; Acoustic phonetics.

UNIT - III : Understanding Grammar

- Word and meaning; parts of speech, grammatical categories; word formation: affixation, compounding, reduplication, vocabulary building.
- Sentence and its constituents: simple, complex, and compound sentences; Semantics and pragmatics: lexical meaning- synonymy, antonymy, meronymy, grammatical meaning, speech acts.

UNIT – IV: Basic Communication Skills in L2

- Pronunciation and listening comprehension skills.
- Reading and reading comprehension skills.
- Effective writing skills; effective presentation and speaking skills; summarizing and paraphrasing skills.

UNIT - V: Critical Reading and Thinking Skills

Components of critical thinking and reading; high order cognitive development; critical thinking and problem solving; rational inquiry

Suggestive Practicum

1. Listen to a recorded speech and classify it based on sounds: vowels, consonants, and others; suprasegmental: stress, pitch, tone, intonation, and juncture; Acoustic phonetics.
2. Analyze sentences and their constituents as simple, complex, and compound sentences from written work.

Suggestive Mode of Transaction

Teaching this course will involve a mix of interactive lectures, tutorials, and practical involves such as discussion, role plays, projects, simulations, workshops and language-awareness activities. The teaching intends deeper approaches to learning involving in- class room discussion, developing the critical thinking/ problem solving abilities among the students and will also focus on situations where in our daily lives the one would be performing tasks that involve a natural integration of language skills. The students are expected to read assigned chapters/ articles before the session and the course requires active participation from the students.

Suggestive Mode of Assessment

The assessment of the learner will be primarily based on the assessment of both linguistic and communicative skills using a battery of tests and test types, group work and projects.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

AEVA-202: Understanding India (Indian Ethos and Knowledge Systems)

Credits: 3L+1T+0P

Marks: 100

Periods per week:

C1+C2=30

Examination: 3 hours

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

At a time when the world finds itself deep in dynamism, led by technological innovations and environmental changes, there is a need for an inward-looking approach to building the young minds of a country. By looking inwards, one not only finds a sociological belongingness but also a spiritual and intellectual rooting in these changing times. The course provides an overview of India's heritage and knowledge traditions across key themes of economy, society, polity, law, environment, culture, ethics, science & technology, and philosophy. It places special emphasis on the application of these knowledge traditions, helping students to not only know and appreciate India's heritage and knowledge traditions but also to independently evaluate them through a multidisciplinary lens. This evaluation would produce valuable lessons for obtaining transferable and 21st-century skills. The course requires no pre-requisite knowledge or understanding. Spread over two years, the course will establish foundational knowledge and build upon it. It will allow students to have a basic understanding of the traditions of India and how it has evolved over the years. The course is designed to enable student teachers to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens; to evaluate the diverse traditions of India to distinguish its achievements and limitations, and to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

Course Learning Outcomes

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

- recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it,
- apply their acquired research and critical thinking skills in multidisciplinary themes,

- summarize and pass on their learnings to their students of different Indian traditions in an easily digestible manner.

UNIT - I : Introduction of Knowledge of India

- Recap of the previous semester's definition and introduction.
- Recap of previous knowledge.

UNIT – II Philosophy, Ethics & Values:

- Schools of Philosophy Vaishesika, Nyaya, Samkhya, Yoga, Purva Mimansa and Vedanta or Uttara Mimansa (theory and the major thinkers) – and Jain, Buddhist, and Charvak traditions.
- Vedanta: philosophical systems (Advaita, Vishishtadvaita, Dvaita).
- Ethics, morality, and social dilemma (including self-leadership) and their relevance in today's time.
- How do Indians value spirituality? Spirituality and Social Responsibility; Importance of Spirituality in current times.
- Using ethics in a technologically volatile world: leading an ethical and modern life.
- Practical Vedanta for well-being (mindfulness, inter-connectedness, society-self relationship, etc.).

UNIT - III : Culture- Lifestyle

- Food (regional cuisines, ayurvedic diet, food and festival, vegetarianism, Jainism in food, food and hospitality, and globalization).
- Clothes (traditional Indian clothing, textile arts, religious costumes, clothing status, clothing, gender, globalization in clothing).
- Sports (traditional Indian sports, martial arts, sports, and gender, sports & globalization).
- The lifestyle of Yoga; adapting ancient lifestyle – A path towards longevity.

UNIT - IV : Science & Technology

- Arithmetic and logic.
- Natural sciences: math, physics, metallurgy, and chemistry.
- Astronomy: India's contributions to the world.
- Indian notions of time and space.
- Technology in the economy: agriculture, transportation, etc.

UNIT - V: Linguistic Traditions

- History of linguistics in India (conceptualizing ancient Indian linguistics, oral traditions, etc.).
- Language as Culture: Evolution of Languages over the years & language as building blocks to different cultures and society
- Language: Identity, culture, and History.

Suggestive Practicum

The modes of curriculum transaction will include lectures, Tutorials, and Practicum.

- Practicum will include organization of day trips that help student teachers watch events relating to visual and performing art; activities that enable student teachers to identify and record through photos, videos, etc. the elements of ancient architecture still existing in the city around them; organization of Individual and group presentations based on themes such as Polity, Law and Economy etc., organization of a 'Knowledge of India' day in the institution to celebrate the culture (food, clothes, etc.) that they would have been explored in lectures and tutorials; interactions with family members, elders, neighbors, and other members of society about the evolution of local systems and economy etc.

Suggestive Mode of Transaction

- Lectures will include learner-driven participatory sessions, and Guest lecturers through experts and practitioners, such as fine arts and performing arts practitioners along with contemporary poets & writers of Indian literature.
- Tutorials will include Screening of documentaries and films followed by a discussion; Learner-driven discussions in the form of focus group discussions (FGDs), Socratic Discussions, etc.; Debate/discussion can be organized to explain India's Vaad tradition; discuss on how some of the ancient methods of teaching are relevant in today's time; discussions that help Identify ethical dilemmas in daily lives and understanding the importance of ancient ethics and values to resolve them.

Suggestive Mode of Assessment

The approaches to learning assessment will include, for example:

- Supporting the curiosity and interest of student teachers in the selected themes through a multi-modal approach, including regular assessments and actionable feedback that enable learners to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens.
- Enabling the student teachers to demonstrate critical analysis and independent thinking of the processes and events in the formulation & evolution of different traditions that help student teachers evaluate the diverse traditions of India to distinguish its achievements and limitations.

- Use of first-hand or second-hand experiences that enable student teachers to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning

AEVA-203: Teacher and Society

Credits: 3L+1T+0P

Periods per week:

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

Teachers unarguably have the key role in nurturing young lives and shaping positive and inspired future generations. Emphasizing on the crucial role of teachers NEP 2020 states "teachers truly shape the future of our children - and, therefore, the future of our nation.". "The high respect for teachers and the high status of the teaching profession must be restored to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation." (NEP Para 5.1). The NEP in its introductory section states, "the teacher must be at the centre of the fundamental reforms in the education system" and highlights the need to "help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens". (NEP 2020, Introduction). The policy also stresses the need to "do everything to empower teachers and help them to do their job as effectively as possible." It is recognized that teachers are second to mothers in having the opportunity to work with children during the most impressionable years in their life and shape opinions, form ideas about personal and social goals and about society and life, contributing so much to the development of both individuals and society.

The focus of the course on 'Teacher & Society' is on developing an understanding among student teachers of the roles of teachers in the emerging Indian society, including the changing roles of teachers in the context of the global flows of people, culture and resources that are shaping society, and the application of technologies that are constantly redefining not only the educational landscape but also the human relationships and social norms which are continuously undergoing change which entails a recalibration of the teacher roles aligned to the current and future realities and preparing teachers for the volatile, uncertain, complex and ambiguous world. The course enables the students to understand the roles and obligations of teachers as an architect of the society based upon the cultural ethos, traditions, and diversity. The student teachers shall be equipped with the knowledge, capacities and value system that enables them to act as an agent for fostering national integration, a feeling of pride in the cultural heritage and achievements of India. This course also aims to ensure that student teachers understand their responsibility for producing a future generation that undertakes its responsibility as an awakened citizen who avoids wastage of national resources and takes up a proactive role for the emergence of India as a strong and disciplined nation.

In addition to these, the course also seeks to enable each of the student teachers to respond to the needs of students from diverse cultural, linguistic, social and economic backgrounds; to be sensitive to gender issues, promote tolerance and social cohesion, provide special attention to students with learning disabilities, learn and apply new pedagogies and technologies, keep pace with current educational developments and initiatives; and keep oneself professionally engaged to update/upgrade knowledge and practice. Student teachers will be encouraged to comprehend how societal structures, context and historical patterns shape teacher identities on one hand and how teacher identities, beliefs, values, convictions and commitment shape the ethics, culture,

norms and values on the other; thus, impacting the larger societal thoughts and actions. The course also explores the relationship of the teacher with education development, community and society through different course units that talk of the teacher as a person and as a professional, the socio-cultural and technological contexts of the teacher and how they impact the teaching- learning process, the multiple roles, identities and expectations of a teacher. It invites the student teachers to be reflexive of one's thoughts, beliefs and actions and continuously take a gaze inside out so as to unbiasedly engage children in a reflective dialogue.

The course explores the agentic role of a teacher, how it gets influenced and how it influences the education system. It concludes with the re-calibrating of roles of teacher and teaching beyond the curricular boundaries as an architect of an inclusive, harmonious, and developing India.

Course Learning Outcomes

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

- examine the relationship between teacher beliefs, values, character, life history, social and cultural context and teaching critically,
- explain the teacher roles and characteristics; the personal and professional self; the teacher as a communicator, the charismatic influencer, the reflective practitioner, competent, learner and much more and their significant role in nurturing the posterity.
- differentiate between the narrow curricular aims of education and the broader educational aims and their role in shaping self, school, and society,
- demonstrate an ability to develop positive classrooms through engaging in the ethic of care,
- demonstrate an ability to critically reflect on personal and collective practice so as to improve learning and teaching,
- conceptualize teacher agency, its individual, contextual, and structural dimensions and how it gets impacted and in turn shapes education.

UNIT – I : Understanding the Teacher: Exploring the Personal and Professional Teacher

- A. Exploring the wider Personal and General Social Context of Teacher: Life History, Teacher Beliefs, Values and Aspirations, Diverse Identities, Social Contexts and Commitment to Learning and Education.
- B. Exploring the Professional Teacher: Qualifications, Education in teaching, Attitude, Aptitude, Experience and Exposure.
- C. The Charismatic Teacher, the Communicator Teacher, The Missionary Teacher, The Competent Practitioner, The Reflective Practitioner, The Learning Teacher.
- D. Reflexive Practice: Nurturing the Professional Capital through collaborative and/or collective engagement with self, others, the social context.

UNIT – II : Nurturing the Teacher: A Dialogue beyond the curricular goals, for Life and Posterity

- A. Teaching: One profession, many roles
- B. Teaching Character: Nurturing Teachers for Human Flourishing.
- C. Holistic Teacher Development: Nurturing the Panchakoshas.
- D. Teacher Values, Beliefs, and current Philosophy of Teaching: A Reflective Dialogue.
- E. Developing an Ethic of Care in Teacher Education: Nurturing Teachers towards a pedagogy of care.

UNIT – III : Understanding and Fostering Teacher Agency: Role in shaping Education Systems of Tomorrow

- A. Teacher Agency: What is it and why does it matter?
- B. Individual, Cultural and Structural Dimensions of Teacher Agency.
- C. Teacher discourses, Philosophy, Relationships, Networks and Professional Development: Shaping teacher agency and Creative insubordination.
- D. Challenges and Issues in fostering Teacher Agency: Performativity, Non-academic engagements, Systemic apathy, Policy and Practice gaps and others.
- E. Role of Teacher in shaping the educational policy, practice, and reforms

UNIT – IV: Teacher as an Architect of the New India: Shaping the Society of Tomorrow

- A. Engaging in Critical Education: Dialogues on power relations associated with Gender, Ethnicity, Culture, Disability, Class, Poverty, the reproduction of disadvantage and realizing the true human potential.
- B. Being a Critical Teacher: Raising debates around rapid technological advancement and impact on individual, family and social life; the growing isolation and impact on mental and social health and well-being, changing relationships between the 'state' and the 'market' and their impact on formal education; the conceptualization of teacher, teaching and teacher roles, 'globalization' and the reconstructed nationalism shaping the socio-political milieu and impact on social psyche, growing materialistic urge, sensory drives and the gradual deterioration of the individual and societal character.

Suggestive Practicum

1. Take up a case study of any one teacher education Institution.
2. Write a biography of any one of your favourite teachers/ Educationists.

Suggestive Mode of Transaction

Teacher and Society is a reformatory course that invites teachers to re-think teachers and teaching. It awakens and inspires teachers to realize broader educational aims through an action and reflection cycle. The approach therefore would include a blend of lectures, in-class seminars, thinking exercises, critical reflections, group-work, case-based approaches, and enquiry-based learning.

- Learners would also be exposed to case studies featuring teachers from a representative cross-section of Schools in India and critically analyse their exercise of agentic force in school improvement and the improvement of teaching practice.
- Situating themselves in the geo-political context, the learners will get to critically engage in some of the policy dialogues.
- Learners would reflect on their practice as pre-service interns, knowledge, skills, and understandings—and identify opportunities to apply course learnings to their school context.

Suggestive Mode of Assessment

Being a very thought-provoking course, the assessment would largely include critical thinking kind of assignments. The following are some exemplars.

1. Write your current teaching philosophy based on your beliefs and values.
2. Choose any one area of immediate societal concern like environmental degradation, increasing crime against women, cybercrimes, bullying or any other and draw an action plan that you as a teacher would undertake to mobilize self, school and society towards betterment.
3. Critical Reflections on popular debates around power relations associated with Gender, Ethnicity, Culture, Disability, Class, Poverty, and such others These are just prototypes and institutes may choose either of these or think of other innovative assignments that would inculcate in the future teachers a sense of belonging for society.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

SEMESTER

III

EDFE-301: Child Development & Educational Psychology

Credits: 3L+1T+0P

Periods per week:

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

To enable student teachers to understand the interplay of three different processes namely biological processes, cognitive processes, and socio-emotional processes that influence development of a child. Biological, cognitive, and socio-emotional processes are intricately interwoven with each other. Each of these processes plays a role in the development of a child whose body and mind are interdependent.

The course seeks to provide an understanding of the developmental characteristics of a child:

- during infancy that ranges from birth to 24 months of age,
- during Early Childhood stage which begins around age 3 and usually extends up to 6 years of age,
- Middle to Late Childhood stage which begins around 6-7 years to 10-11 years of age, and
- Adolescence stage which begins at approximately the age of 12 years, and which is a period of transition from childhood to early adulthood.

The course will introduce development across domains – physical development, cognitive development, language development, socio-emotional development, aesthetic development, moral development – during each of the above-mentioned developmental stages of a child.

Educational Psychology component of the course:

Informs student teachers about the various theories of learning and motivational states for learning and their implications for pedagogy. It includes the study of how people learn, pedagogical approaches that are required to improve student learning, teaching learning processes that enable learners to attain the defined learning outcomes, and individual differences in learning. It provides opportunities to student teachers to explore the behavioral, cognitive and constructivist approach to facilitating student learning, and the emotional and social factors that influence the learning process.

Course Learning Outcomes

After completion of this course, student teachers will be able to:

- describe the meaning, concept, characteristics, and factors affecting growth and development,
- use the knowledge of Indian concept of self,
- apply various problem solving and learning strategies in real classroom settings,
- identify the various approaches of the process of learning,
- explain group dynamics and apply strategies to facilitate group learning.

UNIT - I : Child Development

A. Meaning and significance of understanding the process of Child Development

- Biological, cognitive, socio-emotional, and moral.

B. Developmental characteristics of a child during:

- Infancy stage
- Early Childhood stage
- Middle to Late Childhood stage
- Adolescence stage

C. The Indian concept of self: Mind (मनस्), Intellect (बुद्धि), Memory (द्विज्ज्ञान). Panch-koshiya Vikas (पञ्चकोशीय विकास).

D. Educational Implications.

UNIT - II: Developmental Process

A. Development across domains:

- Physical Development
- Cognitive Development
- Language Development
- Socio-Emotional Development
- Aesthetic Development
- Moral Development

During each of the above-mentioned developmental stages of a child.

B. Factors affecting development.

C. Individual differences:

- Children with special needs including developmental disorders.
- Tools and Techniques for Identifying Learner with different abilities.

D. Teachers' role and strategies to address the needs of learners with different learning abilities.

UNIT - III : Process of Learning

A. Conceptual Clarity and significance.

B. Approaches:

- Behaviorist
- Cognitivist
- Constructivist
- Developmental
- Information processing Model of learning
- Shri Aurobindo's Integral approach

C. Problem Solving and Learning Strategies: Inquiry and problem-based learning, Steps and Strategies in problem solving, Factors hindering problem solving.

D. How to Learn: Significance and Strategies

UNIT – IV: Motivation and Classroom Management

A. Motivation

- Conceptual clarity, nature, and significance
- Intrinsic and Extrinsic Motivation
- Strategies for Motivation

B. Classroom management

- Creating a positive learning environment
- Planning space for learning
- Managing behavioral problems

C. Group dynamics:

- Classroom as a social group
- Characteristics of group
- Understanding group interaction-sociometry
- Strategies to facilitate group learning.

Suggestive Practicum

1. Spending day with a child and preparing a report based on our observations of children for:
 - A day from different economic status (low and affluent)
 - Focus on various factors: Physical, emotional, social, language, cultural and religious influencing the child on daily basis.
2. Observing children to understand the styles of children learning process.
3. Identifying the Learning Difficulties of Students in Different learning areas and the Possible Reason for them- Case Study Report.
4. Preparing Personalized Intervention plan for Students with Learning Difficulties.
5. Plan to use advanced technology to encourage talented / gifted children.
6. Encouraging gifted / talented students beyond the general school curriculum.
7. Familiarization and Reporting of Individual Psychological Tests.

Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.

- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

DCHN301: मध्यकालीन काव्य (रीतिकाल)– प्रथम भाग

क्रेडिट : 3L+1T+0P

कालांश प्रति सप्ताह : 04

परीक्षा अवधि : 03 घण्टे

अधिकतम अंक: 100

C1+C2=30

C3=70 अंक

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षण C1	15	01 घण्टा	40
आंतरिक परीक्षण C2	15	01 घण्टा	
संज्ञात सैद्धांतिक परीक्षा C3	70	03 घण्टे	
कुल अधिकतम अंक	100	—	

C1: संबंधित विषय की कक्षा में लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: कक्षा कार्यक्रम के अनुसार – लिखित परीक्षा/एसाइनमेंट/निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल :- रीतिकाल के नामकरण, रीतिकाव्य के वर्गीकरण और उसकी प्रवृत्तियों से परिचित कराना, प्रमुख रीतिकालीन कवियों के काव्य-वैशिष्ट्य का ज्ञान कराना एवं काव्यांशों की व्याख्या और आलोचना से रीतिकालीन काव्य के विश्लेषण की समझ विकसित करना।

रीतिकाल के प्रतिनिधि कार्य और विशेषताएँ

इकाई 1: रीतिकाल का नामकरण

रीतिकाव्य की विभिन्न धाराएँ
रीतिकाल के प्रमुख कवि

इकाई 2:

केशव

1. बानी जगरानी – तदपि नई नई
3. विधि के समान – गंगा कैसों जल है

धनुर्भग

1. प्रथम टंकोर – भेदि ब्राह्मण को
3. इंद्र श्री रघुनाथ – लच्छना घतना करें

रावण वध

1. जेहि सर मधु – दसौ खंडित करौ

राम राज्य

1. भावै जहां विभिचारी – जन्म हारियतु है।

बिहारी

1. मेरी भव बाधा – हरित दुति सोई
3. कीने हुं कोटिक – पानी में कौ लौन
5. अजौ तरयौना – बसि मुकुतन के संग
7. कहत, नटत, रीझत – नैनन ही सब बात
9. जब, माला, छापा तिलक – सांचे रांचे राम

2. पूरण पुराण – नाम देहि मुक्ति को

4. सातहु दीपनि – उठे तरु पुण्य पुराने

2. भौरने जयो भ्रमत – मूरत गहति हैराम रावण युद्ध

2. तंत्री नाद कविता – सब अंग

4. जाग जुगति सिखए – काननु सेवत नैन

6. तौ पर वारौ उरबसी – उरबसी समान

8. दीरघ सौसन – दर्ई दर्ई सुं कबूलि

10. या अनुरागी चित्त की – त्यों त्यों उज्जवल होय

इकाई 3.

घनानंद

1. रूपनिधान सुजान – मनमोहन मोह के तारे
3. सुधि करै भूल – सम्हारो किर कौन को
5. प्रीत सुजान मेरे – धन बरसाय हो
7. प्रेम सदा अति – नेह की पीर थकी
9. कौन की सरन – आसरो न जित ढूँकिये

2. हीन भएँ जल – रूप अवै धर चै

4. भए अति निदुर – कैसे कल पाय है

6. अति सूधो – देहु छटांक नहीं

8. सोएँ न सोयबो – रहे अति खागी

10. पीरी परि देह – हिय होरी सी

सेनापति

रामवन्दना

1. मंद मुस्कान – लोक नाईक बखानिये
2. धाता जाहि – तिलक रिझाइये
3. दामिनी दमक – सलिल चहुँ ओर ते

रामकथा

1. दीरघ प्रंचड – दिगपालन कौं पति है

ऋतुवर्णन

1. बरन बरन – रितु राज कहियत है।

इकाई 4. रीति का तात्पर्य, काव्य प्रयोजन

नायिका भेद, काव्य भेद

सहायक पुस्तकें :

1. पाठ्य पुस्तक – डॉ. सत्यनारायण शर्मा, पंचशील प्रकाशन, जयपुर
2. बिहारी की वाग्विभूति – विश्वनाथ प्रसाद मिश्र, वाराणसी
3. मुक्तक काव्य परंपरा और बिहारी – डॉ. रामसागर त्रिपाठी
4. घनानंद – डॉ. कृष्ण चंद्र शर्मा
5. हिंदी साहित्य की रीतिकालीन कवियों की देन – डॉ. बच्चन सिंह

DCHN302: मध्यकालीन काव्य (रीतिकाल) द्वितीय भाग

क्रेडिट : 3L+1T+0P

कालांश प्रति सप्ताह : 04

परीक्षा अवधि : 03 घण्टे

अधिकतम अंक: 100

C1+C2=30

C3=70 अंक

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षा C1	15	01 घण्टा	40
आंतरिक परीक्षा C2	15	01 घण्टा	
संज्ञात सैद्धांतिक परीक्षा C3	70	03 घण्टे	
कुल अधिकतम अंक	100	—	

C1: संबंधित विषय की कक्षा में लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: कक्षा कार्यक्रम के अनुसार – लिखित परीक्षा/एसाइनमेंट/

निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल :- भूषण, मतिराम, देव एवं वृंद आदि कवियों के काव्य के अध्ययन से रीतिकालीन विभिन्न काव्य धाराओं और प्रत्येक की विशेषताओं से परिचित कराना। काव्य के गुण-दोष, रस आदि की समझ विकसित कराना।

इकाई 1. रीतिकाल के कवियों का काव्यशास्त्रीय विवेचन

रीतिकालीन काव्य में वीर रस

रीतिकाल काव्य में भक्ति-नीति

इकाई 2.

भूषण

1. पूरब के उत्तर के – धनकाज करते
2. ऊँचे घोर मंदिर – नगन जड़ाती है
3. वेद राखे विदित – राख्यो घर में
4. भुज भुजंगेस की – छीने हैं खलन के
5. चाक चक चमू – महेवा महिपाल को

मतिराम

1. सुरजन बंस राव – भिखारिन के भाग हैं
2. दिन दिन दीने – कहू न सुररु है

युद्धवीर

1. सत्ता को सपूत – दिवान हिंदुवान को

भक्तिभाव से चयनित अंश

1. तेरो कह्यो सिंगरो – तिहुँ लोक के साई

शृंगार सुषमा

इकाई 3. 1. कुंदन के रंग – निकरै सी निकाई

देव

1. तेरो कह्यौ – एकै बार
2. कथा मैं – प्रतीति मैं
3. ऐसी जो – मैं बोरतो
4. झहरि-झहरी – दृगन में
5. जब तैं – बिकानी सी।

वृंद

1. नीकी पै – न सुहात
2. फीकी पै – मैं गारि
3. अति परिचै – देत जराय
4. मूरख की – के हाथ
5. घटति बढति – रीती होय
6. उत्तम जन की – की चाल
7. धन अरु जीवन – बादर की छाँहि
8. ओछे नर के – सेर समात
9. सरसुति के भंडार – घटि जात
10. गहत तत्त्व – निकांरि

इकाई 4.

काव्य गुण , काव्य दोष
रस की परिभाषा
रस के अवयव, विभिन्न प्रकार

सहायक पुस्तकें :

1. पाठ्य पुस्तक – डॉ. सत्यनारायण शर्मा, पंचशील प्रकाशन, जयपुर
2. सरल हिंदी काव्यशास्त्र – डॉ. विरेन्द्र उपाध्याय, अल्का पब्लिकेशन, अजमेर
3. हिंदी साहित्य को रीतिकालीन कवियों की देन – डॉ. बच्चन सिंह
4. हिंदी में नीतिकाव्य का विकास – डॉ. रामस्वरूप शास्त्री रसिकेश, दिल्ली पुस्तक सदन, दिल्ली

DCEN301 : Introduction to Fiction

Credits: 3L+1T+0P

Periods per week: 4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: An Introductory paper can explore how fiction has been used to convey cultural values, explore societal issues, and offer commentary on the human condition. It helps readers to appreciate the artistry, creativity, and diversity within this form of storytelling and gives a deep insight of various narrative structures, character development, plot devices, and storytelling techniques used by authors to engage readers.

Objectives: The students will be able to:

1. Understand types of novels and fiction writings.
2. Critically analyze the socio-cultural patterns through plot and characterization.
3. Read and understand major texts of various literary time-periods.

The paper will be divided into four (4) Units.

Unit I	-	Introduction to Genres- Novel, Novella Daniel Defoe: Moll Flanders
Unit II	-	Jane Austen- Pride and Prejudice Emily Bronte-Wuthering Heights
Unit III	-	Thomas Hardy- Tess of the d'Urbervilles George Orwell- Animal Farm
Unit IV	-	Oscar Wilde-The Picture of Dorian Gray D.H Lawrence: Sons and Lovers

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings

- Allen, Walter. The English Novel. 1954.
- Baker, Ernest A. The History of the English Novel. 1957.
- Booth, Wayne C. The Rhetoric of Fiction. 1961.
- Boulton, Marjorie. Anatomy of Novel. 1975.
- Cecil, David. Early Victorian Novelists. 1934.
- Ghent, Dorothy Van. The English Novel: Form and Function. 1961.

DCEN302: Post-Colonial Studies

Credits: 3L+1T+0P

Periods per week: 4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination (C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: Postcolonial studies provide critical insights into the historical processes of colonization and decolonization. It helps us understand how colonial powers established control, exploited resources, and reshaped societies and cultures in colonized regions. Postcolonial studies recognize the diversity of experiences within colonized regions and helps to recognize the diversity of experiences within colonized world. It highlights the voices and perspectives of marginalized groups and challenges Eurocentric or Western-centric narratives

Objectives: The students will be able to:

1. Understanding of post-colonial narratives through assessment of cultural, linguistic and narrative patterns.
2. Critically analyze the relationship between the colonizer and the colonized.
3. Read and understand the voice of marginalized and third world nations in various texts.

The paper will be divided into four (4) Units

Unit I	-	Keki Daruwala: The Ghaghra in Spate Chinua Achebe: Things Fall Apart
Unit II	-	Arun Kolatkar: The Bus Wole Soyinka: Death and the King's Horseman

- Unit III** - Judith Wright: Bullocky
V.S Naipaul: The House of Mr. Biswas
- Unit IV** - Franz Fanon- On concerning Violence
Edward Said- Crises in Orientalism

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings

- Ashcroft, Bill, et al., editors. "Introduction." The Empire Writes Back, 1989
- Said, Edward. Orientalism. Vintage Books, 1979.
- Fanon, Frantz. The Wretched of the Earth. Grove Press, 1961.
- Bhabha, Homi K. "Dissemi Nation: Time, Narrative, and the Margins of the Modern Nation." Critical Inquiry, vol. 12, no. 2, 1985, pp. 291-320.
- Levine, Philippa and Susan Grayzel, editors. Gender and Empire. Palgrave Macmillan, 2007.
- Loomba, Ania. Colonialism/Postcolonialism, 1998.
- Mongia, Padmini, editor. Contemporary Postcolonial Theory: A Reader, 1996.
- Walder, Dennis. Post-colonial Literatures in English: History, Language, Theory, 1998.

DCUD301: Urdu Nazm

Credits: 3L+1T+0P

Periods per week:4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination (C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: Analyze the historical evolution of Urdu Nazam, tracing its roots and examining pivotal moments of transformation. Investigate the thematic and stylistic shifts in Urdu Nazam over time, highlighting the influence of various poets and movements. Explore the impact of Urdu Nazam on literature, society, and identity.

CLO : To give them a chance to appreciate modern Urdu Nazm in the era of freedom struggle and also to make them understand how a poet can express his thoughts in a poetic form.

- Unit :-1** - Urdu Nazm ka Fun aur Irteqa, Nazm ki Mukhtlit iqsam. Nazm aur Ghazal me Faraq
- Unit :-2** - Shamil-e-Nisab Nazm Nigaron ka Mukhtasar Ta'aruf.
- Unit :-3** - Matn ka Mutelea aur Mafhoom
1. Nazeer Akbarabadi (a) Banjara Nama (b) Adami Nama
 2. Akbar Allahabadi (a) Ek Mise Simin Badan (b) Mustaqbil
- Unit:-4** - Matn ka Mutelea aur Mafhoom
1. Allama Iqbal (a) Zohd-o-Rindi (b) Naya Shivala
 2. Suroor Jahanabadi (a) Ganga (b) Beer Bahooti
 3. Chakbast (a) Ramayan ka ek Seen

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.
Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.

Suggested Readings/Textbook Prescribed:-

1. Intikhab-e-Manzumat, Part 1,2. U.P. Urdu Academy, Lucknow

DCUD302: Urdu Qaseeda

Credits: 3L+1T+0P

Periods per week:4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination (C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: To provide an in-depth knowledge about the historical development of Urdu Qaseeda, exploring its roots and significant milestones. To analyze the thematic diversity and stylistic elements employed in Urdu Qaseeda, both in classical and modern contexts and examine the impact and relevance of Urdu Qaseeda in contemporary South Asian literature and culture.

CLO To give a perspective of classical poetry of forms in Urdu literature with special reference to Qaseeda and also make them appreciate of varied expression in the form of Urdu poetry.

Unit 1 - Urdu Qaseede ki Ta'reef, Ajza-e-Tarkeebi, Zawal ke Asbab aur Tareekh.

Unit 2 - Nisab Men Shamil Qaseeda Nigaron ke Sawanehi Kawaif.

Unit 3 - Matn ka Mutalea aur Mafhoom
 1. Mirza Mohammad Rafi Sauda : Shahr Ashob
 2. Shekh Ibraheem Zauq : Zahe nishat agar kijiye.....

Unit 4 - Matn ka Mutalea aur Mafhoom
 1. Mirza Ghalib: Han mahe nau sunen ham.....
 2. Mohsin Kakorvi: Samte Kashi se Chala.....

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings/Textbook Prescribed: -

1. Intikhab-e-Manzoomat, Part II U.P. Urdu Academy, Lucknow.
2. Tareekh -e-Adab Urdu - Noor-ul-Hasan Naqvi, Educational Book House Aligarh

DCHS301: History of India (c. 1206-1526)

Credits: 3L+1T+0P

Periods per week: 4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination (C3)	70	3 hrs	
Total Max Marks	100		40

Course Objective :-Focus on understanding of the facets of Medieval Indian society.

Course Learning Outcome :At the end of this course, students will be able:

- 1.To comprehend the multiple facets of Indian society in medieval past.
2. To explain the religious and cultural diversities in medieval India.

UNIT I : InterpretingtheDelhiSultanate:

Survey of sources:Persian tarikh tradition;vernacular histories; epigraphy

UNIT II : SultanatePoliticalStructures:

- a. Foundation,expansion and consolidation of the Sultanate of Delhi; the Khaljis and the Tughluqs;The Lodis;Ibrahim Lodi and the First Battle of Panipat;
- b. Theories of Kingship; Rulingelites; Sufis, Ulama and the political authority ;imperial monuments and coinage
- c. Emergence of provincial dynasties: Bahamanis,Vijayanagar, Gujarat,and Bengal

UNIT III : Society and Economy:

- a. Iqta and the revenue-free grants
- b. Agriculture production; technology
- c. Changes in rural society; revenue systems

UNIT IV: Religion and Culture:

- a. Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles.
- b. Bhakti movements and monotheistic traditions in South and North India; Kabir, Nanak and the Sant tradition
- a. Sufi literature; Malfuzat; Premakhayans
- b. Architecture of the Delhi Sultanate

Suggestive Readings:

1. Asher,Catherine and Talbot Cynthia, India before Europe, Cambridge University Press, March 2006.
2. Chandra Satish, Medieval IndiaI, Har Anand Publication, New Delhi, July 2007.
3. Habib Mohammad and Nizami K.A., eds, Comprehensive History of India, Vol.V,The Delhi Sultanate, People's Publishing House, 2ndEdition, 1992.
4. Hasan Mohibul, Historians of Medieval India,Meenakshi Prakashan, 1968.
5. Jackson Peter, The Delhi Sultanate, Cambridge University Press, Revised Edition, 2003.Schomer, Karine, and McLeod W.H., (Eds), The Sants Studies in A Devotional Tradition of India, Motilal Banarsidas, Delhi, 1987.
6. Nizami K.A., Some Aspects of Religion and Politics in India During the 13th Century, Aligarh,1961.
7. Raychaudhuri Tapan and Habib Irfan, (Eds), Cambridge Economic History of India, Vol. I: c.1200– c. 1750,Cambridge University Press, Cambridge, 1982, 1987 (reprint).
8. Rizvi S.A.A., A History of Sufism in India,Vol.I,Munshiram Manoharlal, New Delhi,1978.
9. Ashraf K.M, Life and Conditions of the People of Hindusthan (1250 – 1550), Gyan Publishing House,2000.
10. Eaton, R.M, The Rise of Islam and the Bengal Frontier (1204- 1760), University of California Press, July1996.
11. Habib, Irfan, Medieval India: The Study of a Civilization, National Book Trust, July 2008.
12. Karashima, Noboru, South Indian History and Society: studies from inscriptions, A.D. 850 - 1800, Oxford,1984.

13. Karashima, Noboru, Towards a New Formation: South Indian Society under Vijayanagara, Oxford University Press, 1992.
14. Kumar Sunil, The Emergence of the Sultanate of Delhi, Permanent Black, Delhi, First edition, 2010.
15. Stein, Burton, Peasant State and Society in Medieval South India, Oxford University Press, Oxford, February 1995.
16. Sherwani, H.K., Joshi, P.M. (eds), The History of Medieval Deccan (1295 - 1724), Government of Andhra Pradesh, Hyderabad, 1973-74.
17. Singh, Vipul, Interpreting Medieval India, Volume-I, Early Medieval, Delhi Sultanate and Regions (circa 750-1550), Macmillan Publishers India Ltd, 2009.
18. Tripathi, R.P.; Some Aspects of Muslim Administration, The Indian Press Ltd., 1936.
19. Wink, Andre, Al Hind; The Making of the Indo Islamic World, Volume I – Early Medieval, Brill Academic Publishers, 2nd Edition, 1991.

HINDI

- (I) Pandey S.K. Madhyakalin Bharat, Prayag Academy, Allahabad.
- (II) Chobey, Saurabh, Madhya kalin Bharat, Universal Books, Allahabad.
- (III) Chandra Satish, Madhya kalin Bharat, Saltanat se Mughal (1206-1526) Jawahar Publishers Dilli.
- (IV) Ahmad Laik, Madhyakalin Bhartiya Sanskriti, Sharda Pustak Bhawan, Allahabad.

DCHS302: Rise of Modern West -I

Credits: 3L+1T+0P

Periods per week: 4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination (C3)	70	3 hrs	
Total Max Marks	100		40

Course Objective : Developing familiarity with the main aspects of modern West

Course Learning Outcome : After completing this course, students will be able:

1. To develop conceptual knowledge about the geographical explorations.
2. To comprehend the inter-relations between Renaissance, reformation, Humanism and rise of national monarchy.

UNIT I

- a) The exploration of the new world: motives.
- a.) Portuguese and Spanish voyages.

UNIT II : Renaissance: its social roots

- a.) Renaissance humanism
- b.) Rediscovery of classics
- c.) Italian renaissance and its impact on art, culture, education and political thought.
- d.) Its spread in Europe

UNIT III : Reformation movements: Origins & courses

- a) Martin Luther & Lutheranism
- b) John Calvin & Calvinism
- c) Radical reformation: Anabaptists and Huguenots
- d) English reformation and the role of the state
- e) Counter Reformation

UNIT IV : Development of national monarchy-

- a. .England and France

b. Emergence of European state system

Suggestive Readings

1. Butterfield H., The Origins of Modern Science. The Macmillan Company. 1959
2. Cipolla Carlo M., Fontana Economic History of Europe, Vols. II and III Collins/ Fontana Books; 1978
3. Cipolla Carlo M., Before the Industrial Revolution, European Society and Economy, 1000-1700, W. W. Norton & Company; 3rd edition 1994
4. Coleman D.C (ed.), Revisions in Mercantilism Methuen & Co, 1969.
5. Davis Ralph, The Rise of the Atlantic Economics. Cornell University Press, 1973
6. Dobb Maurice, Studies in the Development of Capitalism, International Publishers, 1947
7. Parker G., Europe in Crisis, 1598-1648 Ithaca, N.Y. : Cornell University Press. 1980
8. Parry, J.H., The Age of Reconnaissance University of California Press, 1981
9. Phukan Meenaxi, Rise of the Modern West: Social and Economic History of Early Modern Europe. Laxmi Publications 2013
10. Poliensky.V, War and Society in Europe, 1618-48 Cambridge University Press, 2008
11. Rabb Theodore K., The Struggle for Stability in Early Modern Europe. Oxford University Press, 1975
12. Scammell V., The First Imperial Age: European Overseas expansion, 1400-1715. Routledge, 2003
13. Vries Jan de, Economy of Europe in an Age of Crisis 1600-1750. New York: Cambridge University Press, 1976
14. Anderson M.S, Europe in the Eighteenth Century Holt, Rinehart and Winston, 1961
15. Anderson, Perry, The lineages of the Absolutist States. Verso, 1979
16. Aston, T.H and Philipin C.H.E (eds.), The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe, Cambridge University Press, 2005.
17. Bernal J.D, Science in History Cambridge: The MIT Press, 1954
18. Burke, Peter, The Renaissance . Humanities Press International,

Essential Readings

1. Butterfield H., The Origins of Modern Science. The Macmillan Company. 1959
2. Cipolla Carlo M., Fontana Economic History of Europe, Vols. II and III Collins/ Fontana Books; 1978
3. Cipolla Carlo M., Before the Industrial Revolution, European Society and Economy, 1000-1700, W. W. Norton & Company; 3rd edition 1994
4. Coleman D.C (ed.), Revisions in Mercantilism Methuen & Co, 1969.
5. Davis Ralph, The Rise of the Atlantic Economics. Cornell University Press, 1973

HINDI

- (I) Ahmad layik, Adunik Vishv ka Itihas (1453-1789) Prayag Pustak Bhavan Allahabad.
- (II) Verma Dinanath , Shiv Kumar Singh, Vishwa Itihas ka Sarveshan, Bharti Bhavan Publishers and Distributors, Patna.
- (III) Kumar Nalin, Vishv ka Itihas Mecgrow hill education (India) Chennai.
- (IV) Jain evam Mathur Vishv Itihas Jain Prakashan Mandir Jaipur.

DCGY301: Climatology

Credits: 2L+1T+0P=3

Contact hours per week: 3

Examination: 3 hours

Marks: 75

C1+C2=25

C3= 50 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	30
Internal Test(C2)/Assignment or Attendance	10/05	1 hr	
End Semester Theory Examination(C3)	50	3 hrs	
Total Max Marks	75		30

Note:

- C1: Written Test in the respective subject's class (at the end of eight week).
C2: Written Test in the respective subject's class (at the end of fifteen week).

Course Objective

Focus on response to global warming at individual as well as societal levels awareness of climate change and its impact

Course Learning Outcome

1. At the end of this course, students will be able to know about daily weather and climatic phenomenon determining the atmosphere of local, regional and global level.

UNIT I : Basics of Climatology

Meaning and scope of climatology; Elements of Weather and Climate, Composition and structure of Atmosphere

UNIT II : Functions of Atmosphere

Insolation: determinants and distribution; Temperature: Controlling factors and Distribution; Processes of heating and cooling of the Atmosphere, Inversion of Temperature and Air Masses

UNIT III : Weather Phenomena

Cloud, Precipitation, Humidity, Atmospheric Pressure and Winds- Planetary Winds, Forces affecting Winds and Jet Streams and Front

UNIT IV : Climate and Human

Role of climate in human life; Climatic Regions (Koppen), Climate Change and its Consequences, Climate change, Disaster and gender

Suggestive Readings:

1. Barry, R.G. and Carleton, M. (2001): Synoptic and Dynamic Climatology, Routledge, London.
2. Chorley, R.J. (2001): Atmosphere, Weather and Climate. Methuen, London.
3. Critchfield, H.J. (2002): General Climatology. Prentice-Hall of India, New Delhi..
4. Finch, J. C. and Trewartha, G. T.: Elements of Weather and Climate. Prentice-Hall, London.
5. Kendrew, W.C. (1998): Climatology. Edward Arnold, London. 5th edition..
6. Robinson, P. J. and Henderson, S. (1999): Contemporary Climatology, 2nd edition, Pearson Education Ltd., Harlow, UK.
7. Singh, S. (2005): Climatology. Prayag Pustak Bhawan, Allahabad

DCGY302: Resource Geography

Credits: 2L+1T+0P=3

Contact hours per week: 3

Examination: 3 hours

Marks: 75

C1+C2=25

C3= 50 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	30
Internal Test(C2)/Assignment or Attendance	10/05	1 hr	
End Semester Theory Examination(C3)	50	3 hrs	
Total Max Marks	75		30

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: Written Test in the respective subject's class (at the end of fifteen week).

Course Objective

To achieve understanding of, applying of and evaluate different types resources and their judicious and sustainable use

Course Learning Outcome

1. To develop impression on mental map of different kind of resources its utilization and distribution
2. Critically evaluate the use of non-renewable resources with changing space and time

UNIT I : Concept of Resource

Resource and Classification, Role of Technology in Natural Resource Development,

UNIT II : Natural Resource

Forest Resources- Classification, Deforestation, Economic and Ecological Significance of Forests: Soil Resources- Classification and Distribution of World Soils, Soil Erosion and its Causes: Water Resources; Crisis of Fresh Water

UNIT III : Human Resource

Human Resource & Conservation: Concept of Human Resources, Factors Affecting the Human Resource Development; Role of Human Resources in Socio-Economic Development

UNIT IV : Resource Planning and Development

Resource Utilization and Development Planning, Steps of Resource Planning and Sustainable Resource Development

Suggestive Readings

1. Jones G. and Hollier G., 1997: Resources, Society and Environmental Management, Paul Chapman, London
2. Klee G., 1991: Conservation of Natural Resources, Prentice Hall, Englewood
3. Mather A.S. and Chapman K., 1995: Environmental Resources, John Wiley and Sons, New York
4. Mitchell B., 1997: Resource and Environmental Management, Longman Harlow, England
5. Owen S., and Owen P.L. 1991: Environment, Resources and Conservation, Cambridge University Press, New York
6. Rees J., 1990: Natural Resources: Allocation, Economics and Policy: Routledge, London

DCGP303: Weather Map and Geological Map

Total Credit: 2

Marks: 50

Contact hours per week: 4

Examination: 5 hours

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Practical Examination	40	---	20
Practical File Assessment	10	---	
Total Max Marks	50	----	20

Course Objective

Comprehend the affecting weather elements and accomplish diagrammatic presentation of resultant changes of geological structure of the landforms

Course Learning Outcome

1. At end of this course, students will be able to construct and draw maps, graphs and diagrams to show weather condition and geological elements.

UNIT I

Weather symbols, Representation of atmospheric features, Hythergraph, Climograph (wet and dry places),

UNIT II

Interpretation of Indian daily weather maps (July, October and January), Newspapers' weather report cutting and its interpretation

UNIT III

Importance and use of Geological Map, Essential facts about Geological maps (Bed and bedding plane, Rock outcrop, Dip and direction of dip, strike line), Determination of Dip and strike from contoured Geological map. Conformable and Folded Geological Structure and their Description.

Suggestive Readings

1. Hinks, A. R. (1921): Map Projection, Cambridge University Press, London.
2. Misra, R.P. and Ramesh A. (1989): Fundamentals of Cartography, Concept Publishing Company, New Delhi.
3. Raisz, E. (1962): Principles of Cartography, McGraw Hill, New York.
4. Robinson, A. H., Sale, R., Morrison, J. and Muehrcke, P. C (1984): Elements of Cartography. 5th edition, John Wiley and Sons, New York,
5. Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (Hindi and English editions), Kalyani Publishers, New Delhi.

DCSC 301: आधारभूत भाषायी कौशल (हिंदी)**क्रेडिट : 2L+1T+0P****कालांश प्रति सप्ताह : 03****परीक्षा अवधि : 03 घण्टे****अधिकतम अंक: 75****C1+C2=25****C3=50 अंक**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षण C1	10	01 घण्टा	30
आंतरिक परीक्षण C2	10/05	01 घण्टा	
संज्ञात सैद्धांतिक परीक्षा C3	50	03 घण्टे	
कुल अधिकतम अंक	75	—	

C1: संबंधित विषय की कक्षा में लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: कक्षा कार्यक्रम के अनुसार – लिखित परीक्षा/एसाइनमेंट/

निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल : विद्यार्थी हिंदी भाषा के माध्यम से अपने संप्रेषण कौशल का विकास कर सकेंगे। वे भाषा प्रयोग के ज्ञान में अभिवृद्धि कर सकेंगे। वे विभिन्न भाषायी कौशलों का विकास करने में सक्षम होंगे। वे विभिन्न परिस्थितियों, विभिन्न परिवेश एवं विभिन्न उद्देश्यों हेतु भाषा का समुचित प्रयोग करने में सक्षम होंगे।

प्रथम इकाई : भाषायी कौशल एवं विकास

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

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

द्वितीय इकाई : हिंदी भाषा की ध्वनि व्यवस्था एवं लिपि

संप्रेषण में ध्वनि एवं लिपि का महत्व

संप्रेषण कला और व्यक्तित्व का अंतर्संबंध।

तृतीय इकाई : संप्रेषण की अवधारणा

संप्रेषण के प्रकार (मौखिक और सांकेतिक)

संप्रेषण में शारीरिक हाव भाव की भूमिका (आंगिक चेष्टाएँ)

प्रभावी संप्रेषण के तत्व, संप्रेषण के अवरोध, उच्चारण एवं विराम चिह्नों की भूमिका।

चतुर्थ इकाई : निबंध लेखन, पत्र लेखन, सारांश लेखन, टिप्पणी लेखन और रिपोर्ट लिखना।

सहायक पुस्तकें :

1. हिंदी शिक्षण का आधार पत्र (पोजिशन पेपर)—एन.सी.ई.आर.टी., प्रकाशन
2. अभिव्यक्ति एवं माध्यम—एन.सी.ई.आर.टी., प्रकाशन
3. सामान्य भाषा विज्ञान – अंबा प्रसाद सुमन
4. भाषा का समाज शास्त्र – डॉ.राजेंद्र प्रसाद सिंह राजकमल प्रकाशन दिल्ली
5. भारतीय आर्य भाषाओं का इतिहास – डॉ.जगदीश प्रसाद दीक्षित, अपोलो प्रकाशन जयपुर
6. नागरी लिपि और उसकी समस्याएँ – डॉ. नरेश सिंह, मंथन पब्लिकेशन रोहतक
7. हिंदी व्याकरण एवं रचना – भानावत एवं जोशी
8. हिंदी शिक्षण – रमन बिहारी लाल
9. देव नागरी लिपि – डॉ.शिव शंकर प्रसाद
10. हिंदी भाषा का ऐतिहासिक व्याकरण – डॉ. माता बदल जायसवाल

DCSC302: Communication Skills and Personality Development**Credits: 1L+1T+1P=3****Contact hours per week: 4****Examination: 3 hours****Marks: 75****C1+C2=25****C3= 50 Marks**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	30
Internal Test(C2)/Assignment or Attendance	10/05	1 hr	
End Semester Theory Examination(C3)	50	3 hrs	
Total Max Marks	75		30

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

1. Enhance participants' ability to articulate their thoughts and ideas clearly and confidently.
2. Develop effective speaking skills, including tone, pitch, and pronunciation.
3. Teach active listening techniques to help participants better understand and respond to others.
4. Improve participants' writing skills for various contexts, such as emails, reports, and formal documents.
5. Develop skills for creating and delivering engaging presentations.

Modes of Learning Engagement: Interactive group activities and peer learning, In-class presentations and workshops, Online resources and multimedia tools, One-on-one feedback sessions with instructors.

Unit 1 : Reading Comprehension

- Understanding main ideas and supporting details
- Critical reading and analysis of texts
- Vocabulary building through reading
- Practice with academic articles, essays, and literature

Writing Skills

- Academic writing: essays, reports, and research papers
- Creative writing: storytelling and descriptive writing
- Grammar and sentence structure
- Active Listening and Passive Listening

Unit 2: Effective listening strategies

- Note-taking techniques
- Transcribing and summarizing spoken content
- Listening to various accents and dialects
- Speaking Skills

Unit 3 : Building a rich academic and professional vocabulary

- Idioms, phrasal verbs, and expressions
- Fluency development through conversation practice
- Vocabulary quizzes and games

Academic and Professional English

- Formatting and citing sources (APA, MLA, etc.)
- Academic and professional email etiquette
- Writing resumes and cover letters

Unit 4: Communication

- Verbal and Non-Verbal
- Vertical and Horizontal Communication
- Quality of effective Communication

PRACTICAL

Oral presentations and public speaking

- Group discussions and debates
- Pronunciation and intonation
- Role-playing and real-life scenario
- Vocabulary and Fluency
- Job interview preparation
- Mock interviews and peer feedback

Suggested Readings-

- Celce-Murcia, Marianne, and Donna M. Brinton. Teaching English as a Second or Foreign Language. 2001.

- Vandergrift, Larry, and Christine C.M. Goh. Listening in Language Learning. 2012.
- Hahner, Jeffrey C., and Judith L. Shewan. Speaking Clearly: Improving Voice and Diction. 2004.
- Grabe, William. Reading in a Second Language: Moving from Theory to Practice. 2009.
- Oshima, Alice, and Ann Hogue. Writing Academic English. 2006.
- Nichols, Michael P. Active Listening. 1995.

DCSC303: Language Proficiency Course(Urdu)

Credits: 2L+1T+0P=3

Contact hours per week: 3

Examination: 3 hours

Marks: 75

C1+C2=25

C3= 50 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	30
Internal Test(C2)/Assignment or Attendance	10/05	1 hr	
End Semester Theory Examination(C3)	50	3 hrs	
Total Max Marks	75		30

Objectives-

- The primary objective is to help learners develop proficiency in the Urdu language, including speaking, listening, reading, and writing skills.
- To enable students to effectively communicate in Urdu in various real-life situations, such as social interactions, business settings, or while traveling in Urdu-speaking regions.
- To provide learners with insights into the culture, customs, and traditions of Urdu-speaking communities, helping them to understand and respect cultural nuances.
- To enhance listening and comprehension skills, enabling students to understand spoken Urdu and respond appropriately.

Unit 1

- **(a) Reading Comprehension**
 - Understanding main ideas and supporting details
 - Critical reading and analysis of texts
 - Vocabulary building through reading
 - Practice with academic articles, essays, and literature
- **(b) Writing Skills**
 - Academic writing: essays, reports, and research papers
 - Creative writing: storytelling and descriptive writing
 - Grammar and sentence structure

Unit 2

- **Listening**
 - Active Listening and Passive Listening
 - Listening to various accents and dialects
 - Note-taking techniques
 - Transcribing and summarizing spoken content

Unit 3

- **Speaking Skills in Urdu**
 - Pronunciation and intonation
 - Idioms, phrasal verbs, and expressions
 - Fluency development through conversation practice
 - Group Discussion
 - Vocabulary quizzes and games

Unit 4

- **Communication**
 - Verbal and Non-Verbal
 - Vertical and Horizontal Communication
 - Quality of effective Communication

Course Materials:

1. Textbooks and academic articles.
2. Audiovisual materials for listening practice.
3. Online resources for vocabulary building.
4. Writing guides and style manuals.
5. Grammar and language reference books.

DCSC304: History of India (c. 1206-1526)**Credits: 2L+1T+0P=3****Contact hours per week: 3****Examination: 3 hours****Marks: 75****C1+C2=25****C3= 50 Marks**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	30
Internal Test(C2)/Assignment or Attendance	10/05	1 hr	
End Semester Theory Examination(C3)	50	3 hrs	
Total Max Marks	75		30

Course Objective : Familiarity with the basic themes of medieval Indian history and society

Course Learning Outcome : At the end of the course the student shall be able:

1. To develop an understanding of the Indian society in medieval times.
2. To develop the skill of applying the knowledge from a historical perspective.

UNIT I: Sultanate Political Structures:

- a. Foundation, expansion and consolidation of the Sultanate of Delhi; the Khaljis and the Tughluqs; The Lodis; Ibrahim Lodi and the First Battle of Panipat;
- b. Theories of Kingship; Ruling elites; Sufis, Ulama and the political authority; imperial monuments and coinage
- c. Emergence of provincial dynasties: Bahamanis, Vijayanagar, Gujarat, and Bengal

UNIT II: Society and Economy:

- a. Iqta and the revenue-free grants
- b. Agriculture production; technology
- c. Changes in rural society; revenue systems

UNIT III: Religion and Culture:

- a. Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles.
- b. Bhakti movements and monotheistic traditions in South and North India; Kabir, Nanak and the Sant tradition
- a. Sufi literature; Malfuzat; Premakhayans
- b. Architecture of the Delhi Sultanate

Suggestive Readings

- Asher, Catherine and Talbot Cynthia, India before Europe, Cambridge University Press, March 2006.
1. Chandra Satish, Medieval India I, Har Anand Publication, New Delhi, July 2007.
 2. Habib Mohammad and Nizami K.A., eds, Comprehensive History of India, Vol. V, The Delhi Sultanate, People's Publishing House, 2nd Edition, 1992.
 3. Hasan Mohibul, Historians of Medieval India, Meenakshi Prakashan, 1968.
 4. Jackson Peter, The Delhi Sultanate, Cambridge University Press, Revised Edition, 2003. Schomer, Karine, and McLeod W.H., (Eds), The Sants Studies in A Devotional Tradition of India, Motilal Banarsidas, Delhi, 1987.
 5. Nizami K.A., Some Aspects of Religion and Politics in India During the 13th Century, Aligarh, 1961.
 6. Raychaudhuri Tapan and Habib Irfan, (Eds), Cambridge Economic History of India, Vol. I: c.1200– c. 1750, Cambridge University Press, Cambridge, 1982, 1987 (reprint).
 7. Rizvi S.A.A., A History of Sufism in India, Vol. I, Munshiram Manoharlal, New Delhi, 1978.

8. Ashraf K.M, Life and Conditions of the People of Hindusthan (1250 – 1550), Gyan Publishing House, 2000.
9. Eaton, R.M, The Rise of Islam and the Bengal Frontier (1204- 1760), University of California Press, July 1996.
10. Habib, Irfan, Medieval India: The Study of a Civilization, National Book Trust, July 2008.
11. Karashima, Noboru, South Indian History and Society: studies from inscriptions, A.D. 850 -1800, Oxford, 1984.
12. Karashima, Noboru, Towards a New Formation: South Indian Society under Vijayanagara, Oxford University Press, 1992.
13. Kumar Sunil, The Emergence of the Sultanate of Delhi, Permanent Black, Delhi, First edition, 2010.

HINDI

- (I) Pandey S.K. Madhyakalin Bharat, Prayag Academy, Allahabad.
- (II) Chobey, Saurabh, Madhyakalin Bharat, Universal Books, Allahabad.
- (III) Chandra Satish, Madhyakalin Bharat, Saltanat se Mughal (1206-1526) Jawahar Publishers Dilli.
- (IV) Ahmad Laik, Madhyakalin Bhartiya Sanskriti, Sharda Pustak Bhawan, Allahabad.

DCSC305: Principles of Remote Sensing

Credits: 2L+0T+1P=3

Contact hours per week: 4

Examination: 3 hours

Marks: 75

C1+C2=25

C3= 50 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test (C1)	10	4	1 hr
Internal Test (C2)/Assignment or Attendance	10/05	6	1 hr
End Semester Theory Examination (C3)	50	20	3 hrs
Total Max Marks	75	30	

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: Written Test in the respective subject's class (at the end of fifteen week).

Course Objective

To expose the students towards the basic knowledge about the principles of remote sensing

Course Learning Outcome

1. This course expects the understanding and application of remote sensing in resource appraisal

UNIT I : Remote Sensing

Meaning, Definition, significance and utility of remote sensing in Geography History and Development of Remote Sensing, Advantages and Limitations of Remote Sensing, Stages of remote sensing, Ideal and Real remote sensing

UNIT II : Principles of Remote Sensing

EMR: its properties, Electromagnetic spectrum and characteristics of different wavelength regions. EMR: interaction mechanisms Atmospheric interaction and their types; Surface interaction and their types

UNIT III : Signature & Resolutions

Spectral signature in remote sensing, Resolutions: Spatial, Spectral, Radiometric and Temporal

Suggestive Readings

1. Sabins, Floyd F, 1986, Remote Sensing: Principles & Interpretation, Freeman, New York.
2. T.M. & Klefer, R.W. 1987, Remote Sensing and Image Interpretation, John Wiley & Sons, New York
3. Curran, Paul J; 1985, Principles of Remote Sensing, Longman, London
4. Fazal, S. (2009), Remote Sensing Basics, Kalyani Publishers, New Delhi.
5. Reddy, A. (2001), Textbook of Remote Sensing and Geographical Information Systems, BS Publication Hyderabad.

DMHN 301: हिंदी काव्यधारा

क्रेडिट : 3L+1T+0P

कालांश प्रति सप्ताह : 04

परीक्षा अवधि : 03 घण्टे

अधिकतम अंक: 100

C1+C2=30

C3=70 अंक

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षण C1	15	01 घण्टा	40
आंतरिक परीक्षण C2	15	01 घण्टा	
संज्ञात सैद्धांतिक परीक्षा C3	70	03 घण्टे	
कुल अधिकतम अंक	100	—	

C1: संबंधित विषय की कक्षा में लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: कक्षा कार्यक्रम के अनुसार – लिखित परीक्षा/एसाइनमेंट/

निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल : विद्यार्थी हिंदी साहित्य के विभिन्न काल के प्रमुख कवियों और उनकी कविताओं का परिचय प्राप्त कर सकेंगे। हिंदी काव्य की विशेषताओं और प्रवृत्तियों को समझ सकेंगे।

इकाई 1. कबीर

रैदास

- दुलहनी गावहुँ – पुरिष एक अविनासी
- संतो भाई आई – भया तम खीना
- हम न मरै – सुख सागर पावा
- अब कैसे छुटे – ऐसी भक्ति करे रैदास
- ऊँचे मंदिर शाल – राम कहीं छुट्यों

इकाई 2. सूरदास

तुलसीदास

- वात्सल्य**
- जसोदा हरि पालने – नंद भामिनी पावै
 - निरगुन कौन देस – मतिनासी
- रामचरित मानस : वाटिका प्रसंग**

- देखन बागु – मृगी सभित
- ककन किंकिनि – समय अनुहारि

इकाई 3. मीरा

बिहारी

- बसो मेरे नैनन – भगत बछल गोपाल
- मैं तो साँवरे – भगत रसीला जाँची
- मेरी भव बाधा – हरित दुति सोई
- कहत, नटत, रीझत – नैनन ही सब बात
- जब, माला, छापा तिलक – सांचे रांचे राम
- या अनुरागी चित्त की – त्यों त्यों उज्जवल होय

इकाई 4. मैथिलीशरण गुप्त

सूर्यकांत त्रिपाठी निराला

- मुझे फूल मत मारो
- सखि, वे मुझसे कहकर जाते
- बादल राग
- तोड़ती पत्थर

सहायक पुस्तकें :

- प्राचीन काव्य – संपादक. डॉ. सत्यनारायण शर्मा
- प्राचीन काव्य धारा – संपादक. डॉ. गजेन्द्र मोहन, अल्का पब्लिकेशन, अजमेर
- हिंदी साहित्य का इतिहास – डॉ. नगेन्द्र
- बिहारी की वाग्विभूति – विश्वनाथ प्रसाद मिश्र, वाराणसी
- आधुनिक हिंदी कविता के विविध आयाम, संपादक डॉ. बीना शर्मा, भाग्योदय प्रकाशन, अजमेर

DMEN301: American Literature**Credits: 3L+1T+0P****Periods per week: 4****Examination: 3 hours****Marks: 100****C1+C2=30****C3= 70 Marks**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination (C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: American literature provides insight into the cultural development of the United States. It reflects the diverse backgrounds, experiences, and values of Americans, contributing to a deeper understanding of the nation's identity. American literature is closely tied to the nation's history. It offers a lens through which to view the evolving socio-political, economic, and cultural landscape of the United States, from its colonial origins to the present day.

Objectives: The students will be able to:

- To provide a comprehensive analysis of a specific American literary work, such as a novel, short story, poem, or play
- To identify and discuss the central themes and motifs in the literary work, delving into their significance and relevance within the context of American literature and society.

The paper will be divided into four (4) Units.

Unit I	-	Walt Whitman: O Captain! My Captain Emerson: Brahma F. Scott Fitzgerald- The Great Gatsby
Unit II	-	Sylvia Plath: Lady Lazarus Emily Dickinson: A light exist in Spring, Because I could not stop for Death Margaret Atwood- Handmaid's Tale
Unit III	-	Robert Frost: Mending Wall. Birches Nathaniel Hawthorne- The Scarlet Letter
Unit IV	-	Arthur Miller: Death of a salesman Tennessee William: A Streetcar named Desire

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings

- Bradley, Malcolm and Howard Timperley, editors. Introduction to American Studies. 1999.
- Bogan, Louise. Achievements in American Poetry 1900-1959. 1979.
- Bradley, S, editor. The American Tradition in Literature. 2007.
- Christy, Arthur. The Orient in American Transcendentalism. 1932.
- Cunliffe, Marcus. Sphere History of American Literature to 1900. 1948.

DMUD301: Urdu Nazm**Credits: 3L+1T+0P****Periods per week: 4****Examination: 3 hours****Marks: 100****C1+C2=30****C3= 70 Marks**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination (C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: Analyze the historical evolution of Urdu Nazam, tracing its roots and examining pivotal moments of transformation. Investigate the thematic and stylistic shifts in Urdu Nazam over time, highlighting the influence of various poets and movements. Explore the impact of Urdu Nazam on literature, society, and identity.

CLO : To give them a chance to appreciate modern Urdu Nazm in the era of freedom struggle and also to make them understand how a poet can express his thoughts in a poetic form.

Unit :-1 - Urdu Nazm ka Fun aur Irteqa, Nazm ki Mukhtlit iqsam. Nazm aur Ghazal me Faraq

Unit :-2 - Shamil-e-Nisab Nazm Nigaron ka Mukhtasar Ta'aruf.

Unit :-3 - Matn ka Mutelea aur Mafhoom

1. Nazeer Akbarabadi (a) Banjara Nama (b) Adami Nama

2. Akbar Allahabadi (a) Ek Mise Simin Badan (b) Mustaqbil

Unit:-4 - Matn ka Mutelea aur Mafhoom

1. Allama Iqbal (a) Zohd-o-Rindi (b) Naya Shivala

2. Suroor Jahanabadi (a) Ganga (b) Beer Bahooti

3. Chakbast (a) Ramayan ka ek Seen

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings/Textbook Prescribed:-

1. Intikhab-e-Manzumat, Part 1,2. U.P. Urdu Academy, Lucknow

DMHS301: Rise of Modern West -I

Credits: 3L+1T+0P

Periods per week: 4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination(C3)	70	3 hrs	
Total Max Marks	100		40

Course Objective :Developing familiarity with the main aspects of modern West

Course Learning Outcome :After the completion of the course, the students will have ability to:

1. To develop conceptual knowledge about the geographical explorations.
2. To comprehend the inter-relations between Renaissance, reformation, Humanism and rise of national monarchy.

UNIT I

- a) The exploration of the new world: motives.
- b.) Portuguese and Spanish voyages.

UNIT II : Renaissance: its social roots

- a.) Renaissance humanism
- b.) Rediscovery of classics
- c.) Italian renaissance and its impact on art, culture, education, and political thought.
- d) Its spread in Europe

UNIT III : Reformation movements: Origins & courses

- a.) Martin Luther & Lutheranism
- b.) John Calvin & Calvinism
- c.) Radical reformation: Anabapists and Huguenots.
- d) English reformation and the role of the state
- e) Counter Reformation

UNIT IV : Development of national monarchy-

- a. England and France
- b.) Emergence of European state system

Essential Readings

1. Butterfield H., The Origins of Modern Science. The Macmillan Company. 1959
2. Cipolla Carlo M., Fontana Economic History of Europe, Vols. II and III Collins/ Fontana Books; 1978
3. Cipolla Carlo M., Before the Industrial Revolution, European Society and Economy, 1000-1700,
4. W. W. Norton & Company; 3rd edition 1994
5. Coleman D.C (ed.), Revisions in Mercantilism Methuen & Co, 1969.
6. Davis Ralph, The Rise of the Atlantic Economics. Cornell University Press, 1973
7. Dobb Maurice, Studies in the Development of Capitalism, International Publishers, 1947 Parker G., Europe in Crisis, 1598-1648 Ithaca, N.Y. : Cornell University Press. 1980 Parry, J.H., The Age of Reconnaissance University of California Press, 1981
8. Phukan Meenaxi, Rise of the Modern West: Social and Economic History of Early Modern Europe. Laxmi Publications 2013
9. Poliensky.V, war and Society in Europe, 1618-48 Cambridge University Press, 2008
10. Rabb Theodore K., The Struggle for Stability in Early Modern Europe. Oxford University Press, 1975
11. Scammell V., The First Imperial Age: European Overseas expansion, 1400-1715. Routledge, 2003
12. Vries Jan de, Economy of Europe in an Age of Crisis 1600-1750. New York: Cambridge University Press, 1976
13. Anderson M.S, Europe in the Eighteenth Century Holt, Rinehart and Winston, 1961
14. Anderson, Perry, The lineages of the Absolutist States. Verso, 1979
15. Aston, T.H and Philipin C.H.E (eds.), The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe, Cambridge University Press, 2005.
16. Bernal J.D, Science in History Cambridge: The MIT Press, 1954
17. Burke, Peter, The Renaissance . Humanities Press International,

HINDI

- (I) Ahmad layik, Adunik Vishv ka Itihas (1453-1789) Prayag Pustak Bhavan Allahabad.
- (II) Verma Dinanath , Shiv Kumar Singh, Vishwa Itihas ka Sarveshan,Bharti Bhavan Publishers and Distributers, Patna.
- (III) Kumar Nalin, Vishv ka Itihas Mecgrow hill education (India) Chennai.
- (IV) Jain evam Mathur Vishv Itihas Jain Prakashan Mandir Jaipur.

DMGY301:Models and theories in Geography

Credits: 2L+1T+0P=3

Contact hours per week: 3

Examination: 3 hours

Marks: 75

C1+C2=25

C3= 50 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be

asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	30
Internal Test(C2)/Assignment or Attendance	10/05	1 hr	
End Semester Theory Examination(C3)	50	3 hrs	
Total Max Marks	75		30

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: Written Test in the respective subject's class (at the end of fifteen week).

Course Objective

To develop theoretical frameworks that help to predict things like spatial relationships, interaction with or across space, and other issues of geography

Course Learning Outcome

1. Significance and utility of model to understand real situation.
2. Comprehension of structure, development and planning in Geography

UNIT I : Basic Concepts

Quest for model and theories in Geography, Significance of Geographical Models, Features of a model, Types of Models, Theories meaning and types

UNIT II : Models and theories of Spatial location and Distribution

Agriculture, Industry: Von Thunen Agricultural Model, Weber's Least Cost Model, Urban Structure models (Concentric zone, Sectoral, Multi-Nuclei)

UNIT III : Models and Theories of Population growth & Movement

Demographic Transition Theory, Migration: Ravenstein's Law

UNIT IV : Theories and Models of Development

Spatial & Non Spatial: Trickle-down effect, Circular cumulative causation theory, Growth pole theory

Suggestive Readings

1. Adhikari S. (2017) Political Geography, Rawat Publication, New Delhi
2. Chandna, R. C. (2006): Geography of Population. Kalyani Publishers, New Delhi.
3. Clarke, J.I. (1972): Population Geography. Pergamon Press, Oxford.
4. Dikshit, R.D. (1987): Political Geography and Geopolitics. Tata McGraw Hill, New Delhi.
5. Haggett P. (1970) Locational Analysis in Human geography, Edward Arnold Publication
6. Hussain M. (2017) Models in Geography, Rawat Publication, New Delhi
7. Hall T., 2006: Urban Geography, Taylor and Francis
8. Kalpan D. H. , Wheeler J.O. and Holloway S. R. (2008) Urban Geography, John Wiley
9. Knox P.L. and Mc Carthy L., 2005: Urbanization: An Introduction to Urban Geography, Pearson, Prentice Hall
10. Majid Hussain Models in Geography
11. Pacione M., 2009: Urban Geography: A Global Perspective, Taylor and Francis
12. Peet R. and Nigel Thrift (1989) New Models of Geography, Vol. 2, Routledge Publication
13. Pounds, N.J.G. (1972): Political Geography. McGraw Hill Publication., New York
14. Ramachandran, R. 1992: the Study of Urbanization, Oxford University Press, New Delhi

DMGP301: Basics of Remote Sensing

Total Credit: 1

Contact hours per week: 2

Marks: 25

Examination: 4 hours

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Practical Examination	20	---	10
Practical File Assessment	5	---	
Total Max Marks	25	----	10

Course Objective

Develop knowledge about the theoretical bases, principles, types and application of Remote sensing techniques maps

Course Learning Outcome

1. To appreciate the strength and application of remote sensing
2. Map the resources, their location and availability
3. To apply this skill to evaluate the availability, distribution and depletion of Resources

UNIT I : Basics of Remote Sensing

Definition of Remote Sensing: History and development; Concept and components; Advantage and Limitations; Electro-Magnetic Radiation (EMR, EM radiation and EM spectrum)

UNIT II : Sensors

Remote Sensing sensors and their characteristics; Across track (Whiskbroom) and Along track (Push broom) scanning; Optical mechanical scanners - MSS, PAN; Active and Passive sensors; Platforms- Remote Sensing platforms, types and characteristics; Satellite and their characteristics - Geostationary and Sun- synchronous.

Suggestive Readings

1. Bhatta, B. (2008) Remote Sensing and GIS, Oxford University Press, New Delhi
2. Campbell J.B., 2007: Introduction to Remote Sensing, Guildford Press
3. Chauniyal, D. (2010) Sudur Samvedana avam Bhaugolik Suchna Pranali, Sharda Pustak Bhawan, Allahabad
4. Fazal S. (), Remote Sensing Basics, Kalyani Publication
5. Jensen, J.R. (2005) Introductory Digital Image Processing : A Remote Sensing Perspective, Pearson Prentice Hall
6. Joseph, G. (2005), Fundamentals of Remote Sensing , United Press, India
7. Lillesand T.M. Kiefer R. W. and Chipman J.W , 2004: Remote Sensing and Image Interpretation, Wiley

DMEC301: Basic Macroeconomics

Credits: 3L+1T+0P

Periods per week: 4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: Economics, at its core, is the study of how to evaluate alternatives and make better choices. It develops critical-thinking and problem-solving skills to make good decisions. It develops analytical skills to examine data to support good decisions. It provides the ability to make decisions, solve problems, obtain and process information, analyze data, and write and speak effectively.

Objectives: The students will be able to:

- ☐ Analyse the macroeconomic performance of various countries using formal analytical tools.
- ☐ Evaluate important macroeconomic policies and their implications.

Understand the concept and measurement of national income.

UNIT-I : Introduction to Macroeconomics & National Income Accounting

- ☐ Introduction to Macroeconomics: Meaning, Scope and Characteristics; Circular flow of income- two, three and four sector models; Balance of Payments: Current and Capital Accounts.

National Output and National Income: Concepts, Methods of measurement: Product, Income, and Expenditure methods; Real versus Nominal GDP; Price Indices; GDP/GNP deflator; National Income

accounting for an open economy.

UNIT-II: Classical Macroeconomics & Keynesian System

- Classical Macroeconomics: Say's law, Output and Employment.

The Keynesian System: The Role of Aggregate Demand; Determining equilibrium output: Simple Keynesian Model; The concept of investment multiplier.

UNIT-III : Money & Fiscal Policy

- Money: Functions of money; Basic Quantity Theory of Money; Determination of money supply and demand; Credit creation; Tools of monetary policy.

Fiscal Policy: Concept and Meaning; Techniques/tools of fiscal policy; Merits and Shortcomings.

UNIT-IV: Inflation & Unemployment

Inflation and Unemployment: Definition, types, effects and control of inflation and unemployment.

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.

Suggested Readings*

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

- Shapiro, E. (2006) *Macroeconomic Analysis*. Galgotia Publication, New Delhi.
- Mankiw, Gregory N. (2014) *Macroeconomics*. Palgrave, Macmillan.
- Dornbusch, R., Fischer, S., and R., Startz. (2010) *Macroeconomics*, McGraw Hill.
- D. N. Dwivedi (2018) *Macroeconomics theory and policy*, McGraw Hill.

DMPS301: Indian Polity

Credits: 3L+1T+0P

Periods per week: 4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale:

The study of Indian Polity provides students with an understanding of India's political framework, governance structures, and constitutional principles. This knowledge is essential for making them an informed citizen and contributing efficiently to India's democratic processes and institutions.

Learning Objectives:

1. Analyze the structure and functioning of India's political institutions, including the legislature, executive, and judiciary.
2. Evaluate the challenges and reforms in India's political system, such as federalism, electoral processes, and governance.
3. Develop a comprehensive understanding of India's diverse political landscape, including regional politics and identity-based movements.

Unit-I: Constituent Assembly and basic features of India Constitution.

The Constituent Assembly- Organization and its Function, Salient features of Indian Constitution and the process of its Amendment.

Unit-II : Union level of Government in India, Legislature, Executive and Judiciary.

The President, Prime Minister and Council of Ministers

Parliament; Composition and working of two Houses (Lok Sabha & Rajya Sabha)

Supreme Court: Introduction, Judicial Review and Judicial Activism

Unit-III: Federalism in India

Federal system of India: Role of Governor & the Structure and Function of State Legislature, Rural and Urban local self-government.

Unit-IV: Constitutional and Extra-constitutional bodies impacting Indian Politics

Election commission of India and Electoral Reforms, Role of Political Parties Political parties and pressure groups in Indian Politics, Voting Behaviour of Indian Voters.

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.

Suggested Reading

D. Basu, (2012) *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.

S. Chaube, (2009) *The Making and Working of the Indian Constitution*, Delhi: National Book Trust.

R. Bhargava, (2008) 'Introduction: Outline of a Political Theory of the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 1-40.

H. Khare, (2003) 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) *The Indian Parliament: A Comparative Perspective*, New Delhi: Konark, pp. 350-368.

U. Baxi, (2010) 'The Judiciary as a Resource for Indian Democracy', *Seminar*, Issue 615, pp.61-67

The Constitution of India: Bare Act with Short Notes, (2011) New Delhi: Universal, pp. 4-16.

EDPC-301: General Pedagogy: Basic of Pedagogy at Secondary Stage

Credits: 3L+1T+0P

Marks: 100

Periods per week:

C1+C2=30

Examination: 3 hours

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

This course deals with diverse range of topics of basics of pedagogy at secondary stage that will equip student teachers with valuable knowledge, capacities and competencies. This course comprises four units and a practicum. This course prepares student teachers to understand secondary-stage learners and design teaching accordingly. This course also aims to equip teachers with the necessary tools, knowledge, and competencies to continuously evolve as professionals and create a positive and transformative impact on their students and society as a whole. In this course a strong foundation will be established by exploring the fundamental principles and concepts that support basics of pedagogy in the light aims and objectives of the curriculum. This course emphasizes understanding learners and their backgrounds comprehensively so that an engaging and supportive learning environment, that fosters a need for learning, can be created for facilitating learner's holistic

development. This course is designed to equip student teachers with a wide array of teaching learning strategies. It also focuses on innovative and transformative approaches to education, aiming to create lifelong learners equipped to thrive in an ever-changing world. Through professional development opportunities, student teachers will be better prepared to meet the ever-changing demands of the educational landscape and inspire the next generation of learners.

Course Learning Outcomes

After completion of this course, student teachers will be able to:

- build comprehensive understanding of secondary stage learners,
- assess the physical, mental, social, and emotional growth of secondary stage learners,
- develop skills to observe and recognize the unique capabilities and strengths of secondary stage learner,
- discuss the necessary knowledge and skills to implement effective teaching and learning strategies,
- create enriching and inclusive learning environments to foster values-based education,
- develop a deeper understanding of various pedagogical approaches and their impact on learners,
- determine the knowledge to make informed decisions about instructional practices,
- explain the crucial role of pedagogy in facilitating effective learning experiences for students,
- outline knowledge and skills necessary for continuous professional development.

UNIT – I : Understanding Secondary Stage Learners

- A. Understanding the learners and learner background
 - i. The physical, mental, social, and emotional growth of learners
 - ii. Thought processes and cognitive skills of learners.
 - iii. Psychological and social orientations of learners
 - iv. Social and academic lives of learners
 - v. Conflicts and challenges of secondary learners
 - vi. Characteristics of secondary stage learners
- B. Observing the unique capabilities of a child

UNIT – II : Strategies of Teaching and Learning

- A. Understanding teaching and learning strategies:
 - i. Concept, characteristics and functions of teaching
 - ii. Making abstract concepts enjoyable by relating them to real-life situations,
 - iii. Promoting multidisciplinary learning through integration of different disciplines
 - iv. Promoting learner participation and engagement in learning
 - v. Building values through art integrated activities, community engagement etc.
 - vi. Promoting multidisciplinary learning through integration of different disciplines
 - vii. Promoting health and social sensitivities
 - viii. Developing respect toward cultural heritage
 - ix. Making classrooms inclusive and joyful learning spaces
- B. Relationship between Aims and Values of Education, Curriculum and Pedagogy

UNIT - III : Pedagogical Approaches

- A. Pedagogical approaches: constructivist approach; collaborative approach; reflective approach; integrative approach, inquiry- based approach; other contemporary approaches, art-integrated learning, sports- integrated learning.
- B. Types of pedagogy: social pedagogy; critical pedagogy; culturally responsive pedagogy; Socratic pedagogy in inclusive setup.
- C. Role of pedagogy in effective learning: how does pedagogy impact the learner?

UNIT – IV : Continuous Professional Development of Teacher

- A. Meaning and need, professional and ethical competencies and need for updating content and pedagogical competencies to develop their professional competencies.
- B. Professional development activities: seminars, conferences, orientation programmes, workshops, online and offline courses, competitions, publications, development of teaching portfolio, capacity building programmes, and teacher exchange programmes.
- C. Development of professional competencies to deal with gender issues, equity and inclusion, ethical issues, environmental issues, human health and well-being, population, human rights, and various issues (emotional, mental, physical issues related to pandemic (for example covid-19).

Suggestive Practicum (Any Three)

1. Analyze NEP 2020 with reference to pedagogical aspects of the concerned subject.
2. Analyze and reflect on the qualities of an ‘Innovative Teacher’ in Context of National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM).
3. Explore different platforms such as National Teacher’s Portal, NISHTHA, DIKSHA, and SWAYAM for an online course and prepare a report.

4. Participate in a workshop or seminar to explore the concept of Continuous Professional Development (CPD), its significance in lifelong learning and prepare a write up on the findings.
5. Develop teaching learning strategies to address the needs of diverse learners in context of gender, equity and inclusion and prepare a PowerPoint presentation.
6. Raise awareness on the ethical and social challenges in education through field trip and create an e-portfolio.
7. Any other project assigned by HEI.

Suggestive Mode of Transaction

Lecture cum discussion, project-based method, problem solving method, experiential learning, art integrated learning, sports integrated learning, ICT integrated learning, interactive methods such as group discussions, peer tutoring, workshops, observations, and presentations.

Suggestive Mode of Assessment

Portfolio creation, written tests, classroom presentations, seminars, assignments, practicum, sessional, terminal semester examinations .

Suggestive Reading Materials

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India (English and Hindi)
- National Steering Committee for National Curriculum Frameworks, (2023). Draft
- National Curriculum Framework for School Education.
- National Policy on Education 1968, 1986 and 2020.

Teachers may also suggest books/readings as per the need of the learners and learning content.

SEMESTER IV

EDFE-401: Philosophical & Sociological Perspectives of Education – I**Credits: 3L+1T+0P****Marks: 100****Periods per week:****C1+C2=30****Examination: 3 hours****C3= 70 Marks**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
EndSemesterTheoryExamination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

About the Course

The course aims at enabling student teachers to explore educational philosophy, including the concept, nature and scope; the aims of educational philosophy; relationship between philosophy and education; Indian philosophical traditions and their implications for education; some of the key philosophical schools of thought such as idealism, naturalism, pragmatism, progressivism and existentialism and their implication for educational practices. The course also would provide an analysis of the Western schools of philosophy and their approaches etc.

Course Learning Outcomes

- To encourage students to explore the nature of knowledge, the nature of human beings, the nature of society and its aims and the educational implications of these understandings.
- To engage the prospective teachers to read and acquaint themselves with the meaning of terms like Vidya, Avidya, Shiksha, Education etc. and to facilitate them to understand and differentiate them through reflections on these terms on the basis of ancient Indian texts.
- To facilitate prospective teachers to engage themselves in peer groups for sharing of their real-life reflective experiences regarding socio-cultural and philosophical living and facilitate them to conceptualize the meaning of terms like philosophical, social and cultural traditions in Indian educational context.
- To orient and engage prospective teachers to read, observe and understand the vision of some great Indian and global educators and categorically reflect on vision/aim, process of education and the contemporary relevance.

UNIT – I : Education and Philosophy

- Conceptual clarity, nature and relationships.
- Aims of studying philosophical perspective of education.
- Branches of Philosophy and their educational implications: Metaphysics (तत्त्व विमीमांसा), Epistemology (ज्ञान विमीमांसा), Axiology (मूल्य विमीमांसा)
- Understanding Indian Perspective of Education
 - Meaning, nature and aims of education with special reference to Vedic, Buddhist, Jain, Sikh and Islamic traditions.
 - Understanding the terms Darshana, Para and Apra Vidya, Avidya, Shiksha, Samvaad, Panchkosha, Gurukulam, Acharya, Guru, Shishya, Upadhyaya, Jigyasa, Swadhyaya.
- Understanding Western Perspective of Education
 - Meaning, Nature and aims of education with reference to Cognitive, Behaviorist and Developmental theories of Education.

UNIT – II : Philosophical Schools and Education

- A. Conceptual Clarity of the following schools of thoughts with their implications for educational practices:
- Bharatiya: Samakhya, Yoga, Nyaya, Vaisheshika, Mimamsa, Vedanta
 - Western: Idealism, Naturalism, Pragmatism, Progressivism.

UNIT - III : Educational Thinkers

- A. Deliberations on aims, process and educational institutions developed on thoughts of following thinkers and practitioners:
- Bharatiya: Swami Vivekananda, Sri Aurobindo Ghosh, Gurudev Rabindra Nath Tagore, J. Krishnamurti, Mahatma Madan Mohan Malaviya, Mahatma Gandhi, Gijubhai Badheka.
 - Western: J. Rousseau, Maria Montessori, Friedrich Froebel, John Dewey.

UNIT - IV : Value Education

- A. Conceptual Clarity, Significance and Types of Values.
B. Indian Traditional Values.
C. Guru-Shishya-Parampara and Educational Values.
D. Convocation message in Taittiriya Upanishad.
E. Values enshrined in Indian Constitution.
F. NEP, 2020 and Values with special reference to 21st Century.
G. Pedagogical Issues.

Suggestive Practicum

1. Individual/group assignments/tasks in various forms like writing small paragraphs/brief notes, conceptualizations on specific terms etc.
2. Institutional visits in small groups in coordination to institutions related to different thinker/s and preparation of a report followed by individual/group presentation.
3. Sharing of student experiences (in groups) related to readings on great thinkers help the to reshape their concept and enable them to develop vision, mission and objectives for a school and their plan to accomplish the objectives in form of a group report.
4. Identification and reporting of Indian perspective related to educational aims, student-teacher characteristics, methods, evaluation procedure, convocation etc. based on critical study of life and thoughts of thinkers.

Suggestive Mode of Transaction

The course content transaction will include the following:

- Organized lectures using variety of media.
- Small group discussion, panel interactions, small theme based seminars, group discussions, cooperative teaching and team teaching, engagement of in reading of primary or secondary sources of literature (Original texts, reference books etc.) related to different aspects of life and education of Great Educators, case studies, short term project work etc.
- Critically examining their experiences to carve out their world and life view and further analyze them from philosophical point of view to reshape their perspective. They will engage prospective teachers in the development of comparative educational charts related to vision, aims, process, institution etc. They will also lead to reading-based interactions and critical reflections related to process and significance of entry/admission rituals, convocation system etc.

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content

DCHN401: आधुनिक काव्य – प्रथम भाग

क्रेडिट : 3L+1T+0P

कालांश प्रति सप्ताह : 04

परीक्षा अवधि : 03 घण्टे

अधिकतम अंक: 100

C1+C2=30

C3=70 अंक

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षण C1	15	01 घण्टा	40
आंतरिक परीक्षण C2	15	01 घण्टा	
सत्रांत सैद्धांतिक परीक्षा C3	70	03 घण्टे	
कुल अधिकतम अंक	100	—	

C1: संबंधित विषय की कक्षा में लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: कक्षा कार्यक्रम के अनुसार – लिखित परीक्षा/एसाइनमेंट/

निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल :- आधुनिक कविता से परिचित कराना। आधुनिक कविता के अंतर्गत आने वाली काव्यधाराओं के प्रतिनिधि कवियों का अध्ययन एवं निर्धारित कविताओं का पाठ एवं व्याख्या कराना।

इकाई 1. छायावादी काव्य की प्रवृत्तियाँ

प्रगतिवादी काव्य की प्रवृत्तियाँ

छायावाद एवं प्रगतिवाद के प्रमुख कवि

इकाई 2. अयोध्यासिंह उपाध्याय 'हरिऔध'

1. भारत-भूमि

2. पवन-संदेश (सं. 6,14,18,23,26,31,35)

मैथिलीशरण गुप्त

1. उद्बोधन

2. वेदने, तू भी भली बनी

3. मुझे फूल मत मारो

4. सखि, वे मुझसे कहकर जाते

इकाई 3. जयशंकर प्रसाद

1. जाग री

2. मेरे नाविक

3. पेशोला की प्रतिध्वनि

महादेवी वर्मा

1. मैं अनंत पथ में लिखित जो

2. क्या पूजा क्या अर्चन रे

3. कौन तुम मेरे हृदय में

इकाई 4. सुमित्रानंदन पंत

1. प्रथम रश्मि

2. आँसू की बालिका

3. द्रुत झरो

4. भारत माता

सूर्यकांत त्रिपाठी 'निराला'

1. ध्वनि

2. बादल राग

3. तोड़ती पत्थर

सहायक पुस्तकें :

1. पाठ्य पुस्तक – आधुनिक हिंदी कविता के विविध आयाम, संपादक डॉ. बीना शर्मा, भाग्योदय प्रकाशन, अजमेर

2. निराला की काव्य साधना – डॉ. रामविलास शर्मा

3. कविता के नये प्रतिमान – डॉ. नामवर सिंह

4. कामायनी में काव्य, संस्कृति और दर्शन – डॉ. द्वारिका प्रसाद सक्सेना

5. नयी कविता – कांति कुमार

DCHN402: आधुनिक काव्य – द्वितीय भाग

क्रेडिट : 3L+1T+0P

कालांश प्रति सप्ताह : 04

परीक्षा अवधि : 03 घण्टे

अधिकतम अंक: 100

C1+C2=30

C3=70 अंक

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षण C1	15	01 घण्टा	40
आंतरिक परीक्षण C2	15	01 घण्टा	
सत्रांत सैद्धांतिक परीक्षा C3	70	03 घण्टे	
कुल अधिकतम अंक	100	—	

C1: संबंधित विषय की कक्षा में लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: कक्षा कार्यक्रम के अनुसार – लिखित परीक्षा/एसाइनमेंट/

निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल :- विद्यार्थी आधुनिक कविता की प्रमुख काव्यधाराओं से परिचय प्राप्त कर सकेगा। वह अत्याधुनिक काव्य-धाराओं की भाषा में आए परिवर्तन का ज्ञान कर सकेगा। आधुनिक काल के कवियों, काव्य-प्रवृत्तियों व काव्य-ग्रंथों से अवगत हो सकेगा।

इकाई 1. राष्ट्रीय-सांस्कृतिक काव्यधारा
प्रयोगवादी काव्य की विशेषताएँ
नई कविता की प्रवृत्तियाँ

इकाई 2. रामधारी सिंह 'दिनकर'

1. किसको नमन करूँ

2. कुरुक्षेत्र

3. पुरुरवा

भवानी प्रसाद मिश्र

1. गीत-फरोश

इकाई 3. अज्ञेय

1. कलगी बाजरे की

2. सर्जना के क्षण

3. चाँदनी जी लो

4. नदी के द्वीप

नागार्जुन

1. बहुत दिनो बाद

इकाई 4. मुक्तिबोध

1. नूतन अहं

2. मुझे कदम-कदम पर

3. मैं तुम लोगों से दूर हूँ

रघुवीर सहाय

1. मेरा जीवन

सहायक पुस्तकें :

1. पाठ्य पुस्तक – आधुनिक हिंदी कविता के विविध आयाम, संपादक डॉ. बीना शर्मा, भाग्योदय प्रकाशन, अजमेर
2. कविता के नये प्रतिमान – डॉ. नामवर सिंह
3. नयी कविता – कांति कुमार
4. नयी कविता : नये धरातल – डॉ. हरिचरण शर्मा

DCEN401- British Literature

Credits: 3L+1T+0P

Periods per week:4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: British literature has a rich history dating back centuries, and it has played a significant role in shaping not only British culture but also the global literary canon. Exploring British literature allows you to delve into the historical and cultural evolution of the United Kingdom and its influence on world literature. British literature spans a wide range of literary movements and periods, such as the Romantic era, Victorian literature, Modernism, and Postcolonial literature. Each of these movements offers unique insights into the changing literary and cultural landscape of Britain and the world.

Objectives: The students will be able to:

- To teach a detailed analysis of a selected British literary work or works, examining elements such as plot, characterization, setting, themes, symbolism, and narrative style.
- To reflect on the cultural values, traditions, and societal norms, and how they contribute in shaping or

challenging British cultural identity.

The paper will be divided into four (4) Units.

Unit I	-	Alexander Pope: The Rape of the Lock Dryden: Alexander Feast William Congreve: The way of the world
Unit II	-	Thomas Gray: An Elegy written in a Country Churchyard Samuel Taylor Coleridge: Christabel Charlotte Bronte: Jane Eyre
Unit III	-	John Keats: Ode to Nightingale Matthew Arnold: The Scholar Gypsy Bram Stoker: Dracula
Unit IV	-	Philip Larkin: Church Going T.S Eliot: Hollow men Samuel Beckett: Waiting for Godot

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings

- Sutherland, James. A Preface to Eighteenth Century Poetry. Legare Street. 2023
- Jack, Ian. Augustan Satire; Intention and Idiom in English Poetry. 1660-1750. AITBS Publishers. 2012.
- Esslin, Martin. Theatre of the Absurd. Penguin Publication. 1961.
- Motion, Andrew. Twentieth Century English Poetry. Heinemann. 1978.
- Ford, Boris. The Pelican Guide to English Literature. Penguin Publication. Vol. 8. 1955.

DCEN402 - Indian Writing in English

Credits: 3L+1T+0P

Periods per week: 4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale:

Indian writings in English encompass a wide range of literary genres, styles, and themes. This diversity arises from the multiplicity of languages, cultures, and regions in India. Exploring this diversity provides a unique opportunity to study literature that reflects the complexity of Indian society.

Objectives: The students will be able to:

- Introduction to major Indian writers in English.
- Development of the thought of Indian nationalist and regional tendencies in the novels and poems.

The paper will be divided into four (4) Units.

Unit I	-	Kamala Das: Introduction A.K Ramanujan: Obituary Rabindra Nath Tagore: Separation
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- Unit II** - Sarojini Naidu: A Challenge to Fate
R.K Narayan: The Guide
Anita Desai: In Custody
- Unit III** - Vijay Tendulkar: Silence! The Court is in Session
Girish Karnad- Tughlaq
- Unit IV** - Raja Rao: The Common Pursuit
Nirad C. Chaudhuri: My Place in History

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings

- Mehrotra, A. K. Concise History of Indian Literature in English. Permanent Black. 2010.
- King, Bruce. Modern Indian Poetry in English. Revised Edition. New Delhi: OUP. 2017.
- Mehrotra, A. K. The Oxford India Anthology of Twelve Modern Indian Poets. New Delhi: OUP. 1993.
- Aurobindo, Sri. Indian Poets and English Poetry—
Correspondence between Kathleen Raine and K.D. Sethna. Pondicherry: Sri Aurobindo Ashram Publication. 2017.

DCUD401: Novel aur Afsana

Credits: 3L+1T+0P

Periods per week: 4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: This paper aims to delve into the history, development, and enduring significance of Urdu novel and afsana, tracing their transformation from classical to contemporary forms and investigate the historical development of the Urdu novel and afsana genres, exploring their roots and significant milestones.

CLO: To give a glimpse of classical writing with special reference to Urdu fiction and also to give a variety of different short stories and Novels. So that students can get a profound knowledge of contemporary modern India.

- Unit 1** - Novel aur Afsana ka Fan aur Irteqa, Ajzae Tarqeebi aur Aham Afsana
Niqar
- Unit 2** - Shamil-e-Nisab Novel Nigar aur Afsana Nigaron ka Mukhtasar Ta'aruf.
- Unit 3** - Matn ka Mutalea aur Mafhoom
1. Mirza Hadi Ruswa: Umrao Jan Ada (Novel)
2. Prem Chand: Kafan (Afsana)
- Unit 4** - Talkhees, Matn ka Mutalea aur Mafhoom
1. Krishan Chander : Kaloo Bhangi (Afsana)
2. Rajinder Singh Bedi : Babbal (Afsana)
3. Saadat Hasan Manto : Toba Tek Singh

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings/Textbook Prescribed: -

1. Umrao Jan Ada, Mirza Hadi Ruswa, Maktaba Jamia, New Delhi, 2009
2. Intikhab-e-Afsana, Part 1 U.P. Urdu Academy, Lucknow.
3. Naya Afsana, Waqar Azeem, Educational Book House, Aligarh
4. Fun-e-Afsana Nigari, Waqar Azeem, Educational Book House, Aligarh

DCUD402: Urdu Marsiya

Credits: 3L+1T+0P

Periods per week:4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: Urdu Marsiya, a poetic form of elegy, holds a distinctive place in Urdu literature for its emotive and narrative qualities. It is traditionally composed to commemorate the martyrdom of Imam Hussain and the tragedy of Karbala. This paper aims to delve into the world of Urdu Marsiya, tracing its origins, development, and its evolving significance in contemporary times. It teaches students to analyze the thematic richness and stylistic elements employed in Urdu Marsiya, both in classical and modern contexts.

CLO : To give a perspective of classical poetry of forms in Urdu literature with special reference to Marsiya and also make them appreciate of varied expression in the form of poetry.

- Unit 1** - Urdu Marsiye ka Fan aur Irteqa, Ajza-e-Tarkeebi.
Marsiye ki Qisme:-
(a) Shakhshi Marsia. (b) Waqyat-e-Karbala se Mutalliq Marsiye.
- Unit 2** - Meer Anees aur Mirza Dabeer ka Mukhtasar Ta'ruf.
- Unit 3** - Matn ka Mutalea aur Mafhoom
1. Meer Anees : Namak-e-Khware Takallum hai....(1-25 Band)
- Unit 4** - Matn ka Mutalea aur Mafhoom
1. Mirza Dabeer : Daste Khuda ka Quwwate Bazu Husain hai... (1-25 Band)

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings/Textbook Prescribed: -

1. Intikhab-e-Manzoomat, Part II U.P. Urdu Academy, Lucknow.
2. Moazina-e-Anees-o-Dabeer by Shibli Nomani, E BH , Aligarh

DCHS401 : Rise of Modern West II**Credits: 3L+1T+0P****Periods per week:4****Examination: 3 hours****Marks: 100****C1+C2=30****C3= 70 Marks**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Course Objective : Developing a historical aptitude in the context of the social and political changes in the modern West.

Course Learning Outcome : At the end of the session the student shall be able to:

1. Comprehend the basic theme, ideas, dichotomies, and approaches of modern history.
2. Critically evaluate the nature and character of developments in modern times.

Unit I

- a) Printing Revolution.
- b) Crisis in Europe in the 17th century
- c) Its economic, social, and political dimensions

Unit II

- a.) The English Revolution: major issues
- b. Political and intellectual issues

Unit III

- a) Scientific Revolution
- b) Emergence of scientific academies
- c) Origins of Enlightenment

Unit IV

- a.) Mercantilism and European economics
- b.) Preludes to the Industrial Revolution

Suggestive Readings

1. Butterfield H., The Origins of Modern Science. The Macmillan Company. 1959
2. Cipolla Carlo M., Fontana Economic History of Europe, Vols. II and III Collins/ Fontana Books; 1978
3. Cipolla Carlo M., Before the Industrial Revolution, European Society and Economy, 1000-1700, W. W. Norton & Company; 3rd edition 1994
4. Coleman D.C (ed.), Revisions in Mercantilism Methuen & Co, 1969.
5. Davis Ralph, The Rise of the Atlantic Economics. Cornell University Press, 1973
6. Dobb Maurice, Studies in the Development of Capitalism, International Publishers, 1947 Parker G., Europe in Crisis, 1598-1648 Ithaca, N.Y. : Cornell University Press. 1980 Parry, J.H., The Age of Reconnaissance University of California Press, 1981
7. Phukan Meenaxi, Rise of the Modern West: Social and Economic History of Early Modern Europe. Laxmi Publications 2013
8. Poliensky.V, war and Society in Europe, 1618-48 Cambridge University Press, 2008
9. Rabb Theodore K., The Struggle for Stability in Early Modern Europe. Oxford University Press, 1975
10. Scammell V., The First Imperial Age: European Overseas expansion, 1400-1715. Routledge, 2003
11. Vries Jan de, Economy of Europe in an Age of Crisis 1600-1750. New York: Cambridge University Press, 1976
12. Anderson M.S, Europe in the Eighteenth Century Holt, Rinehart and Winston, 1961 Anderson, Perry, The lineages of the Absolutist States. Verso, 1979

14. Aston, T.H and Philipin C.H.E (eds.), The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe, Cambridge University Press, 2005.
15. Bernal J.D, Science in History Cambridge: The MIT Press, 1954 Burke, Peter, The Renaissance . Humanities Press International, 1987
16. Camerson, Euan (ed.), Early Modern Europe: An Oxford History, Oxford University Press 2001. Dunn Rechar S., The Age of Religious Wars, 1559-1715, W.W.Norton& Company, 2004 Elton, G.R., Reformation Europe, 1517-1559 Wiley, 1999
17. Gilmore, M.P., The World of Humanism, 1453-1517 New York, Harper 1952 Hall, R., From Galileo to Newton Courier Corporation, 1981
18. Hill, Christopher, A century of Revolutions. Psychology Press, 2002
19. Hilton, Rodney, Transition from feudalism to Capitalism, Aakar Books, 2006 Koenigsberger, H.G and Mosse, G.L., Europe in the Sixteenth Century. Longmans, 1961
20. Lee, Stephen J., Aspects of European History, 1494-1789 Routledge, 1982
21. Parker, G. and Smith, L.M., General Crisis of the Seventeenth Century. Boston : Routledge & Kegan Paul, 1978.
22. Pennington, D.H., Seventeenth Century Europe. Longman, 1972
23. Rabb, Theodore K., The Struggle for Stability in Early Modern Europe. Oxford University Press, 1975
24. Rice, Eugene F. and Grafton, Anthony, The Foundations of Early Modern Europe, 1460-1559, W.W.Norton& Company, 2004.
25. The Cambridge Economic History of Europe, Vol.I, IV Cambridge University Press 1944 The New Cambridge Economic History of Europe, Vol.I, VII.

HINDI

- (I) Kumar Nalin, Vishv ka Itihas Mecgrow hill education (India) Chennai.
- (II) Jain evam Mathur Vishv Itihas Jain Prakashan Mandir Jaipur.

DCHS402: History of India(c.1526-1605)

Credits: 3L+1T+0P

Periods per week:4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Course Objective : Recognizing the multiple dimensions of Medieval India

Course Learning Outcome : At the end of the session the student shall be able to:

1. Conceptualize the diversities in medieval Indian society.
2. Analyze the main characteristics of medieval society
3. Differentiate between the pre-Mughal and Mughal social systems.

Unit I : Sources and Historiography:

- a) Persian literary culture; translations; Vernacular literary traditions.
- b) Modern Interpretations

Unit II : Establishment of Mughal rule:

- a) India on the eve of Babur's Invasion
- b) Humayun's struggle for empire
- c) Sher Shah and his administrative and revenue reforms

Unit III : Consolidation of Mughal rule under Akbar:

- a) Campaigns and conquests: tactics and technology
- b) Evolution of administrative institutions: Zabt, Masnab, Jagir, Madad-I-Maash

c) Revolts and resistance

Unit IV: Expansion and Integration:

- a) Incorporation of Rajputs and other indigenous groups in Mughal nobility.
- b) North-West frontier, Gujarat and the Deccan
- c) Conquest of Bengal

DCGY401: Evolution of Geographical Thought

Credits: 2L+1T+0P=3

Contact hours per week: 3

Examination: 3 hours

Marks: 75

C1+C2=25

C3= 50 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	30
Internal Test(C2)/Assignment or Attendance	10/05	1 hr	
End Semester Theory Examination(C3)	50	3 hrs	
Total Max Marks	75		30

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: Written Test in the respective subject's class (at the end of fifteen week).

Course Objective

Develop philosophical and historical aptitude among students in the context of evolution and development of geographical ideas, theme, approaches and Knowledge

Course Learning Outcome

1. Understanding of the basic theme, ideas, dichotomies and approaches of geographic knowledge
2. Critically evaluate the nature of geography as spatial science with changing space and time

UNIT I : The field of Geography

Geography as a discipline: natural science vs. social science; Approaches to geography; Paradigm in Geography

UNIT II : Periods

Early origins of Geographical Thinking: Classical- Geography of Vedic age Philosophies and Purana
Medieval- Contribution of Greek and Roman.

Modern: Evolution of Geographical Thinking and Disciplinary Trends in Germany, France, Britain, United States of America

UNIT III : Debates

Environmental Determinism and Possibilism, Systematic and Regional, Ideographic and Nomothetic

UNIT IV : Trend

Quantitative revolution and its impact; Behaviouralism, Radicalism, Feminism
towards Post Modernism, - Changing Concept of Space in Geography

Suggestive Readings:

1. Bonnet A., 2008: What is Geography? Sage Publication
2. Daniel, P., Bradshaw, M., Shaw, D. and Sidaway, J. (2000): Human Geography. Issues for the 21st Century. Prentice Hall, London.
3. Dikshit, R. D. (2003): Geographical Thought. A Critical History of Ideas. Prentice-Hall of India, New Delhi. (in English and Hindi).
4. Hartshorne, R. (1959): Perspective on the Nature of Geography, John Murray, London
5. Harvey, D. (1969): Explanations in Geography. Arnold, London.
6. Husain, Majid. (2002): Evolution of Geographical Thought, Rawat Publications, Jaipur.
7. Johnston, R., Gregory, D., Pratt, G., Watts, M. and Whatmore, S. (2003): The Dictionary of Human Geography. Blackwell Publishers, Oxford. 5th edition.
8. Johnston, R. and Sidaway, J.D. (2004): Geography and Geographers: Anglo-American Human Geography Since 1945, Arnold Publishers, London.

9. Kapur A. (2001): Indian Geography Voice and Concern, Concept Publications

DCGY402: Geography of India

Credits: 2L+1T+0P=3

Contact hours per week: 3

Examination: 3 hours

Marks: 75

C1+C2=25

C3= 50 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	30
Internal Test(C2)/Assignment or Attendance	10/05	1 hr	
End Semester Theory Examination(C3)	50	3 hrs	
Total Max Marks	75		30

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: Written Test in the respective subject's class (at the end of fifteen week).

Course Objective

Recognize regional identities and environmental dimension of regionalization to address the issues and concern needed for regional planning

Course Learning Outcome

1. Conceptualize the regional approaches and to examine regional differentiation in the study of India
2. Idea of Population characteristics
3. Get the knowledge of climate, natural vegetation, agriculture and energy resources and industries of India

UNIT I : Physical

India in the context of South-East and South Asia; India - a land of diversities; Unity within diversities; Physiographic divisions; Drainage systems; Climate; Soil, and Vegetation

UNIT II : Economy

Agricultural production and distribution of rice & wheat; Green revolution and its consequences, Minerals and power resource (Iron ore & Petroleum), Industries: Cotton textile industry, Major Industrial Regions of India

UNIT III : Population

Growth and distribution, Composition and Structure, Urbanization, Religion & languages, tribes and their correlates

UNIT IV : Regionalization of India

Physiographic (R.L. Singh), Socio-Cultural (Sopher), Economic (Sengupta)

Suggestive Readings:

1. Gautam, A. (2006): Advanced Geography of India, Sharda Pustak Bhawan, Allahabad
2. Johnson, B.L.C. (1963): Development in South Asia. Penguin Books, Harmondsworth
3. Khullar, D.R. (2007): India: A Comprehensive Geography, Kalyani Publishers, New Delhi
4. Nag, P. and Gupta, S. S. (1992): Geography of India, Concept Publishing Company, New Delhi.
5. Singh, R.L. (1971): India: A Regional Geography, Kalyani Publication, Varanasi
6. Spate, O.H. K., Learmonth A. T. A. and Farmer, B. H. (1996): India, Pakistan and Sri Lanka. Methuen, London, 7th edition.
7. R.C. Tiwari (2000): Geography of India, Pravalika Publication, Allahabad (Hindi Version also)
8. Mazid Husain (2012) Geography of India, Mc Graw Hill Education, New Delhi

DCGP403:Surveying**Total Credit: 2****Marks: 50****Contact hours per week: 4****Examination: 5 hours**

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Practical Examination	40	---	20
Practical File Assessment	10	---	
Total Max Marks	50	----	20

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: Written Test in the respective subject's class (at the end of fifteen week).

Course Objective

Familiarity with instrumental and field survey to identify, assess and implement the need based regional planning

Course Learning Outcome

1. Acquire competence in handling surveying instruments

2. Handful practice on data collection, tabulation, analysis and interpretation based on local issues

UNIT I : Fundamentals

Surveying: Definition, purpose, methods and classification; Survey instruments

UNIT II : Instrumental Surveying

Chain and Tape surveying; Plane Table surveying and Prismatic Compass Surveying

UNIT III : Social Survey

Objective, Research Question, Questionnaire, Schedule, Data Collection, Tabulation, Analysis and Interpretation

UNIT IV : Application

Use of Excel or SPSS software for Variables entry, processing and analysis

Suggestive Readings

1. Kanetker, T.P. and Kulkarni, S.V.(1967): Surveying and Leveling, Vol I and II V.G.Prakashan, Poona.
2. Natrajan, V. (1976): Advanced Surveying, B.I. Publications., Mumbai.
3. Pugh, J.C. (1975): Surveying for Field Scientists, Methuen and Company Ltd., London, First Publication.
4. Punmia, B.C.(1994): Surveying, Vol I, Laxmi Publications Private Ltd, New Delhi.
5. Shephard, F.A. (1968): Surveying Problems and Solutions, Edward Arnold (Publishers) Ltd, London
6. Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (Hindi and English editions), Kalyani Publishers, Ludhiana and New Delhi.
7. Sodh Ganga Website

DCSC 401 : रचनात्मक लेखन और अनुवाद**क्रेडिट : 2L+1T+0P****कालांश प्रति सप्ताह: 03****परीक्षा अवधि : 03 घण्टे****अधिकतम अंक: 75****बाह्य मूल्यांकन: 60****आंतरिक मूल्यांकन: 15**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षण C1	10	01 घण्टा	30
आंतरिक परीक्षण C2	05	01 घण्टा	
सत्रांत सैद्धांतिक परीक्षा C3	60	03 घण्टे	
कुल अधिकतम अंक	75	—	

C1: संबंधित विषय की कक्षा में लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: कक्षा कार्यक्रम के अनुसार – लिखित परीक्षा/एसाइनमेंट/

निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल : विद्यार्थी रचनात्मक लेखन के विविध रूपों से परिचित हो सकेंगे। वे अनुवाद के स्वरूप को समझ सकेंगे। अनुवाद प्रक्रिया और उसके विभिन्न आयामों का ज्ञान प्राप्त करने में सक्षम होंगे। एक भाषा से दूसरी भाषा में प्रवेश की प्रक्रिया समझ सकेंगे।

प्रथम इकाई : रचनात्मक लेखन परिभाषा, परिचय उपयोगिता
रचनात्मक लेखन के विविध रूप – कविता कहानी उपन्यास नाटक एंकाकी

द्वितीय इकाई : अनुवाद एवं रचनात्मक लेखन
अनुवाद का अर्थ, स्वरूप और महत्व
अनुवाद के तत्व – स्रोत भाषा, लक्ष्य भाषा संप्रेषण कोशगत अर्थ
अनुवाद सामग्री भावार्थ
अनुवाद के स्वरूप – शाब्दिक अनुवाद, भावानुवाद, छायानुवाद, सारानुवाद।

तृतीय इकाई : अनुवाद प्रक्रिया : आयाम एवं प्रमुख पक्ष
(अ) रचनाकार
(ब) अनुवादकर्ता
(स) पाठक

चतुर्थ इकाई : शब्दकोश : उपयोगिता एवं महत्त्व
अनुवाद प्रक्रिया के विभिन्न चरण
रचना का चयन
पठन
विश्लेषण
भाविक अंतरण
पुनरीक्षण
संशोधित भाषांतरण

सहायक पुस्तकें :

1. अनुवाद विज्ञान – सिद्धांत और अनुप्रयोग हिंदी माध्यम कार्यान्वयन निदेशालय
2. भारतीय भाषाएँ एवं हिंदी अनुवाद : समस्या समाधान डॉ.कैलाश चंद्र भाटिया गूगल पुस्तक
3. रचनात्मक लेखन संपादक प्रो.रमेश गौतम भारतीय ज्ञानपीठ दिल्ली
4. अनुवाद: अवधारणा एवं अनुप्रयोग सं. डॉ. चंद्रभान रावत, नेशनल पब्लिशिंग हाउस दिल्ली

DCSC402 - Drama and Theatre

Credits: 2L+1T+0P=3

Contact hours per week: 3

Examination: 3 hours

Marks: 75

C1+C2=25

C3= 50 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	30
Internal Test(C2)/Assignment or Attendance	10/05	1 hr	
End Semester Theory Examination(C3)	50	3 hrs	
Total Max Marks	75		30

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

- Enhance participants' ability to articulate their thoughts and ideas clearly and confidently.
- To help participants build confidence and stage presence, enabling them to perform in front of an audience with poise and authenticity.
- To guide participants in creating and developing complex, multidimensional characters through in-depth character studies and rehearsals.
- To foster creativity and originality in participants' approach to theatre, encouraging them to experiment with different styles and forms.
- To improve verbal and non-verbal communication skills, which are valuable not only in theatre but also in various aspects of life.

Modes of Learning Engagement: Interactive group activities and peer learning, In-class presentations and workshops, Online resources and multimedia tools, One-on-one feedback sessions with instructors.

- Unit 1** - Introduction to Drama and Theatre Education
Understanding the role of theatre and drama in education
Historical Overview of Drama
- Unit 2** - **Drama Skills**
Soliloquy, Monologue, Role Play, Pantomime, Mimes
One Act Plays, Street Plays
- Unit 3** - **Types of Drama**
Tragedy, Comedy, Tragicomedy, Farce, Musical drama,
Avant Garde Drama, Absurdist Drama
- Unit 4** - Creative Writing through Drama (Scene Deconstruction, Dialogue Writing,
Caption Writing)
Literary Appreciation of a Film/Drama

PRACTICAL

1. One-Act Play
2. Street Play
3. Declamations
4. Soliloquy

Suggested Reading-

- Willson and Goldfarb, *Living Theatre; A History 4th Edition*.
- Brown, John Russell. *The Oxford Illustrated History of Theatre*. Oxford University Press. 1995
- Balme, Christopher B. *The Cambridge Introduction to Theatre Studies*. 2008.
- Richards, Jeffrey H., editor. *The Oxford Handbook of American Drama*. 2014.
- Wilson, Edwin, and Alvin Goldfarb. *The Theatre Experience*. 2015.
- Innes, Christopher. *The Cambridge Introduction to Modern British Theatre*. 2013.
- Allain, Paul, and Jen Harvie, editors. *The Routledge Companion to Theatre and Performance*. 2014.

DCSC403: Urdu Drama and Theatre

Credits: 2L+1T+0P=3

Contact hours per week: 3

Examination: 3 hours

Marks: 75

C1+C2=25

C3= 50 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	30
Internal Test(C2)/Assignment or Attendance	10/05	1 hr	
End Semester Theory Examination(C3)	50	3 hrs	
Total Max Marks	75		30

Objectives-

- To trace the historical development of Urdu drama and theatre, from its early origins to contemporary forms.
- To identify key playwrights, actors, directors, and theatrical movements that have shaped Urdu theatre over the years.
- To analyze how Urdu drama and theatre reflect the cultural, social, and political changes in South Asia.
- To examine how Urdu theatre has been used as a medium for social commentary, cultural preservation, and identity representation.

- Unit 1** -
1. Introduction to Drama and Theatre Education
 2. Understanding the role of theatre and drama in education
 3. Historical Overview of Drama
- Unit 2** - **Tradition of Drama in Urdu**
1. Awadh ka Shahi Stage
 2. Awadh ka Awami Stage

- Unit 3 - 3. Various types of Folk Drama – Rasleela, Ramleela, Kathputli aur Notanki etc.
- Unit 4 - **Types of Drama**
1. Tragedy, Comedy, Tragicomedy, Farce, Musical drama,
 2. Absurdist Drama
- Unit 4 - Creative Writing through Drama (Scene Deconstruction, Dialogue Writing, Caption Writing)
- Literary Appreciation of a Film/Drama (Anarkali)

Suggested Reading-

1. Urdu me Drama Nigari by Syed Badshah Hussain
2. Anarkali by Imtiyaz Ali
3. Tareekh-e-Adab Urdu by Noor Hasan Naqvi

DCSC404: Rise of Modern West

Credits: 2L+1T+0P=3

Contact hours per week: 3

Examination: 3 hours

Marks: 75

C1+C2=25

C3= 50 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	30
Internal Test(C2)/Assignment or Attendance	10/05	1 hr	
End Semester Theory Examination(C3)	50	3 hrs	
Total Max Marks	75		30

Course Objective : Developing familiarity with the main aspects of modern West

Course Learning Outcome : After the completion of the course, the students will have ability to:

1. To develop conceptual knowledge about the geographical explorations.
2. To comprehend the inter-relations between Renaissance, reformation, Humanism and rise of national monarchy.

UNIT I

- a) The exploration of the new world: motives.
- b.) Portuguese and Spanish voyages.

UNIT II : Renaissance: its social roots

- a.) Renaissance humanism
- b.) Rediscovery of classics
- c.) Italian renaissance and its impact on art, culture, education, and political thought.
- e.) Its spread in Europe

UNIT III : Reformation movements: Origins & courses

- a.) Martin Luther & Lutheranism
- b.) John Calvin & Calvinism
- c.) Radical reformation: Anabapists and Huguenots.
- d) English reformation and the role of the state
- f.) Counter Reformation

Essential Readings

1. Butterfield H., The Origins of Modern Science. The Macmillan Company. 1959
2. Cipolla Carlo M., Fontana Economic History of Europe, Vols. II and III Collins/ Fontana Books; 1978
3. Cipolla Carlo M., Before the Industrial Revolution, European Society and Economy, 1000-1700,
4. W. W. Norton & Company; 3rd edition 1994
5. Coleman D.C (ed.), Revisions in Mercantilism Methuen & Co, 1969.
6. Davis Ralph, The Rise of the Atlantic Economics. Cornell University Press, 1973

7. Dobb Maurice, Studies in the Development of Capitalism, International Publishers, 1947 Parker G., Europe in Crisis, 1598-1648 Ithaca, N.Y. : Cornell University Press. 1980 Parry, J.H., The Age of Reconnaissance University of California Press, 1981
8. Phukan Meenaxi, Rise of the Modern West: Social and Economic History of Early Modern Europe. Laxmi Publications 2013
9. Poliensky.V, war and Society in Europe, 1618-48 Cambridge University Press, 2008
10. Rabb Theodore K., The Struggle for Stability in Early Modern Europe. Oxford University Press, 1975
11. Scammell V., The First Imperial Age: European Overseas expansion, 1400-1715. Routledge, 2003
12. Vries Jan de, Economy of Europe in an Age of Crisis 1600-1750. New York: Cambridge University Press, 1976
13. Anderson M.S, Europe in the Eighteenth Century Holt, Rinehart and Winston, 1961
14. Anderson, Perry, The lineages of the Absolutist States. Verso, 1979
15. Aston, T.H and Philipin C.H.E (eds.), The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe, Cambridge University Press, 2005.
16. Bernal J.D, Science in History Cambridge: The MIT Press, 1954
17. Burke, Peter, The Renaissance . Humanities Press International,

HINDI

- (I) Pandey S.K. Madhyakalin Bharat, Prayag Academy , Allahabad.
- (II) Chobey, Saurabh, Madhyakalin Bharat, Universal Books, Allahabad.
- (III) Chandra Satish, Madhyakalin Bharat, Saltanat se Mughal (1206-1526) Jawahar Publishers Dilli.
- (IV) Ahmad Laik , Madhyakalin Bhartiya Sanskriti, Sharda Pustak Bhawan, Allahabad.

DCSC405: Quantitative Methods in Geography

Credits: 2L+0T+1P=3

Contact hours per week: 4

Examination: 3 hours

Marks: 75

C1+C2=25

C3= 50 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	30
Internal Test(C2)/Assignment or Attendance	10/05	1 hr	
End Semester Theory Examination(C3)	50	3 hrs	
Total Max Marks	75		30

Course Objective

To introduce the basic statistical techniques, theoretical context and its application in the field of Geography

Course Learning Outcome

1. To understand the basics of data collection and processing for the meaningful outcomes.
2. Comprehend the representation and interpretation of the results.
3. Put into practice results obtained in representation as well as day-to-day life.

UNIT I : Use of Data in Geography

Significance of Statistical Methods in Geography; Nature and Sources of data; Classification, arrangement and Tabulation of data, Scales of Measurement (Nominal, Ordinal, Interval and Ratio) and Frequency Distribution

UNIT II : Descriptive Statistic

Measures of central tendency: Mean, Median, Mode, Quartile Partition Values

UNIT III : Measures of Dispersion

Mean Deviation, Standard Deviation variance and Coefficient of Variation

UNIT IV : Correlation

Karl Pearson's Product Moment method and Spearman Rank Method and Regression Analysis (Linear)

Suggestive Readings

1. Bhagwathi, V. and Pillai, R.S.N. (2003): Practical Statistics, Sultan Chand and Company, New Delhi

- Ebdon, D. (1977): Statistics in Geography: A Practical Approach, Blackwell Publishers Inc., Massachusetts
- Gregory, S. (1973): Statistical Methods and the Geographer, Longman, London.
- Gupta, S.P. (1998): Advanced Practical Statistics, Sultan Chand and Company, New Delhi
- Mahmood, A. (1986): Statistical Methods in Geographical Studies, Rajesh Publications, New Delhi
- Zamir, A. (2002): Statistical Geography: Methods and Applications, Rawat Publications, Jaipur.

DMHN 401: हिंदी गद्य की विविध विधाएँ

क्रेडिट : 3L+1T+0P

कालांश प्रति सप्ताह : 04

परीक्षा अवधि : 03 घण्टे

अधिकतम अंक: 100

C1+C2=30

C3=70 अंक

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षण C1	15	01 घण्टा	40
आंतरिक परीक्षण C2	15	01 घण्टा	
सत्रांत सैद्धांतिक परीक्षा C3	70	03 घण्टे	
कुल अधिकतम अंक	100	—	

C1: संबंधित विषय की कक्षा में लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: कक्षा कार्यक्रम के अनुसार – लिखित परीक्षा/एसाइनमेंट/

निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल : विद्यार्थी हिंदी गद्य साहित्य के विभिन्न काल के प्रमुख रचनाकारों और उनकी रचनाओं का परिचय प्राप्त कर सकेंगे। हिंदी गद्य की प्रमुख विधाओं से परिचित होते हुए उनकी विशेषताओं और तत्त्वों को समझ सकेंगे।

इकाई 1. निबंध 1. साहित्य जन समूह के हृदय का विकास है – बालकृष्ण भट्ट

2. तुलसी के सामाजिक मूल्य – डॉ. राम विलास शर्मा

इकाई 2. एकांकी 1. नया पुराना – उपेंद्रनाथ अशक

2. भोर का तारा – जगदीश चंद्र माथुर

इकाई 3. कहानी: 1. नमक का दरोगा – प्रेमचंद

2. चीफ की दावत – भीष्म साहनी

इकाई 4. नाटक – ध्रुवस्वामिनी – जयशंकर प्रसाद

सहायक पुस्तकें :

1. कथा कलश : सं. मनोहर वर्मा, किरन पब्लिकेशन, अजमेर

2. आधुनिक हिंदी कथा साहित्य और चरित्र विकास – बेचन

3. एकांकी संग्रह – सं. डॉ. हेतु भारद्वाज

4. निबंध संग्रह – सं. डॉ. हेतु भारद्वाज

5. ध्रुवस्वामिनी – जयशंकर प्रसाद

DMEN401: Literary Forms and Practical Criticism

Credits: 3L+1T+0P

Periods per week:4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40

Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: Literary forms, such as poetry, prose, drama, and various subgenres within these categories, are the building blocks of literature. Examining literary forms allows readers and scholars to appreciate the unique characteristics, conventions, and structures that define different types of writing. A paper on this topic provides an opportunity to delve into the nuances of these forms and explore how they have evolved over time.

Objectives: The students will be able to:

1. To acquaint students with basic literary devices implied in writing patterns.
2. Identify, analyze and understand the use of meter in writing poetry.
3. Learn and distinguish types of poetry, drama and non-fiction.

The paper will be divided into four (4) Units.

Unit I : Literary Devices: Simile, Metaphor, Personification, Alliteration, Assonance, Imagery, Symbol, Hyperbole, Satire, Pun, Irony, Conceit, Transferred Epithet, Humor, Wit, Onomatopoeia, Allegory.

Unit II - Poetry- Lyric, Sonnet, Elegy, Ode, Epic, Ballad.

Fiction: Novel, Short Story

Non-Fiction- Essays, Travelogues, Autobiography, Memoir.

Drama- Tragedy, Comedy, Dramatic Monologue,

Unit III - Rhythm and Meter: Types of Meter, Blank Verse, Ballad Meter, Heroic Couplet

Unit IV - Practical Criticism:

Critical analysis of a short literary passage in prose or verse

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings

- Abrams, M.H. and Geoffrey Galt Harpham. A Glossary of Literary Terms. 11th Ed. Cengage Learning India Private Limited. 2015.
- Baldick, Chris: The Concise Oxford Dictionary of Literary Terms. 1990.
- Cuddon, J.A. and M.A.R. Habib. The Penguin Dictionary of Literary Terms and Literary Theory. 5th ed. Penguin. 2015.
- Gray, Martin. A Dictionary of Literary Terms (York Handbooks). IInd Ed. Longman. 1992.
- Peck, John, and Martin Coyle: Literary Terms and Criticism. 1984.
- Shipley, Joseph T.: Dictionary of World Literary Terms. 2013.

DMUD401: Urdu Adab ki Mukhtsar Tareekh

Credits: 3L+1T+0P

Periods per week: 4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40

Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: Urdu literature, with its rich and diverse tradition, holds a significant place in the world of literature. It has produced renowned poets, writers, and literary works over the centuries. This paper aims to provide an overview of the history of Urdu literature, highlighting its key periods, milestones, and contributions to the broader literary world.

CLO : To give them an outlook of History of Urdu language and prominent schools of Urdu literature and also the different literary movements in Urdu.

Unit 1 - Urdu Zaban ka Aghaz o Irteqa, Mukhtlat Nazariyat.

Unit 2 - Dukan/Shumali Hind Men Urdu, Fort William College.

Unit 3 - Urdu ke Aham Dabistan:-

Dabistan-e-Dehli aur Dabistan-e-Lakhnaoo, Dabistan-e-Rampur

Unit 4 Urdu ki Aham Tahreek

1. Aligarh Tahreek

2. Taraqqi Pasand Tahreek

3. Romanvi Tahreek

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings/Textbook Prescribed:

1. Urdu Zaban ki Mukhtasar Tarin Tarikh, Salim Akhta, Educational Pub House, Delhi,
2. Urdu Adab ki Tanquidi Tareekh, Syed Ehtesham Hussain, NCPUL, New Delhi.
3. Mukhtasar Tareekh-e-Adab Urdu, Aijaz Husain
4. Tareekh-e-Adab Urdu, Azeem-ul-Haque Junaidi, Educational Book House, Aligarh
5. Urdu Adab Ki Tareekh, Rambabu Saxena, Educational Publishing House, Delhi

DMHS401: History of India (c.1526-1605)

Credits: 3L+1T+0P

Periods per week:4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Course Objective : Recognizing the multiple dimensions of Medieval India

Course Learning Outcome : At the end of the session the student shall be able to:

1. Conceptualize the diversities in medieval Indian society.
2. Analyze the main characteristics of medieval society
3. Differentiate between the pre-Mughal and Mughal social systems.

Unit I : Sources and Historiography:

- a) Persian literary culture; translations; Vernacular literary traditions.
- b) Modern Interpretations

Unit II : Establishment of Mughal rule:

- a) India on the eve of Babur's Invasion
- b) Humayun's struggle for empire
- c) Sher Shah and his administrative and revenue reforms

Unit III: Consolidation of Mughal rule under Akbar:

- a) Campaigns and conquests: tactics and technology
- b) Evolution of administrative institutions: Zabt, Masnab, Jagir, Madad-I-Maash
- c) Revolts and resistance

Unit IV: Expansion and Integration:

- a) Incorporation of Rajputs and other indigenous groups in Mughal nobility
- b) North-West frontier, Gujarat and the Deccan
- c) Conquest of Bengal

DMGY401: Sustainable Development**Credits: 2L+1T+0P=3****Contact hours per week: 3****Examination: 3 hours****Marks: 75****C1+C2=25****C3= 50 Marks**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	30
Internal Test(C2)/Assignment or Attendance	10/05	1 hr	
End Semester Theory Examination(C3)	50	3 hrs	
Total Max Marks	75		30

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: Written Test in the respective subject's class (at the end of fifteen week).

Course Objective

Develop perspective for society development and well-being in a holistic and sustainable perspective

Course Learning Outcome

To understand need of stability of natural system for the development

Able to use systems thinking for inclusive and equitable development of society
Get the knowledge of developmental policies and programmes

UNIT I : Sustainable Development Global Context

Definition, Components, Historical Background, The Millennium Development Goals: Strategies, Experiences and Limitations

UNIT II : Sustainable Regional Development

Climate Change: The Policies and Global Cooperation for Climate Change, Global Climatic Assessment-IPCC

Sustainable Development Goals special reference to gender equity: Gender Development Index, Global Gender Gap Index

UNIT III : Inclusive and equitable Development in India

Education: Right to education, Accessibility, Challenges and Strategies

Health: Rights to Health, Poverty, Diseases; the challenges of Universal Health Coverage

UNIT IV : Sustainable Development Policies and Programmes

The Proposal for SDGs at Rio+20; illustrative SDGs; Goal Based Development; Financing for Sustainable Development, Principles of Good Governance, local participation

Suggestive Readings:

1. Gyeman, Julian, Robert D. Bullard and BOB Evans (eds) (2003) Just Sustainabilities: Development in an Unequal World, London, Earthscan
2. Baker, Susan (2006) Sustainable Development, Milton Park, Abingdon, Oxon, New York Routledge

3. Brosius, Peter (1997) Endangered Forest, endangered People: Environmentalist Representations of indigenous Knowledge “, Human Ecology
4. Lohman, Larry (2003) “ Re- imagining the population Debate”, Corner House Briefing28
5. Robbins, Paul (2004) Political Ecology: A Critical Introduction, Blackwell PublishingIPCC (2007) Climate Change 2007: Impacts, Adaptations and Vulnerability. Contribution of Working Group II to the fourth Assessment Report of the Intergovernmental Panel on Climate Change
6. Singh P., Y.Beri, S. Meena (ed) 2022 Gender, Society and Politics: A cross-disciplinary exploration, Author press, New Delhi

DMGP401: Socio-economicSurvey

Total Credit: 1

Marks: 50

Contact hours per week: 2

Examination: 5 hours

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Practical Examination	40	---	20
Practical File Assessment	10	---	
Total Max Marks	50	----	20

Course Objective

Familiarity field survey to identify, assess and implement the need based regional planning

Course Learning Outcome

1. Acquire competence in observing the local issues
2. Handful practice on data collection, tabulation, analysis and interpretation based on local issues

UNIT I : Socio-economic Survey

Objective, Research Question, Questionnaire, Schedule, Data Collection, Tabulation, Analysis and Interpretation

UNIT II : Application

Survey of neighbor village and report writing (not more than 30 pages)

Suggestive Readings:

Related dissertation or reports from Shodh Ganga

DMEC-401 : Indian Economic Experiences

Credits: 3L+1T+0P

Marks: 100

Periods per week:4

C1+C2=30

Examination: 3 hours

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: Economics, at its core, is the study of how to evaluate alternatives and make better choices. It develops critical-thinking and problem-solving skills to make good decisions. It develops analytical skills to examine data to support good decisions. It provides the ability to make decisions, solve problems, obtain and process information, analyze data, and write and speak effectively.

Objectives: The students will be able to:

- ☐ Understand the development paradigm adopted in India since independence and evaluate its impact on economic as well as social indicators of progress and wellbeing.
- ☐ Understand the concepts of poverty, inequality and unemployment.
- ☐ Critically evaluate and understand the development of Indian economy.
- ☐ Identify and analyze trends and patterns in structure of population.

UNIT-I : Indian Economy Development Strategy

- ☐ Indian Economy on the eve of Independence, Emergence and development of Planning exercise in India – plan models and shift in focus over time,
- ☐ NITI Aayog; Output (National Income) & various Concepts.

UNIT II : Sectoral Analysis of Indian Economy

- ☐ Sectoral analysis: Trend & growth of agriculture, industry and services sectors since Independence,
 - ☐ Employment Structure and its Elasticity,
 - ☐ Unemployment – trends, structure and types,
- Concepts of Poverty and Inequality; Inflation – trends, structure and causes.

UNIT-III : Trends of Population & Agricultural production and productivity in India

- ☐ Trends and patterns in structure of population over time(1951 to current) growth rate, gender, rural-urban migration, literacy, regional disparity.
- ☐ Trends in Agricultural Production and Productivity; Land Reforms – Genesis, Progress and current status; Green Revolution – Measures and its effects.

UNIT-IV : Industries, Public Sector, MSME and Foreign Trade

- ☐ Trends and Patterns of Industrial Sector since Independence and change in Industrial policies including recent initiatives;
- ☐ Micro, Small & Medium Scale Industries – Growth, Structure and its contribution in national economy;
- ☐ Public Sector – Growth, Structure, Historical role, Evolution and Disinvestment.
- ☐ Trends in Exports and Imports; Composition and Direction of Foreign Trade; Balance of Payments– Current Status and recent Government initiatives.

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings*

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

- ☐ Datta, R. and K P. M. Sundhram (latest edition), Indian Economy. S. Chand & Company Ltd. New Delhi.
- ☐ Mishra, S.K and V.K. Puri Indian Economy Development Experience, Himalaya Publishing House, Mumbai, Latest Edition.
- ☐ Ramesh Singh ,Indian Economy ,6th Edition ,Tata Mcgraw Hill

DMPS401: World Politics

Credits: 3L+1T+0P

Periods per week:4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	

End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale:

The study of world politics is essential for Political science students as it offers understanding of global issues and international relations. It provides insights into the complex interactions between nations, helps analyse global challenges and prepares students for informed citizenship in an increasingly interconnected world.

Learning Objectives:

1. Understand and explain key concepts and theories in global politics, including globalization and international political economy.
2. Examine global political issues and challenges, such as climate change, global governance, and transnational conflicts.
3. Develop a global perspective and learn about contemporary global political dynamics.

Unit-I : Approaches to Understand Global Politics

Meaning and Nature of World Politics, Mainstream Approaches (Liberalism and Realism) and Critical Approaches (Marxist, Post-Structuralist, Post-Colonial, Feminist, Green Politics).

Unit-II : Understanding Globalization

Definition & Economic, Cultural and Technological Dimension of Globalization.

Unit-III : Global Political Economy

Meaning of Global Political Economy and role of World economic Institutions like IMF, World Bank, WTO, Trans-national Organizations.

Unit-IV : Contemporary Global Issues impacting world Politics

Climate Change, Proliferation of nuclear weapons, International Terrorism, Migration.

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.

Reading List

C. Brown and K. Ainley, (2009) *Understanding International Relations*, Basingstoke:

Palgrave, pp. 1-16.

A. McGrew, (2011) 'Globalization and Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 14-31

A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan.

R. Keohane, (2000) 'Sovereignty in International Society', in D. Held and A. McGrew (eds.) *The Global Trans-Formations Reader*, Cambridge: Polity Press, pp. 109-123.

PCLO401/402:Content cum Pedagogy of Language 1/ Language 2

Credits: 1L+1T+0P=2

Marks: 50

Contact hours per week: 2

C1+C2=15

Examination: 2 hours

C3= 35 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

Interventions from quality teachers are vital in view of the objectives of NEP 2020. Sound pedagogical content knowledge and teaching methods are the determinants of a teacher's quality and professionalism. Teacher education programme strongly emphasizes pedagogy, its principles, and the practices of teaching and learning. Research clearly shows that children pick up language very quickly. It is also a well-known fact that students learn and grasp abstract concepts more quickly through their mother tongue or local language. Therefore, for teaching- learning any language, maximum exposure of the language needs to be given. This course comprises of three units emphasizing the knowledge of developing the teaching skills of language for the student-teacher. The course also focuses on the understanding of nature, scope, importance, and functions of a language. It also deals with the historical/policy perspectives along with the approaches, methods of teaching the language for development of language skills among the children.

Learning Outcomes

After completion of this course, student teachers will be able to:

- outline the aims and objectives of teaching Language at the secondary level,
- identify and relate values of the Language with other disciplines,
- summarize the historical perspective of the Language,
- discuss methods, approaches, and materials for teaching Language at the secondary stage in the Indian context,
- appraise the Language diversity of the surroundings.

UNIT - I : Nature, Scope, and Historical Perspective of Language

- A. Nature, scope, and importance of the Language; Linguistic features of the Language.
- B. Functions of Language, Language learning, and Language acquisition.
- C. Historical perspective of the Language with a special focus on inclusivity in classrooms to learn the Language, evolution of Language with the power dynamics.
- D. Language as discourse: Language - Identity and Gender.
- E. Recommendations/suggestions of various committees, commissions, and policies on teaching-learning the Language in school education.
- F. Universality of Languages.

UNIT - II

- A. Aims and objectives of teaching the Language (L1 and L2).
- B. Linkages of the Language with other school subjects.
- C. Linkages between literature and society.
- D. Place of the Language in school curriculum at the national and international scenario.
- E. Values of Language: functionality, fluency, coherence.

UNIT - III Pedagogical Aspects of Language

- A. Approaches of teaching Language – inductive deductive, constructivist, experiential learning, art-integrated learning, blended learning, interdisciplinary and multidisciplinary approaches.
- B. Critical and analytical pedagogical concerns related to teaching Language with special focus on Higher-Order Thinking skills (HOTS).
- C. Methods of teaching Language: learner-centric and group-centric, lecture-cum- demonstration, grammar-cum-translation method, direct method, audio-lingual method, task-based learning, lexical approach, activity-based discussion, problem-solving, hands- on activity, concept-mapping, collaborative and cooperative learning.
- D. Capabilities of students in Language skills and reflection.

Suggestive Practicum (Any Three)

1. Prepare a report on any one Language of your neighborhood focusing on how it has evolved.
2. Enumerate values of the Language and prepare a write up.
3. Write an article on the recommendations of NEP 2020 in context to Language development.
4. Prepare relevant resource materials of the Language at the secondary level.

5. Prepare a report on various pedagogical activities to teach the Language.
6. Any other project assigned by the HEI.

Suggestive Mode of Transaction

Lecture-cum-discussion, project-based method, problem-solving method, experiential learning, inquiry approach, ICT integrated learning, interactive methods such as group discussions, peer tutoring, workshops, observations, and presentations.

Suggestive Mode of Assessment

Written tests, classroom presentations, seminars, assignments, practicum, sessional, and terminal semester examinations.

Suggestive Reading Materials

- National Curriculum Framework for School Education, Government of India
- National Education Policy 2020 (NEP 2020). Government of India. (English/ Hindi).
- National Policy on Education (With Modifications Undertaken In 1992). Ministry of Human Resource Development: New Delhi.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.

PCSS403: Content cum Pedagogy of Social Sciences

Credits: 1L+1T+0P=2

Contact hours per week: 2

Examination: 2 hours

Marks: 50

C1+C2=15

C3= 35 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course:

The focus of the National Education Policy (NEP) 2020 is on the holistic development of students. To achieve the objectives, interventions from quality teachers are vital. Teacher education programme strongly emphasizes pedagogy, its principles, and the practices of teaching and learning. Sound pedagogical content knowledge and teaching methods are the determinants of a teacher's quality and professionalism. Pedagogical knowledge and approaches refer to the specialized knowledge of the teacher for creating an active, child-centered, and inclusive teaching-learning environment for the students and need to be developed among the student teachers. This pedagogical course in Social Sciences is intended to enhance the pedagogical content knowledge of student teachers through different learning approaches and methods. This course comprises three units and a practicum. The course is devoted to developing an understanding of the nature and scope of Social Sciences and the aims and objectives of teaching Social Sciences and its linkages with other disciplines. Historical/policy perspectives of Social Sciences are discussed in unit second. Critical, creative, and analytical pedagogical concerns in teaching Social Sciences with special reference to higher-order thinking are also placed in unit third.

Learning Outcomes : After completion of this course, student teacher will be able to:

- explain the nature and scope of Social Sciences,
- examine the pedagogical aspects of the Social Sciences,
- elaborate the aims and objectives of the Social Sciences,
- analyze the historical perspective and inherent values in Social Sciences,

- identify the importance/significance of Social Sciences in daily life,
- develop learning objectives and outcomes,
- differentiate between Social Sciences and social studies,
- determine the suitability of the methods for teaching learning Social Sciences,
- apply approaches and strategies of teaching learning Social Sciences at the secondary stage.

UNIT - I: Nature, Scope, and Historical Perspective of Social Sciences

- A. Nature of Social Sciences.
- B. Historical development of Social Sciences, scope, and role of Social Sciences in daily life.
- C. Disciplines of Social Sciences and their interrelationship.
- D. Concept of Social Sciences and Social Studies.
- E. Recommendations and suggestions of various committees, commissions, and policies in reference to Social Sciences.

UNIT - II: Aims and Objectives of Teaching Social Sciences

- A. Aims and objectives of teaching Social Sciences at secondary stage.
- B. Learning outcomes and competencies of teaching Social Science at secondary stage.
- C. Linkages of Social Sciences with other subjects and its place in school curriculum.
- D. Values of Social Sciences such as intellectual, utilitarian, moral and aesthetic and environmental.

UNIT - III : Pedagogical Aspects of Social Sciences

- A. Implication of various approaches- inductive deductive, constructivist, experiential learning, art-integrated learning, sports integrated learning, field visit, discovery, project methods for learning of the selected chapters/concepts in Social Sciences textbooks.
- B. Moving towards more holistic, interdisciplinary, and multidisciplinary approaches of learning Social Sciences, learning exclusive of pre-conceptions and misconceptions, blended learning.
- C. Methods of teaching Social Sciences: learner-centric and group-centric, activity based, discussion, problem-solving, role play, inquiry approach, problem-solving, concept mapping, collaborative & cooperative learning approach, field based experiential learning and applications of suitable methods for learning the selected chapters/concepts in Social Sciences textbooks.
- D. Critical, creative and analytical pedagogical concerns in teaching the Social Sciences with special reference to higher-order thinking.

Suggestive Practicum (Any Three)

1. Develop write-ups on the teaching of Social Sciences using interdisciplinary and multidisciplinary approaches as suggested in NEP 2020.
2. Develop learning objectives and learning outcomes for the concepts of Social Sciences at the secondary stage.
3. Design an excursion activity to transact concepts of Social Sciences.
4. Prepare a detailed project on the curricular integration of skills, capacities, and values in Social Sciences.
5. Demonstrate different pedagogical approaches and strategies for transacting concepts of Social Sciences
6. Analyze the different recommendations of policies/commissions in context to Social Sciences.
7. Any other project assigned by HEI.

Mode of Transactions

Lectures with discussion, Hands-on activities, project approach, problem-solving, concept mapping, collaborative & cooperative approach, experiential learning, and toy/art/sports integrated learning.

Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations.

Suggestive Reading Material:

- NCERT Textbooks of Social Sciences for Classes IX - XII
- Epistemology of Social Sciences, the scientific status, values and Institutionalisation, Vol. XXXVI, UNESCO publications, (1984)
- National Policy on Education 1968, 1986 and 2020.

SEMESTER

V

DCHN501: हिंदी कथा साहित्य (हिंदी कहानी)**क्रेडिट : 3L+1T+0P****कालांश प्रति सप्ताह : 04****परीक्षा अवधि : 03 घण्टे****अधिकतम अंक: 100****C1+C2=30****C3=70 अंक**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षण C1	15	01 घण्टा	40
आंतरिक परीक्षण C2	15	01 घण्टा	
सत्रांत सैद्धांतिक परीक्षा C3	70	03 घण्टे	
कुल अधिकतम अंक	100	—	

C1: संबंधित विषय की कक्षा में लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: कक्षा कार्यक्रम के अनुसार – लिखित परीक्षा/एसाइनमेंट/

निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल :- हिंदी कहानी के उद्भव और विकास से परिचित कराना। किसी भी कहानी की सैद्धांतिक व व्यावहारिक समीक्षा कर सकने का कौशल-विकास एवं विविध कहानियों के पाठ और विश्लेषण से हिंदी कहानी की विविध धाराओं और आंदोलनों का ज्ञान।

इकाई 1. हिंदी कहानी का उद्भव:

कहानी की परिभाषा

हिंदी कहानी का विकास-क्रम

कहानी कला के तत्त्व

इकाई 2.

1. नमक का दरोगा – प्रेमचंद

2. दुःख – यशपाल

3. एटमबम – अमृतलाल नागर

कथावस्तु, व्याख्या, पात्र व चरित्र-चित्रण

समीक्षात्मक प्रश्न

इकाई 3.

1. चीफ की दावत – भीष्म साहनी

2. दादी माँ – शिव प्रसाद सिंह

3. मुगलों ने सल्तनत बर्खा दी – भगवती चरण वर्मा

कथावस्तु, व्याख्या, पात्र व चरित्र-चित्रण

समीक्षात्मक प्रश्न

इकाई 4.

1. नौकरी पेशा – कमलेश्वर

2. सरहद के इस पास – नासिरा शर्मा

3. राजा का चौक – नमिता सिंह

कथावस्तु, व्याख्या, पात्र व चरित्र-चित्रण

समीक्षात्मक प्रश्न

सहायक पुस्तकें :

1. कथा कलश : सं. मनोहर वर्मा, किरन पब्लिकेशन, अजमेर

2. आधुनिक हिंदी कथा साहित्य और चरित्र विकास – बेचन

3. आधुनिक हिंदी साहित्य का विकास – श्री कृष्णलाल

4. हिंदी कथा साहित्य – पदुमलाल पुन्नालाल बक्शी

DCHN502: हिंदी कथा साहित्य (हिंदी उपन्यास)**क्रेडिट : 3L+1T+0P****कालांश प्रति सप्ताह : 04****परीक्षा अवधि : 03 घण्टे****अधिकतम अंक: 100****C1+C2=30****C3=70 अंक**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be

asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षण C1	15	01 घण्टा	40
आंतरिक परीक्षण C2	15	01 घण्टा	
सत्रांत सैद्धांतिक परीक्षा C3	70	03 घण्टे	
कुल अधिकतम अंक	100	—	

C1: संबंधित विषय की कक्षा में लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: कक्षा कार्यक्रम के अनुसार – लिखित परीक्षा/एसाइनमेंट/निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल :- विद्यार्थियों को हिंदी उपन्यास साहित्य के विकास-क्रम से परिचित कराते हुए उनमें साहित्यिक एवं सामाजिक संदर्भों में उपन्यास के अध्ययन की क्षमता का विकास करना एवं साहित्यिक रुचि और समझ का विकास करना।

इकाई 1. उपन्यास के उद्भव की पृष्ठभूमि

उपन्यास के तत्व

हिंदी उपन्यास की विकास यात्रा

इकाई 2. त्यागपत्र (उपन्यास) : जैनेन्द्र कुमार

कथावस्तु,

व्याख्या

इकाई 3. पात्र एवं चरित्र-चित्रण

त्यागपत्र उपन्यास की तात्त्विक समीक्षा

इकाई 4. मनोविश्लेषणात्मक/मनोवैज्ञानिक उपन्यास परंपरा में त्यागपत्र

वर्तमान सन्दर्भ में त्यागपत्र उपन्यास का महत्व

वस्तुनिष्ठ 10 अंक प्रत्येक इकाई से 15 अंक के व्याख्यात्मक समीक्षात्मक प्रश्न

सहायक पुस्तकें :

1. त्यागपत्र : जैनेन्द्र कुमार, भारतीय ज्ञानपीठ, 18 इन्स्टीट्यूशनल एरिया, लोदी रोड, नई दिल्ली
2. आधुनिक हिंदी कथा साहित्य और मनोविज्ञान – देवराज उपाध्याय
3. हिंदी उपन्यास का परिचयात्मक इतिहास – डॉ.प्रताप नारायण टंडन
4. आधुनिक हिंदी कथा साहित्य और चरित्र – विकास – बेचन

DCEN501:Literary Criticism

Credits: 3L+1T+0P

Periods per week:4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: Literary criticism is essential for a deep and nuanced understanding of literary works. It helps readers and scholars unpack complex texts, analyze their structures, themes, and techniques, and appreciate the artistry behind them. It provides tools and methodologies for interpreting the meaning of literary works. It

allows readers to go beyond the surface narrative and uncover hidden or symbolic meanings, enriching the reading experience.

Objectives: The students will be able to:

- Expose students to the various literary theories and critical approaches that emerged in Europe throughout centuries
- To examine the evolution of various theoretical and aesthetic concepts.
- Enable students to discern the connections between the theoretical formulations in understanding literary texts.

The paper will be divided into four (4) Units.

Unit I - Aristotle: "The Poetics" (Chapters i-xvi, xxv), The concept of Mimesis.

Unit II - William Wordsworth: "Preface to the Lyrical Ballads"
Samuel Taylor Coleridge- Biographia Literaria Chapter- XI, XVII

Unit III - T.S. Eliot: Traditional and Individual talent

Unit IV - F. R. Leavis- Keats
Matthew Arnold- The Study of Poetry

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings

- Abrams, M. H. A Glossary of Literary Terms. Singapore: Harcourt Asia Pvt. Ltd., 2000.
- Arnold, Matthew. Essays in Criticism. New York: MacMillan and company, 1865.
- Blamires, Harry. A History of Literary Criticism. Delhi: Macmillan, 2001.
- Daiches, David. Critical Approaches to Literature, 2nd ed. Hyderabad: Orient Longman, 2001.
- Ford, Boris (ed). The Pelican Guide to English Literature, Vols. 4 & 5. London: Pelican, 1980.
- Habib, M. A. R. A History of Literary Criticism and Theory: From Plato to the Present. Oxford: Blackwell, 2005.

DCEN502: Literary Theory

Credits: 3L+1T+0P

Periods per week: 4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: Contemporary literary theory allows scholars to understand how literary interpretation and analysis have evolved over time. It provides insights into the changing approaches to literature and how they reflect shifting cultural, social, and intellectual paradigms. Literary theory equips readers and scholars with analytical tools to explore and make sense of complex and challenging literary texts, including those that may defy traditional interpretations

Objectives: The students will be able to:

- Expose students to the various literary theories and critical approaches that emerged in Europe throughout centuries
- To examine the evolution of various theoretical and aesthetic concepts across space and time.
- Enable students to discern the connections between the theoretical formulations in understanding literary texts.

The paper will be divided into four (4) Units.

- Unit I** - Structuralism
Post-Structuralism
- Unit II** - Modernism
Post Modernism
- Unit III** - NewHistoricism
Formalism
- Unit IV** - Psychoanalytical theory

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings

- Barry, Peter. Beginning Theory: An Introduction to Literary & Cultural Theories, 2nd ed., Manchester: Manchester University Press, 2004.
- Bertans, Hans. Literary Theory: The Basics, New York: Routledge, 2003.
- Blamires, Harry. A History of Literary Criticism, Delhi: Macmillan, 2001.
- Eagleton, Terry. Marxism and Literary Criticism, University of California Press: London, 1976.
- Selden, Raman. A Reader's Guide to Contemporary Literary Theory. New Jersey: Prentice Hall, 1985.

DCUD501: Urdu Masnavi

Credits: 3L+1T+0P

Periods per week:4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: Urdu Masnavi, a poetic narrative form, holds a distinctive place in Urdu literature for its storytelling prowess and artistic elegance. This paper aims to delve into the world of Urdu Masnavi, tracing its origins, development, and enduring significance in contemporary times.

- Unit 1** - Masnavi ki Ta'reef, Irteqa aur Ajza-e-Tarkibi.
- Unit 2** - Meer Hasan aur Daya Shankar Naseem ke Sawanehi Kawaif aur Karname.
- Unit 3** - Matn ka Mutalea aur Mafhoom.
1. Meer Hasan : Intikhabe Sahrul Bayan (Talkhees)
- Unit 4** - Matn ka Mutalea aur Mafhoom.
1. Daya Shankar Naseem : Intikhabe Gulzare Naseem (Talkhees)

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings/Textbook Prescribed: -

1. Intikhabe Manzumat, Hissa Awwal, U P Urdu Academy, Lucknow
2. Urdu Masnavi Ka Irteqa, Abdul Qadir Sarwari, Educational Publishing House, Delhi
3. Urdu Ki Teem Masnaviyan, Khan Rashid, Educational Publishing House, Delhi

DCUD502: Urdu Adab ki Mukhtsar Tareekh**Credits: 3L+1T+0P****Periods per week:4****Examination: 3 hours****Marks: 100****C1+C2=30****C3= 70 Marks**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: Urdu literature, with its rich and diverse tradition, holds a significant place in the world of literature. It has produced renowned poets, writers, and literary works over the centuries. This paper aims to provide an overview of the history of Urdu literature, highlighting its key periods, milestones, and contributions to the broader literary world.

CLO: To give them an outlook of History of Urdu language and prominent schools of Urdu literature and also the different literary movements in Urdu.

Unit 1 - Urdu Zaban ka Aghaz o Irteqa, Mukhtlat Nazariyat.

Unit 2 - Dukan/Shumali Hind Men Urdu, Fort William College.

Unit 3 - 1. Urdu ke Aham Dabistan:-
2. Dabistan-e-Dehli aur Dabistan-e-Lakhnaoo, Dabistan-e-Rampur

Unit 4 - 1. Urdu ki Aham Tahreek
2. Aligarh Tahreek
3. Taraqqi Pasand Tahreek
4. Romanvi Tahreek

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings/Textbook Prescribed: -

1. Urdu Zaban ki Mukhtasar Tarin Tarikh, Salim Akhta, Educational Pub House, Delhi,
2. Urdu Adab ki Tanquidi Tareekh, Syed Ehtesham Hussain, NCPUL, New Delhi.
3. Mukhtasar Tareekh-e-Adab Urdu, Aijaz Husain
4. Tareekh-e-Adab Urdu, Azeem-ul-Haque Junaidi, Educational Book House, Aligarh
5. Urdu Adab Ki Tareekh, Rambabu Saxena, Educational Publishing House, Delhi

DCHS501 : History of India (1605-1750)**Credits: 3L+1T+0P****Periods per week:4****Examination: 3 hours****Marks: 100****C1+C2=30****C3= 70 Marks**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Course Objective : Developing familiarity with the issues of medieval Indian society.

Course Learning Outcome : At the end of the course the student shall be able to:

1. Acquire competence in handling complex issues related to medieval Indian society
2. Analysis and interpret the patterns of political and social developments.

UNIT I : Sources: Persian and Vernacular, Literary, Histories, Memoirs, and Travelogues

UNIT II : Political Culture under Jahangir and Shah Jahan

a) Extension of Mughal rule; changes in Mansab and Jagir systems; imperial culture
Orthodoxy and syncretism – Naqshbandi Sufis, Miyan Mir, Dara Shukoh,

UNIT III : Mughal Empire under Aurangzeb

a) State and religion under Aurangzeb; issues in the war of succession; policies regarding religious groups and institutions

b) Conquests and limits of expansion

c) Beginning of the crisis: contemporary perceptions; agrarian and Jagir crises; revolts.

UNIT IV : Patterns of Regional Politics:

a) Rajput political culture and state formation

b) Deccan kingdoms; emergence of the Marathas; Shiva; expansion under the Peshwas

c) Mughal decline; emergence of succession states

Suggestive Readings

1. Alam Muzaffar and Subramaniam Sanjay , eds., The Mughal state, 1526-1750 Ali Athar M., The Mughal Nobility under Aurangzeb
2. Chandra Satish, Essays on Medieval Indian History
3. Dasgupta Ashin, Indian Merchants and the Decline of Surat, 1700 – 1750 Gordon Stewart, The Marathas 1600 – 1818
4. Habib Irfan, Agrarian System of Mughal India, 1526 – 1701 Koch Ebba, Mughal Art and Imperial Ideology
5. Qanungo, K.R, Dara Shukoh Richards, J.F, The Mughal Empire
6. Rizvi, S.A.A, Muslim Revivalist Movements in Northern India.
7. Alam, Muzaffar-The Crisis of Empire in Mughal North India: Awadh and Punjab-1707-1748. Alavi, Seema (ed.), The Eighteenth Century in India
8. Ali, M. Athar, Mughal India: Studies in Polity, Ideas, society and Culture. Arasaratnam S., Maritime India in the Seventeenth Century
9. Asher Catherine, Architecture of Mughal India Bandyopadhyay S, From Plassey to Partition
10. Barnett, R.B, North India between Empires: Awadh, the Mughals and the British. Bashir, Ahmed, Akbar, the Mughal Emperor.
11. Bayly, Susan, Caste, Society and Politics in India from the 18th century to the modern age. Bayly, C.A., Indian Society and the Making of the British Empire;
12. Beach Milo, Mughal and Rajput Paintings
13. Bernier, F, Travels in Mughal India.
14. Chandra Satish, Parties and Politics at the Mughal Court Chandra, Satish, A History of Medieval India (Part II)
15. Chandra, Satish, Historiography, Religion and State in Medieval India
16. Chandra, Satish, Mughal Religious Policies, the Rajputs and the Deccan.
17. Chandra, Satish, The 18th century in India: Its economy and the Role of the Marathas, the Jats and the Sikhs and the Afghans and Supplement (K.P. Bagchi)
18. Chaudhuri, K.N., Trade & Civilization: An Economic History from the Rise of Islam to 1750. Eaton, R.M., The Rise of Islam and the Bengal Frontier 1204-1760;
19. Eaton, R.M., The Sufis of Bijapur
20. Fukuzawa, H., The Medieval Deccan: Peasants, Social systems and States 16th to 18th centuries. Gordon S., The Marathas 1600-1818
21. Grewal J.S., The Sikhs of the Punjab Habib Irfan (ed.), Medieval India
22. Habib Irfan (ed), Resistance and Modernization under Haider Ali and Tipu Sultan Hasan S.,

- Nurul, Thoughts on Agrarian Relations in Mughal India
23. Hasan S. Nurul, Religion, State, and Society in Medieval India Husain Iqbal, Rihela Chieftancies in 18th Century India Kulke, H. (ed.), The State in India 1000-1700.
 24. Malik, Z. U., The Reign of Muhammad Shah
 25. Marshall P. J., (Edited), The Eighteenth century in Indian history: Evolution or revolution Marshall P. J., East Indian Fortunes: the British in Bengal in the 18th Cent,
 26. Mukhia Harbans, The Mughals of India
 27. Nizami K. A., (ed.) Politics and society during the early Medieval Period : The collected Works of Prof. Md. Habib (2 vols.)
 28. Raychoudhuri T. K. & Habib I. (eds.)-The Cambridge Economic History of India Vol. I Richards J. F., The Mughal Empire
 29. Richards, J. F., Mughal Administration in Golconda

HINDI

- (I) Pandey S. K. Madhyakalin Bharat, Prayag Academy, Allahabad.
- (II) Chobey, Saurabh, Madhyakalin Bharat, Universal Books, Allahabad.
- (III) Chandra Satish, Madhyakalin Bharat, Saltanat se Mughal (1206-1526) Jawahar Publishers Dilli.
- (IV) Ahmad Laik, Madhyakalin Bhartiya Sanskriti, Sharda Pustak Bhawan, Allahabad.

DCHS502: History of USA (1776-1860)

Credits: 3L+1T+0P

Periods per week: 4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination (C3)	70	3 hrs	
Total Max Marks	100		40

Course Objective : Developing an understanding about the people and society in USA.

Course Learning Outcome : At the end of the course the student shall be able to:

1. To comprehend about the American society and people.
2. To explain the political processes in the USA in modern period.
3. To analyze the role of the USA in major World issues

UNIT I : The Background:

The land and indigenous people: settlement and colonization by Europeans; early colonial society and politics; indentured labour-White and Black.

UNIT II : Making of the Republic:

- a) Revolution : Sources of conflict : Revolutionary groups, Ideology: The War of Independence and its historical interpretations
- b) Measures of central tendency: Mean, Median, Mode, Quartile Partition Values Processes and Features of Construction making: Debates, Historical interpretations.

UNIT III : Evolution of American Democracy:

- a) Federalists: Jeffersonianism: Jacksonianism, Rise of political parties- 1840 – 1960; judiciary- role of the Supreme Court
- b) Expansion of Frontier: Turner's Thesis; Marginalization, displacement and decimation of native Americans; Case histories of Tecumseh, Shawnee Prophet.
- c) Limits of Democracy: Blacks and Women

Mean Deviation, Standard Deviation variance and Coefficient of Variation

UNIT IV: Civil War

- a) Abolitionism and Sectionalism
- b) Issues and interpretations
- c) Rise of Republicanism, Emancipation and Lincoln

Essential Readings

1. Bailyn Bernard, The Great Republic 1985.
2. Bailyn Bernard, The Ideological Origins of the American Revolution. Harvard University Press 1967
3. Beard Charles, An Economic Interpretation of the American Constitution. Macmillan, 1921 Brown Dee, Bury My Heart at Wounded Knee, An Indian History of the American West. Grover Gardner 1970
4. Carroll Peter and Noble David, Free and Unfree: A New History of the United States. Penguin Books, 1977.
5. Davis David B., The Problem of Slavery in the Age of Revolution 1770-1823. New York: Oxford University Press, 1999.
6. Faulkner U., American Economic History. New York, Harper, 1960
7. Fogel Robert, Railroads and American Economic Growth Baltimore: Johns Hopkins Press, 1964.
8. Foner Eric, America's Black Past. Harper Collins, 1970
9. Franklin, John Hope, From Slavery to Freedom. New York: Alfred A Knopf, 1947
10. Grobb Gerald N., and Billias George A., Interpretations of American History: Patterns and Perspectives, 2 Vols. New York, Free Press 1972.
11. Hofstadter Richard, The Age of Reform, From Bryan to FDR. Vintage Books, 1955 Kerber Linda, Women's America: Refocusing the Past. Oxford University Press, 1991 Potter David M., The Impending Crisis Harper Collins, 1977
12. Pratt W., A History of the United States Foreign Policy. Prentice-Hall, 1965
13. Randall James, The Civil War and Reconstruction. W.W. Norton & Company, 1937
14. Randall J. and Donald David, The Civil War and Reconstruction. Pickle Partners Publishing, 2016

DCGY501: Regional Development and Planning

Credits: 2L+1T+0P=3

Contact hours per week: 3

Examination: 3 hours

Marks: 75

C1+C2=25

C3= 50 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	30
Internal Test(C2)/Assignment or Attendance	10/05	1 hr	
End Semester Theory Examination(C3)	50	3 hrs	
Total Max Marks	75		30

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: Written Test in the respective subject's class (at the end of fifteen week).

Course Objective

Ability to prepare plans for development in backward region and backward group

Course Learning Outcome

At the end of the course, students will be able to critically evaluate the formal, functional and planning regions as well as they can evolve theoretical input for regional development.

UNIT I : Concept

Region, Development, Regional Development, Regional Planning, Objectives of Regional development, Approaches of Regional Planning and Scope of Regional Planning and Development

UNIT II : Theories and Models

Growth Pole Model of Perroux, Myrdal, Hirschman and Rostow models Regional

UNIT III : Regional Planning

Evolution of Regional Planning in India, Regional Planning and National Development, Planning regions of India, Integrated Regional Planning, Multi level planning

UNIT IV : Planning and Policy in India

Changing paradigm planning of India, National and state level planning, local level planning, National Capital Region and Rajasthan Master plan in reference to Jaipur

Suggestive Readings

1. Bhat, L.S. (1972): Regional Planning in India, Indian Statistical Institute, Calcutta.
2. Chand, M. and Puri, V.K. (2004): Regional planning in India; Allied Publishers, New Delhi, reprint.
3. Chandana, R. C. (2005): Regional Development and Planning. Kalyani Publishers, New Delhi.
4. Friedman, J. and Alonso, W. (eds.) (1968): Regional Development and Planning, M.I.T. Press, Cambridge-Massachusetts.
5. Misra, R.P., Sundaram, K.V., and Prakasarao, V.L.S. (1976): Regional Development Planning in India, Vikas Publishers., New Delhi.
6. Misra, R.P. (1969): Regional Planning. University of Mysore, Mysore.
7. Sharma, P.R. (ed.) (1993): Regional Policies and Development in the Third World. Rishi Publication., Varanasi.
8. Sundaram, K.V. (1977): Urban and Regional Planning in India, Vikas Publishers. New Delhi.

DCGY502:Environment Geography

Credits: 2L+1T+0P=3

Contact hours per week: 3

Examination: 3 hours

Marks: 75

C1+C2=25

C3= 50 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	30
Internal Test(C2)/Assignment or Attendance	10/05	1 hr	
End Semester Theory Examination(C3)	50	3 hrs	
Total Max Marks	75		30

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: Written Test in the respective subject's class (at the end of fifteen week).

Course Objective

Comprehend the environmental concept for the sustainable development of society

Course Learning Outcome

1. Understand the dynamic interactive relationship between man and environment.
2. Make assessment and review of planning and policies related to environment and natural resources.

UNIT I

Meaning and Concept of Environment; Properties and Types of an ecosystem; Functioning of Ecosystems; Producers, Consumers and Decomposers, Bio-

UNIT II

Man- Environment Relationship, Approaches: Deterministic, Possibilistic and Ecological

UNIT III

Environmental Degradation; Pollution (water and air), causes and consequences of Environmental Imbalances, Environment and development;

UNIT IV

Environmental Programmes and Policies- Global, National, and Local Levels

Suggestive Readings

1. Anjuneyulu, Y. (2004): Introduction to Environmental Science. B. S. Publications, Hyderabad.
2. Gautam, A. (2007): Environmental Geography, Sharda Pustak Bhawan, Allahabad
3. Huggett, R. J. (1998): Fundamental of Biogeography. Routledge, London.
4. H. S. (2003): Essentials of Biogeography. Pointer Publication, Jaipur.
5. Odum, E.P. (1975): Ecology. Rowman and Littlefield, Lanham USA.
6. Rajagopalan, R. (2005): Environmental Studies: From Crisis to Cure, Oxford University Press, New Delhi.

7. Reddy, M. A. (2004): Geoinformatics for Environmental Management. B. S. Publishers., Hyderabad.
8. MoE, 2006: National Environmental Policy- 2006, Ministry of Environment and Forests, Government of India
9. Singh, R. B. (ed.) (1990): Environmental Geography. Heritage Publication, New Delhi.
10. Singh, S. (2006): Environmental Geography. Prayag Pustak Bhawan, Allahabad.
11. Singh, S. (2001): Paryavaran Bhoogol, Prayag Pushtak Bhawan, Allahabad (in Hindi)

DCGP503: Field Study

Total Credit: 2

Marks: 50

Contact hours per week: 4

Examination: 5 hours

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Report Writing	30	---	20
Practical Examination	10	---	
Viva	10	---	
Total Max Marks	50	----	20

Course Objective: Linkage between theory and practical

Course Learning Outcome:

1. Develop understanding towards importance of team work
2. Bridging the gap between theoretical and practical understanding of ground reality

UNIT I

Role, Value and Ethics of Field Study, Importance of fieldwork in Geography

UNIT II

Field Techniques: Merits, Demerits and Selection of the Appropriate Technique; Observation (Participant/ Non Participant), Questionnaires (Open/ Closed/ Structured/ Non Structured)

UNIT III

Designing the Field Reports: Aims and Objectives, Methodology, Analysis, Interpretation and Writing the Report based on field observation, photographs, sketch, etc

Field Trip:

Suggestive Readings

1. Archer, J.E. and Dalton, T.H. (1968): *Field Work in Geography*. William Clowes and Sons Ltd. London and Beccles.
2. Bolton, T. and Newbury, P.A. (1968): *Geography through Fieldwork*. Blandford Press, London.
3. Jones, P. A. (1968): *Field Work in Geography*. Longmans, Green and Company Ltd., London and Harlow

DEHN501: स्त्री विमर्श

क्रेडिट : 2L+1T+0P

अधिकतम अंक: 75

कालांश प्रति सप्ताह : 03

C1+C2=25

परीक्षा अवधि : 03 घण्टे

C3=50 अंक

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षण C1	10	01 घण्टा	30
आंतरिक परीक्षण C2	05	01 घण्टा	
सत्रांत सैद्धांतिक परीक्षा C3	60	03 घण्टे	
कुल अधिकतम अंक	75	—	

C1: संबंधित विषय की कक्षा में लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: कक्षा कार्यक्रम के अनुसार – लिखित परीक्षा/एसाइनमेंट/
निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल : स्त्री विमर्श के अध्ययन से विद्यार्थी लैंगिक भेदभाव, शोषण-उत्पीड़न के बिंदुओं की पहचान करने में समक्ष होंगे, साथ ही, स्त्री-अधिकारों और उनकी स्थिति की पहचान कर सकेंगे। स्त्री-लेखन से जुड़े साहित्य एवं पत्र-पत्रिकाओं से परिचित हो सकेंगे। प्राचीन रूढ़ियों को समाप्त करने व एक समतामूलक समाज की निर्मिति के लिए आवश्यक प्रगतिशील दृष्टिकोण को विकसित करने में मदद मिलेगी।

इकाई 1. स्त्री विमर्श की अवधारणा

स्त्री-मुक्ति आंदोलन

स्वाधीनता पूर्व एवं स्वाधीनता के बाद स्त्री विमर्श

इकाई 2. उपन्यास : आओ पेपे घर चलें! – प्रभा खेतान

व्याख्या

समीक्षा/विवेचन

इकाई 3. आओ पेपे घर चलें! : मुख्य पात्रों का चरित्र

आओ पेपे घर चलें! उपन्यास का भाषायी विश्लेषण

इकाई 4. स्त्री विमर्श : दशा और दिशा

स्त्री विमर्श में हिंदी साहित्य की पत्रिकाओं का योगदान

सहायक पुस्तकें :

1. आओ पेपे घर चलें! – प्रभा खेतान
2. तड़प मुक्ति की – माता प्रसाद
3. श्रृंखला की कड़ियाँ – महादेवी वर्मा
4. आदमी की निगाह में औरत – राजेन्द्र यादव
5. हिंदी साहित्य का आधा इतिहास – सुमन राजे

DEEN501: World Literature

Credits: 2L+1T+0P=3

Contact hours per week: 3

Examination: 3 hours

Marks: 75

C1+C2=25

C3= 50 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	30
Internal Test(C2)/Assignment or Attendance	10/05	1 hr	
End Semester Theory Examination(C3)	50	3 hrs	
Total Max Marks	75		30

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: World literature exposes readers to a diverse range of cultures, languages, and perspectives from around the globe. It provides opportunities to explore the richness of human experiences and cultural traditions beyond one's own, studying world literature allows readers to gain a global perspective, fostering a deeper understanding of the interconnectedness of societies, histories, and global issues. World literature serves as a medium for cultural exchange, offering insights into the values, beliefs, and customs of different societies. It facilitates cross-cultural dialogue and understanding.

Objectives: The students will be able to:

- Expose students to the various literary theories and critical approaches that emerged in Europe throughout centuries
- To examine the evolution of various theoretical and aesthetic concepts across space and time.
- Enable students to discern the connections between the theoretical formulations in understanding literary texts.

The paper will be divided into four (4) Units.

Unit I	-	One Hundred Years of Solitude- Gabriel García Márquez
Unit II	-	The Metamorphosis - Franz Kafka
Unit III	-	The Kite Runner- Khaled Hosseini The God of Small Things - Arundhati Roy
Unit IV	-	The Stranger - Albert Camus Like Water for Chocolate - Laura Esquivel

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings

- Damrosch, David, editor. The Longman Anthology of World Literature (Vol. 1-6). Pearson, 2009.
- Puchner, Martin, editor. The Norton Anthology of World Literature (Vol. A-F) (4th ed.). W. W. Norton & Company, 2017.
- Bennett, Andrew, and Nicholas Royle, editors. An Introduction to Literature, Criticism and Theory (5th ed.). Routledge, 2016.
- Tyson, Lois. Critical Theory Today: A User-Friendly Guide (3rd ed.). Routledge, 2014.
- Wilson, D. Harlan. Science Fiction at the Borders of Mind. 2018.
- Bachelard, Gaston. The Poetics of Space. 1994.
- Rabkin, Eric S. The Fantastic in Literature. 1976.
- James, Edward, and Farah Mendelsohn, editors. The Cambridge Companion to Fantasy Literature. 2012.
- Manlove, Colin. The Anatomy of Fantasy: The Literary Genre of Fantasy Fiction. 2018.
- Genette, Gérard. Narrative Discourse: An Essay in Method. 1980.

DEUD501 : Urdu Sahafat aur Tarjume Ka Fun

Credits: 2L+1T+0P=3

Contact hours per week: 3

Examination: 3 hours

Marks: 75

C1+C2=25

C3= 50 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	30
Internal Test(C2)/Assignment or Attendance	10/05	1 hr	
End Semester Theory Examination(C3)	50	3 hrs	
Total Max Marks	75		30

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: Urdu journalism is a powerful medium for disseminating information and shaping public opinion. Translation plays a crucial role in making global news and knowledge accessible to Urdu-speaking readers. This paper aims to delve into the intricate relationship between Urdu journalism and the art of translation, highlighting its significance in information dissemination and cross-cultural understanding.

CLO: Journalism and Translation has very good scope for Language students. Through this course, students will get a chance to aware about journalism and its different components. They also get a chance to translate from Hindi to Urdu and English to Urdu. Student will also get a chance to know the tradition of translation in Urdu.

Unit 1	-	Urdu Sahafat, Fan aur Riwayat/Jang-e-Azadi aur Urdu Sahafat.
Unit 2	-	Akhbar Nawisi, Idariya Nawisi, Reporting aur Feature Nawisi.
Unit 3	-	Tarjume ki Ta'reef/Urdu men Tarjume ki Riwayat/Urdu Tarjume ke Aham Marakiz.

Tarjume ki Ahmiyat aur Ifadiyat.

Unit 4 - Hindi Se Urdu Tarjuma, English se Urdu Tarjuma

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings/Textbook Prescribed: -

1. Urdu Sahafat ka Safar, G.D.Chandan, Educational Publishing House, Delhi
2. Tarjume ka Fun aur Riwayat, Qamar Rayees, Educational Publishing House, Delhi

DEHS501: History of India (1750-1857)

Credits: 2L+1T+0P=3

Contact hours per week: 3

Examination: 3 hours

Marks: 75

C1+C2=25

C3= 50 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	30
Internal Test(C2)/Assignment or Attendance	10/05	1 hr	
End Semester Theory Examination(C3)	50	3 hrs	
Total Max Marks	75		30

Course Objective : Developing an understanding about colonial India.

Course Learning Outcome : At the end of the session the student shall be able to:

1. To comprehend about the state of society in India in the 18th century.
2. To analyze the process of colonial consolidation in India.
3. To differentiate between the colonial and the popular interests.

UNIT I : India in the mid-18th Century; Society, Economy, Polity

UNIT II : Expansion and Consolidation of Colonial Power :

- a) Mercantilism, foreign trade and early forms of exactions from Bengal
- b) Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab and Sindh.

UNIT III : Colonial State and Ideology:

- a) Arms of the colonial state : army, police, law
- b) Ideologies of the Raj and racial attitudes.
- c) Education : indigenous and modern.

UNIT IV : Popular Resistance:

- a) Santhal uprising (1857); Indigo rebellion (1860); Pabna Agrarian Leagues(1873); Deccan riots (1875)
- b) Uprising of 1857: causes and consequences

Suggestive Readings:

1. Bayly C.A, Indian Society and the Making of the British Empire, New Cambridge History of India.
2. Bhattacharya, Sabyasachi.ed., Rethinking 1857, Delhi, Orient Longman, 2007
3. Chakravarty Suhash, The Raj Syndrome: A study in Imperial Perceptions, 1989
4. Chandra Bipan, Rise, and Growth of Economic Nationalism in India
5. Choudhury, Sushil, Prelude to Empire Plassey Revolution of 1757, Delhi: Manohar, 2000 Cohn, B., Colonialism and its Forms of Knowledge, Princeton, New Jersey, Princeton University Press, 2001
6. Dirks, Nicholas B., Castes of Mind, Princeton, New Jersey, Princeton University Press, 1996
7. Ghosh Suresh Chandra, The History of Education in Modern India 1757-2012, Delhi, Orient
8. Blackswan, 4th Edition, 2013
9. Grewal, J.S, The Sikhs of the Punjab, New Cambridge History of India
10. Guha Ranajit, ed., A Subaltern Studies Reader
11. Guha, Ranajit, Elementary Aspects of Peasant Insurgency in Colonial India, New Delhi, Oxford

- University Press, 1983
12. Kumar Dharma and Raychaudhuri Tapan, eds., The Cambridge Economic History of India, Vol.II
 13. Majumdar, R.C., ed., History and Culture of Indian People, Vols. IX and X, British Paramountcy and Indian Renaissance.
 14. Marshall, P.J., Bengal: The British Bridgehead, New Cambridge History of India Metcalfe, Thomas, Ideologies of the Raj, Cambridge, Cambridge University Press, 1995
 15. Ray, Rajat K., ed., Entrepreneurship and Industry in India, 1800-1947, Oxford In India Readings. Sinha, N.K., ed., The history of Bengal 1757-1905, Calcutta, Calcutta University Press, 1967 Stokes, Eric, English Utilitarians and India
 16. Stokes, Eric, The Peasant Armed: The Indian Rebellion of 1857, ed. Bayly, C.A., New Delhi, Oxford University Press, 1986

HINDI

- (I) Grover B.L., Yashpal, Adhunik Bharat ka Itihas, S Chand Company Lit. Nai Dilli.
- (II) Pandey S. K Adhunik Bharat, Prayag Academy Publication and Distributers Alangang, Allahabad.
- (III) Tarachand, Bhartiya Swatantrata Aandolan ka Itihas Khand-II Prakashan Vibhag.
- (IV) Shukla, R L Adhunik Bharat

DEGY501 : Population Geography

Credits: 2L+1T+0P=3

Contact hours per week: 3

Examination: 3 hours

Marks: 75

C1+C2=25

C3= 50 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	30
Internal Test(C2)/Assignment or Attendance	10/05	1 hr	
End Semester Theory Examination(C3)	50	3 hrs	
Total Max Marks	75		30

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: Written Test in the respective subject's class (at the end of fifteen week).

Course Objective

To build a theoretical understanding of population dynamics and its linkages with contemporary demography issues

Course Learning Outcome

1. To understand patterns and processes of population growth and its implications.
2. Application of understanding demographic concepts with emerging contemporary population and development challenges

UNIT I : Concept

Nature and scope of population geography; Sources of Data with Special reference to India data (Census, Vital Statistics and NSS)

UNIT II : World population

Growth, Distribution and Density, Migration: types and determinants; Urbanization: trends and pattern

UNIT III : Population dynamics in Indian Context

Fertility and mortality, age and sex structure; Occupational structure; Contemporary Population problems; Human Resource Development: indicators and patterns. National Population Policy

UNIT IV : Theories

Malthusian Growth theory, Demographic Transition theory, Ravenstein Migration theory

Suggestive Readings

1. Bhende A. And Kanitkar T., 2000: Principles of Population Studies, Himalaya Publishing House
2. Chandna, R. C. (2006): Geography of Population. Kalyani Publishers, New Delhi.
3. Clarke, J.I. (1972): Population Geography. Pergamon Press, Oxford.

4. Trewartha, G.T. (1985): A Geography of Population: World Patterns. John Wiley and Sons, NY
5. Zelinsky, W. (1966): A Prologue to Population Geography. Prentice Hall, New Jersey
6. Chandana, R.C. (2006) Jansankhya Bhugol, Kalyani Publisher
7. Maurya S.D. (2009) Jansankhya Bhugol, Sharada Pustak Bhawan Allahabad

DEGY501 : Agricultural Geography

Credits: 2L+1T+0P=3

Contact hours per week: 3

Examination: 3 hours

Marks: 75

C1+C2=25

C3= 50 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	30
Internal Test(C2)/Assignment or Attendance	10/05	1 hr	
End Semester Theory Examination(C3)	50	3 hrs	
Total Max Marks	75		30

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: Written Test in the respective subject's class (at the end of fifteen week).

Course Objective

To introduce the basic concepts, theme, classification, issues and determinants involved in Agricultural Geography

Course Learning Outcome

1. After the end of the syllabus students will be able to conceptualize the various agricultural regions with respect to climate.
2. Further it is expected that they will be able to critically examine the issues concerned of agricultural activities at global and Indian level.

UNIT I

Meaning and scope of agricultural geography; Approaches to agricultural geography; Land use/ Land cover Definition and Classification.

Determinants of Agriculture: Physical, Technological and Institutional

UNIT II

Agricultural Regions of India: Agro Climatic, Agro-ecological and crop combination regions

UNIT III

Agricultural System of the World (Whittlesey's Classification) and Agricultural Land Use Model (Von Thunen), modification and relevance

UNIT IV

Agricultural revolution in India: Green, White, Blue and Pink; Agricultural planning and policies in India.

Suggestive Readings:

1. Gregor, H. P. (1970): Geography of Agriculture. Prentice-Hall, New York.
2. Husain, M. (1996): Systematic Agricultural Geography, Rawat Publications, Jaipur.
3. Misra, R. P. (1967): Diffusion of Agricultural Innovations, University of Mysore, Mysore.
4. Mohammad, A. (1978): Studies in Agricultural Geography, Rajesh Publications, New Delhi
5. Mohammad, N., 1992: New Dimension in Agricultural Geography, Vol. I to VIII, Concept Publication, New Delhi
6. Morgan, W. B. and Norton, R.J.C. (1971): Agricultural Geography. Methuen, London.
7. Sauer, O. C. (1969): Agricultural Origins and Dispersals. MIT Press, Cambridge.
8. Shafi, M. (2006): Agricultural Geography, Pearson Education, New Delhi.
9. Singh, J. and Dhillon, S.S. (2000): Agricultural Geography. Tata McGraw Hill, New Delhi.

10. Singh, S. (1994): Agricultural Development in India: A Regional Analysis, Kaushal Publications, Shillong.

INDC501: हिंदी साहित्य की विविध विधाएँ—कविता, कहानी, निबंध

क्रेडिट : 1L+1T+0P

कालांश प्रति सप्ताह : 02

परीक्षा अवधि : 02 घण्टे

अधिकतम अंक: 50

C1+C2=15

C3=35 अंक

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षण C1	10	01 घण्टा	20
आंतरिक परीक्षण C2	05	01 घण्टा	
सत्रांत सैद्धांतिक परीक्षा C3	35	02 घण्टे	
कुल अधिकतम अंक	50	—	

C1: संबंधित विषय की कक्षा में लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: कक्षा कार्यक्रम के अनुसार – लिखित परीक्षा/एसाइनमेंट/

निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल :- विद्यार्थी हिंदी साहित्य की विविध विधाएँ— निबंध कहानी एवं कविता, इत्यादि से परिचय प्राप्त कर सकेंगे। इन विधाओं के विवेचन—विश्लेषण की समझ विकसित कर सकेंगे। छंद एवं अलंकार से परिचित हो सकेंगे।

प्रथम इकाई: कविता (क) सूरदास— 1. ऊधौ, मन न भए दस बीस.....और नहीं जगदीश

2. अविगत गति कछु.....सगुन पद पावे

(ख) नरेश सक्सेना— 1. नीम की पत्तियां

द्वितीय इकाई: कहानी (क) मन्नू भंडारी— यही सच है

(ख) रत्न कुमार सांभरिया— बिपर सूदर एक कीने

व्याख्या एवं समीक्षा

तृतीय इकाई: निबंध (क) सरदार पूर्ण सिंह : आचरण की सभ्यता

छंद एवं अलंकार

सहायक पुस्तकें :

- हिंदी साहित्य का इतिहास— डॉ. नगेन्द्र
- हिंदी साहित्य का आलोचनात्मक इतिहास— डॉ. रामकुमार वर्मा हिंदुस्तानी एकेडमी इलाहाबाद
- हिंदी समय डांट काम (वेबसाइट)
- प्राचीन काव्य – संपादक. डॉ. सत्यनारायण शर्मा
- प्राचीन काव्य धारा – संपादक. डॉ. गजेन्द्र मोहन, अल्का पब्लिकेशन, अजमेर
- एयरगन का घोड़ा(कहानी संग्रह)— रत्न कुमार सांभरिया

INDC501: Literature and Environment– Interdisciplinary Course

Credits: 1L+1T+ 0P = 2

Periods per week: 2

Examination: 2 hours

Marks: 50

C1+C2=15

C3= 35

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	20
Total Max Marks	50		

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

- To raise awareness about environmental issues and concerns through the lens of literature, highlighting the interconnectedness of human society and the natural world.
- To provide a comprehensive analysis of literary works that engage with environmental themes, examining how authors use narrative techniques, symbolism, and language to convey ecological messages.
- To apply ecocritical theories and methodologies to literary texts, offering insights into how literature can be a powerful tool for understanding and addressing environmental challenges.
- To explore how environmental literature reflects the historical and cultural contexts in which it was written, showcasing the evolving relationship between humanity and the environment.

Unit- 1

- R. K. Narayan: The Axe (Short Story)
- Stephen Talbott: Toward an Ecological Conversation

Unit II

- Ted Hughes- Snowdrops
- Rachel Carson: Silent Spring

Unit- III

- Amitav Ghosh- The Hungry Tide.
- Emerson- Hamatreya

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

- To raise awareness about environmental issues and concerns through the lens of literature, highlighting the interconnectedness of human society and the natural world.
- To provide a comprehensive analysis of literary works that engage with environmental themes, examining how authors use narrative techniques, symbolism, and language to convey ecological messages.
- To apply ecocritical theories and methodologies to literary texts, offering insights into how literature can be a powerful tool for understanding and addressing environmental challenges.
- To explore how environmental literature reflects the historical and cultural contexts in which it was written, showcasing the evolving relationship between humanity and the environment.

INDC501 : A Study Of Urdu Poetry

Credits: 1L+1T+ 0P = 2

Periods per week: 2

Examination: 2 hours

Marks: 50

C1+C2=15

C3= 35

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Course Learning Outcome :

Students shall be aware the different forms of Urdu poetry and appreciate the aesthetics of Urdu poetry.

- Unit 1** - 1. Shai'ry ke Aqsaam(He'at ke aitbar se & Mazameen ke aitbar se)
2. Misra,She'r,Radeef,Qafiya,Matla. Etc.
- Unit 2** - 1.Asnaf-e-Shai'ry Aur Unki Taknik.
2.Ghazal,Nazm,Rubae,Marsiya Aur Masnavi.
- Unit 3** - 1.Asnaf-e-Shairy Aur unka Irteqa.

Reference Books:

- 1.Muqaddama Sher-o-Shai'ry by Altaf Hussain Hali.
- 2.Isnafa Adab Urdu by Qamar Raees.
3. Dars-e-Balaghat by Shamsurrahman Faruquee, NCPUL, New Delhi

INDC501: Terms and Concepts in History II**Credits: 1L+1T+ 0P = 2****Periods per week: 2****Examination: 2 hours****Marks: 50****C1+C2=15****C3= 35**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Course Objective : Developing familiarity with the terms and concepts of history.

Course Learning Outcome : At the end of the session the student shall be able to:

1. Comprehend the meaning and usage of the terms and concepts of history.
2. Apply the concepts in knowledge dissemination.

UNIT I : Defining the Terms:

Doctrine of lapse, De-industrialization, Sarai, Polygars, Jagir, Shariyat, Zamindar, Mansab(Rank), Deshmukh, Nadu, Ur, Ulema, Firman, Paramountcy, Dyarchy, Federalism, Utilitarianism, Oriental Despotism, Subsidiary Alliance, Evangelicalism,

UNIT II : Defining & Explaining the Concepts: Bhudan, Panchsheel, Satyagraha, Swadeshi, Revivalism, Mixed Economy, Filtration Theory, Forward Policy, Hindu Code Bill, Socialism, Capitalism, Secularism, Historical Method, Plagiarism, Simon Commission, Morley–Minto Reforms, Cabinet Mission, Simon Commission

UNIT III: Explaining the Concepts:

Quit India Movement, Civil Disobedience Movement, Non-Cooperation Movement, Rowlatt Satyagraha, Fascism, Militarism, Nazism, Total War, UN, SAARC, Open Door Policy, Free Trade, Monopoly Trade, Divide and Rule Policy, Social Media

Suggested Readings

NCERT History Textbooks from Class VI to XII.

INDC501: Research Methods**Credits: 1L+1T+ 0P = 2****Periods per week: 2****Examination: 2 hours****Marks: 50****C1+C2=15****C3= 35**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Course Objective:

To introduce students with the basic concepts of research methods

Course Learning Outcome:

1. To understand and comprehend the basics in research methods and applying them in their project work.
2. The students will able to develop skills in qualitative and quantitative data analysis and presentation.

UNIT I

Geographic Enquiry: Definition and Ethics; Framing Research Questions, Objectives and Hypothesis; Literature Review Preparing Sample Questionnaire

UNIT II

Data Collection: Types and Sources of Data; Methods of Data Collection; input and Editing; Data Analysis: Qualitative Data Analysis; Quantitative Data Analysis; Data Representation Techniques

UNIT III

Structure of a Research Report: Preliminaries; Text; Abstract, References, Bibliography, Citations and Plagiarism, Preparation of Research Report

Suggestive Readings

1. Ahuja R. (2001) Research Methods, Rawat Publishers, New Delhi
2. Kothari C.R. and Garg Gaurav (2004) Research Methodology- Methods and Techniques, New Age International Publishers
3. Mishra, R.P. (2002) Research Methodology, Concept Publication
4. Mukherjee, N. 2002: Participatory Learning and 100 fields methods. Concept Publication
5. Yadav, H. (2013) Shodh Pravidhi Evam Matratmak Bhugol, Raja Publication, New Delhi

PCLO501/502:Content cum Pedagogy of Language 1/ Language 2

Credits: 1L+1T+0P=2

Contact hours per week: 2

Examination: 2 hours

Marks: 50

C1+C2=15

C3= 35 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

Building on the previous level's knowledge of the philosophy of the Language, the course will introduce students to the core knowledge of pedagogy and planning in Language education at the secondary level. It is designed to make student-teacher aware of the teaching-learning aids and other resources available as well as created for making Language learning meaningful and joyful. It will also help them to know the effectiveness of such resources and the impact on the children's Language skills. It also focuses on textbook analysis and planning for teaching Language and Literature and its pedagogical issues in the light of NEP 2020. Student teachers are expected to identify various concepts and processes. Accordingly, they are expected to develop lesson plans based on learning outcomes and experiential learning for classroom and online teaching.

Learning Outcomes

After completion of this course, student teachers will be able to:

- explain teaching-learning materials related to Language education with reference to NEP 2020,
- apply different types of teaching-learning aids during classroom teaching,
- make use of multimedia in Language teaching. Acquire knowledge about Language through online resources,
- develop lesson plan for effective teaching of Language,
- summarize the meaning and need of how to learn concepts of Language,

- identify the role of a teacher in facilitating learning of the Language.

UNIT - I : Teaching Learning Resources

- Teaching learning aids/materials: concept, role, and importance in classroom teaching learning of Language.
- Types of teaching learning aids/ materials: print media such as textbook, scrambled books, teachers' manual/ handbook and other print materials., non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classroom teaching learning (reflective journals, charts, 2-D and 3-D models, games, toys, flash cards, worksheets, multimedia etc.)
- Identification and use of teaching aids/teaching learning materials from the environment.
- Language laboratory – types, design, management, and practices; Virtual laboratories, teaching learning kits, subject clubs, fairs, exhibitions, educational parks, excursions, community resources and pooling of resources.

UNIT - II : Content Analysis and Planning for Teaching Language

- Concept, types and importance of unit and lesson planning.
- Pedagogical analysis of content taking examples from topics of Language textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning, and evaluating learning experiences in an inclusive setup.
- Developing unit plans and lesson plans based on learning outcomes and experiential learning (art integrated) of Languages.

UNIT - III : ICT Integration and Application

- Scope and importance of using ICT in learning process of Languages.
- Use of ICT in the classroom: artificial intelligence, machine learning, smart boards, for enhancing learning.
- Tools, software and platform for teaching learning of Language at secondary stage.
- Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching using digital resources and multimedia.

Suggestive Practicum (Any Three)

- Prepare a teaching learning resource for developing Language skills.
- Develop an e-content on any one topic from Language textbooks at secondary stage.
- Develop a list of Literature which can play instrumental role in curriculum enrichment.
- Prepare a write-up on pedagogical aspects of Language teaching in reference to NEP 2020.
- Prepare outcome-based lesson plans on Prose, Poetry, and Grammar of Language.
- Any other project assigned by the HEI.

Suggestive Mode of Transaction

Lecture-cum-discussion, project-based method, problem-solving method, experiential learning, inquiry approach, ICT integrated learning, interactive methods such as group discussions, peer tutoring, team teaching, workshops, observations and presentations.

Suggestive Mode of Assessment

Written tests, classroom presentations, seminars, assignments, practicum, sessional, terminal semester examinations will be used to assess the course outcomes.

Suggestive Reading Materials

- National Curriculum Framework for School Education, Government of India
- National Education Policy 2020 (NEP 2020). Government of India. (English/ Hindi).
- National Policy on Education (With Modifications Undertaken In 1992). Ministry of Human Resource Development: New Delhi.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.

PCSS503: Content cum Pedagogy of Social Sciences

Credits: 1L+1T+0P=2

Contact hours per week: 2

Examination: 2 hours

Marks: 50

C1+C2=15

C3= 35 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course:

This course comprises three units and the practicum. The course is devoted to introducing various teaching aids material types and uses for teaching the concepts of Social Sciences at secondary stage. Enough space is provided to discuss different types of teaching aids/materials for teaching learning concepts of Social Sciences. It focuses on learning resources in Social Sciences to enable student teachers to make use of available learning resources and also process to generate new resources for teaching learning the concepts of Social Sciences. It also focuses on textbook analysis and planning for teaching Social Sciences and its pedagogical issues in the light of NEP 2020. Student teachers are expected to identify various concepts and processes, list learning outcomes, find out about various activities. Accordingly, they are expected to develop lesson plan based on learning outcomes and experiential learning for classroom and online teaching. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and enjoyable. This pedagogical course of Social Sciences enhances the pedagogical knowledge and skills of prospective teachers through different learning approaches. Student teachers are expected to identify various concepts and processes, list learning and behavioral outcomes, find out about various activities and experiments, and identify relevant evaluation techniques and strategies. It focuses on psychological, sociological and philosophical perspective of Social Sciences. In this course student teachers will learn how to plan different types of activities in online and offline mode. It emphasizes on how to integrate and use ICT in Social Sciences' classroom.

Learning Outcomes: After completion of this course, student teacher will be able to:

- utilize online and other resources in the teaching-learning process of Social Sciences,
- prepare lesson plans based on learning outcomes,
- identify learning resources from the local environment and apply the concepts of Social Sciences in daily life,
- utilize teaching learning resources effectively in teaching Social Sciences content at the secondary stage,
- prepare ICT integrated lesson plans for online classroom teaching using digital resources and multimedia.

UNIT - I : Teaching Learning Resources

- Teaching learning aids/materials: concept, definition, role, and importance in classroom teaching learning Social Sciences.
- Types of teaching learning aids/ materials: print media such as textbook, teachers' manual/ handbook and other print materials, non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classroom teaching learning (reflective journals, charts, 2-D and 3-D models, games, toys, flash cards, worksheets, multimedia etc.)
- Identification and use of learning resources in Social Sciences from the local environment

- D. Social Sciences projects, clubs, fairs, exhibitions and visits places of historical and geographical importance, Social Sciences laboratory and museum as a learning resource including virtual laboratories, community resources and pooling of learning resources.

UNIT - II : Content Analysis and Planning for Teaching Social Sciences

- A. Concept, types and importance of unit and lesson planning.
B. Pedagogical analysis of content taking examples from topics of subject textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning and evaluating learning experiences in an inclusive setup.
C. Developing unit plans and lesson plans based on learning outcomes and experiential learning (art and sports integration) of Social Sciences.
D. Need for enrichment of content knowledge in Social Sciences.

UNIT - III : ICT Integration and Application

- A. Scope and importance of using ICT in learning process of Social Sciences.
B. Use of ICT in the classroom: Artificial Intelligence, machine learning, smart boards for student development.
C. Tools, software, and platform for teaching learning of Social Science at secondary stage.
D. Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching using digital resources and multimedia.

Suggestive Practicum (Any Three)

1. Prepare one working model/toy/game on the concepts of Social Sciences.
2. Create an e-content on any two concepts of Social Sciences at secondary stage.
3. Prepare a lesson plan keeping in view blended learning approach for the concepts. of Social Sciences followed by presentation in the class.
4. Select a topic for teaching learning of Social Science and develop a write up (name of unit, name of theme/topic, learning outcomes, material used and procedure).
5. Identify and use learning resources from the surroundings in Social Sciences and write a detailed report.
6. Prepare lesson plans based on learning outcomes and experiential learning by selecting two topics from the Social Sciences textbooks at secondary stage.
7. Any other project assigned by HEI.

Suggestive Mode of Transaction

Lectures, hands-on activities, discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning, art integrated learning, sport integrated learning.

Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations.

Suggestive Reading Material

- National Policy on Education, 1968, 1986 and 2020
- NCERT (2023) National Curriculum Framework of School Education (Draft)
- NCTE (2009) National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher. NCTE, New Delhi.
- UNESCO, (1984) Epistemology of Social Science, the Scientific Status, Values and Institutionalization, Vol. XXXVI, UNESCO Publications.

AEVA501: ICT in Education

Credits: 1L+1T+0P=2

Contact hours per week: 2

Examination: 2 hours

Marks: 50

C1+C2=15

C3= 35 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

The present course focuses on moving beyond computer literacy and ICT-aided learning, to help student teachers interpret and adapt ICTs in line with educational aims and principles. The paper will orient the learners about the need for and importance of ICT in education. It will describe the importance of opensource software in education. Students will be given exposure to the various approaches and stages towards the use of ICT in education. Students are expected to develop reasonably good ICT skills in terms of the use of various computer software and ICT tools.

Course Learning Outcomes

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

- explain the concept, nature, and scope of ICT in education,
- describe the importance of open-source software in education,
- list and explain various approaches to the adoption and use of ICT in education,
- describe the importance of various emerging technologies in education,
- See relationship between the social, economic, and ethical issues associated with the use of ICT,
- list out the challenges of educational technology in India,
- use various technological tools for improving teaching-learning- assessment processes.

UNIT - I : Introduction to (ICT) in Education

- Meaning, Nature, importance of Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology,
- Educational Technology and ICT in Education (Difference, Scope of ICT- Teaching, learning, Research & Publication Educational Administration and Assessment),
- Technology & Engagement: Internet, Collaborative learning through Online Discussion Forums, group assignments & Peer reviews,
- Meaning and Uses of Systems Approach in instructional design,
- Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's),
- Flanders' Interaction Analysis Category System (FIACS),
- Challenges relating to Educational Technology.

UNIT - II : Emerging Technologies in Education

- E-learning Concept, methods, and media (LMS, Virtual Universities, Massive Open Online Course (MOOCs), Indian MOOCs, Types of MOOCs: cMOOCs, xMOOCs & LMOOCs).
- Open Education Resources (Creative Commons, Concept, and application).
- Augmented reality, Virtual reality, Artificial intelligence, Mixed Reality & Gamification in education (Meaning, history, importance, tools and uses).
- Cloud Computing & Internet of Things - Meaning, importance and uses.
- Ethical issues & safety in ICT- (Teaching, Learning and Research, Cyber bullying, Cyber security literacy & data protection, Online identity and privacy).

UNIT – III : CT in Teaching-Learning & Assessment

- Concept, Approaches to integrating ICT in teaching and learning: Technological Pedagogical Content Knowledge (TPCK), Technology Integration Matrix (TIM).
- Implication of Learning Theories in ICT in Education: Behaviourism, Cognitivism & Constructivism.
- Developing functional skills to use discipline specific ICT tools (Geogebra, PhET, Stellarium, Open Street Map, Marble, Turtle Art, Technological tools for Mind mapping etc.).
- ICT and Assessment- Electronic assessment portfolio – Concept and types; e-portfolio tools.
- Online and offline assessment tools – Rubrics, survey tools, puzzle makers, test generators, reflective journal, question bank.
- ICT applications for Continuous and Comprehensive Evaluation (CCE).

Suggestive Practicum

1. Prepare an assessment tool on any one chapter of the textbook.

2. Explore any one online platform for MOOCs and prepare a report highlighting its structure and courses.

Suggestive Mode of Transaction

The pedagogy for the course ICT in Education should be designed to ensure that students have a good understanding of how to use technology for improving teaching-learning-assessment processes. It should provide a balance between theoretical knowledge and practical skills. The approaches to curriculum transaction may include the following:

- Active learning encourages student teachers to participate in discussions, brainstorming sessions, and problem-solving activities that help them develop critical thinking and problem-solving skills.
- Collaborative learning involves group projects and tasks that encourage student teachers to work collaboratively and learn from each other.
- Experiential learning involving Hands-on activities, field trips, and real-life scenarios that will give student teachers the opportunity to apply their knowledge and skills in a practical setting.
- Use of multimedia tools such as videos, interactive simulations, and animations that help enhance learning and make it more engaging.
- Self-directed and self-managed learning activities that encourage students to take charge of their learning process through independent research, self-reflection, and self-assessment which can promote lifelong learning.

Suggestive Mode of Assessment

The assessment for the course ICT in Education should evaluate students' knowledge, capacities, and attitudes towards the use of technology in education. The assessment methods will include the following:

- Project-based assessments involving projects that require student teachers to create an instructional/learning resource that incorporates ICT tools and then assess the quality of the resource.
- Peer assessment helps students develop their critical thinking and evaluative capacities through group tasks requiring assessment by a group of the work of another group.
- Reflective journals requiring student teachers to maintain a reflective journal and to reflect on their learning experience involving the use of ICT tools in education.
- Online quizzes and tests involving online quizzes and tests that can assess students' knowledge of the theoretical aspects of ICT in education.
- Observation and feedback involving observation of performance of student teachers during classroom activities and providing feedback that help assess their practical skills in using ICT tools for improving teaching-learning-assessment processes.

Suggested Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

EDSE501: Pre-Internship Practice(Demo,Lessons, Peer Teaching)

Credits: 1L+1T+0P=2

Contact hours per week: 2

Examination: 2 hours

Marks: 50

C1+C2=15

C3= 35 Marks

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal *	10	--	25
Assignment or Attendance*	05		
Final*	35		
Total Max Marks	50		25

***Mentioned below in Assessment**

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

Pre-Internship is a vital component of the Teacher Education Programme. It is a prerequisite for the student teachers to experience a simulated classroom environment to prepare them for real- life situations. Student teachers get exposure in a conducive, guided environment to manage a classroom and learn pedagogic and classroom management skills and get an opportunity to have hands-on experience.

Learning Objectives:

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

- acquainted with various pedagogic practices, classroom management skills, assessment tools and learning standards,
- get experience of conducting classes by observing lessons transacted by teacher educators (demonstration lessons),
- develop lesson plans to transact them using appropriate pedagogies and learning resources,
- develop and practice teaching skills in a guided environment to be an effective teacher,
- be prepared for the school internship.

Suggestive Mode of Transaction

- Demonstration lesson (minimum 1 in each pedagogical subject)
- Peer Group teaching and peer observation (minimum 5 in each pedagogical subject)
- Observation of lessons by teacher educators during peer group teaching
- Reflective group discussions/workshops/seminars
- Preparation and presentation of the video content illustrating best classroom practices.

Content

The pre-internship will include activities relating to the stage-specific pedagogy courses, ability enhancement and value-added courses and foundation courses transacted during previous semesters. It will also include knowledge of pedagogy, formats of lesson plans, different ICT tools, schooling systems in India, principles of classroom management, assessment, and other relevant content.

Activities to be conducted:

- Observation of lessons transacted by teacher educators to identify pedagogic skills.
- Exposure to various types of lesson plans through workshops.
- Development of relevant Teaching Learning Materials (TLMs).
- Participation in screening and discussion of educational videos on pedagogy and assessment.
- Learning about inclusiveness in school education
- Orientation for Action Research/case study
- Orientation of student teachers to different pedagogic approaches like storytelling, art-integrated, sports-integrated, project-based, and ICT-integrated for developing critical thinking, attention to life aspirations, and greater flexibility and classroom management skills.
- Observation of the lesson demonstrated by teacher educators/experts in the institute.
- Designing guided activities, including a laboratory for each class/subject based on learning outcomes.
- Study Secondary Stage Learning Standards in the NCF
- Content analysis and development of the unit plan, concept map and lesson plan.
- Discussion on unit plan and lesson plan with teacher educators/experts
- Preparation of a Portfolio (for self-work) that the student-teacher will use to keep all her/his work.
- Participate in discussions/reflective sessions for conceptualizing teaching-learning practices.
- Exploring available learning resources and educational videos
- Developing local, low-cost, and innovative TLMs
- Reading and reflecting on inspiring books on pedagogic practices

Assessment

Competence/Artifact	Method of assessment	Assessed By	Credits
Classroom teaching skills and assessment tools (including learning standards)	Simulated Presentation	Teacher-Educator	1
Reflective group discussions/workshop	Observations	Teacher-Educator	0.5
Artefacts (Lesson Plans, TLM, Curated Videos) and action research procedures.	Evaluation	Teacher-Educator	0.5

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

1. describe the prerequisites of the internship,
2. demonstrate knowledge of pedagogic practices, classroom management skills, assessment

- tools and learning standards,
3. develop lessons plans and relevant Teaching Learning Materials (TLMs),
 4. develop readiness to take up an internship programme.

SEMESTER

VI

EDFE601: Assessment & Evaluation

Credits: 1L+1T+0P=2

Contact hours per week: 2

Examination: 2 hours

Marks: 50

C1+C2=15

C3= 35 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

The main thrust of this course on assessment and evaluation is to equip student teachers with the knowledge and capacities required to develop and implement approaches to assessment that is more regular and formative, is more competency-based, is appropriate for assessing learning outcomes relating to all domains of learning, is appropriate for testing not only subject-related learning but also generic learning outcomes such as problem solving, critical thinking, creative thinking, communication skills, judgement and decision making, ethical and moral reasoning etc.

Course Learning Outcomes

After completion of this course, student teachers will be able to:

- use different approaches to assess and evaluate of student performance such as time-constrained examinations; closed/open-book tests; problem-based assignments; practical assignment reports; observation of practical skills; individual and group project reports; oral presentations; viva voce interviews; computerized adaptive testing; peer and self- assessment etc.,
- develop and use informal and formal diagnostic, formative, and summative assessment strategies to monitor student learning levels and help the teacher continuously revise teaching-learning processes to optimize learning and development for all students,
- develop an understanding among student teachers of the approaches to provide timely, effective, and appropriate feedback to students about their performance relative to the expected learning outcomes and organizing learning enhancement initiatives that are required to bridge the gap in student learning levels,
- present report on student achievement, making use of accurate and reliable records etc.
- develop assessment “as”, “of”, and “for” learning that are aligned to the expected learning outcomes,
- design the progress card of students based on school-based assessment to make it a holistic, 360-degree, multidimensional report that reflects the progress as well as the performance of learners assessed through self-assessment and peer assessment, project- based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment that would provide students with valuable information on their strengths, areas of interest, and needed areas of improvement.

UNIT - I: Assessment and Education

A. Assessment and Evaluation

- Meaning and significance of assessment and evaluation in educational field.
- Conceptual Clarity and purpose of Measurement, Assessment, Examination, Appraisal and Evaluation in Education.
- Learning outcomes across the stages and assessment.
- Taxonomy of Objectives (Revised in 2001) and Implications.

B. Forms of Assessment

- Formative, Summative, diagnostic, prognostic.
- Internal and External assessment.
- Assessment For learning, of learning and as learning.

- Authentic Assessment; Online Assessment.
- C. Improving Assessment and Evaluation in Schools: Brief Historical Review (1975, 1988, 2000, 2005, 2020)

UNIT - II : Process of Assessment and Evaluation

- Formative and Summative Assessment: Concept and Characteristics.
- Approaches to assess and evaluate student performance such as time-constrained examinations; closed/open-book tests; problem-based assignments; practical assignment reports; observation of practical skills; individual and group project reports; oral presentations; viva-voce interviews; computerized adaptive testing; peer and self- assessment etc.
- Assessing Higher Order Thinking Abilities: Problem solving, critical thinking, creative thinking, communication skills, judgement and decision making, ethical and moral reasoning.
- Tools and Techniques
 - Observation, rating scale, check list, anecdotes, interviews.
 - Assessment of attitudes and interests.
 - Socio-metric techniques.
 - Criteria for assessment of social and personal behaviour.
 - Self-assessment and Peer Assessment.

UNIT - III : Analysis and Interpretation

- Analysis of students' performance and scores: credit and grading
- Graphical representation (Histogram, Frequency Curves)
- Interpretation of student's performance based on the analysis and their further uses in improving learner's performance: credit and grading, constructive feedback.
- Reporting student's performance: 360-degree progress reports, cumulative records and their uses, portfolios, PTA meetings, qualitative reporting based on the observations, descriptive indicators in report-cards.

Suggestive Practicum

- Review of various education commission, Policies and reports and NCF 2005 to get a brief view of the recommendations on Assessment and Evaluation.
- Constructing a unit test using table of specifications.
- Construction of any one of the tools (rating scale, check list, observation schedule, etc.) and administering it to group of students or using it to observe the school and classroom environment and interpreting it.
- Analysis of question papers of various Boards.
- Analysis of report cards - State and Central (CBSE)
- Preparing format of 360-degree report Card.
- Review of learning outcomes by NCERT in different subject areas.
- Interviews with teachers and students to study the assessment practices, issues and problems related to it followed by presentation.
- Reviewing Assessment Discussions in NPE (2020).

Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content

EDFE602 : Inclusive Education

Credits: 1L+1T+0P=2

Contact hours per week: 2

Examination: 2 hours

Marks: 50

C1+C2=15

C3= 35 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be

asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

This course seeks to orient student teachers to the approaches to bridging gender and social category gaps in terms of participation rates and student learning levels at all levels of school education. The course will provide orientation to the strategies pursued and required to improve participation and learning levels of children from Socio-Economically Disadvantaged Groups (SEDGs) that can be broadly categorized based on gender identities, particularly female and transgender individuals, socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from remote locations, villages, small towns, and aspirational districts), disabilities (including learning disabilities), linguistic identities, and socio-economic conditions (such as migrant communities, low income households, children in vulnerable situations, including orphans and the urban poor).

Course Learning Outcomes

After completion of this course, student teachers will be able to:

- ensure inclusion and equal participation in education of children with disabilities in the regular schooling process that allows students with and without disabilities learn together, ensuring their retention in the school system, and enabling them to achieve the defined learning outcomes,
- adapt teaching and learning process to meet the learning needs of different students with disabilities, including providing education and opportunities for participating in arts, sports, and vocation-related activities, making school buildings and compounds as well as other facilities barrier free and accessible for children with disabilities, supporting activities that help the provision of individualized learning environment and learning activities/resources, making available assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers, using appropriate modes and means of communication, detecting specific learning disabilities in children at the earliest and taking appropriate measures to overcome them, monitoring completion of education and learning levels of students with disabilities etc.

UNIT - I : Inclusion and Education

- Conceptual Clarity, relation, and significance with special reference to:
 - UNCRPD, 2006,
 - RPWD Act, 2016,
 With special reference to Indian Context.
- Clarity of various terms and phrases associated with Inclusive Education: Integrated Education, Special Education, Impairment and Disability, Assessment and Evaluation, Curriculum, adaptation, modification and differentiation, universal design of learning
- Shifting from Disability to the Inclusive view.
- Shifting Paradigms from Bio centric to Human Rights.
- Introductory reference of Policies/Acts with reference to educational implications for Children with Disabilities: Right to Education Act, 2009/ 2012, RPWD Act, 2016, UNCRPD, National Trust Act, 1999, National Educational Policy, 2020.

UNIT - II : Children with Disabilities and Marginalized Groups

- Nature and needs of children with sensory impairments: cognitive impairments and intellectual disability, physical disabilities, cerebral palsy, multiple disabilities.
- Specific needs of children with behavioral, emotional learning disabilities
- Health Problems.
- Educational needs of children belonging to Marginalized Groups.

UNIT - III : Pedagogical Issues

- A. Conceptual clarity and significance.
- B. Meeting the specific needs of Children with Disabilities with special reference to:
 - education and opportunities for participating in arts, sports, and vocation-related activities,
 - making school buildings and compounds as well as other facilities barrier free and accessible
 - supporting the learning activities and resources for individualized learning environment
 - making available assistive devices and appropriate technology-based tools,
 - language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille)
 - assessing strategies
- C. Designing strategies assessment for inclusive classrooms.

Suggestive Practicum

1. Developing a checklist for identifying the various needs of children with disabilities.
2. Visiting schools of different categories and talking to parents, teachers, and Children with and without disabilities and listing the problems faced by these children and the families at the local level in gaining access to education.
3. Analyzing RPWD Act 2016 and list its implications for CWD in inclusive settings.
4. Outlining the problems faced by children with Visual Disabilities while learning mathematics and EVS.
5. Giving a few exemplary adaptations based on the Preparatory Level textbooks.
6. Outlining the problems faced by children with hearing impairments while learning language. Give a few exemplar adaptations based on the primary level textbooks.
7. Students work in small groups of 10 or so to prepare a street play highlighting the meaning and provisions of inclusive education.
8. Analyzing the Context of NPE 2020 in the light of Inclusive Education.

Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learner's and learning content.

DCHN601: निबंध नाटक एकांकी

क्रेडिट : 3L+1T+0P

कालांश प्रति सप्ताह : 04

परीक्षा अवधि : 03 घण्टे

अधिकतम अंक: 100

C1+C2=30

C3=70 अंक

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षण C1	15	01 घण्टा	40
आंतरिक परीक्षण C2	15	01 घण्टा	
सत्रांत सैद्धांतिक परीक्षा C3	70	03 घण्टे	
कुल अधिकतम अंक	100	—	

C1: संबंधित विषय की कक्षा में लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: कक्षा कार्यक्रम के अनुसार – लिखित परीक्षा/एसाइनमेंट/

निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल :- विद्यार्थी निबंध के विविध प्रकारों तथा उनकी विशेषताओं को समझ सकेंगे। उनकी साहित्यिक समीक्षा करने में सक्षम होंगे। वे नाटक और एकांकी के तत्वों का परिचय प्राप्त कर उन तत्वों की समीक्षा एवं अंतर समझ सकेंगे।

प्रथम इकाई : निबंध, परिभाषा एवं प्रकार
नाटक परिभाषा एवं तत्त्व
एकांकी के तत्त्व

द्वितीय इकाई : निबंध
1. साहित्य जन समूह के हृदय का विकास है – बालकृष्ण भट्ट
2. तुलसी के सामाजिक मूल्य – डॉ. राम विलास शर्मा
3. राष्ट्र का स्वरूप – वासुदेव शरण अग्रवाल

तृतीय इकाई : एकांकी
1. नया पुराना – उपेंद्रनाथ अश्क
2. भोर का तारा – जगदीश चंद्र माथुर
3. ईद और होली – सेठ गोविंद दास

चतुर्थ इकाई : नाटक – ध्रुवस्वामिनी – जयशंकर प्रसाद
व्याख्या, चरित्र चित्रण, कथावस्तु

सहायक पुस्तकें :
1. एकांकी संग्रह – सं. डॉ. हेतु भारद्वाज
2. निबंध संग्रह – सं. डॉ. हेतु भारद्वाज
3. ध्रुवस्वामिनी – जयशंकर प्रसाद
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. आधुनिक हिंदी कथा साहित्य और चरित्र विकास – बेचन
8. तीन एकांकी – राम कुमार वर्मा

DCEN601: Women's Writing

Credits: 3L+1T+0P

Periods per week:4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale:

Women's writings are historically underrepresented in the literary canon. A paper on women's writings can highlight the literary achievements of women authors, helping to give them the recognition they deserve. Women's writings are an integral part of literary history. A paper in this area allows for an exploration of how women writers have contributed to the development of literature over time.

Objectives: The students will be able to:

- To Acquaint students with major women writers.
- Learn and understand the concept of feminism through texts.
- Analyze the use of language, context and meaning in voicing women concerns through literature.

The paper will be divided into four (4) Units.

Unit I	-	Alice Walker- The Color Purple Maya Angelou- And Still I Rise
Unit II	-	Kamala Das- My Story Virginia Woolf – A Room of One's Own.
Unit III	-	Toni Morrison- The Bluest Eye Charlotte Perkins Gilman 'The Yellow Wallpaper'
Unit IV	-	Arundhati Roy: The God of Small Things

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings

- Chaudhuri, Maitrayee. *Feminism in India: Issues in Contemporary Indian Feminism*. New York: Zed, 2005.
- Bhasin, Kamla. *Understanding Gender*. New Delhi, Kalika for Women. 1999.
- Kumar, Radha. *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*. London & New York: Verso, 1993.
- Ruthven, K.K. *Feminist Literary Studies: An Introduction*. London: Cambridge University Press, 1984.
- Showalter, Elaine. *A Literature of Their Own*. London: Virago, 2009.

DCUD601: Urdu Drama

Credits: 3L+1T+0P

Periods per week: 4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale Urdu drama is a vibrant and culturally significant art form that has thrived for centuries, captivating audiences with its powerful narratives and performances. This paper aims to delve into the world of Urdu drama, tracing its historical evolution, examining its thematic diversity, and highlighting its enduring relevance in contemporary times.

CLO: To give a perspective of evolution of Urdu Drama in 19th & 20th Century and also to make them aware of evolution of Urdu Drama from Inder Sabha to 20th Century best Drama writers in Urdu.

Unit 1	-	Urdu Drame ka fan aur Irteqa. Ram Leela, Ras Leela, Kathputli and Nautanki etc.
Unit 2	-	Nisab Men Shamil Drama Nigaron ke Sawanehi Kawaif.
Unit 3	-	Matn ka Mutalea aur Mafhoom. 1. Agha Hasan Amanat- Inder Sabha
Unit 4	-	Matn ka Mutalea aur Mafhoom. 1. Agha Hashr Kashmiri - Rustam Sohareb

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings/Textbook Prescribed: -

1. Kulliyate Agha Hashr Kashmiri, Agha Jamil Kashmiri/Yaqoob Yawar, NCPUL, New Delhi
2. Urdu Drame ka Itraqa, Ishrat Rahmani, Educational Book House, Aligarh.
3. Intikhab-e-Nasr Part-II, U.P. Urdu Academy
4. Inder Sabha by Agha Hasan Amanat

DCHS601: History of Modern Europe (1789-1939)

Credits: 3L+1T+0P

Periods per week:4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Course Objective : Developing an understanding about the polity and society in modern Europe.

Course Learning Outcome : At the end of the course, students will be able to:

1. critically evaluate the functional and planning of European polity.
2. evolve theoretical input about the intellectual currents in modern Europe.

UNIT I : The French Revolution and its European repercussions:

- a) Crisis of *ancienregime*
- b) Intellectual currents
- c) Social classes and emerging gender relations.
- d) Phases of the French Revolution
- e) Art and Culture of French Revolution
- f) Napoleonic consolidation–reformand empire.

UNIT II : Restoration and Revolution:1815-1848

- a) Forces of conservatism and restoration of old hierarchies.
- b) Social, Political and intellectual currents.
- c) Revolutionary and Radical movements, 1830 -1848

UNIT III : Varieties of Nationalism and the Remaking of States in the 19th and 20th centuries.

- a) Intellectual currents, popular movements and the formation of National identities in Germany, Italy, Irelandand the Balkans.
- b) Specifications of economic development, political and administrative Reorganization – Italy;Germany.
- c) Revolutions of 1905; the Bolshevik Revolution of 1917
- d) Programme of Socialist Construction and the Soviet Union during the inter-war period 1918-39.

UNIT IV: Imperialism, WarandCrisis:c.1880-1918

- a) Growth of Militarism;
- b) Power blocks and alliances;
- c) Expansion of European empires
- d) War of 1914 -1918

Suggestive Readings

1. Brennan Gerald, The Spanish Labyrinth: An Account of the Social and Political Background oftheCivilWar.
2. Cipolla C.M, Fontana Economic History of Europe, Volume III: The Industrial Revolution Davies Norman, Europe
3. EvansJ., The Foundations of a Modern Statein 19th Century Europe
4. Hamerow T.S, Restoration, Revolution and Reaction: Economics and Politics in Germany [1815–

- 1871]
5. Hobsbawm, E.J., The Age of Revolution
 6. Hunt Lynn, Politics, Culture and Class in the French Revolution Joll James, Europe Since 1870
 7. Landes David; Prometheus Unbound
 8. Lefebvre George, Coming of the French Revolution Lichteim, A Short History of Socialism
 9. Mathias Peter, First Industrial Revolution Nove, Alec; An Economic History of the USSR
 10. Porter Andrew, European Imperialism, 1876 – 1914
 11. Wood Anthony, History of Europe, 1815 – 1960
 12. Woolf Stuart, History of Italy, 1700 to 1860
 13. Barraclough G., An Introduction to Contemporary History
 14. Blanning, T.C.W., The French Revolution: Class War or Culture Clash
 15. Braudel Fernand, History and the Social Science in M. Aymard and Mukhia H. ed., French Studies in History, Vol. I (1989)
 16. Briggs Asa and Clavin Patricia, Modern Europe: 1789 – Present Calleo D, German Problem Reconsidered
 17. Carr E.H., International Relations between the Two World Wars Carr E.H., The Bolshevik Revolution (Vol. I, II, III)
 18. Cobban, Alfred, History of Modern France, Volume I – III Dobb Maurice, Soviet Economic Development since 1917
 19. Doyle, William, Origins of the French Revolution
 20. Droz. Jacques, Europe Between Revolutions
 21. Ellis G., The Napoleonic Empire
 22. Evans, J., The Foundations of a Modern State in 19th Century Europe
 23. Hamerow, T.S., Restoration, Revolution and Reaction : Economics and Politics in Germany (1815 – 1871)
 24. Hanham H.J., Nineteenth Century Constitution, 1815-1914 Hobsbawm, E.J., Age of Capital
 25. Hobsbawm, E.J., Age of Empire Hobsbawm, E.J., Age of Revolution Hobsbawm, E.J., Nation and Nationalism
 26. Hufton, Olwen, Europe: Privilege and Protest
 27. Jelavich Charles and Jelavich Barbara, Establishment of the Balkan National States, 1840 – 1920 Joll James, Europe Since 1870
 28. Joll James, Origins of the First World War, 1989
 29. Landes Jaon B., Women and the Public Sphere in the Age of the French Revolution Lee Stephen J., Aspects of European History 1789 – 1980
 30. Licas Colin, The French Revolution and the Making of Modern Political Culture
 31. Lowenthal David, The Past is a Foreign Country
 32. Lyon Martin, Napoleon Bonaparte & the Legacy of the French Revolution

HINDI

- (I) Verma, Dinanath, Singh Shiv Kumar, Vishav Itihas ka Sarveshan, Bharti Bhan Publishers and Distributors, Patna
- (II) Kumar Nalin, Vishwa ka Itihas McGraw Hill Education (India) Chennai.
- (III) Verma Lal Bahadur, Adhunik Vishav ka Itihas Hindi Madhyam Karyanyaya Nidesalaya
- (IV) Gupta, Parthasarthi, Europe Ka Itihas, Hindi Madhyam Karyanyaya Nidesalaya

DCGY601 : Urban Geography

Credits: 3L+1T+0P

Periods per week: 4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	

Total Max Marks	100		40
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Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: Written Test in the respective subject's class (at the end of fifteen week).

Course Objective

To illustrate the urban systems and its associate linkages with contemporary issues

Course Learning Outcome

At the end of the course, students will be able to evaluate the urban challenges and can perform actively in making urban as a better living space.

UNIT I : Urban Geography

Nature and Scope of Urban geography, Patterns of Urbanization in Developed and Developing Countries,

UNIT II : Urban centers and morphology

Functional Classification of cities, Classical Models of Urban Structure: Concentric zone theory, Sector Model, Multi-Nuclei theory

UNIT III : Urban Issues

Problems of Housing, Slums, Civic Amenities (Water and Transport) and Pollution in reference to air, noise and solid waste

UNIT IV : Case Studies

Jaipur and Chandigarh with reference to Land Use and Urban Issues.

Suggestive Readings

1. Hall T., 2006: Urban Geography, Taylor and Francis
2. Kalpan D. H. , Wheeler J.O. and Holloway S. R. (2008) Urban Geography, John Wiley
3. Knox P.L. and Mc Carthy L., 2005: Urbanization: An Introduction to Urban Geography, Pearson, Prentice Hall
4. Pacione M., 2009: Urban Geography: A Global Perspective, Taylor and Francis
5. Saasen S. 2001, The Global City: New York, London and Tokyo, Princeton University Press
6. Ramachandran, R. 1989: Urbanization and Urban Systems of India, Oxford Univ. press New Delhi
7. Ramachandran, R. 1992: the Study of Urbanization, Oxford University Press, New Delhi
8. Singh, R.B. (eds.) Urban Sustainability in the context of Global Change, Science Publication, New Delhi

DEHN601: दलित विमर्श

क्रेडिट : 3L+1T+0P

अधिकतम अंक: 100

कालांश प्रति सप्ताह : 04

C1+C2=30

परीक्षा अवधि : 03 घण्टे

C3=70 अंक

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षण C1	15	01 घण्टा	40
आंतरिक परीक्षण C2	15	01 घण्टा	
सत्रांत सैद्धांतिक परीक्षा C3	70	03 घण्टे	
कुल अधिकतम अंक	100	—	

C1: संबंधित विषय की कक्षा में लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: कक्षा कार्यक्रम के अनुसार – लिखित परीक्षा/एसाइनमेंट/

निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल : हिंदी साहित्य में अस्मितामूलक विमर्श कई दशकों से चर्चा के केंद्र में हैं। अतः विद्यार्थी इन विमर्शों का परिचय प्राप्त कर सकेंगे और अद्यतन लेखन से जुड़ सकेंगे। दलित विमर्श की अवधारणा को समझ सकेंगे एवं इसके अध्ययन से एक समतामूलक समाज के लिए आवश्यक समतावादी प्रगतिशील दृष्टिकोण का विकास कर सकेंगे।

इकाई 1.

अस्मितामूलक विमर्श : सैद्धांतिक परिचय

दलित विमर्श की अवधारणा

स्वाधीनता पूर्व एवं स्वाधीनता के पश्चात दलित विमर्श

- इकाई 2.** आत्मकथा – जूठन : ओमप्रकाश वाल्मीकि (प्रथम भाग)
व्याख्या समीक्षा/विवेचन/सामाजिक संदर्भ
- इकाई 3.** जूठन: स्वानुभूति एवं सहानुभूति का प्रश्न
प्रमाणिकता के प्रश्न
जूठन का भाषायी विश्लेषण
- इकाई 4.** दलित विमर्श में हिंदी साहित्य की पत्रिकाओं को योगदान
हिंदी साहित्य में दलित विमर्श का महत्त्व एवं योगदान

सहायक पुस्तकें :

- जूठन – ओमप्रकाश वाल्मीकि, राधाकृष्ण प्रकाशन
- दलित साहित्य का सौंदर्यशास्त्र – ओमप्रकाश वाल्मीकि, राधाकृष्ण प्रकाशन
- चर्चित दलित कहानियाँ – डॉ. कुसुम वियोगी, गौतम प्रकाशन, 30/64 गली नं. 8, विश्वास नगर, शाहदरा, दिल्ली-110032
- आधुनिक भारत में दलित – एस.एम.माइकल
- तड़प मुक्ति की – माता प्रसाद

DEEN601: Language Proficiency and Creative Writing

Credits: 3L+1T+0P

Periods per week:4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale:

Language proficiency can either enable or hinder creative expression. The paper can delve into how a writer's level of proficiency can affect their ability to experiment with language, play with words, and craft innovative narratives. Language proficiency influences a writer's choice of narrative voice and style. The paper can analyze how writers adapt their language skills to create distinct voices, tones, and styles in their creative works

Objectives: The students will be able to:

- Learn basic concepts of LSRW.
- Understand the use and development of dialects, standard and non-standard language.
- Effectively write formal and informal letters, CVs, blog-writings, etc.

The paper will be divided into four (4) Units.

- Unit I** - Understanding Language: Concept, Structure, nature, scope and functions of language
Dialect, register, standard and non-standard language
- Unit II** - LSRW- Concepts, Nature, Elements and Functions.
Pronunciation and Punctuations
Paralinguistics
- Unit III** - Writing Travelogues
Writing Travel-Diaries

Unit IV - Writing Blogs on Tourist Attractions.
Letter Writing, Email Writing
Report and Technical writing
CV/Resume writing

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings

- Tickoo, M. L. and A. E. Subramanian, editors. Current English for Language Skills. Macmillan, 2005.
- Allen, W. S. Living English Structure. Orient Longman, 1974.
- Wood, F. T. Remedial English Grammar. Macmillan, 2001.
- Garrand, Timothy Paul. Writing for Multimedia and the Web: A Practical Guide to Content Development. 2006.
- Krishnaswamy, M. Modern English: A Book of Grammar, Usage and Composition. 1997.
- LaRocque, Paula. The Book on Writing: The Ultimate Guide to Writing Well. 2003.
- Smalley, Reginal. Developing Writing Skills. 2005.

DEUD601: Qadeem Adab ka Taaruf

Credits: 3L+1T+0P

Periods per week:4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: Classical literature is a rich and timeless repository of human thought, creativity, and cultural expression. In the context of Urdu literature, classical works have laid the foundation for contemporary literary traditions. This paper aims to provide an insightful introduction to Qadeem Adab (Classical Literature), shedding light on its historical significance, literary features, and enduring relevance.

CLO: To give the students a chance to study of Urdu language and literature and also make them understand the historical scenario of evolution of Urdu language and literature.

Unit 1 - Urdu ke Qadeem Nam - Hindvi, Hindi, Dakni, Rekhta, Daccan me Urdu ka aghaz aur Irtiq

Masnavi Kadam Rao Padam Rao aur Fakhruddin Nizami ka Mukhtsar Taaruf.

Unit 2 - Urdu Adil Shahi Daur me, Nusrati aur uksi Shayari Ka Ijmali Jaiza.

Urdu Qutub Shahi daur Men (Numaiuda Shyaron aur Adeedon ke nam)

Unit 3 - Mohammad Quli Qutub Shah aur Uski Shayari ka Taaruf.

Wali aur Uski Shayari ka taaruf.

Unit 4 - Mulla Wajahi aur Sabras ka Mukhtsar taaruf.

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

Suggested Readings/Textbook Prescribed: -

1. Tareekh-e-Adab Urdu - Noor-ul-Hasan, Naqvi, Educational Book House, Aligarh.

DEHS601 : History of Modern India (1857-1947)**Credits: 3L+1T+0P****Periods per week:4****Examination: 3 hours****Marks: 100****C1+C2=30****C3= 70 Marks**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Course Objective : Comprehension of the dynamics of Modern Indian society and culture.

Course Learning Outcome : At the end of the session the student shall be able to:

1. Understand the dynamics and inter-relationship between people living in a common society.
2. Make assessment and review of the modern nation.

UNIT I: Cultural changes and Social and Religious Reform Movements:

- a) Growth of a new intelligentsia– the Press and Public Opinion
- b) Reform and Revival: Brahmo Samaj, Prarthna Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements.
- c) Debates around gender and caste

UNIT II: Nationalism: Trends up to 1919

- a) Formation of early political organizations
- b) Moderates and extremists
- c) Swadeshi movement
- d) Revolutionaries

UNIT III: Gandhian Movements after 1919: Ideas and Movements:

- a) Mahatma Gandhi: his Perspectives and Methods
- b) i) Impact of the First World War
- ii) Rowlatt Satyagraha and Jallianwala Bagh
- iii) Non-Cooperative and Civil Disobedience
- iv) Provincial Autonomy, Quit India and INA

UNIT IV: Independence and Partition

- a) Negotiations for independence and partition
- b) Popular movements
- c) Partition and riots

Suggestive Readings

1. Bandopadhyay Sekhar, From Plassey to Partition and After Brass Paul, The Politics of India since Independence, OUP, 1990
2. Brown Judith, Gandhi and Civil Disobedience
3. Brown Judith, Nehru : A political Life. New Delhi: Oxford University Press 2003
4. Chandra Bipan, et Al., India's Struggle for Independence
5. Chandra Bipan, et Al. India after Independence
6. Chandra Bipan, Communalism in Modern India (2nd Ed., 1987) Chandra Bipan, Nationalism and Colonialism in Modern India (1979)
7. Chandra Bipan, Rise and Growth of Economic Nationalism in India
8. Chatterjee Joya, Bengal Divided : Hindu Communalism and Partition 1932 – 1947, O.U.P, 1994
9. Desai, A.R Peasant Struggles in India Dutta, R.P, India Today
10. Gallagher J., Johnson, G. Seal, A Locality, Province and Nation

11. Hardy Peter, Muslims of British India
12. Heimsath Charles, Indian Nationalism and Hindu Social Reform Hassan Mushiruled., India's Partition, Oxford in India Readings Hutchins F., Illusion of Permanence
13. Kumar Ravinder, Social History of Modern India Krishnamurty J., Women in Colonial India
14. Low D.A (ed.) Congress and the Raj
15. McLane J.R., Indian Nationalism and Early Congress
16. Pandey Gyanendra, The Construction of Communalism in Colonial North India
17. Sarkar Sumit, Swadeshi Movement in Bengal
18. Sarkar Sumit, Modern India, 1885-1947
19. Sarkar Susobhan, Notes on Bengal Renaissance
20. Seal Anil, Emergence of Indian Nationalism
21. Sen S.N., An Advanced History of Modern India, Kolkata, 2010
22. Stokes Eric, Peasants and the Raj : Studies in Agrarian Society and Peasant Rebellion in Colonial India
23. Tripathi Amal, The Extremist Challenge
24. Zelliott Eleanor, From Untouchables to Dalit: Essays on the Ambedkar Movement

HINDI

- (I) Grover B.L., Yashpal, Adhunik Bharat ka Itihas, S Chand Company Lit. Nai Dilli.
- (II) Pandey S. K Adhunik Bharat, Prayag Academy Publication and Distributors Alangang, Allahabad.
- (III) Tarachand, Bhartiya Swatantrata Aandolan ka Itihas Khand-II Prakashan Vibhag.
- (IV) Shukla, R L Adhunik Bharat.
- (V) Chand Vipin, Mradula Mukhargi Aur Aditya Mukhargi, Ajadi ke bad Bharat (1947-2000) Hindi Madhyam karyanvaya Nideshalya

DEGY601: Settlement Geography

Credits: 3L+1T+0P

Periods per week: 4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination (C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: Written Test in the respective subject's class (at the end of fifteen week).

Course Objective

To introduce and make them understand about the different human settlements related to physical entity and culture

Course Learning Outcome

To have sound understanding of various urban and rural settlements and their related aspects.

UNIT I : Settlement geography

Meaning, nature and scope; Factors influencing growth and distribution of settlements; Importance of settlement studies in geography

UNIT II : Rural Settlement

Origin and types Rural settlements; Pattern of Rural settlements; House types and Building materials; Distribution and density of rural settlements in India; Regional variations in rural settlement patterns in India

UNIT III : Urban Settlement

Origin and growth of urban settlements; Functional classification of cities; Concepts: Mega city, global city, edge city, Rank size rule and Primate city, Settlement theory by Walter Christaller

UNIT IV : Urban Region and Planning

Concept of Urban Planning, Characteristics and issues of metropolitan region: Delhi and Kota

Suggestive Readings

1. Daniel, P. (2002) Geography of Settlement, Rawat Publication New Delhi
2. Singh R.Y. 1994: The Geography of Settlement, Rawat Publication, New Delhi
3. Ramachandran, R. 1989: Urbanization and Urban Systems of India, Oxford Univ. press New Delhi
4. Hussain, M. (1994): Human Geography, Rawat Publications, Jaipur
5. R. C. Tiwari (2008). Settlement Geography – Rural and Urban Settlements, Pravalika Publication, Allahabad
6. Ghosh, S. (2015) Introduction to Settlement Geography, Orient Black Swan Private Ltd., Kolkata.
7. Singh, R. Y. (2002). Geography of Settlements, Rawat Publication
8. Maurya, S. D. (2005). Settlement Geography, Sharda Pustak Bhawan, Allahabad

DCGY601: Geography of Tourism

Credits: 3L+1T+0P

Periods per week: 4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Course Objective:

Application of the principles of tourism in reference to geographical opportunities

Course Learning Outcome:

1. To equip with a basic understanding of nature and scope, trends and patterns of various types of tourism.
2. Have sound knowledge on geographical, environmental and socio-cultural aspects of tourism in India.

UNIT I: Scope and Nature

Concepts and Issues, Tourism, Recreation and Leisure Inter- Relations; Geographical Parameters of Tourism by Robinson

UNIT II: Types of Tourism

Nature Tourism, Cultural Tourism, Medical Tourism, Pilgrimage

UNIT III: Recent trends of Tourism

International and Regional ; Domestic ; Eco-Tourism, Sustainable Tourism, Meetings Incentives Conventions and Exhibitions (MICE)

UNIT IV: Tourism in Rajasthan

Rajasthan major tourist spots, National Tourism Policy, Rajasthan tourism Policy

Suggestive Readings

1. Dhar, P.N. (2006) International Tourism: Emerging Challenges and Future Prospects Kanishka, New Delhi
2. Hall, M. and Stephen, P. (2006) Geography of Tourism and Reaction- Environment, Place and Space, Routledge, London
3. Kamra, K.K. and Chand, M. (2007) Basics of Tourism: Theory, Operation and Practice, Kanishka Publishers
4. Tourism Recreation and Research Journal, Centre for Tourism Research and Development, Lucknow
5. Singh Jagbir (2014) "Eco- Tourism" published by I.K. International Pvt Ltd S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India
6. Kamra, K. K., and Chand, M., (2007): Basics of Tourism: Theory, Operation and Practise, Kanishka Publishers, Pune.

DCSC601: हिंदी भाषा बोध एवं प्रयुक्ति क्षेत्र**क्रेडिट – 3****कालांश प्रति सप्ताह: 03****परीक्षा अवधि : 03 घण्टे****अधिकतम अंक: 75****बाह्य मूल्यांकन: 60****आंतरिक मूल्यांकन: 15**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षण C1	10	01 घण्टा	30
आंतरिक परीक्षण C2	05	01 घण्टा	
सत्रांत सैद्धांतिक परीक्षा C3	60	03 घण्टे	
कुल अधिकतम अंक	75	—	

C1: संबंधित विषय की कक्षा में लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: कक्षा कार्यक्रम के अनुसार – लिखित परीक्षा/एसाइनमेंट/निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रति फल— विद्यार्थी व्यावहारिक हिंदी का साहित्य समाज और जीवन के विभिन्न क्षेत्रों में सफलतापूर्वक प्रयोग कर सकेगा।

इकाई 1. साहित्य के क्षेत्र में प्रयुक्ति : स्वरूप और अभ्यास

संस्मरण, निबंध, यात्रावृत्त, संवाद लेखन

इकाई 2. भाषा ज्ञान कौशल विकास

शब्द युग्म, वाक्य शुद्धि, शब्द शुद्धि, अपठित गद्यांश/पद्यांश सार लेखन

इकाई 3. शब्द रचना

संधि, समास, उपसर्ग, प्रत्यय

इकाई 4. भाषा व्यावहार

विलोम शब्द, पर्यावाची/समानार्थी शब्द

वाक्यांश के लिए एक शब्द

लोकोक्ति एवं मुहावरे प्रयोग और अभ्यास

सहायक पुस्तकें :

1. आधुनिक हिंदी व्याकरण और रचना, वासुदेव नंदन प्रसाद सिंह

2. हिंदी व्याकरण, कामता प्रसाद गुरु

3. हिंदी शब्दानुशासन, किशोरी दास वाजपेयी

4. हिंदी भाषा, हरदेव बाहारी

5. हिंदी भाषा, भोला नाथ तिवारी

6. भाषा विज्ञान—सिद्धांत और प्रयोग, अंबाप्रसाद सुमन

DCSC602: Media Studies**Credits: 2L+1T+0P=3****Contact hours per week: 3****Examination: 3 hours****Marks: 75****C1+C2=25****C3= 50 Marks**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	30
Internal Test(C2)/Assignment or Attendance	10/05	1 hr	

End Semester Theory Examination(C3)	50	3 hrs	
Total Max Marks	75		30

Course Overview:

This skill development course is designed to equip students with the language skills and knowledge necessary for effective communication in the field of mass media. Students will learn to write compelling news articles, craft engaging scripts for radio and television broadcasts, and develop persuasive multimedia content while mastering the nuances of English used in the media industry.

Unit 1 - Introduction to Mass Media Language

Overview of media language and its significance
Terminology and jargon used in mass media
Analysis of media texts and headlines

Unit 2 - News Writing and Reporting

Basics of news writing: inverted pyramid style
Crafting headlines and leads
Writing news reports, press releases, and feature stories
Conducting effective interviews

Unit 3 - Multimedia Content Creation

Creating multimedia content for digital platforms
Blog writing, podcasting, and vlogging
Visual storytelling and video production
Interactive media and audience engagement

Unit 4 - Media Ethics and Critique

Ethical considerations in media reporting
Analyzing media bias and objectivity
Critiquing media texts for language and style
Media law and regulations

Suggested Readings-

- Christians, Clifford G., Mark Fackler, and Kathy Brittain Richardson. Media Ethics: Cases and Moral Reasoning. 2017.
- Long, Paul, and Tim Wall. Media Studies: Texts, Production, Context. 2012.
- Whitaker, W. Richard, Janet E. Ramsey, and Ronald D. Smith. Media Writing: Print, Broadcast, and Public Relations. 2021.
- Bender, John R., and Lucinda D. Davenport. Writing and Reporting for the Media. 2021.
- Batty, Craig, and Sandra Cain. Media Writing and Editing. 2016.
- Stovall, James G. Writing for the Mass Media. 2019.

***Industrial Linkage-** Literature Festivals, Radio- Aakash Wani, British Council Library, Sahitya Academy Library Visits, Established Newspaper Printing Houses, Seminars and Conferences, Theatre Visits etc. As and when required.

DCSC603: Tarjuma Nigari

Credits: 2L+1T+0P=3

Contact hours per week: 3

Examination: 3 hours

Marks: 75

C1+C2=25

C3= 50 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	30
Internal Test(C2)/Assignment or Attendance	10/05	1 hr	
End Semester Theory Examination(C3)	50	3 hrs	
Total Max Marks	75		30

Objectives

- To introduce readers to the concept of "Tarjuma Nigari" as a creative and literary endeavor.
- To provide an overview of the historical and cultural significance of translation as a form of creative writing.
- To analyze the creative choices made by translators in the process of translation, including linguistic, stylistic, and cultural decisions.
- To examine how translators bring their unique voice and creativity to their work.

Unit I

1. Tarjuma Fun, Riwait aur Iqam.
2. Tarjuma ki Ahmiyat aur Ifadiyat
3. Tarjuma ke Rehnuma Osool

Unit II

1. Tarjuma-Naviyat aur Maqsad
2. Urdu me Tarjuma ke Masail
3. Afsanvi Adab ka Tarjuma
4. Manzoon Taruma ka Amal

Unit III

1. Urdu Tarjuma ke Mumtaz Idare
2. Fort William college
3. Scientific Society
4. Darul Tarjuma Usmania

Unit IV

1. Tarjume ki Mashq
2. English se Urdu Tarjuma
3. Hindi se Urdu Tarjuma

Suggested Reading:

1. Fun-e-Tarjuma Nigari-Khaliq Anjum
2. Tarjume ki Rivait-Qamar Raees

DCSC604: History of Modern Europe

Credits: 2L+1T+0P=3

Contact hours per week: 3

Examination: 3 hours

Marks: 75

C1+C2=25

C3= 50 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	30
Internal Test(C2)/Assignment or Attendance	10/05	1 hr	
End Semester Theory Examination(C3)	50	3 hrs	
Total Max Marks	75		30

Course Objective : Developing an understanding about the polity and society in modern Europe.

Course Learning Outcome : At the end of the course, students will be able to:

1. critically evaluate the functional and planning of European polity.
2. evolve theoretical input about the intellectual currents in modern Europe.

UNIT I : Restoration and Revolution: 1815 - 1848

- a) Forces of conservatism and restoration of old hierarchies.
- b) Social, Political and intellectual currents.
- c) Revolutionary and Radical movements, 1830 -1848

UNIT II : Varieties of Nationalism and the Remaking of States in the 19th and 20th centuries.

- a. Intellectual currents, popular movements and the formation of National identities in Germany, Italy, Ireland and the Balkans.
- b. Specifications of economic development, political and administrative Reorganization – Italy; Germany.
- c. Revolutions of 1905; the Bolshevik Revolution of 1917
- d. Programme of Socialist Construction and the Soviet Union during the inter-war period 1918- 39.

UNIT III : Imperialism, War and Crisis: 1880-1918

- a. Growth of Militarism;

- b. Power blocks and alliances;
- c. Expansion of European empires
- d. War of 1914 -1918

Suggestive Readings

1. Brennan Gerald, The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War.
2. Cipolla C.M, Fontana Economic History of Europe, Volume III: The Industrial Revolution Davies Norman, Europe
3. Evans J., The Foundations of a Modern State in 19th Century Europe
4. Hamerow T.S, Restoration, Revolution and Reaction : Economics and Politics in Germany [1815–1871]
5. Hobsbawm, E.J, The Age of Revolution
6. Hunt Lynn, Politics, Culture and Class in the French Revolution Joll James, Europe Since 1870
7. Landes David; Prometheus Unbound
8. Lefebvre George, Coming of the French Revolution Lichteim, A Short History of Socialism
9. Mathias Peter, First Industrial Revolution Nove, Alec; An Economic History of the USSR
10. Porter Andrew, European Imperialism, 1876 – 1914 Wood Anthony, History of Europe, 1815 – 1960 Woolf Stuart, History of Italy, 1700 to 1860
11. Barraclough G., An Introduction to Contemporary History
12. Blanning, T.C.W, The French Revolution: Class War or Culture Clash
13. Braudel Fernand, History and the Social Science in M. Aymard and Mukhia H. ed., French Studies in History, Vol.I (1989)
14. Briggs Asa and Clavin Patricia, Modern Europe: 1789 – Present Calleo D, German Problem Reconsidered
15. Carr E.H, International Relations between the Two World Wars Carr E.H, The Bolshevik Revolution (Vol. I, II, III)
16. Cobban, Alfred, History of Modern France, Volume I – III Dobb Maurice, Soviet Economic Development since 1917 Doyle, William, Origins of the French Revolution
17. Droz. Jacques, Europe Between Revolutions Ellis G., The Napoleonic Empire
18. Evans, J., The Foundations of a Modern State in 19th Century Europe
19. Hamerow, T.S, Restoration, Revolution and Reaction : Economics and Politics in Germany (1815 – 1871)
20. Hanham H.J, Nineteenth Century Constitution, 1815-1914 Hobsbawm, E.J, Age of Capital
21. Hobsbawm, E.J, Age of Empire Hobsbawm, E.J, Age of Revolution Hobsbawm, E.J, Nation and Nationalism
22. Hufton, Olwen, Europe: Privilege and Protest
23. Jelavich Charles and Jelavich Barbara, Establishment of the Balkan National States, 1840 – 1920 Joll James, Europe Since 1870
24. Joll James, Origins of the First World War, 1989
25. Landes Jaon B., Women and the Public Sphere in the Age of the French Revolution Lee Stephen J., Aspects of European History 1789 – 1980
26. Licas Colin, The French Revolution and the Making of Modern Political Culture
27. Lowenthal David, The Past is a Foreign Country
28. Lyon Martin, Napoleon Bonaparte & the Legacy of the French Revolution

HINDI

- (I) Verma, Dinanath ,Singh Shiv Kumar, Vishav Itihas ka Sarveshan, Bharti Bhan Publishers and Distributers, Patna
- (II) Kumar Nalin, Vishwa ka Itihas Mecgrow Hill Education (India) Channai.
- (III) Verma Lal Bahadur, Adhunik Vishav ka Itihas Hindi Madhyam Karyanvya Nidesalaya
- (IV) Gupta, Parthsarathi, Europe Ka Itihas, Hindi Madhyam Karyanvya Nidesalaya

DCSC605: GIS Based Land Use Mapping

Credits: 2L+0T+1P=3

Contact hours per week: 3

Examination: 3 hours

Marks: 75

C1+C2=25

C3= 50 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal (C1)	10	1 hr	30
Internal (C2)/Assignment or Attendance	10/05	1 hr	
End Semester Examination(C3)	50	3 hrs	
Total Max Marks	75		30

Course Objective

To expose the students towards the basics of GIS its application

Course Learning Outcome

1. To impart basic knowledge about GIS and Aerial Photo Interpretation
2. To learn and understand the data generation, analysis and output in GIS

UNIT I : Introduction to GIS & Type of data

GIS-Historical development; GIS components; hardware and software requirements of GIS, terminology related to GIS and sources of errors in GIS Recent trends in GIS and Future directions, Point, Line and Polygons; GIS data formats: Raster and Vector

UNIT II : Application of Remote Sensing and GIS

Land use/ Land cover/ Urban sprawl mapping of Ajmer City

Suggestive Readings

1. Curran, P.J. (1985): Principles of Remote Sensing, Longman, London
2. Lillesand, T.M. and Kiefer, R.W. (2000): Remote Sensing and Image Interpretation. 4th edition. John Wiley and Sons, New York
3. Campbell, J.B. (2002): Introduction to Remote Sensing. 5th edition, Taylor and Francis, London
4. Bhatta, B. (2010): Remote Sensing and GIS, Oxford University Press, New Delhi.
5. Nag Prithvish and Kudrat M. (1998): Digital Remote Sensing, Concept Publishing Company, New Delhi

PCLO601/602: Content cum Pedagogy of Language 1/ Language 2

Credits: 1L+1T+0P=2

Contact hours per week: 2

Examination: 2 hours

Marks: 50

C1+C2=15

C3= 35 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

This course comprises three units and a practicum. It focuses on assessment and evaluation. It also focuses on assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, formative and summative assessment including 360° assessment. The students will be exposed to research and innovative practices in teacher education. In this course student teachers will learn how to plan different types of activities in online and offline mode. It emphasizes how to integrate and use ICT in the classroom of Language and Literature. Assessment serves the dual purpose of tracking the performance of the learners as well as feedback mechanism for effectiveness of teaching. Today's scenario emphasizes competency- based assessment practices and tests higher order thinking skills and conceptual clarity. Major reforms in assessment are need of

the hour to stay vibrant and effective in the process of teaching learning of Language and Literature. Finally, the instructor will enable the students to understand the concepts of assessment and evaluation as well as differentiate between assessment and evaluation for Language learning.

Learning Outcomes: After completion of this course, student teachers will be able to:

- list the different concepts related to assessment and evaluation in Language Teaching,
- enumerate the characteristics of innovative practices in the teaching-learning process of the Language,
- discuss tools and techniques of assessment and evaluation in Language Teaching,
- examine issues in Language assessment and their impact on classroom teaching,
- apply ICT in the teaching-learning process of Language,
- develop e-content of Language using Language lab and virtual lab.

UNIT - I : 21st Century Skills for Learning

- A. Need for and importance of how to learn 21st century skills for learners and teachers of Language.
- B. Psychological, sociological, and philosophical perspective of teaching and learning Language.
- C. Qualities of a Language teacher as professional for enhancing teaching learning skills.
- D. Role of a teacher in facilitating learning and creating dynamic learning environment of Language.

UNIT - II : Assessment and Evaluation

- A. Assessment and evaluation: need for and importance of Languages.
- B. Development of learning indicators, performance-based assessment, learners' records of observations.
- C. Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal and 360o assessment.
- D. Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
- E. Tools and techniques of assessment and evaluation; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning of Languages.

UNIT - III : Research and Innovative Practices in Teaching Languages

- A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences.
- B. Recent trends in research related to teaching learning of Language.
- C. Action research: meaning, significance, steps and planning.
- D. Evidence-based practices and reflection, school-based research in Language.
- E. Effective communication with special reference to multilingualism using Language lab and virtual lab.

Suggestive Practicum (Any Three)

1. Design devices for assessment of Listening, Speaking, Reading, and Writing skills of Language through activities such as debate, extempore, group discussion, Speech, etc.
2. Assess the peers in the Language and prepare an analytical report.
3. Write a reflective note on two editorial pieces on the same topic from different newspapers from multilingualism perspective.
4. Complete an online certificate course on Language from SWAYAM portal.
5. Develop a write-up on the power of Language in regard to NEP 2020 recommendations.
6. Any other project assigned by HEI.

Suggestive Mode of Transaction

Lecture-cum-discussion, project-based method, problem-solving method, experiential learning, inquiry approach, ICT integrated learning, interactive methods such as group discussions, peer tutoring, team teaching, workshops, observations and presentations.

Suggestive Mode of Assessment

Written tests, classroom presentations, seminars, assignments, practicum, sessional, terminal semester examinations will be used to assess the course outcomes.

Suggestive Reading Material

- National Curriculum Framework for School Education, Government of India
- National Education Policy 2020 (NEP 2020). Government of India. (English/Hindi).

- National Policy on Education (With Modifications Undertaken In 1992). Ministry of Human Resource Development: New Delhi.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.

PCSS603: Content cum Pedagogy of Social Sciences

Credits: 1L+1T+0P=2

Contact hours per week: 2

Examination: 2 hours

Marks: 50

C1+C2=15

C3= 35 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course:

This course focuses on the need and scope to know how to learn the concepts of Social Science. They will also understand the role of a teacher as facilitator. They will reconcile themselves as per National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM). The teacher will enable the students to understand the importance of continuous professional development to meet the current challenges. The students will get motivated to participate in professional development activities to develop 21st century skills to deal with various issues. They will also understand action research and will be able to conduct it for the improvement of Social Science practices. They will develop leadership attributes to lead for a good cause keeping in view Indian values and ethos. This course focuses on how to learn Social Science along with psychological, sociological, and philosophical perspective. It also emphasizes innovative practices to enhance effective communication to be a dynamic and innovative Social Science teacher. Therefore, the course highlights the need and significance of continuous professional development of a teacher to meet the current and forthcoming challenges. Assessment serves the dual purpose of tracking the performance of the learners as well as feedback mechanism for effectiveness of teaching. National Education Policy (NEP) 2020 emphasizes on the formative assessment, which is more competency based, promotes learning and holistic development of the students, and tests higher order skills such as analysis, critical thinking and conceptual clarity. It also focuses on assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, formative and summative assessment including 360° assessment. This pedagogical course of Social Sciences aims to provide details about the concepts of assessment and evaluation, tools and techniques of assessment in Social Sciences.

Learning Outcomes: After completion of this course, student teacher will be able to:

- discuss the meaning and need of how to learn the concepts of Social Science,
- identify the role of teacher in facilitating learning for Social Science,
- enumerate the characteristics of innovative practices in teaching-learning process of Social Science,
- plan action research to improve practices of Social Science,
- compare and apply the different types/modes of assessment,
- develop the learning indicators and construct test items to measure learning achievement,
- construct and administer achievement test,
- apply tools and techniques of assessment in teaching learning process.

UNIT - I: 21st Century Skills for Learning

- A. Need for and importance of how to learn 21st century skills for learners and teachers of Social Sciences.
- B. Psychological, sociological, and philosophical perspective of teaching and learning Social Sciences.
- C. Qualities of a Social Sciences teacher as professional for enhancing teaching learning skills.
- D. Role of a teacher in facilitating learning and creating dynamic learning environment of Social Science.

UNIT - II : Assessment and Evaluation

- A. Assessment and evaluation: need for and importance of Social Sciences.
- B. Development of learning indicators, performance-based assessment, learners' records of observations.
- C. Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal and 360o assessment.
- D. Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
- E. Tools and techniques of assessment and evaluation; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning of Social Sciences.

UNIT - III: Research and Innovative Practices in Teaching Social Sciences

- A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences.
- B. Recent trends in research related to teaching learning of Social Sciences.
- C. Action research: meaning, significance, steps and planning.
- D. Evidence-based practices and reflection, school-based research in Social Sciences.

Suggestive Practicum (Any Three)

1. Prepare, administer, and analyze scores of an achievement test.
2. Explore AI based assessment tools and prepare an E-Portfolio of a student of Secondary Stage.
3. Explore development of multidisciplinary projects and present using PowerPoint in Social Sciences.
4. Apply innovative practices in classroom teaching learning of Social Sciences.
5. Plan action research for Continuous Professional Development (CPD) of Social Sciences teacher.
6. Pilot new ways of assessment using educational technologies focusing on 21st century skills.
7. Organize a field trip and write a detailed report evaluating the learning processes.
8. Any other project assigned by HEI.

Suggestive Mode of Transaction

Lectures cum discussion, observation, project approach, field based, inquiry approach, experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning.

Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations.

Suggested Reading Material

- National Policy on Education, 1968, 1986 and 2020
- NCERT (2023) National Curriculum Framework of School Education (Draft)
- NCTE (2009) National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher. NCTE, New Delhi.
- UNESCO, (1984) Epistemology of Social Science, the Scientific Status, Values and Institutionalization, Vol. XXXVI, UNESCO Publications.

AEVA601: Mathematical and Quantitative Reasoning

Credits: 1L+1T+0P=2

Contact hours per week: 2

Examination: 2 hours

Marks: 50

C1+C2=15

C3= 35 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be

asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

This course introduces the student teachers to study the basic mathematical & quantitative reasoning for their practical usage. This course is designed to provide student teachers with the knowledge and capacities required to analyze, interpret, and communicate quantitative data. Student teachers will learn to think critically about data and use quantitative reasoning to solve real-life problems.

Learning Outcomes: After completion of this course, student teachers will be able to:

- adapt mathematical reasoning to solve problems in the real world and explain some fundamental ideas and tenets in this field,
- analyze and interpret quantitative data,
- interpret & deduce the right conclusions from numerical representations like formulas, graphs, or tables,
- demonstrate critical thinking and problem-solving skills using mathematical and quantitative reasoning methods,
- evaluate operational matrix,
- analyze educational data and create educational model & use them in decision making,
- analyze and evaluate mathematical and quantitative reasoning problems and solutions.

UNIT - I: Introduction to mathematical and quantitative reasoning

- Meaning, nature and scope of mathematical and quantitative reasoning.
- Importance of mathematical and quantitative reasoning in various fields.
- Types of quantitative reasoning.
- Usage of mathematical and quantitative reasoning.
- Concept of mathematization.

UNIT - II : Introduction to data in Education

- Data requirement, different sources of data
- School enrolment: gross enrolment ratios, net enrolment ratios, educational progression: dropout rate, literacy: measures of literacy
- Indian censuses, details of different items on which Indian censuses collect data.
- Nationwide sample surveys, National family health survey, District level household survey, UDIS

UNIT - III : Data Analysis & Interpretation

- Concept of data interpretation (equation, diagram, graph, tables)
- Statistical analysis of data in educational context and its applications (measures of central tendency, measures of variability, percentile)
- Visual and numerical representation of data and its application (bar diagram, histogram, pie charts)
- Learning analytics: concept, significance, types, levels, and its applications in educational context.

Suggestive Practicum

- Take last 5 years of UDISE data and analyze various indicators related to schools, teachers, and students.

Suggestive Mode of Transaction

The approaches to curriculum transaction will focus on developing the analytical and critical thinking skills of students, as well as their ability to apply mathematical and quantitative reasoning in real-life situations. Some of the approaches to curriculum transaction will include the following:

- Active Learning which involves active participation of student teachers in problem-solving situations, group discussions, and hands-on activities that help student teachers engage with the material and apply mathematical thinking and reasoning to solve problems.
- Real-World Applications involving the use of real-world examples to demonstrate the practical applications of mathematical concepts that help student teachers see the relevance of what they are learning and how it can be applied in various fields.
- Collaborative learning encourages student teachers to work together in small groups, where they can share ideas and help each other learn. This fosters a sense of community in the classroom and helps students develop teamwork and communication skills.
- Technology Integration involves the incorporation of technology tools such as calculators, spreadsheets, and interactive software to help student teachers visualize and solve mathematical problems more easily.
- Overall, a pedagogy that combines active learning, real-world applications, collaborative learning, technology integration, and effective assessment strategies that help student teachers develop a strong foundation in mathematical and quantitative reasoning.

Suggestive Mode of Assessment

Use of a variety of assessment methods such as quizzes, exams, group projects, and presentations to evaluate student learning. Providing timely feedback and offering opportunities for students to revise their work and improve their understanding.

Suggested Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

EDSE601: School Observation

Credits: 1L+1T+0P=2

Contact hours per week: 2

Examination: 2 hours

Marks: 50

C1+C2=15

C3= 35 Marks

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal *	10	--	25
Assignment or Attendance*	05		
Final*	35		
Total Max Marks	50		25

***Mentioned below in Assessment**

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

As school is the heart of the teacher education programme, the student teachers need to gain hands-on experiences from various activities organized by the school. School observation offers an opportunity to learn the processes and practices in a school setup. To expose the student teachers to various schooling systems (urban, rural, tribal, residential, non-residential, government, private, affiliated to different school boards like Central Board, State Board, International Board) prevailing in the country. School observation will also prepare the student teachers to build relationships with various stakeholders. The school observation by the student teachers is aimed at helping them build perspective in the schooling system, student needs, pedagogies, and assessment.

Learning Objectives: After completion of school observation program, student teachers will be able to:

- get acquainted with various schooling systems.
- experience the processes, practices, and overall environment of the school.
- establish a rapport with all the stakeholders of the school system.
- observe the process of conducting different activities in the school.
- study availability and the work of human resources, including members of school management (SMC), school head, teachers, administrative and support staff)
- observe the existing infrastructure available in the schools (classrooms, libraries, laboratories, playground, sanitation, drinking water facility, mid-day meal facility, inclusive facilities,

- safety and security, rainwater harvesting).
- observe and document the availability and usage of TLM, including ICT.
- study the available physical and digital documents, including UDISE data.
- study interpersonal relationships among the stakeholders.
- study various assessment processes adopted in different types of schools for holistic development of children.
- prepare and present a comprehensive profile of the schools observed (including classroom processes)
- study the engagement of parents and other community members in school activities.

Suggestive Mode of Transaction

- Observation
- Interaction
- Discussion
- Reviewing the available literature on the different schooling system
- Collection of relevant documents and data

Preparation for school observation

- Orientation on the school observation process
- Development of the observation formats/tools

School Observation (minimum three types of schools)

- Student teachers will go for school observation in small groups to observe and collect data by using the developed formats/tools.
- Analysis of the collected data
- Preparing a comprehensive profile of the schools observed

Post-school observation session

- Group-wise presentation of the school profile
- Discussion and Feedback
- Reflection on the understanding of various types of schooling systems.

Content

The school observation as a field-based activity will cover observation of school and classroom processes. The student teachers under the mentorship of teacher educators will visit schools, interact with teachers and students and other stakeholders, and relate the observation with the courses studied during the previous semesters, i.e. Foundations of Education, Disciplinary Courses, Pedagogy courses and Ability Enhancement & Value-Added **Courses**.

- Meaning and Nature of school observation process
- Difference between monitoring and observation
- Theory and practices of school observation components such as:
 1. Schooling system
 2. Rapport with all the stakeholders
 3. Office management procedures of different types of schools
 4. School environment in all perspectives
 5. Process of conducting curricular activities in the schooling process
 6. Existing infrastructure available in the school
 7. Utility of ICT and TLM facilities
 8. Interpersonal relationships among the stakeholders
 9. Various assessment processes adopted in different types of schools.
 10. Engagement of parents and other community members in school activities.

Activities to be conducted.

- Visit three types of secondary schools with observation formats developed in the institute and get acquainted with various schooling systems. Establish rapport with all stakeholders.
- Collect information about the demography of students in classes IX to XII and understand the linkage of the secondary stage with the middle stage and higher education through interaction with teachers, students and staff.
- Observe school processes and transactions of the curriculum through experiential learning and prepare a report.
- Interact with teachers and students and report on implementing ten bag-less days and internship opportunities to learn vocational subjects.
- Study the available opportunities for learning interdisciplinary subjects.
- Observe the availability and usage of library resources, laboratories (Atal Tinkering Lab,

Physics, Chemistry, Biology, Mathematics, Languages, Social Science, Computer), sports facilities, and art and music learning facilities.

- Study the provision of other student support services- guidance and counselling, NCC, NSS, health and wellness programme.
- Observe the organization of various activities like classroom teaching-learning processes, laboratory activities, library activities, sports and games, debate/elocution/essay writing and other competitions.
- Interact with School heads and subject teachers to understand how students are evaluated by following different tools and techniques of evaluation, how examinations are conducted, how answers are assessed, and how the result is communicated to parents in at least two different types of schools.

Assessment

Competence/Artifact	Method of assessment	Assessed By	Credits
Involvement and active participation during the school visit	Observations	Teacher Educator	0.5
Comprehensive school profile	Presentation & reflection	Teacher-Educator	1.5

Outcomes

Student teachers will be able to:

- describe various schooling systems,
- describe the processes, practices, and overall environment of the school,
- establish rapport with the stakeholders of the school system state the process of conducting different activities in the school,
- describe the available school infrastructure (classrooms, libraries, laboratories, playground, sanitation, drinking water facility, mid-day meal facility, inclusive facilities, safety and security, rainwater harvesting),
- describe the availability and usage of ICT and TLMs,
- summarize the available documents in both physical and digital modes, including UDISE data,
- reflect upon relationships among the stakeholders,
- analyze various assessment processes adopted in different types of schools,
- prepare and present a comprehensive profile of the schools observed (including classroom processes).

Suggested Components for school observation report

- School information (Context, Vision and Mission, Association with the Board)
- School Infrastructure
- Provision for CWSN/Divyang Children
- Inclusiveness at all levels
- Teacher-Student Ratio
- Teaching-Learning process
 - Academic plan
 - Classroom activities
 - Assessment
- School Development Plan (SDP)
- Academic Calendar
- Administrative processes
 - Maintenance of students' records
 - Maintenance of teachers' records
- Cultural activities
- Sports activities
- Annual Day
- National and Social functions
- School Management
- School Discipline
- Interpersonal Relationships
- Understanding different types (socio-economic status, ability) of students and their needs

- Development of ICT and TLMs
- Engagement of parents and community members in the school activity
- Office Management
- The assessment process includes provision and practices for 360-degree holistic assessment.
- The overall progress of the school (planning, organizing, staffing, directing, motivating and controlling)
- Challenges faced and overcoming them.

SEMESTER VII

EDFE701: Perspectives on School Leadership and Management

Credits: 1L+1T+0P=2

Contact hours per week: 2

Examination: 2 hours

Marks: 50

C1+C2=15

C3= 35 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

Amidst the changing policy landscape, the new curriculum framework, the challenge of accommodating and adapting to the changing demands and the increasing expectations that comes with the culture of performativity. The role of the school leader has never been more complex. School leaders are key change agents and as instructional leaders are responsible for improving practice while navigating an increasingly challenging school environment. Understanding the school system, its nuances, the social, cultural, and political contexts and leading schools requires a strong foundation of knowledge and skills to effectively manage improvement and lead successful schools. The course on 'Perspectives on School Leadership and Management' is designed to equip student teachers with the competencies they need to drive school transformation and help diverse stakeholders establish priorities and improve practice.

Course Learning Outcomes

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

- describe the diversity of schools in India, its structure, its governance, issues, challenges and school leadership needs,
- critically examine the different leadership theories and practices and its relationship with the governance structures, the autonomy and accountability mechanisms and the larger educational policy context,
- critically think in relation to education leadership and its potential application to different contexts,
- reflect critically on school-based data for reflection and improvement,
- develop a culture of cooperation collaboration and teamwork,
- synthesise effectively to develop coherent and compelling arguments in the area of study,
- develop school vision, mission, goals, and School Development Plans.

UNIT - I : Understanding Indian School System

- A. School as a normative organization vis-a-vis school as a socio-emotional-cultural space for learning.
- B. Studying the diversity of schools in India; their structure, governance, socio-political and cultural context, funding, management, autonomy and accountability mechanisms, support systems.
- C. Relationship between school leadership and school diversity issues, challenges, and needs.
- D. Engagement with diversity discourses, educational policies, reforms and practices and role in developing inclusive schools.

UNIT - II : Understanding School Leadership

- A. School Leadership: concept as defined, and concept as practiced.
- B. Being a School Leader: exploring the multiple roles and responsibilities, issues and challenges of school leadership in the Indian context.
- C. What works in schools: sharing National and International best practices on School leadership.

UNIT - III: Schools as Learning Organizations: Role of School Leadership

- A. Schools as motivating learning spaces: Developing inspiring school ethos.
- B. Schools as learning organization: promoting personal mastery, examining mental models, and developing a shared vision, team learning and a system's thinking perspective.
- C. Development of a shared vision and shaping of the school culture.

- D. Use of data for school improvement focused on students' learning, addressing equity challenges, and building an equitable school culture that promotes excellence for all.
- E. Nurturing school belongingness: engaging students, teachers, staff, parents, SMC, and community in the formulation of a whole school development plan.
- F. Designing professional and collaborative learning opportunities for self and others (teachers, parents, and SMC members) and improving teaching and learning.

Suggestive Mode of Transaction

Perspectives on school leadership and management is a practitioner-centric course and aims to enable future teachers to be efficient school leaders. The approach to curriculum transaction therefore would include a blend of lectures, tutorials, group-work, case-based approaches, and enquiry-based learning.

- Student teachers would engage in case-based learning on topics like improving student learning, classroom observation and feedback, planning and budgeting for school improvement, leadership in diversified school contexts and such others.
- Exposure of student teachers to virtual case studies featuring leaders from a representative cross-section of Schools in India and analyze their experiences, insights, and best practices.
- Learning activities that help student teachers to understand the entire structure and functioning of school organization through interactive lectures and panel discussion with education officers who hold leadership positions at different levels from schools to cluster, block, and district and state levels and understand their leadership issues, challenges and needs and thus get a perspective of the school ecosystem.
- Learners would reflect on their practice as pre-service interns, knowledge, skills, and understandings—and identify opportunities to apply course learnings to their school context.

Suggestive Mode of Assessment

Being a practitioner centric course, the assessment would largely include application-based tasks. This includes exploring the work and life of a school principal and writing a detailed report on the observations and the learning. The following are some exemplars. The institutes may choose either of these or think of other innovative assignment that would enhance the leadership learning experience:

- Preparing school vision, mission, goals, and school development plan.
- Shadowing school principals: a critical observation of the principal's daily work life.
- A critical examination of the diversity of schools; their governance structure, leadership, autonomy and accountability mechanisms, issues and challenges and work life of the school principal

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

EDFE702: Curriculum Planning & Development

Credits: 1L+1T+0P=2

Contact hours per week: 2

Examination: 2 hours

Marks: 50

C1+C2=15

C3= 35 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

The course on curriculum planning and development will introduce to student teachers to the process of designing and organizing the curriculum i.e., the totality of learning experience provided to learners through a deliberate and organized set of arrangements (the selection of subjects that are to be taught, the pedagogical approaches and practices to be pursued, books and other teaching-learning-material to be used, examinations

and other forms of learning assessment, school culture and processes etc.) that contribute to the development of the knowledge, capacities, and values and dispositions that help fulfill the aims of school education derived from the purposes and goals articulated in NEP 2020.

Course Learning Outcomes

After completion of this course, student teachers will be able to:

- discuss aims of education,
- identify and formulate of desirable values and dispositions,
- explain capacities and knowledge,
- outline curricular areas,
- demonstrate teaching-learning assessment processes and
- practice the relevance in terms of achieving the aims of school education.

UNIT - I : Education and Curriculum

- A. Meaning, need, relationship and significance.
- B. Types of Curriculums: subject-centered, activity-centered, environmental centered, community-centered
- C. Relationship and difference between curriculum, curriculum framework, syllabus and textbooks.

UNIT - II : Developing the Curriculum

- A. Basic principles of Curriculum Development
- B. Concerns for developing the Curriculum - aims to be achieved, structure and nature of discipline, different perspectives on learning and their implications to curriculum development, socio-cultural aspects and aspirations of society, value transitions, social efficiency and needs, environmental concerns, gender concerns, inclusiveness, technological advancement.
- C. Impact of Globalization.

UNIT - III: Approaches, Planning, and Implementation

- A. Approaches to Curriculum Development: Learner and activity centered, Constructivist, Knowledge Construction
- B. Curriculum planning as a cyclic process.
- C. Curriculum Implementation: Operationalizing curriculum into learning situations, Converting curriculum into syllabus, Curriculum engagement activities, Role of school at Regional, State and National level for implementation.
- D. Role of teachers in operationalizing and evaluating the curriculum with special reference to: textbooks and teachers handbooks, source books, workbooks and manuals, other learning material such as kits, AV and software materials, library, laboratory, playground, neighborhood etc.

Suggestive Practicum

1. Arranging discussion on:
 - Basis of National curriculum frame works (1975, 1988, 2000, and 2005).
 - Document: Learning without burden” by Prof. Yashpal
1. Preparing of Report based on observation of:
 - Facilities and infrastructure to implement the present curriculum.
2. Interviewing teachers to understand their role in:
 - Implementing and assessment of the curriculum.
3. Analysis of the following in the context of principles of developing the Curriculum:
 - Guidelines of NEP, 2020.
 - Curriculum of 4 Years B.Ed. Integrated Programme
 - Learning without Burden, MHRD, and India.
 - Position paper (2006). National Focus Group on ‘Curriculum, Syllabus, Textbooks’, NCERT.
 - NCERT (1988) National Curriculum for Elementary and Secondary Education: A framework.
 - NCERT (2000) National Curriculum Framework for school Education.
 - NCERT (2005) National Curriculum Framework. NCERT publications.

Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

AEVA701(A): Art Education (Performing and Visual)

Credits: 1L+1T+0P=2

Contact hours per week: 2

Examination: 2 hours

Marks: 50

C1+C2=15

C3= 35 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

Engagement with various forms of art as self-expression and need to develop sensibility to appreciate them has been an important concern in educational theory and practice. This concern is premised on the claim that forms of self-expression contribute immensely to the development of cognitive, affective, and psycho-motor dimensions among children, as well as that through one or another art form, children come to explore ways of expressing themselves. Further, it is also the case that critical appreciation of art enables children to form judgments of a very special kind, namely, aesthetic judgment. This enables students as they grow into adults to have focused attention on making sense of and appreciating cultural productions.

Children enjoy artwork a lot. They explore and find meaning in artwork. Their psycho-motor skills get developed through art. The huge element of socialization is acquired through different forms of art. They get to know each other and understand each other and make friends through art. They develop their peer group through getting involved in art forms. Learning to work with others is also achieved through art. It gives them space to think independently, create and reflect. It is one space where all the three are involved- hand, head, and heart.

Therefore, educational practitioners that the students of MA Education aim to be, will need to bring an element of art in practices that they engage in. To be able to do this, they need an appreciation of art in general, familiarity with one art form, and basic skills and capabilities to be creative and artful. Additionally, they should be familiar with some critical debates in art education, even if their work is in other subject areas.

To this end in the first semester students will do one course that aims to help them recognize and appreciate the importance of aesthetic judgment, develop familiarity with an art form and basic skills to be creative and artful in their expressions. Skills develop from practice; therefore hands-on training in doing art will be emphasized in this course. This course aims to help students develop a habit of performing skillful activities that are essentially aesthetic and artful which is expected to contribute to other educational practices that they develop in other courses in the programme. Therefore, this course will explicitly relate this skill to activities that practitioners of education engage in, like teaching, development of teaching-learning material, and content of other subject areas wherever possible.

Puppetry

Puppetry is an integrated art form, which takes into its fold everything from fine arts to performance. Puppetry is one of the oldest forms of performing art. Puppetry has evolved over the years into a sophisticated form of art. The journey was very interesting with a lot of ups and downs. There are thousands of forms of puppetry from simple finger puppets to highly complex puppets played by more than 3 people. Each country has a puppet form, why country, each area in a country has a puppet form. Hence, in India you will find many, many forms of puppetry.

In puppetry there are two main aspects. One the designing and creating of puppets and the other playing or performing puppetry. These two skills are different. Designing will need a lot of thinking, visualization, and

technical skills while performance will need high level communication skills. Hence, together they make a consolidated a high range of skills. In this course, students are exposed to different forms of puppets and puppetry. There will be a discussion around the forms and the aesthetic sense of puppetry. Later the students are encouraged to prepare, design and create puppets. They then prepare script and play the puppets. This creation of the puppets together in small groups with a lot of discussions and give and take helps the students develop working together skills and conceptual understanding.

Course Learning Outcomes

After completion of this course, student teachers will be able to:

- articulate the importance of aesthetics and art in elementary education,
- demonstrate their familiarity with and appreciation of puppetry,
- design puppets,
- practice and create a short puppetry show.

UNIT - I :Importance of Aesthetics and Art education (2 Sessions)

In this unit the basic idea of aesthetics and art, and ways in which the aesthetic dimension manifests itself in human life will be discussed. Using various examples of art, students will engage in identifying aesthetic aspects of daily life, develop aesthetic judgment, and gain familiarity with the role of art in education. Students will also be introduced to three aspects of art in education: The value of art itself and its use as an instrument in education; moral dimensions of works of art and the controversial distinction between the value of Popular art and High art.

UNIT - II: Designing Puppets (6 Sessions)

In this unit, students will learn about puppetry, its history and specifically about how puppets work. This unit will also discuss the imagination required to design puppets, visualize how puppets will be used and the technicalities of designing puppets. These will be learnt by designing puppets. Students will start with constructing finger puppets and move towards small shapes through papers, like Fish, birds, rat - then they will design masks, flat masks, and masks with dimensions. At the end they will design puppets with old newspaper. The puppets are designed with old newspapers and colour papers. They decorate it and design it in such a way that it can be played, performed. They prepare costumes and all other accessories.

UNIT - III :Performing the puppets (4 Sessions)

This unit will engage in performance of puppetry and the level of communication skills required to create a good engaging story and perform it with the help of puppets they have created. The performance will be expected to relate to some activity in the educational context. Students will perform the puppets they have designed. Initially each member will play their own puppets. Later they will play in pairs, later they will be formed into a small group and asked to prepare their own skits with the puppets. They conclude by performing in small groups. Their learning is consolidated and reflected. Discussion is held on how different aspects of puppet making can be incorporated in class room processes of young children. Adapting the individual and group exercises done during the puppetry course will be discussed to be used in the classroom situation.

Pedagogy

The Pedagogy is basically hand-on training. More emphasis is given to experiential learning. They do things and through doing learn about art and its connection to education. The process takes you through different forms of art- fine arts, playing with colours, costume designing, facial make -up, script writing, music, and performance.

Suggestive Mode of Assessment

Details to be determined by the faculty member as per applicable UGC norms. Week wise break up of sessions
Sl. no Topics Session flow Remarks

Week wise break up of sessions			
Sl no.	Topics	Session flow	Remarks
1	Aesthetics and art, art in everyday life	Based on their experience	
2	Importance of art. Appreciation of art.	Discussion	
3	Art for art sake. Art with social responsibility. art for social change	Debate	
4	The world of puppetry. Different forms of puppetry.	Presentations	
5	History of puppetry	Lecture	
6	Preparation- finger puppets	Hands on	
7	Preparation of masks	Hands on	
8	Preparing puppets	Hands on	
9	Performing individually	Practice	
10	Performing in pairs	Practice	
11	Performing in groups – 3, 4, 5.	Practice	
12	Assignments	Written	

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

AEVA701(B): Art Education (Performing and Visual)**Credits: 1L+1T+0P=2****Contact hours per week: 2****Examination: 2 hours****Marks: 50****C1+C2=15****C3= 35 Marks**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

The engagement with various forms of art as self-expression and the need to develop a sensibility to appreciate them has been an important concern in educational theory and practice. This concern is premised on the claim that forms of self-expression contribute immensely to the development of cognitive, affective, and psycho-motor dimensions among children, as well as that through one or another art form that children come to explore ways of expressing themselves. Further, it is also the case that critical appreciation of art enables children to form judgments of a very special kind, namely, an aesthetic judgment. This enables students as they grow into adults to have focused attention on making meaning of what surrounds them and in appreciating cultural productions.

Children are naturally tuned to appreciate art, as it activates their senses. Further, their psycho- motor skills get developed through art. It gives them space to think independently, create and reflect, while working with others. It is a unique space where all the three are involved- hand, head and heart.

Therefore, students who aim to be educational practitioners will need to bring an element of art in educational practices that they engage in. To be able to do this, they need an appreciation of art in general, familiarity with one art form, and basic skills and capabilities to be creative and artful.

To this end in the first semester students will attend one course that aims to help them recognize and appreciate the importance of aesthetic judgment, develop familiarity with an art form and basic skills to be creative in their expressions. Skills develop from practice, therefore hands on training in doing art will be emphasised in this course. This course aims to help students develop a habit of improvising on theatrical performances that include following aesthetic judgement at all stages, which will contribute to other educational practices that they develop in the larger programme. Therefore, this course will explicitly relate this skill to activities that practitioners of education engage in, like teaching, development of teaching-learning material, and also producing content of other subject areas wherever possible.

Theatre

Theatre is a collaborative art form, and it is inherently interdisciplinary in its nature. It comprises many facets and skills like acting, directing, writing, designing the sets and costumes, make-up, production, lights, sounds and music. All these elements and skill sets come together and are stitched in the form of a 'play' which is performed live, in front of an audience. In the Indian context, theatre has a deep-rooted history with its classical, folk, and other cultural forms until other contemporary forms of theatre evolved in recent times.

Theatre education for children can play a vital role in their individual, social, and emotional development. It teaches them the values of trust and interdependence, makes them confident to express themselves and helps them learn to work in a collaborative environment. It develops their ability to contextualise, critique and discuss certain questions and thoughts they encounter in everyday life. It further helps them imagine, explore, and create their own narratives.

In this course, we will briefly talk about the aesthetics of theatre and how theatre exists in different forms. The students will learn some basic theatre tools that will help them create and perform a narrative they collaboratively arrive at.

In simple terms one can say theatre has two major aspects i.e., creating the script and then performing it. Body is the primary instrument in any theatrical performance accompanied by text, material, visual and sound. This

course will introduce students to these aspects of any theatre performance, in the form of direct experience by doing this themselves.

Course Learning Outcomes

After completion of this course, students will be able to:

- articulate the importance of aesthetics and art in elementary education,
- demonstrate their familiarity with and appreciation of theatre,
- learn basic theatre tools of improvisation, ideation, and creation of a script,
- create a short performance with educational possibilities.

UNIT - I: Importance of Aesthetics and Art education (2 Sessions)

In this unit the basic idea of aesthetics and art, and ways in which the aesthetic dimension manifests itself in human life will be discussed. Using various examples of art, students will engage in identifying aesthetic aspects of daily life, develop aesthetic judgment, and gain familiarity with the role of art in education. Students will also be introduced to three aspects of art in education: The value of art itself and its use as an instrument in education; moral dimensions of works of art and the controversial distinction between the value of popular art and High art.

UNIT - II: Introduction to Theatre, and Beginning with the body (3 Sessions)

We will discuss some core essentials in the aesthetics of theatre like the performance, the makers, the audience, and the context and how we relate this to the world around us, in everyday lives. In this unit, we will discuss examples of how theatre was used in social movements that have contributed to educating the larger population about important social issues. Additionally, we will also learn from practices and approaches of theatre groups like Budhan Theatre who work with denotified tribes, and Manalmagudi who work closely with physical nonverbal theatre. Exposing students to these approaches will lead to rich discussions on the role of theatre in pedagogy and practice.

In this unit, students will learn certain principles and awareness on how to use their body and voice in a given space and time, with respect to other bodies. There will be several games, exercises that will familiarise them with certain basics of movement, voice, acting and thereby create improvisations and images in a given context. The activities and tasks will be both in individuals and groups.

UNIT - III: Arriving at a script (3 Sessions)

We will engage in some theatre making processes to arrive at a script by the end of this unit. How to adapt or devise a script with actors? How can we borrow from everyday experiences of memory, sound and visuals, without a written text or spoken word? Plays, stories, poems, newspapers articles, will be shared to read, reflect, analyse, and re-create like “Why, why Girl” by Mahashweta Devi, “Ratna Pakshi” by K Ramaiah, “Beyond the land of Hattamala and Scandal in Fairyland” by Baadal Sircar, and songs of Kabir etc. The texts chosen will have a direct relation with topics from social studies, moral and political education.

Students will use their skills of improvisation they learned in Unit 2 to explore, ideate, create, and finally arrive at a script. What kind of stories, narratives, and characters they choose to perform will lead back to the discussion of aesthetics. Students will mostly work in groups to choose or create a text, concept, or an idea which they want to perform. Students will be encouraged to use their perspectives on the education system, in converting the text into a script.

UNIT - IV: Performing the script

This unit will engage in the actual making of the final piece they choose to make. Students will have to visualise the final text on stage and start rehearsing in their groups. Apart from using their bodies to play characters, the students will also have to think about design and other aesthetic elements like sets, props, costumes, lights, music and sounds they want to use in the performance.

Students will have to practice beyond the six classes as the class time will be utilised to discuss and provide feedback as the work progresses. The last two classes in this unit will be utilised for the final rehearsals and assessments. The final performance will take place in front of a small audience followed by a brief post-performance discussion. Students will engage in discussing and reflecting on the views, questions and comments shared by the audience.

Pedagogy

The pedagogy is basically hands-on training. More emphasis is given to experiential learning. They do things and through doing, they learn about art and its connection to education. The process takes you through different forms of art- fine arts, playing with colours, costume designing, facial make -up, script writing, music, and performance.

Suggestive Mode of Assessment

Details to be determined by the faculty member as per applicable UGC norms.

Week wise break up of sessions		
Week	Topics	Session flow
1	UNIT - I: Aesthetics and art, art in everyday life.	Based on their experience

	Importance of art. Appreciation of art	
2	Art for art's sake. Art with social responsibility. Art for social change	Discussion
3	UNIT 2: Aesthetics of Theatre	Discussion
4	Body work - Individual and group	Hands on
5	Body work – Improvisation	Hands on
6	UNIT - III: Adaptation of texts. Aesthetic choices.	Hands on, discussion
7	Story making and devising	Hands on
8	Arriving at a text	Hands on
9	UNIT - IV: Visualising the final piece. Thinking about design and aesthetic elements.	Hands on, Discussion
10	Rehearsals and feedback	Hands on
11	Rehearsals and feedback	Hands on
12	Final rehearsals and assessment	
13	Final rehearsals and assessment	
14	Performance and audience discussion	

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

AEVA702: Sports, Nutrition and Fitness

Credits: 1L+1T+0P=2

Contact hours per week: 2

Examination: 2 hours

Marks: 50

C1+C2=15

C3= 35 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

This course aims at enabling student teachers to recognize the importance of good health, fitness, and the right nutrition to live a healthy life. It also provides students with the experience of organizing and participating in sports and games.

Course Learning Outcomes

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

- explain the importance of sports, and the need and impact of sport for maintaining,
- discuss physical fitness, and the methods of teaching and organization of different types of sports,
- explain the importance of physical fitness, describe different components of physical fitness, and identify activities that help maintain physical fitness,
- Recognize the importance of basic health and nutrition and healthy lifestyles and identify food items that help maintain basic health and nutrition among children of different age groups.

UNIT - I: Sports

- Meaning of sports, importance of sports, types of sports.
- Different stages of sports (primary and secondary).
- Psychology of sports, methods of teaching different sports (indoor, outdoor, team and individual), different sports activities (individual and team games).
- Sports for children with disabilities and inclusion.

UNIT - II: Physical Fitness

- A. Meaning and importance of Physical fitness, components of physical fitness, Muscular Strength, Endurance, Flexibility, Body Composition, Cardiovascular Endurance, importance of healthy lifestyle.
- B. Coordination of Health and Fitness.

UNIT - III: Nutrition

- A. Meaning of nutrition, types of nutrition, importance of nutrition, need of nutrition, methods for teaching nutrition,
- B. Nutrition for different age group, nutritious food for sports personalities and common individuals, nutrition and health, nutrition and fitness, nutritious food in schools (midday meals), hostels.

Suggestive Practicum

Reflective Reading of different Sports Personalities. Collections of different types of games (Indoor, Outdoor, Individual, Team); Organizing different games (Play) for different age-groups, Organizing Group Games for cooperation, Organizing fitness programmes, Exercises at various levels. Collection of different nutritious items food. (Charts, Things, Objects, Models). Programmes organized to promote the use of nutritious food.

Suggestive Mode of Transaction

The mode of transaction should be designed to ensure that should provide a balance between theoretical knowledge and practical skills. The approaches to curriculum transaction may include the following:

- Active learning encourages student teachers to participate in discussions, brainstorming sessions, and problem-solving activities that help them develop critical thinking and problem-solving skills.
- Collaborative learning involves group projects and tasks that encourage student teachers to work collaboratively and learn from each other.

Suggestive Mode of Assessment

Assessment of theoretical aspects and Practicum.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

EDSE701: School Based Research Project

Credits: 1L+1T+0P=2

Contact hours per week: 2

Examination: 2 hours

Marks: 50

C1+C2=15

C3= 35 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

Action research enables teachers to reflect on their wisdom to bring the desired changeover and explore the system when necessary. They may experiment with practices in a controlled environment to improve the transactional processes. Learning about classroom research in action research and case studies practices promotes opportunities to improve the student-teacher learning environment in teacher education institutions. Their involvement in the learning processes during their stay in teacher education institutions becomes more fruitful. It could be individual or collaborative research among the student teachers. Action research and case studies are school-based research, which is acted upon as collective, self-reflective inquiry undertaken in social situations to improve the rationality and justice of their own contextual and educational practices. These two processes explore the answers to the problem and contribute towards theory development. These two methodologies foster critical thinking, problem-solving, collaboration and ethical decision-making skills. The student teachers are placed in schools for internships. School Internship provides the student teachers with a platform to apply theoretical knowledge understanding, techniques, methods, and approaches in an actual classroom situation. It enables them to gain intensive experience in teaching, planning, preparing support

materials, and performing other school activities that a regular teacher is expected to do. The student teachers will systematically undertake school-based research to find solutions to contextual problems/challenges. During the school internship, the student teachers will identify school practices and challenges through involvement in different activities, design relevant interventions analyze data and prepare reports.

Course Learning Objectives

The student teachers will:

- Identify contextual problems and formulate appropriate research design,
- Prepare the plan of action for undertaking school-based research,
- Develop and use tools and techniques for the collection of relevant data,
- Collect and analyze the data to identify the causes,
- Develop and implement need-based interventions for addressing the problems,
- Study the effectiveness of the intervention(s),
- Reflect and share school-based research experiences through reports and presentations.

Suggestive Mode of Transaction

The following strategies will be used during the school-based research project:

- Discussions with teacher educator, school head, mentors, and peers for identification of problem and development of intervention(s).
- Finalize the school-based research project proposal outline through discussion with mentor teachers/teacher educators.
- Document analysis, interaction with all stakeholders, and field visits.
- Sharing and presentation of the outcomes of school-based research.

Content:

The student teachers during previous semesters have studied different courses in Foundations of Education, Disciplinary Courses, Stage-specific pedagogy courses, Ability Enhancement and Value-Added Courses. The required knowledge of action research and case study includes- the concept and importance of action research/case study, the steps of conducting action research/case study (objectives, methods, research design, design tools, data collection, and data analysis) and report writing.

The research problem will be taken from the day-to-day teaching-learning process of the school. Some of the significant areas may cover:

- Learning progress and outcomes in different subjects
- School-based assessment
- Learners' diversity and inclusion
- Participation in arts, games, sports

Suggestive Mode of Assessment

The assessment of the school-based research project will be continuous. The teacher educators, as well as mentors, will be involved in the assessment of the activities. The following rating scale may be used to assess the student teachers

Competence/Artifact	Method of assessment	Assessed By	Credits
Observation during the execution of action research	Observations	Teacher-Educator	0.5
Research Report	Presentation of Report	Teacher-Educators (panel of three experts)	1.5

Course Learning Outcomes

The student teachers will:

- present contextual problems, an appropriate research design and the plan of action for undertaking school-based research,
- demonstrate the tools and techniques used for the collection of relevant data,
- summarize the analyzed data used to identify the causes,
- demonstrate the interventions used for addressing the problems,
- present the effectiveness of the intervention(s),
- share the school-based research experiences through reports and presentation.

EDSE702: Internship in Teaching

Paper Code	Name of the Paper	Credits	Periods per Week	Number of Lectures
EDSE-702	Internship in Teaching	10		

About the Course

Teacher preparation is a reflective and experiential process, and internship is vital to connecting student teachers with school, teachers, students and other stakeholders in various ways. It provides a platform and actual field experience for the student teachers to apply theoretical knowledge and teaching methods. During the internship, student teachers are placed in schools in groups as an integral part of all school activities. This provides them with the opportunity to observe classes taken by school teachers, take independent classes, develop a relationship with students, contribute to everyday school activities (e.g., conducting the assembly, assisting in the mid-day meal scheme, organizing school events) and get exposure to all school administrative practices (e.g., maintaining administration records, creating an annual calendar). This enables them to get intensive experience in all aspects of teaching- preparation, planning, developing/ collecting/localizing Teaching Learning Materials, classroom transactions, assessment, reflection, and review of their experience. The student teachers are exposed to situations where they can observe different roles played by the teacher in the field, which they will also have to undergo. After completing the internship, student teachers will be ready to take up a teacher's responsibility independently.

Suggestive Structure

ITEP 7th semester has an internship programme where student teachers are expected to go to the participating schools and visit the Institute for completion of other courses. ITEP institute can choose suitable option based on their context.

- Four days in schools and two days at ITEP Institute
- Six weeks in one school, three weeks in the institute and six weeks in another school (preferably in two different types of schools)
- Three weeks in the institute and 12 weeks in two types of schools
- Any other option can be adopted by the institute depending on their local conditions keeping 12 weeks of school internship.

Course Learning Objectives:

On completion of the school internship, student teachers will be able to:

1. explain the overall functioning of the school.
2. describe and appreciate the different roles played by a teacher in the school.
3. experience the importance of teacher-student relationships for effective teaching.
4. develop age-appropriate pedagogic skills.
5. use different pedagogies learnt in real-life classrooms.
6. create appropriate teaching-learning materials.
7. develop necessary planning and execution skills to conduct school activities (assembly, celebrations, cultural programmes).
8. express the school, teacher, parents, and community relationships.
9. create rapport with the stakeholders and understand their roles in the school system.
10. create student portfolios and comprehensive 360-degree (holistic) progress reports.
11. discuss the importance of maintaining different types of records in the school system.
12. develop research aptitude and ability to conduct action research for the situations/problems faced during their school internship experience.

Suggestive Mode of Transaction

- Observation
- Interaction
- Discussion
- Teaching in the classroom
- Analysis and reporting
- Collection of relevant documents and data

Content

1. Pedagogies' different methods and strategies
2. Scheme of lessons
3. Peer lesson observation
4. Management of substitute classes
5. Various TLMs (including ICT tools) and their uses in teaching-learning.
6. Achievement test

7. Diagnostic tests
8. Analysis of the result of the achievement test
9. Assembly activities
10. Action research and case studies.

Activities: Student teachers are required to undertake the following stage specific activities:

1. Meet the subject-based mentors, collect timetables of classes IX to XII and develop a scheme of lessons from the syllabus to be covered during the internship.
2. Get acquainted with the school within 2-3 days. Observe classroom teaching of school teachers.
3. Plan and transact minimum 80 lessons (40+40), including 4 stray lessons (2+2). Stray lessons are class appropriate lessons on any topic(s) to be transacted by student teachers as per their convenience to build up confidence gradually. The last 5 lessons in each pedagogy course may be transacted using lesson notes.
 - Lesson plans should include the components to develop critical and reflective thinking, problem-solving, differential learning, synthesis, and application of knowledge in real-life situations.
 - Lesson plans must promote education for sustainability, including equity, environment, global citizenship, pride and rootedness in Indian knowledge systems and character building.
4. Participate in post-lesson discussions with peers, mentor(s) and teacher educators.
5. Observe peer lessons and discuss with the group.
6. Conduct laboratory activities (Atal Tinkering Lab, Physics, Chemistry, Biology, Mathematics, Languages, Social Science, Computer), sports, and arts and crafts activities.
7. Participate in student support services- guidance and counselling, NCC, NSS, health and wellness programme.
8. Create teaching-learning materials, including ICT tools for opted pedagogic courses.
9. Plan assessment, prepare material and formative and summative assessment tools, and analyze the results.
10. Prepare and conduct diagnostic tests to identify learning difficulties, analyze data and prepare learning enhancement plan.
11. Experience classes as a substitute teacher.
12. Participate in library functioning and literary activities.
13. Participate in teacher development and training activities.
14. Organize school assemblies and other events (cultural, sports, yoga, and other development activities).
15. Attend Parents-Teachers Association (PTA) meetings if held during the internship.
16. Attend School Management Committee (SMC) meeting if held during the internship.
17. Study the process of parent and community engagement for the school development programme.
18. Conduct action research /case study.
19. Prepare a sample student portfolio,
20. Write a reflective diary daily and prepare a report of each activity.

Suggestive Mode of Assessment:

The activities conducted / skills acquired during the internship by the student teachers will be assessed as per the following scheme.

Competence/Artifact	Method of assessment	Assessed By	Credits
Observation of classroom practices	• Observation of a Minimum of 6 lessons of School Teachers (3+3) • Observation of a Minimum of 10 lessons of Peers (5+5)	Teacher-Educator	Non-evaluative
Unit planning, Lesson Planning & Transaction	40 lessons transaction for each pedagogical subject ❖ Unit plans and lesson plans ❖ Minimum 2 Innovative lesson plans in each pedagogy subject (Eg: Storytelling, Drama based, Arts and crafts, Use of Technology)	Teacher-Educator, School Mentor	6.0
Assessment Planning and execution	Preparation of report on assessment plan in each lesson transacted i.e., within lesson	Teacher-Educator,	1.5

	transaction and lesson end activities. Preparation of a Blue Print (For one/two Pedagogical course/s) and preparation of Assessment tools Conduct of Unit Test & analysis of results (for both Pedagogical course/s) Development of plan for learning enhancement of students related to subjects (for both Pedagogical course/s)	School-Mentor	
Participation/Organization of assembly and other school-level activities, PTM & SMC Meetings	Observation & Interaction	School Mentor	0.5
Preparation of Logbook /Teachers diary Min 5 lessons for each pedagogical method	Review	Teacher-Educator, School Mentor	0.5
Overall feedback on student-teacher performance by School Head	Observation and Interaction	School Head	0.5
Test lesson (one in each pedagogical method)	Presentation	Teacher-Educator	1.0

Stakeholders Responsibilities

Role of Head of ITEP Institution

- Identification of the adequate number of internship schools
- Signing the MoU with the schools
- Sharing of mutual expectations of ITEP institutions and the participating schools
- Identification of the internship programme coordinator
- Monitor the progress of the entire School Experience Programme

Role of Teacher-Educators of the ITEP Institution

- Guide the student teachers in preparing lessons and activities, assessment, observation of lessons on peer teaching, action research, and case studies conducting school activities preparation and report writing on Teaching Learning Materials.
- Conduct pre- and post-lesson discussions regularly.
- Assess the transaction of lessons for the complete duration of the lesson in the rating proforma developed by the teacher education institute and give feedback/remarks to the student teachers for lesson improvement.
- Submission of monitoring and supervision reports to the institute in time.
- Discuss with the student teachers frequently and organize a phase-end meeting of the student teachers and mentors to assess the progress and performance of the student teachers.

Role of School Head

- To introduce the student teachers to the students and staff of the school in the assembly on the first day.
- To facilitate student teachers to take classes as per stage requirements- Foundational,
- Ensure the alignment of the timetable, scheme of lessons and plan of activities/ assignments of the student teachers to be carried out during the programme in the school.
- Countersign on the attendance register maintained by the group leader/ mentor of the school.
- Ensure that all facilities and provisions are available to the student teachers to teach their lessons and carry out their assignments smoothly.
- grant of leave applications of the student teachers in exceptional circumstances.
- Involve student teachers in different activities of the school.
- Facilitate phase-end meetings of the student teachers and the mentors to assess the progress and removal of difficulties.
- Countersign/ certify the report/ documents of the activities/ assignments conducted by the student teachers towards the end of the internship programme.
- Provide input about student-teacher performance.
- Provide suggestions for improvement of the programme to the ITEP institution.

Role of Mentors

- Guide student teachers to prepare detailed lesson plans, brief lesson notes and plans of activities/ assignments to be conducted by them in school.
- Review the lesson plan before a student-teacher transacts the lesson in the class.
- Observe the classes of student teachers.
- Assess each lesson on the prescribed proforma and write remarks in the lesson plan book provided by the student teachers.
- Give feedback continuously to the student teachers for their improvement in their teaching and other curricular activities.
- Conduct post-lesson discussions regularly.
- Countersign in the peer-teaching observation schedules after their observations in the classroom.
- Organize frequent meetings with the student teachers and supervisors to discuss the progress, difficulties faced, and experience gained by student teachers.

Role of Student-Teacher

- Report to the school head of the participating school at least one day before the start of the internship placement.
- Seek information about the classes, timetable, and topics to teach in stage-specific pedagogic courses from the mentors on the first day of the internship programme.
- Mark your attendance as per the school practice.
- Plan all the assignments/ activities with the help of the mentor/ supervisors.
- Seek cooperation from mentors and supervisors in case of difficulty.
- Prepare the lesson plan and get approval from the mentor/ supervisor before transacting every lesson.
- Take classes according to the timetable of the participating school.
- Take substitute classes and participate in other school duties assigned by the school.
- Follow the conduct and dress code of the participating school.
- Get prior leave approval from the head of the participating school in case of emergency.
- Maintain a diary and regularly list all the innovations, challenges faced and reflections for improvement.
- Check with your mentor before attempting learning activities that depart from routine classroom procedures.
- Carry out the activities you plan for school students according to your approved plans.
- Maintain cordial relationships with the students and staff of the school.
- Refrain from making negative comments about the school or the school's personnel, especially when talking with fellow student teachers.
- Submit student teaching profiles, one each, to the supervisor and mentor who supervises your teaching.
- Before the completion of the internship programme, make sure to return all textbooks and materials to the school.

SEMESTER

VIII

EDFE801: Philosophical & Sociological Perspectives of Education-II**Credits: 3L+1T+0P****Marks: 100****Periods per week:4****C1+C2=30****Examination: 3 hours****C3= 70 Marks**

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

Sociological Perspectives of Education seek to encourage students to explore the relationship between social structures and educational provision. The course focuses on the study of the social behavior of individuals, groups, and societies. It provides opportunities for student teachers to examine relationships among individuals, as well as relationships between people and their societies.

Course Learning Outcomes

After completion of this course, student teachers will be able to:

- recognize the social context of education,
- outline the meaning, nature, and scope of educational sociology,
- establish the link between education and socialization,
- analyze the main agents of socialization, such as family, school, community and peer groups,
- analyze the impact of culture on education through a study of dimensions of culture and their importance to education practices,
- recognize the different aspects of social stratification,
- identify the close relationship between education and modernization, the role of education in Modernization, and factors and constraints to social change.

UNIT - I: Education and Society

- Conceptual clarity, relationship, significance and aims of studying relationship between these two.
- Educational sociology and social perspective of education: meaning and functions.
- Education as a Social System.
- Conceptual clarity of the following terms: society, social behavior, status, institution, ideology, system, sub-system, socialization, social system, social values and norms, conflict, modernization.
- Understanding the relation between individual and group behavior with special reference to purpose of education.

UNIT - II: Education and Social Change

- Meaning, relation, and dimensions of Social Change.
- Factors affecting Education and Social Change: technology, social and educational movements, curricular innovations, value conflict, legal provisions.
- Constitution of India and Education.
- Education and Modernity.
- Role of education with reference to social change.

UNIT - III: Education, Culture and Socialization

- Relationship between Education and Culture.
- Education as a process of Socialization.
- Impact of following on Culture and Educational Process: Social Welfare, Social Reform Movements, Legal interventions on Child Marriage and child labor Act, Educational Policies and Acts, Adult Literacy, New Technology of communication, Equality.

D. Constitutional Provisions and Education with special reference to Social Equality and Equity.

UNIT - IV: Education and Values

- A. Conceptual Clarity, Relationship and Significance.
- B. Types of Values.
- C. Constitutional Values and its impact on our Education.
- D. Human Rights and Values.
- E. Environment and Education.
- F. Pedagogical issues.

Suggestive Practicum

1. Critical/Reflective study of contemporary aims of education and their social determinants.
2. Observation and critical study on how textbooks determine every activity of teacher and learner in the school.
3. A critique of textbook culture in school.
4. Observing the process of knowledge construction by children in structured and unstructured environments to appreciate their learning processes and nature.
5. A critical analysis of Constitution of India in the context of process of Education in India/ Educational Policies / Educational Commissions)
6. Critically observing nearby society/ locality in groups of 4-5 students and sharing observations related to cultural/ social influences on educational practice.
7. Analyzing social purpose of NEP, 2020.

Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

EDFE802: Education Policy Analysis

Credits: 1L+1T+0P=2

Contact hours per week: 2

Examination: 2 hours

Marks: 50

C1+C2=15

C3= 35 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

This course on Education Policy Analysis aims at orienting student teachers to the theoretical frameworks and methodology that will help assess and evaluate the effectiveness of policies at the national, state and programme levels.

Course Learning Outcomes

After completion of this course, student teachers will be able to:

- discuss knowledge and capacity to engage in education policy analysis and evaluate their effectiveness,
- explain processes involved in policy analysis including undertaking situation analysis and research.
- To identify possible policy options,
- Describing these possible options,
- Comparing the potential policy options,
- Ranking the possible policy options and
- Choosing the most effective option that could address issues and problems confronting school education.

UNIT - I: Planning an Educational Policy

- A. Meaning and significance of 'Policy on Education'.
- B. Purpose and Dimensions of an Educational Policy at local and Global level.
- C. Philosophical and Sociological Perspective of planning an Educational Policy.
- D. Historical development of Educational Policies in India.
- E. Basic steps involved in planning. Constitutional provision for Policy on Education.
- F. Fundamental principles for analyzing an Educational Policy.

UNIT - II: Educational Policies in India

- Critical analysis of Policies on Education since Independence: 1968, 1986 (Modified in 1992), 2020 in the context of: need and significance, goals and frameworks of educational policies, content of policies, issues raised in policies, constitutional provisions, special stress, modification of policies, implementation strategies.
- Issue of modifying an Educational Policy.

UNIT - III: Implementation of an Educational Policy

- A. Meaning, need and significance.
- B. Mechanism of Policy Implementation.
- C. Strategies to Implement an Educational Policy.
- D. Programme of action and implementation: conceptual clarification and significance.
- E. Role of different Organization / Groups: Legislature/ Judiciary/ Political Will and Parties/ Voluntary Organizations/ Non-governmental organizations (NGOs)/ Pressure Groups/ Public.
- F. Challenges for Implementation.

Suggestive Practicum

1. Reviewing and presenting report on NEP, 2020 in reference to Policy Implementation.
2. To present a critical review of the Programme of Action (1987).
3. Preparing a list of challenges to implement the present new National Education Policy, 2020 in our States.
4. Preparing a list of Measures to be taken or taken to implement National Education Policy, 2020 in our State.

Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children and schools.

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

EDFE803: Adolescence Education

Credits: 3L+1T+0P

Periods per week:4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

The course is designed to develop a comprehensive understanding and knowledge about Adolescence and Adolescence education with special references of Adolescence Education programmes in India at School level. There is an attempt to develop understanding about intellectual, emotional, physiological, socio-cultural, and interpersonal issues related to the processes of growing up and to inculcate healthy attitude towards sex and sexuality, respect for the opposite gender and understanding of responsible social behaviour. The course highlights core life skills and their significance in adolescence life period and try to know about the various Adolescence Education programmes undergoing for Adolescence in India.

Course Learning Outcomes

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

- develop sensitivity, understanding and knowledge about Adolescence and Adolescence Education,
- know the historical development of Adolescent Educational Programme in India,
- know the role of local as well as international agencies towards Adolescent Educational Programme,
- develop a positive attitude towards the importance of Adolescence Education Programmes at the school level,
- develop knowledge and sensitivity on matters related to reproductive health, sex and sexuality and communicate effectively on these issues,
- develop understanding about intellectual, emotional, physiological, socio-cultural, and interpersonal issues related to the processes of growing-up,
- inculcate a healthy attitude towards sex and sexuality, respect for the opposite gender and an understanding of responsible sexual behavior,
- develop an understanding about the desired life skills,
- acquire pedagogical related skills for Adolescence Education Programmes.

UNIT - I: Adolescence and Adolescence Education

- Understanding Adolescence: intellectual, emotional, social, and physiological aspects of Adolescence, issues and challenges during Adolescence, myths and realities.
- Adolescence Education: concept, nature, and significance of Adolescence Education in Indian context, aims and objectives of Adolescence Education.
- Role of school, family, media, and community as social agencies in Adolescence Education.
- Challenges of Adolescence Education.

UNIT - II : Life Skills and Adolescence Education

- Concept, nature, and significance of Life Skills for Adolescence Education.
- Relationship between Life Skills and Adolescence Education.
- Core Life Skills and their significance.
- Understanding sexual and reproductive health.
- STIs and HIV/AIDS: causes, prevention, cure, and skills of coping.

UNIT - III: Adolescence Education Programme in India (AEP)

- Historical Development of Adolescence Education Programme in India.
- Goals and Significance of Adolescence Education Programme in India.
- Role of Teachers in Adolescence Education in India (AEP).
- Challenges to Educational Programmes in India.
- Myths / Misconceptions

UNIT - IV: Pedagogical Issues

- Meaning, goals and significance.
- Challenges of teaching adolescence education: understanding student's behavior, dealing with personal self-constraints, socio- cultural issues, class-room issues and challenges, material production, methodology

- C. Preparation of teachers
- D. Approaches to adolescence education: case studies and critical incidents, brainstorming, role-playing, gaming, value clarifications, question box, discussions and debates, puppet shows, role reversal, video shows.

Suggestive Practicum

1. Study of Case studies and Critical Incidents. a) Field visit/s
2. Review and analysis of the work done by Government and Non-Government.
3. Study of Organizations (NGO) at national and international level.
4. A research study or detailed case study: Adolescents' behavior in different socio-economic settings, a study on child abuse victims, adolescents in drug rehabilitation centers, adolescents residing in the precincts of industrial areas and factory establishments, adolescents in the educational regions showing either higher or lower drop-out rate, adolescents belonging to communities in which social evils affecting them are manifested like child marriages, conducting Adolescence Education sessions in School.

Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

EDFE803: Art in Education

Credits: 3L+1T+0P

Periods per week:4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

The course seeks to develop an understanding of Art with special reference to its relevance in human life in general and Education in particular. It will further develop imagination and sense of appreciation and aesthetic of art. The theoretical considerations of Art Education are highlighted from Indian and western perspectives of art in Life. The course talks about the fundamental principles of Art Education at school level. The pedagogical issues of art education and approaches to teaching-learning process are also discussed.

Course Learning Outcomes

After completion of this course, student teachers will be able to:

- develop art appreciation with special reference to relevance and place of Art in human life,
- acquaint with conceptual understanding of the key ideas of Art Education,
- discuss critically the value development in Art Education.,

- understand the implications of Art in Education,
- sensitize towards the problems and issues in Art Education,
- sensitize towards pedagogical issues of Art Education,

UNIT - I: Art and Education

- Conceptual clarity, relationship, and significance of studying art education with special reference to place of art in Human life.
- Historical development of art education in school education.
- Goals of studying art education in school curriculum at different stages.
- Studying art education across the curriculum.
- Perspective of NEP, 2020 on Art Education.

UNIT - II: Theoretical Consideration of Art Education

- Philosophical, psychological and sociological perspective of Art Education.
- Formal and informal theories of art.
- Indian perspective of art in life.
- Western perspective of art in life.
- Critical analysis of theories of Art Education.

UNIT - III: Fundamentals of Art Education

- Literature of Art Education
- Conceptual clarity of the following basic concepts of art at school level: aesthetics, criticism and judgement at school level, beauty, reality, idea, truth, taste, sense.
- Basic requirements of teaching-learning art at school across stages.
- Question of social ethics.

UNIT - IV: Pedagogical Issues of Art Education

- Approaches to teaching-learning process of Art Education.
- Curriculum of art education with special to challenges of developing curriculum.
- Material production and its challenges.
- Assessment and Evaluation strategies with special reference to challenges.
- Criterion of analyzing: curriculum of Art Education, teaching-learning material, assessment and evaluation strategies, teaching strategies of art at school level.
- Values in Art teaching.

Suggestive Practicum

- Preparing multimedia material for Art Education in senior secondary schools.
- Preparation of instructional material for education in the arts for secondary school.
- Organizing the Art Club.
- Case studies of the children's work of art and their understanding of the concept of Art.

Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

EDFE803: Education for Mental Health

Credits: 3L+1T+0P

Periods per week:4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks

Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

This course on Education for Mental Health will give a comprehensive understanding on the concept of meaning and determinants of Mental Health. The course will further enhance the student teacher's ability to know different stress management and adjustment techniques. The course aims to introduce historical and contemporary developments of Mental Health Education programs in Indian and Global perspectives.

Course Learning Outcome

After studying this course, student teachers will be able to:

- express the meaning and significance of mental health,
- describe social and psychological determinants of mental health,
- analyze the causes of stress and process of stress management,
- analyze the significance of adjustment in life,
- analyze the needs and importance of global mental health education programme,
- explain the special role of teachers and parents to maintain the good mental health of children,
- suggest prevention and promotional measures to maintain good mental health of society,
- express the need for health policies globally.

UNIT - I: Mental Health

- A. Meaning and determinants of Mental Health.
- B. Mental Health Vs Mental Hygiene.
- C. Mental disorders: Characteristics and Types.
- D. Causes of poor Mental Health.
- E. Myths Vs Facts about Mental Health.
- F. Legal perspectives of Mental Health in India.
- G. Concept of Healthy Personality

Unit-II: Stress, Stress Management and Adjustment

- A. Stress: meaning, nature and symptoms, types of stress, social and psychological perspectives, remedial measures.
- B. Stress management and adjustment: meaning and significance of stress management and adjustment, prevention and promotion, role of parents, peer group and teachers.

UNIT - III: Mental Health Education Programme

- A. Meaning and significance of Mental Health Education Programme.
- B. Dimensions of Mental Health Education Programme in India.
- C. Historical development of Mental Health Education Programmes in India.
- D. Local and Global Perspective of Mental Health Education Programme.
- E. Organizations at local and international level.
- F. Characteristics of a good Mental Health Education Programme.
- G. Role of Educational Institutions.

UNIT - IV: Challenges to Pedagogical Issues

- A. Home Vs. school
 - Diverse school and home contexts
 - Lifestyles of teachers and parents
 - Stereo-type roles
 - Mental health concerns of teachers and parents
 - Material availability/ production
- B. Guidance and Counselling Programme:
 - Concept, need and techniques.
 - Teacher as a counsellor
- C. Designing and evaluating Mental Health Programmes

Suggestive Practicum

1. Visiting of Mental hospital and preparing list of four cases admitted in Hospital.

2. Preparation of two case histories on causes of abnormal behavior.
3. Critical analysis of laws and Public Health Policies.
4. Critical analysis of National Educational Policy, 2020 in the context of Health of children at school.
5. Critical analysis of Legal perspectives Mental Health Education in India.
6. Preparing comprehensive report on Mental Health Education Programme in India.

Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

EDFE803: Education for Sustainable Development

Credits: 3L+1T+0P

Periods per week:4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

This course is designed to highlight the meaning, nature and significance of Education and Sustainable Development in the light of 17 sustainable development goals envisaged in United Nations agenda. The course is designed to make student teachers aware and understand SDG 4 goal of Inclusive and Quality Education in the light of NEP 2020. The course also highlights the politics and policies involved in Sustainable Development.

Course Learning Outcome

After studying this course, student teachers will be able to:

- clarify the meaning and significance of sustainable development,
- explore the relationship among education, development and environment,
- appreciate the relation between education and sustainable development,
- describe the characteristics of ESD,
- explain the role of education in sustainable development,
- critically analyze the meaning and importance of education in the context of sustainable development.,
- explain the role of education to achieve sustainable development,
- analyze the pedagogical issues related to ESD.

UNIT - I: Education and Sustainable Development

- A. Meaning, relationship, goals, and significance.
- B. Characteristics of ESD

- C. Education for Sustainable Development: Historical Perspective
- D. Philosophical, Sociological and Psychological Perspective.
- E. Role of Education for Sustainable Development.
- F. Decolonizing Knowledge for Sustainable Development.
- G. Challenges of Education for Sustainable Development.

UNIT - II: Sustainable Development Goals (SDGs)

- A. Meaning, nature and significance of SDGs.
- B. 17 Sustainable Development Goals (SDGs): UNESCO agenda.
- C. SDGs and Social Transformation as Universal Commitment.
- D. Education as a Human Right to achieve Sustainable Development.
- E. Sustainable Development and Peace.
- F. Role of Educational Institutions and Challenges to achieve SDGs.

UNIT - III: SD Goal-4: Quality Education for All

- A. Meaning, Nature, and Significance.
 - NEP, 2020 on SDG-4: Sustainable lifestyle, Gender equality, Promotion of peace & non-violence, Global citizenship, Good mental health & wellbeing, Justice in society.
- B. Pedagogical issues for SDG-4.

UNIT - IV: Sustainable Development: Politics and Policies

- A. Understanding the Policy-Making Process.
- B. Policy Analysis.
- C. Democratizing Science and Technology.
- D. Globalization and the Environment: Capitalism, Ecology and Power.
- E. Perspectives, Methods, and Skills.
- F. Innovation for Sustainability.
- G. Key Issues from an International perspective.
- H. Critical issues involved in sustainability.

Suggestive Practicum

7. To present critical review on NEP, 2020 in the context of SDGs.
8. Critical study of Delors Commission Report, 1996: Learning: The Treasure within with reference to SDGs.
9. To review and present a critical report on legal perspective on SDGs.
10. To prepare Toolkit for Educations for Sustainable Development.
11. To organize discussions/ seminars of Teachers of all streams to present their views on SDGs and to present Action Plan for this.
12. To prepare and present a short Video/film to promote SDGs.

Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

EDFE803: Emerging Technologies in Education

Credits: 3L+1T+0P

Periods per week:4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks

Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

The course is designed to use Information and Communication Technology in a classroom as an important 21st century skill and an important step for ICT enabled education of the country. The course explores various ICT approaches and its integration in Pedagogy, Assessment and Management. The course will help student teachers to know and apply online and offline software applications and it will enhance their understanding related to social, economic, and ethical issues associated with the use of ICT.

Course Learning Outcome

After studying this course, student teachers will be able to:

- describe the need and uses of technology in the field of education,
- use various digital technologies for creating the resources,
- provide learning experiences for all types of learners including differently abled.
- create learning environment in the class room,
- understand the role of ICT to enhance the creativity of students,
- view the use of massive open online courses (MOOCs),
- explain the role of ICT in authentic and alternative assessment,
- discuss the social, economic, and ethical issues associated with the use of ICT.

UNIT - I: Education and Technology

- A. Relationship between Education and Technology.
- B. Conceptual clarity of Technology of Education and Technology in Education.
- C. Meaning, Nature, and significance of Technology in Education.
- D. Historical Development of use of Technology in Education.
- E. Principles of using Technology in Education.
- F. Emerging trends in Technology in Education.

UNIT - II: Information and Communication Technology

- A. Meaning, nature, and types.
- B. Fundamentals of Information and Communication Technology.
- C. ICT Tools and application.
- D. Hardware and Software: meaning, difference and types.
- E. System software and Application software.
- F. ICT application and multiple intelligence.
- G. Social, Economic, and Ethical issues associated with the use of ICT.

UNIT - III: Technology in Education and Pedagogy

- A. Approaches of integration of Technology in teaching and learning.
- B. Subject specific ICT tools for creating and facilitating learning.
- C. Subject specific online resources and their uses in lesson Planning.
- D. Technology integrated learning experiences and creating learning Environment.
- E. Use of Technology for children with special needs: Tools and processes; Universal Design for Learning.
- F. Massive Open Online Courses (MOOC)-Concept and use.
- G. ICT for Assessment and Management.

UNIT - IV: Online and Offline Software Applications

- A. Application software- meaning and types.
- B. Word processing, spreadsheet, presentation: Features and educational applications.
- C. Drawing tools – diagrams, concept maps, timelines, flow charts. Educational applications of these tools.
- D. Web 2.0 technology and tools: meaning characteristics and types.
- E. Social networking and social book marking: Educational Applications.
- F. Blog and micro blog – reflective journaling and other educational applications.
- G. Wiki, YouTube, TED, Skype – collaborative authoring and projects.
- H. Instant messaging and its educational applications.

- I. Online forums/discussion groups and chats: educational applications.
- J. Social media sharing – video, presentations, audio (podcasts), graphics, and text.
- K. Web 2.0 tools for creating, sharing, collaborating, and networking.

UNIT - V: Instructional Design and E-content

- A. Instructional Design: concept, principles, models, and stages.
- B. E-learning courseware (e-content) design.
- C. Identifying and organizing course content: need analysis (learner, content, and task), learning objectives and course sequence.
- D. Designing instructional media, evaluation, and delivery strategies.
- E. Creating interactive content: story board, courseware outline, interactivity, and interface
- F. Courseware delivery and evaluation.
- G. Multimedia tools: Audio editing, video editing, screen casting, graphic editing, and basics of animation, and creating interactive media.
- H. Reusable learning objects (RLO) – meaning, types and characteristics, RLO repositories, metadata and standards.
- I. E-content authoring tools- open source and proprietary alternatives.
- J. Open Educational Resources – Meaning and importance, various OER initiatives, creative common licensing.

Suggestive Practicum

13. Creating an account in wikispace/wikipedia/mediawiki and adding/editing content.
1. Developing an educational blog in www.blogger.com, www.wordpress.com.
2. A critical study of some e-learning course.
3. Developing a multimedia e-content for a topic.
4. Field visits to the EDUSAT center and take part in teleconferencing.
5. Planning and creating digital rubrics for any topic
6. Organizing web conferencing using Skype/Yahoo/ Messenger/ Google+.
7. Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance, and up gradation
8. Review of NEP, National ICT policy and curriculum in the context of Technology in Education.
9. Enrolling and completing some MOOC courses of interest.
10. Developing technology integrated unit/lesson plans and trying them out in schools.

Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

EDFE803: Gender Education

Credits: 3L+1T+0P

Periods per week:4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	

Total Max Marks	100		40
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Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

The course Gender Education seeks to develop understanding and interlinkages between gender and education. The course is designed to develop a conceptual understanding of the overall gender discourse with special emphasis on issues such as gender bias, gender stereotypes in school, curriculum and in textual materials. The course also addresses gender sexuality, sexual violence, abuse, and legal perspectives.

Course Learning Outcomes

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

- clarify key concepts like gender, transgender, gender bias, gender stereotype, empowerment, gender parity, equity and equality and patriarchy,
- explain the shifting from women studies to gender studies,
- clarify gender issues in school, curriculum, and textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion, and region,
- examine school environment, curriculum, and pedagogy with reference to gender related issues,
- address issues related to sexuality, sexual violence, and abuse,
- draw framework for gender sensitized classroom and school environment.

UNIT - I: Gender and Education

- Meaning, relationship, and significance of studying.
- Conceptual clarity of related terms: Gender, gender perspective, sexuality, patriarchy, masculinity, feminist, gender bias, transgender, gender stereotyping and empowerment.
- Gender as the basis in school education.
- Constitutional Provisions with special reference to equity and equality, rights of girls.
- Education and women's empowerment.
- Shifting from women's studies to Gender Studies.

UNIT - II: Learning Gender Roles

- Social and Cultural Perspectives of Gender Identity: role of family and school, media, and other formal and informal organizations/ agencies
- Socialization and learning gender roles.
- Gender stereotyping/Role models.
- Preventing Measures: role of school and home

UNIT - III: Gender, Sexuality, Sexual Violence and Abuse

- Development of sexuality and its impact on children with reference to gender, body image, role-models.
- Sexual violence in formal and informal institutions.
- Child sexual abuse from pre-primary stage to secondary stage: providing accurate information on child sexual abuse, helping, and identifying signs of sexual abuse in children.
- Providing dos and don'ts about sexual abuse.
- Legal perspective: Laws for safety and Security of girls and women, Implementation of the POCSO Act.

UNIT - IV: Pedagogical Issues

- Analyzing classroom practices.
- Creating gender friendly classrooms and school environment.
- Analyzing Curriculum from gender perspective: learning outcomes, textual material, teaching-learning processes, language used, teaching aids, assessment strategies.
- ICT pedagogy for gender sensitive school curriculum.
- Challenges for pedagogical issues.

Suggestive Practicum

- Preparing a Report on National Educational Policies, (1986/1992 and 2020) in the context of gender issues in Education.
- Preparation of projects on:
 - Analysis of textual materials from the gender perspective for identifying gender bias and gender stereotype in textual materials.
 - Recommendations of commissions and policies on education to empower girls/women.
 - Mahila Samakhya Programme.
 - Women Role Models in various fields with emphasis on women in unconventional roles.

- Video clipping on portrayal of women.
 - Folklores reflecting socialization process.
 - How students perceive sexuality and their own body images.
3. Field visits to schools to observe the schooling processes from a gender perspective.
 4. Preparing Analytical Report on portrayal of men and women in print and electronic media.

Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

EDFE803: Guidance and Counselling

Credits: 3L+1T+0P

Periods per week:4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

This course comprises of four units aiming to develop the understanding about the concept, need and significance of guidance and counselling. It will give a comprehensive understanding of guidance and counselling principles, techniques, and real-world applications. This course also deals with psychological testing and diagnosis in counselling. It examines the factors affecting guidance and counselling along with ethical considerations. The importance of counselling for individuals with disabilities, visual impairment, and hearing impairment is also emphasized in this course along with challenges related to providing counselling services in schools.

Course Learning Outcomes

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

- explain the basic meaning, need and significance of Guidance and Counseling in the context of education,
- differentiate between Guidance and Counselling with special reference to the purpose and strategies,
- clarify the general social, psychological, and historical perspective of Guidance and Counselling,
- describe the basic features of Guidance and Counseling with reference to students needs at school level,
- explain the basic principles of Guidance and Counselling,
- organize guidance program,
- analyze the reports of educational commission and educational policies with reference to Guidance and Counselling.

UNIT - I: Guidance

- A. Meaning, need, nature and scope of Guidance.
- B. Brief historical background of Guidance movement in India.
- C. Individual and Group Guidance.
- D. Basic assumptions and principles of Guidance.
- E. Need to understand the needs of the individual and group in the context of Guidance.
- F. Essential information for Effective Guidance.
- G. Vocational Guidance and Role of teachers.

UNIT - II: Counselling

- A. Meaning, importance, areas, and types of Counselling.
- B. Approaches to Counseling: directive, non-directive and eclectic, behaviorally, and cognitively oriented.
- C. Process of Counseling: initiating counseling, preparation, and intake procedures, establishing rapport, termination of and response to initial interview.
- D. Establishing Structure: attending behaviour, observation, non-verbal behaviour, listening, verbal patterning and communication responses, silence, use of questions. Transference and countertransference. regarding and respect in counseling relationships. Involuntary clients, client expectation.
- E. Role of family and community.

UNIT - III: Tools and Techniques to Collect Data

- A. Psychological Testing and Diagnosis: Need and Nature.
- B. Test use and interpretation, appraisal techniques.
- C. Counseling Interview: Essential aspects, basis procedures, problems, and their handling.
- D. Personality Assessment: Historical perspective
- E. Material administration, scoring, interpretation, and evaluation of frequently used personality inventories/ questionnaire and projective tests. Personal Orientation Tests and Rating Scales: Type a behaviour, Locus of Control, Attitude scale, ST AI etc., and other clinical rating scales.
- F. Case Study: Need and Importance.

UNIT - IV: Issues Related to Guidance and Counselling

- A. Factors affecting Guidance and Counselling.
- B. Ethical issues in Guidance and Counseling.
- C. Limitation of diagnosis with special reference to Counselling.
- D. Challenges to organize Guidance and Counselling programmes in schools.
- E. Counselling and Guidance of persons with learning disabilities, visual and hearing impairment.
- F. Challenges related to counselling services in schools.

Suggestive Practicum

1. Prepare a case study on students with learning difficulties.
2. Prepare a report on challenges of organizing guidance and counselling programmes in school.

Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

EDFE803: Peace Education

Credits: 3L+1T+0P

Periods per week:4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course

Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

The course is designed to develop a holistic and critical understanding of the theoretical and practical bases of peace education in National and Global perspectives both. The aim is to inculcate values and attitudes required to become a reflective peace practitioner who promotes peace and harmony in society. The course further enhances the contribution of various leaders or educationists in promoting culture of peace.

Course Learning Outcomes

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

- acquire a holistic and critical understanding of the theoretical and practical bases of peace education,
- trace the historical development and status of the peace education field,
- searching and identifying the best ways to follow peace in life,
- show ability to select and use appropriate method of resolving conflict,
- become critical learners and reflective peace practitioners,
- appreciate the foundations of just and peaceful societies,
- understand and practice the positive action and non-violent conflict resolution in society,
- enhance students' intellectual flexibility, creativity & problem-solving capacities,
- connect course content to current public events and issues worldwide.

UNIT - I: Peace Education: Nature and Significance

- Peace and Peace Education.
- Meaning, need, dimensions and goal of Peace Education.
- A brief review of Historical Development of Peace Education.
- Philosophical, sociological, and psychological perspectives of Peace Education.
- Types of Peace: positive, negative, inner, social and with nature.
- Conflict-Resolution and Peace Education.
- Relationship between Development and Peacebuilding.
- Learning from experiences to explore the scope of Peace Education.
- Challenges to Peace Education.

UNIT - II: Towards the Global Culture of Peace

- Process of Peacebuilding.
- Culture of Peace Vs Culture of War.
- Approaches to Peace Education.
- Conflict Analysis and Resolution.
- Role of Social and Religious Foundations in Peacebuilding.
- Role of local and International Agencies in the Peacebuilding process.
- Contribution of Mahatma Gandhi, Tagore, Shri Aurobindo and Dalai lama to build the Culture of Peace at Global level.

UNIT - III: Thoughts on Peace and Harmony

- Ancient Indian views.
- UNO role for Global Peace Education.
- Constitutional provisions.
- Study of following thinkers in context of global Peace and Harmony: J. Krishnamurti, Sri Aurobindo, Rabindra Nath Thakur, Mahatma Gandhi, Montessori, Russell, Dalai Lama.

UNIT - IV: Pedagogical Issues for Peace Education

- Assessing curriculum policy for social and civic reconstruction.
- Comparative and historical perspective on school knowledge and peace.
- Socio-historical processes on curriculum change.
- Teachers' perceptions of the effects of young people's war experiences and pandemic.
- Critical analysis of school curriculum at school level in the light of peace building process.
- Challenges of Pedagogical issues of Peace Education.

Suggestive Practicum

1. Critical analysis of Educational Policies, Curriculum and Text Material for Peace-building Process.
2. Reflection on Human Rights, with special reference to Constitution of India, as a process of Social-cohesion and Peace.
3. Analyzing the Role of UNESCO in the context of Peace at Global level.
4. Collection of statements, shloka or sukta (Good Sayings) from ancient Indian literature related to inner and Social Peace.
5. Study of Yoga-Darshana as a process of Peace and Harmony.

Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

EDFE803: Yoga and Understanding Self

Credits: 3L+1T+0P

Periods per week:4

Examination: 3 hours

Marks: 100

C1+C2=30

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

This course focuses on the benefits of Yoga for healthy living and the importance of the practice of yoga for promoting the optimal state of physical, emotional, intellectual, social, and spiritual wellbeing of a person. Yoga as a way of life is characterized by peace and tranquillity, harmony and health, love and happiness, precision, and efficiency. The course seeks to engage student teachers with these ideas. The focus of the course is on being mindful of self (body, mind, emotions, thoughts, and actions). Course components will include brief history of yoga, principles and different types and streams of yoga, practices (Kriyas, Āsana, Prāṇāyāma, Bandha & mudra, Dhāraṇa & Dhyāna, etc), meditation and reflective practices, and the importance of these aspects in becoming an effective teacher. It lays equal weightage to the theory and practicum.

Course Learning Outcomes

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

- explain the importance of Yoga and how it helps an individual in understanding Self,
- describe the importance of practicing Yoga Asana,
- practice basic Yoga Asanas/ Kriyas.

UNIT - I: Philosophy and Historical Perspective of Yoga

- A. Concept and Meaning of Yoga, Philosophy of Yoga,
- B. Brief history and development of Yoga (Classical Yoga, Post Classical Yoga and Modern Period)
- C. Importance of Yoga for healthy living, Yoga and its relevance in the modern times, Traditions in Yoga.

UNIT - II: Schools of Yoga

- Different streams \schools of Yoga (Gnana, Bhakthi, Karma).
- Construction of Yoga Practice for all round development.
- Principals of Yoga: - Ahimsa, Satya, Asteya, Brachmacharya, Aparigraha, Shoucha, Santhosha, Tapas, swadyaya and Isvara Paridhana.

UNIT - III: Modern Principles of Yoga and Meditation

- Modern Principles: Human Body is a holistic entity, Individuals and their need are Dhāraṇa & Dhyāna, etc, meditation and reflective practices, and the importance of these aspects in becoming an effective teacher, unique Self-empowering, the quality and state of an individual mind is crucial to healing.
- Meditation: - its Importance, Types, and Process, Pranayama: its importance, types and process, Yoga as a Way of life for Peace, Harmony, Health love and happiness. Yoga in Indian philosophy for understanding Self.

Suggestive Practicum

- Practice of Basic Yoga Asanas/ Kriyas.

Suggestive Mode of Transaction

Reflective reading of different Yoga practicing Personalities, Learning by doing, Relaxation Techniques for imparting concentration, Understanding Self and personality development.

Suggestive Mode of Assessment

Assessment of practicum; Assessment of practice of basic Yoga Asanas/ Kriyas; Assessment of Reflective level Readings.

Suggested Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

EDFE803: Citizenship Education, Sustainability, and Environmental Education

Credits: 3L+1T+0P

Marks: 100

Periods per week:4

C1+C2=30

Examination: 3 hours

C3= 70 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	15	1 hr	
End Semester Theory Examination(C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

This course seeks to orient student teachers to the Constitution of India with a particular emphasis on Fundamental Rights and Fundamental Duties, and to prepare them for their roles and responsibilities as responsible, productive, and effective citizens of India. The course also seeks to enable student teachers to understand the interconnected and interdependent world, India's rich heritage and philosophical foundation of "Vasudaiva Kutumbakam" (Whole world is one family), acquire the knowledge, capacities, values, and dispositions needed to understand global issues and become active promoters of more peaceful, harmonious and sustainable societies. The course also seeks to create among student teachers an awareness of responsible global citizenship required for responding to contemporary global challenges.

The sustainability aspect of the course seeks to develop among student teachers an understanding of the idea of 'Sustainability' in all fields of human activities, including achieving sustainable development in its three dimensions – economic, social, and environmental – in a balanced manner. The environmental education component of the course aims at creating an awareness among student teachers of environmental issues, including actions required for mitigating the effects of climate change, environmental degradation and pollution, and initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living. The

course will also deepen the knowledge and understanding of India's environment in its totality, their interactive processes, and effects on the future quality of people's lives.

Course Learning Outcomes

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

- explain the concept of citizenship and citizenship education,
- describe the aims of and approaches to citizenship education,
- explain the concept and aims of Global Citizenship and Global Citizenship Education,
- describe the aims of and approaches to global citizenship education,
- explain the concept of 'Sustainability' in all fields of human activities, and approaches to achieving sustainable development in its three dimensions – economic, social and environmental – in a balanced manner,
- demonstrate an awareness of environmental issues, and actions required for mitigating the effects of climate change, environmental degradation and pollution, and initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living.

UNIT - I: Citizenship Education

- A. Concept of citizenship and citizenship education.
- B. Aims of and approaches to citizenship education.
- C. Concept of Global Citizenship and Global Citizenship Education.
- D. Aims of and approaches to global citizenship education.
- E. Concept of Vasudhaiva Kutumbakam, its importance in development of a holistic perspective towards local and global communities.

UNIT - II: Sustainability

- A. Concept of 'Sustainability' in all fields of human activities.
- B. Approaches to achieving sustainable development in its three dimensions – economic, social, and environmental.
- C. Sustainable development goals.
- D. Sustainable management of natural resources.
- E. School- and community-based activities.
- F. Education for sustainable development

UNIT - III: Environmental Education

- A. Environmental issues.
- B. Actions required for mitigating the effects of climate change, reducing environmental degradation, pollution etc.
- C. Initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living.
- D. Approaches to delivering Environmental Education
- E. Role of Mass Media and Technology in delivering environmental education.
- F. Roles Governmental and Non-Governmental Organizations in promoting Environmental Education.
- G. School and community-based environmental education activities.

Suggestive Practicum

1. Write a report on the roles of governmental and non-governmental organizations in promoting Environmental Education.

Suggestive Mode of Transaction

Lecture-cum- discussion, Focus Group discussions, in-class seminars, Library Work, Assignments, Project Work, Lesson Plan Development, Interaction with different stakeholders, ICT based educational materials, Group Work, critical reflections, group-work, case-based approaches, and enquiry-based learning.

Suggestive Mode of Assessment

Assessment of practicum and assessment of reflective level readings.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content

AEVA801: Art Education (Performing and Visual)

Credits: 1L+1T+0P=2

Contact hours per week: 2

Examination: 2 hours

Marks: 50

C1+C2=15

C3= 35 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be

asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

Engagement with various forms of art as self-expression and the need to develop sensibility to appreciate them has been an important concern in educational theory and practice. This concern is premised on the claim that forms of self-expression contribute immensely to the development of cognitive, affective and psycho-motor dimensions among children, as well as that through one or another art form, children come to explore ways of expressing themselves. Further, it is also the case that critical appreciation of art enables children to form judgments of a very special kind, namely, aesthetic judgment. This enables students as they grow into adults to have focused attention on making sense of and appreciating cultural productions.

Children enjoy artwork a lot. They explore and find meaning in artwork. Their psycho-motor skills get developed through art. The huge element of socialization is acquired through different forms of art. They get to know each other and understand each other and make friends through art. They develop their peer group through getting involved in art forms. Learning to work with others is also achieved through art. It gives them space to think independently, create and reflect. It is one space where all the three are involved- hand, head, and heart.

Therefore, educational practitioners that the students aim to be, will need to bring an element of art in practices that they engage in. To be able to do this, they need an appreciation of art in general, familiarity with one art form, and basic skills and capabilities to be creative and artful. Additionally, they should be familiar with some critical debates in art education, even if their work is in other subject areas.

To this end, students will do one course that aims to help them recognize and appreciate the importance of aesthetic judgment, develop familiarity with an art form and basic skills to be creative and artful in their expressions. Skills develop from practice, therefore hands-on training in doing art will be emphasized in this course. This course aims to help students develop a habit of performing skillful activities that are essentially aesthetic and artful which is expected to contribute to other educational practices that they develop in other courses in the programme.

Therefore, this course will explicitly relate this skill to activities that practitioners of education engage in, like teaching, development of teaching-learning material, and content of other subject areas wherever possible.

Collage as visual art medium

A major aspect of college, and one that is sometimes overlooked, is the incredibly diverse array of materials and objects that can be used. Collecting interesting materials is an ongoing activity for artists and for those who teach college. But it is just as important for young people to hunt for and make decisions about materials they would like to incorporate into their work. All materials, and the alterations that artists make to them, are suggestive of ideas and concepts based on their surfaces, forms, textures, degree of transparency and opacity, color, and other visual characteristics. Materials also connect us, through association and reference, to social and cultural worlds and places. What ideas might a scrap of newspaper, as a collage material, express? How might these meanings differ from those of, say, feathers? Or twigs? Or a thin piece of plastic cut out from a plastic bag?

Working with and creating artwork in Collage involves various aspects: selecting materials, manipulating materials, investigating materiality, closely observing materials, discovering possibilities, composing, designing the artwork, planning, finding solutions, applying solutions, thinking flexibility, decision-making, research, using imagination, expressing, taking creative risks, develop perseverance, and much more. Students will also be introduced to various aspects of art in education: The value of art and artmaking by itself, art's use as an instrument in education, social and moral dimensions of art, and the controversial perceptions around good art and bad art.

This course aims for students to understand the importance of aesthetics and art in education, the role art can play in education, and mainly to appreciate, understand and gain skills with the medium of collage and its techniques.

Course Learning Outcomes

After completion of this course, students will be able to:

- articulate the importance and the role of aesthetics and art in education.
- understand the medium of collage and its versatility.
- design, plan, and create an expressive self-portrait collage by applying a variety of collage techniques.
- design and set up an interactive visual art exhibition to display their artworks.
- understand and appreciate art-based learning experiences.
- develop the ability to reflect and challenge their assumptions and beliefs around art and develop new understandings.

UNIT - I: Understand the importance of Aesthetics and Art in Education (2 Sessions)

Students will be introduced to Aesthetics and Arts by engaging in experiences, discussions, and dialogues. Students will experience a session of ‘Visual thinking strategy’ (VTS) activity in which students will collectively view and engage in a series of artworks closely, share their observations, critically analyze their observations, listen to multiple perspectives from peers, suspend judgements, and draw their own understanding of the artwork. Students will recognize aesthetic and un-aesthetic experiences through compare and contrast. Through this activity and unpacking of the experience, students will start making connections and develop understandings around what aesthetics mean, aesthetic aspects of daily life, develop aesthetic judgment, and how arts evoke emotion and awaken.

UNIT - II :Exploring paper collage and its techniques (4 Sessions)

Students will be introduced to the medium of collage and open their minds to the possibilities within this medium. Students will view and discuss examples of collage artworks, artist process and artist interview videos. Students will get a chance to compare and contrast various ways collage as a medium is used. Students will reflect upon their own past art educational experiences and observations and engage in dialogue and discussions. Students will analyze effective and ineffective ways of using the medium of collage in educational and other settings.

Through inquiry-based participatory demonstrations, students will investigate and discover a variety of ways to manipulate paper and create individual and unique two-dimensional compositions in the medium of paper Collage. They will understand and learn the techniques, artistic terminologies of the collage medium. Students will reflect on their experience and engage in facilitated discussions to deepen their understanding on the role of art medium exploration and how it can foster various learning skills.

Students then use their knowledge and experience from the previous sessions and explore collage as a medium further. Students will investigate, discover, and learn to create visual textures, physical textures, and create their own unique patterns. They will understand the difference between textures and patterns. Students will use a variety of techniques to create unique textures and patterns, analyze their findings, give each other feedback, work in groups to problem solve, etc. They will understand how art medium explorations can be used as a pedagogical tool in learning environments.

Students will bring in various materials found around them like different kinds of paper, paper- based materials, natural materials, fabric, and explore these materials and use them as materials to create collage compositions. Students will explore a wide range of techniques and discover their own ways to manipulate these found materials to create interesting textures and patterns. Students will work in groups, problem solve, investigate, develop solutions on their own, and share their findings with each other. Through discussions, students will reflect upon this exploration experience and understand how art making processes can develop skills and abilities in a learner.

Resource Videos

1. Works of Deborah Roberts, William Kentridge, Wangechi Mutu, etc
2. Marc, Cut paper collage artist - <https://www.youtube.com/watch?v=WgRZIWI-Oh0>
3. G. Subramanian: Collage art - <https://www.youtube.com/watch?v=ioRRi9R46a0>
4. Amber Fletschock, Collage artist - <https://www.youtube.com/watch?v=aa7p1vYqUc4>
5. Arturo Herrera, artist - https://www.youtube.com/watch?v=Oagx3_NZ5HU

UNIT - III: Ideating for an Expressive Self-Portrait (2 Sessions)

In this session students will further explore and discover possibilities in Collage as a medium. Students will learn a variety of ways to make paper stands and create interesting paper sculpture compositions using 3D techniques. Students will draw from their previous experiences of using paper for 2D explorations and add more interest to their unique 3D explorations. Students will share their findings with peers and widen their understanding about the possibilities. Students will reflect on all the material exploration sessions thus far and participate in a facilitated dialogue around art making and education.

Students will engage in a close observation sketching and drawing activity. Through a guided process, students will create a well observed self-portrait drawing. Students will engage in discussions and dialogue to unpack the self-portrait drawing experience, the learnings, discoveries, challenges and more. Through this activity students will also be able to challenge assumptions around talent and art-making.

Resources: Handouts out on Collage techniques and artist examples

Resources: JR's Face to face project (videos and readings)

https://www.youtube.com/watch?v=4u_G0G6Jog4

UNIT - IV: Creation of an Expressive Self-Portrait Collage (3 Sessions)

Students will engage in a step-by-step process involving sketching, ideating, planning, applying their discoveries of using paper as a collage material, and finally create a large expressive self- portrait using the medium of paper collage. Throughout the process students will problem-solve, critically think, push their imagination, find multiple solutions, make independent decisions, receive and give peer feedback, use resources effectively, draw from their own experiences, apply their learnings into creating this unique and expressive self-portrait piece.

UNIT - V: Designing and setting up an Exhibition (2 Sessions and Exhibition Day)

Students will collectively start designing and planning for the exhibition to put up their artworks for a general audience to view and engage with. Students will be planning the various aspects of a visual art exhibition: ways to display artworks, designing the layout of the exhibition space and how the audience will move within the space, design invitations, ways that the audience can engage with the artworks, various ways the artists can talk about their art-making, and more.

Students will divide the tasks among themselves, take on the various roles required, and set up the exhibition space.

Resources: Planning templates

Pedagogy

- Students will engage in hands-on art making activities.
- Students will engage in discussions and dialogues with peers.
- Students will engage in giving and receiving peer feedback.
- Students will continually reflect on their learning through journaling.
- Students will work independently and collaboratively throughout the course.
- Students will receive reference materials and resources to broaden and deepen their understanding.

Suggestive Assessment

Details to be determined by the faculty member as per applicable UGC norms.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

AEVA802: Sports and Fitness Education

Credits: 1L+1T+0P=2

Contact hours per week: 2

Examination: 2 hours

Marks: 50

C1+C2=15

C3= 35 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

The course seeks to develop a comprehensive and holistic understanding about the concept of health, its various dimensions, and determinants. The course traces the evolution of Health and Physical Education, historical development of the discipline with special reference to Indian Education and its relation to other subjects. It further highlights the importance of physical fitness policies, programs and services addressing health initiatives in school context.

Course Learning Outcomes

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

- understand the concept of holistic health, its various dimensions, and determinants,
- develop positive attitude towards health physical education and yoga as individual,
- sensitize, motivate, and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development,
- create interest for the practice of yogasana and meditations,
- understand various policies and programmes related to health, physical education and yoga,
- help them to understand the process of assessment of health and physical fitness.

UNIT - I: Evolution of Health and Physical Education

- A. Health and Physical Education: Conceptual Clarity (locally as well as globally), importance and aims.
- B. Place in School Curriculum: Historical Development as a subject, Objectives with special reference to Indian Education and its relationship with other subjects.
- C. Status of Health and Physical Education: From primary to secondary education in a global perspective, ayurvedic and yogic concept of Health Education, legal perspective of Health and Health Education in India.

UNIT - II: Health Education

- A. Concept, dimensions, and determinants of health with special to India.
- B. Psycho-social concerns of children and adolescents including differently able children.
- C. Understanding the body system and its functions
- D. Common health problems and diseases: causes, prevention and cure, immunization and first aid.
- E. Impact of Physical activities, games, sports and yoga on different body systems.
- F. Food and nutrition, nutrients and their functions.

UNIT - III: Games and Fitness

- A. Physical fitness and its components: athletics (general physical fitness exercises), games (lead-up games, relays, and major games), Rhythmic activities, gymnastics, and their impact on health.
- B. Development of physical fitness: Postures and Importance of relaxation, Fitness tests; Resources and services for games and sports and Health.
- C. Fundamentals skills of sports: Sports for recreation and competition, Sports awards and scholarships, sport person ship, Indigenous and self-defense activities.
- D. School and family, health services, policies and major health and physical education-related programmes, blood banks, role of media.
- E. Safety and security.
- F. First Aid: Need and Principles.

UNIT - IV: Policies, Programmes and Assessment

- A. Policies, programmes, and services for addressing health needs.
- B. School Health Programme: school health services, health promoting schools, global school health initiatives.
- C. Yoga: Meaning, initiation, historicity, classification, streams, and schools of yoga, Need and importance and role of yoga for healthy life and living, Yoga as a psychotherapy.
- D. POCSO (Protection of Children from Sexual Offences Act, 2012), PWD 2016, the Integrated Child Protection Scheme.
- E. Assessment of health performance testing in games and sports, reporting of health condition and performance of child in the sport fields.

Suggestive Practicum

1. Recognizing important indicators of health and wellbeing of children and mental health.
2. Undertaking a survey, understanding local food related matters, and understanding the importance of the right to food.
3. Analyzing NEP, 2020 with reference to Games Oriented Education.
4. Planning activities for development of physical fitness.
 - B. Organization of games and sports tournaments
 - A. Learning and performing basic yogic activities, asanas, and pranayama, Kriyas and Meditation. Celebration of yoga day, yoga week.
 - B. Arranging reflective Dialogues on Serials and related videos.
 - C. Preparation of inventories on myths on exercises and different types of food.
 - D. Preparation of First Aid kit.
 - E. A critical review of YOGA-SUTRA.

Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational

statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.

- Hands on experience of engaging with diverse communities, children, and schools.

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

EDSE801: School Based Research Project (Post Internship)

Credits: 1L+1T+0P=2

Contact hours per week: 2

Examination: 2 hours

Marks: 50

C1+C2=15

C3= 35 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

After successful completion of internship programme in 7th semester, student teachers compile the learnings, discuss with peers about their experiences, reflect on the experiences, refine the artifacts developed during internship and prepare comprehensive internship report during post internship in 8th semester.

Course Learning Objectives

After completion of the activities, the student teachers will be able to:

- develop comprehensive understanding of the school ecosystem,
- describe their learning from internship with the peers and teacher educators,
- reflect on school internship sharing learning experiences on each activity undertaken.

Suggestive Mode of Transaction

- Discussion
- Presentation, Gallery walks and Exhibition.
- Report Writing

Activities:

Experience Sharing and Reflective Learning

- Presentation of reflective journal summary
 - My Learning Journey: by each student-teacher
- Gallery walks (Exhibition): TLMs, display of participation in school activities (photos/stories) and other artefacts created during the internship by student teachers.
- Sharing of best practices (PPTs, Videos.)
- Survey and collect the local stories and rhymes from the parents and community (in the context of the foundational stage)
- Holding a training workshop for the parents and community and encouraging them to act as volunteers.
- Awareness and advocacy programme in FLN for parents and community: Role play with parents and community on conducting specific FLN activities.
- Organizing a parents /community mela/fair on homemade TLM for FS children

Submission of Internship Report

- Reflective Journal
- Lesson Plans and TLMs
- Observation records (Teacher Educator, Mentor, school heads, Teachers, Parents)

- Assessment records and Student Portfolio
- Action research report/case study
- Comprehensive internship report.

Suggestive Mode of Assessment

Competence/Artifact	Method of assessment	Assessed By	Credits
Artefacts created during the internship. My Learning Journey	Exhibition & Presentation	Teacher-Educator	1
Comprehensive Internship Report	Review	Teacher-Educator	1

Course Learning Outcomes

The student teachers will be able to:

- demonstrate/Exhibit/Manifest comprehensive understanding of the school ecosystem.
- reflect on school internship experiences in a report.
- share their learning from school internship with peers and teacher educators

EDSE802: School Based Research Project (Creating Teaching Learning Material (TLM)/Work Experience)

Credits: 1L+1T+0P=2

Contact hours per week: 2

Examination: 2 hours

Marks: 50

C1+C2=15

C3= 35 Marks

Instruction : This course is divided into independent units. In the end semester theory examination, paper will be divided into two parts viz, A and B. In Part A ten (10) questions of short answer type will be asked covering all four units and it is compulsory. In Part B two (2) questions of essay type (300 words) from each unit will be asked which carries remaining proportion of maximum marks of the paper. The candidate will be required to attempt one question from each unit.

Distribution of Marks for the Course			
Paper	Max. Marks	Min. Pass Marks	Duration
Internal Test(C1)	10	1 hr	20
Internal Test(C2)/Assignment or Attendance	05		
End Semester Theory Examination(C3)	35	2 hrs	
Total Max Marks	50		20

Note:

C1: Written Test in the respective subject's class (at the end of eight week).

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

Having developed an understanding of education's philosophical, sociological, and psychological perspectives and gained hands-on experiences from pre-internship school observation and internship phases, the student teachers have developed a comprehensive understanding of education. By utilizing these experiences and understanding, the Student teachers will be in a position to develop/create Teaching Learning Materials (in various forms, Programed Learning Materials, Educational videos, teachers' handbooks, flashcards, story books, toys, games, posters, collages, innovative lesson plans using different pedagogies, to mention a few) which in turn may be helpful to both the school students with whom he/she has interacted during school experiences and the student teachers. Schools provide a systematic teaching environment for the learners to acquire the knowledge, skills and attitude required to meet the varied aspirational needs and educational goals. Work experience fosters basic knowledge, skills and disposition among the students that prepare them to think of becoming skilled entrepreneurs. To orient the school students on work education, the student teachers need exposure to visit the local vocational artisans, crafts person and entrepreneurs and prepare learning resources to enhance their professional skills and competencies. Teaching Learning Materials of good quality with (i) innovations, (ii) the use of low-cost materials, (iii) local context and (iv) modern technology (for digital learning materials) will enhance students' engagement, interest, and practical learning.

Course Learning Objectives

After completion of the activities, the student teachers will be able to:

- Assess the need for Teaching Learning Materials and prepare innovative TLM,
- Develop an understanding of the importance of work experience and competencies of a local crafts person, artisans and entrepreneurs,

Suggestive Mode of transaction

- Workshop
- Group discussion
- Field visits and interaction
- Analysis of existing local-specific learning resources, toys
- Exhibition of TLM and presentation of reflective reports on the use of learning resources, including toys.

Content

- Understanding how students learn at different stages.
- Knowledge of toys and other TLMs from different parts of the countries
- Knowledge of relevant TLMs for specific groups of children- CWSN, kinaesthetic learners, visual learners, auditory learners addressing individual differences.

Activities to be conducted

The following are a few suggestive activities:

- Orientation workshop on work experience and development of learning resources
- Field visit for interaction with local artisans, craftspeople, and entrepreneurs.
- Observe Traditional work practices and their integration into Local Technologies and Ideas.
- Analysis of available local specific, indigenous learning resources, including toys and their use in the learning-teaching process
- Development of at least two low-cost learning resources as per the local contexts (foundational/preparatory/middle/secondary) and presentation/exhibition
- Prepare the manual of TLM highlighting the objectives that will be achieved by its use, the material used, the process of its development and its use during classroom transaction.

Suggestive Mode of Assessment

Assessment			
Competence/Artifact	Method of assessment	Assessed By	Credits
TLM developed	Presentation /Exhibition	Teacher Educators (panel of three experts including an external expert)	1.5
Manual	Presentation	Teacher-Educator	0.5

Course Outcomes

The student teachers will:

- demonstrate the use of TLM for enhanced learning,
- explain the importance of work experience and competencies of local crafts person.

EDCE801: Community Engagement and Service (Adult Education, etc.)

Paper Code	Name of the Paper	Credits	Periods per Week	Number of Lectures
EDCE-81	Community Engagement and Service (Adult Education, etc.)	2	0+1+1	

About the Course

The curricular component of 'community engagement and service' seeks to expose student teachers to the socio-economic issues in society and community-supported development activities so that classroom learnings can be supplemented by life experiences to generate solutions to real-life problems. This course is designed to develop insights into the functions of the community, enhance the ability of student teachers to enlist community support to and participation in school-related activities, make the community aware of the importance of education, issues associated with schooling, gender inequity, health & wellness of children, initiatives for supporting lifelong education etc. It aims at sensitizing the student teachers to initiate actions with the support of the community members to address the social, cultural and educational problems, and develop social leadership skills through community service. The component seeks to enable student teachers to be acquainted with various community development initiatives and organize activities such as street plays, advocacy activities, door-to-

door campaigns, and prabhat-pheris etc. to mobilize community participation in development initiatives. This curricular component envisages participation of student-teacher in activities undertaken under the National Service Scheme (NSS), New India Literacy Programme, Student the mentoring initiatives, etc. Some of the activities include: Survey of community resources for participation in different school activities, Study of the situation with regard to school dropout and the reason thereof (Stage wise); Survey of a specific settlement to study the socioeconomic and educational status; Survey of non-literates in a specific settlement, including identification of 4-5 non-literate adults who will be supported by student teachers to become literate; training of local youth in First-Aid and other relevant activities; assessment of the situation with regard to Health and wellness of children in a locality, creating awareness of the importance of sustainable development, making the community members aware of the importance of environmental protection, creating awareness of rainwater harvesting, mentoring school students with learning deficits, guidance and counselling to school students etc.

Course Learning Outcomes

On successful completion of the 'Community Engagement and Service' programme, the student-teacher should be able to:

- recognize the socio-economic issues in the community and identify initiatives that could help solve problems faced by the community,
- demonstrate an awareness of the functions of the community, and the measures required for enlisting community participation in school-related activities,
- undertake initiatives that are required to make the community aware of the importance of education, issues associated with schooling, gender inequity, health & wellness of children, illiteracy among youth and adults in the community etc.,
- suggest actions in collaboration with community members to address the social, cultural and educational problems in the community,
- organize activities such as street plays, advocacy activities, door-to-door campaigns, and prabhat-pheris etc. to mobilize community participation in development initiatives,
- demonstrate social leadership quality through community services,
- organize interactions between schools and local communities for generating solutions to problems such as dropout and learning deficits,
- facilitate partnerships between local communities to enhance participation of the community in school-related activities such as PTA meetings,
- recognize the fault lines of the society, such as casteism, social taboos and superstitions etc. and work towards bridging them to establish harmony in the society,
- demonstrate positive feelings towards the local community and appreciate traditional knowledge and practices,
- Recognize the values of public service and active citizenship.

Approach to curriculum transaction

The student teachers will be provided opportunities to have exposure to community life for ten days in total, two days in Preparation for Community Engagement & Service in the institution, seven days working with the community, and the last day in the institution for sharing their experiences and reflections. The activities may be conducted in groups or individually as appropriate.

Days 1-2: Preparation for community services (In the institution)

- Orientation of student teachers on Community Engagement & Services through discussion and group activities.
- Workshop for developing tools for different activities during the programme.

Days 3-9: Engagement with the community (Mandatory onsite stay with the community) Students will be divided into smaller groups; They would participate in the planned activities with defined roles for seven days on a rotation basis. These activities include:

- Participation of student teachers in activities undertaken under the National Service Scheme (NSS), New India Literacy Programme, Student mentoring initiatives, etc.
- Survey of community resources for supporting school activities.
- Study of the situation regarding school dropout and the reason thereof (Stage wise).
- Survey of specific settlement to assess the situation about non-literates in the settlement, including identification of 4-5 non-literate youth and adults who will be supported by student teachers to become literate,
- Training of local youth in First Aid and other relevant interventions,
- Assessment of the situation about Health and wellness of children in a locality,
- Creating awareness of the importance of sustainable development, and making the community members aware of the need to support initiatives to ensure environmental protection, creating

awareness of rainwater harvesting, mentoring school students with learning deficits, guidance and counselling to school students etc.)

- Visit and interact with local artisans and craftspeople.

The above activities typically will include working with the community, collecting data, playing local games, community awareness programmes like nukkad natak, rallies, organizing and participating in the cultural programmes with the community members etc.

The student teachers shall conduct different pre-scheduled activities throughout the day. Morning sessions will be used for activities with the community and data collection. The afternoon session will be devoted to data analysis and preparation of the report, and participation in games & sports activities. Evening session will involve cultural activities with community members.

Day 10: Feedback session and Reflection (: In the Institution)

- Sharing experiences and discussion on activities carried out.
- Presentation and submission of report on the activities carried out.
- Evaluation of the activities by collecting feedback on the effectiveness of the campaign from the mentor and the students.
- Reflection of experience (individual/group) of organizing community service

Assessment components and weightage

- Involvement and active participation in activities relating to Community Engagement and Service: (Assessment method: Observation by teacher educator, teacher and community members); Weightage: 75%; Assessed by the teacher educator, teacher and community members),
- Group Report & Reflections: Method of assessment: Presentation by student teachers); Weightage: 25% (Assessed by Teacher Educator)

Suggestive Links

- Ministry of Education (2021). Vidyanjali: Guidelines for Promoting Community and Voluntary Participation for Enhancing Quality School Education, Government of India. https://vidyanjali.education.gov.in/assets/pdf/Final_Guidelines_Vidyanjali_%20December.pdf
- RIE Bhubaneswar (2020). Handbook on Field Engagement in Pre-service Teacher Education, Bhubaneswar, Regional Institute of Education.