



**JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY,
JAIPUR**

Faculty of Education & Methodology Department of Teaching Education & Methodology

SYLLABUS

(B.A.B.ED.

SESSION - 2022-23

DURATION - 4 YEARS/8 SEMESTER

SYLLABUS FOR:

I -IV YEARS



PROGRAM DETAIL

Name of Program	-	B.A.B.Ed.Integrated
Program Code	-	B.A. B.Ed.
Mode of Program	-	Yearly /Semester
Duration of Program	-	4 yrs/ 8 Semester
Curriculum Type and Medium Choice	-	Hindi/English

PROGRAM OUTCOME (PO's)

On successful completion of the Four-year B.A.B.Ed. Program, pupil teachers will be able to develop

Po 1. Content and Pedagogical Knowledge :

- Comprehension of theoretical knowledge of academic subjects at B.A. level as B.Ed level.
- Implementation of knowledge of core content and pedagogy to set goals and objectives for learning based on Curriculum, and design instruction that engages students in meaningful learning activities.
- Understand the integration of content knowledge with pedagogical knowledge.
- Analyse and comprehend the syllabus and curriculum for integration of content with teaching methodology.

Po 2. Teaching Proficiency:

- Use of learner-centred teaching methods according to the need of learners.
- Applying content knowledge with innovative teaching skills and dealing with classroom problems.
- Implementation of appropriate teaching methodology or strategy after recognition of learner's learning styles.

Po 3. Values and Ethics:

- Implementation of the core elements, life skills, national values and goals as mentioned in the constitution of India.
- Understand different values, ethics, morals, social service and sense of responsibility for the society. Demonstrate professional ethics and responsibilities as an educational practitioner.
- Engage in value based and culturally responsive teaching practices.
- Sensitize learners to act as an agent of modernization and social change.

Po 4. Self-Directed Learning:

- Preparation of class wise tentative planning on monthly, half yearly basis along with Year, Unit and Lesson plan of their respective subjects including the lesson plan for the students with diverse needs. Construction of scripts for e-content of respective subjects.
- Development and implement various evaluation procedures as per the demand of subject.

Po 5. Strengthening Professional Competencies:

- Integrate ICT in teaching-learning and assessment process to enrich professional practice.
- Deliver meaningful learning experiences for all students by integrating their knowledge and applying a variety of communication, instructional, and assessment strategies in their teaching.
- Apply the competencies and skills needed for becoming an effective teacher.



PROGRAM SPECIFIC OUTCOMES (PSO's)

Program specific Outcomes of B.A.B.Ed. Program are as follows

- To understand educational policies, contemporary issues regarding gender and society in Indian education.
- To understand the basic concepts of sociological theories, pedagogical knowledge and application of educational psychology.
- To develop skills necessary for teaching –learning activities through micro teaching lessons, innovative teaching lessons, practice teaching and internship activities.
- To understand basics of research and to develop the research attitude through by preparing research proposals on various topics.
- To analyse curriculum, syllabus, Text-books and content.
- To identify the diversity of learners and create appropriate learning environment to assure a focus on learning of all students.
- To develop critical awareness about the social realities among the students.
- To apply managerial and organization skills with respect to school administration and management.
- To engage in value based and culturally responsive teaching practices.
- To demonstrate leadership qualities by participating in the curriculum initiatives, student support and school management systems.
- To integrate ICT in teaching-learning and assessment process to enrich professional practice.
- To demonstrate commitment for continuous self-improvement by engaging in professional development activities and collaborative and reflective practices to improve teaching and learning that contribute to the revitalization of the teaching profession.



SYLLABUS DETAIL

FIRST SEMESTER

S. No.	Nature of Course	Credit	Name of Course
1	Core Course	9	English
2	Core Course	9	Hindi
3	Core Course	9	Holistic Education
4	Core Course	14	PHYSICAL GEOGRAPHY-I (ELEMENTS OF GEOMORPHOLOGY)
5	Core Course	12	MICRO ECONOMICS
6	Core Course	12	Foundations of Political Science
7	Core Course	14	HISTORY OF INDIA UP TO 1206 A.D.
8	Core Course	12	ELEMENTS OF PUBLIC ADMINISTRATION
9	Core Course	12	SANSKRIT SAHITYA KA ITIHAS- I
10	Core Course	12	PRACHIN KAVYA-I
11	Core Course	12	INTRODUCTION TO ENGLISH LITERATURE
12	UMC	1	Woman Rights & Law
13	UMC	1	Yoga & Meditation
14	UMC	1	Community Development Activities (Education sector)
15	UMC	1	My Behavior And Ethics
16	UCC	1	Portfolio Development (Government/Corporate/Entrepreneurship)
17	UCC	1	Language Proficiency (English/Hindi/Sanskrit/French)
18	ECA	1	Extra Curricular Activity
	Total Credits	65	



SECOND SEMESTER

S. No.	Nature of Course	Credit	Name of Course
1	Core Course	9	English
2	Core Course	9	Hindi Language
3	Core Course	3	Environmental Studies
4	Core Course	3	Theatre Arts Heritage & Craft Traditions
5	Core Course	3	Understanding Education & its Perspectives
6	Core Course	14	PHYSICAL GEOGRAPHY – II (CLIMATOLOGY)
7	Core Course	12	INDIAN ECONOMY
8	Core Course	12	INDIAN GOVERNMENT AND POLITICS
9	Core Course	14	HISTORY OF INDIA FROM 1206 A.D. TO 1761A.D.
10	Core Course	12	PUBLIC ADMINISTRATION IN INDIA
11	Core Course	12	SANSKRIT SAHITYA KA ITIHAS-II
12	Core Course	12	MADHYAKALEEN KAVYA
13	Core Course	12	RENAISSANCE AND METAPHYSICAL SCHOOL
14	UMC	1	Gow Gyan Science
15	UMC	1	Yoga & Meditation
16	UMC	1	Community Development Activities (Education sector)
17	UMC	1	My Behavior And Ethics
18	UCC	1	Portfolio Development (Government/Corporate/Entrepreneurship)
19	ECA	1	Extra Curricular Activity
	Total Credits	65	



Third SEMESTER

S. No.	Course Code	Credit	Name of Course
1	Nature of Course	9	English
2	Core Course	9	Hindi
3	Core Course	5	Psychology of Learner & Learning
4	Core Course	4	ICT in Education I
5	Core Course	14	PHYSICAL GEOGRAPHY-III (OCEANOGRAPHY)
6	Core Course	12	MACRO ECONOMICS
7	Core Course	12	COMPARATIVE GOVERNMENT AND POLITICS
8	Core Course	14	HISTORY OF INDIA 1757 – 1857 A.D
9	Core Course	12	ADMINISTRATIVE INSTITUTIONS IN INDIA
10	Core Course	12	DRASHYA AVAM SHRAVYA KAVYA
11	Core Course	12	BHARTIYA KAVYA SHASTRA
12	Core Course	12	RESTORATION, ROMANTICISM AND THE VICTORIAN PERIOD
13	UMC	1	Self Defense
14	UMC	1	Yoga & Meditation
15	UMC	1	Community Development Activities (Education sector)
16	UMC	1	My Behavior And Ethics
17	UCC	1	Portfolio Development (Government/Corporate/Entrepreneurship)
18	UCC	1	Computer Fundamentals
19	ECA	1	Extra Curricular Activity
	Total Credits	65	



Fourth SEMESTER

S. No.	Nature of Course	Credit	Name of Course
1	Core Course	9	English
2	Core Course	9	Hindi Language
3	Core Course	9	Assessment Learning
4	Core Course	14	HUMAN GEOGRAPHY
5	Core Course	12	MONEY, BANKING AND PUBLIC FINANCE
6	Core Course	12	INTERNATIONAL RELATIONS
7	Core Course	14	INDIAN NATIONAL MOVEMENT (1857 – 1947 A.D)
8	Core Course	12	STATE ADMINISTRATION IN INDIA
9	Core Course	12	RAGHUVANSHAM MAHAKAVYA
10	Core Course	12	HINDI GADDH-1
11	Core Course	12	TWENTIETH CENTURY BRITISH LITERATURE
12	Core Course	9	Internship Methodology (2 Week)
13	UMC	1	Military Science & Civil Defense
14	UMC	1	Yoga & Meditation
15	UMC	1	Community Development Activities (Education sector)
16	UMC	1	My Behavior And Ethics
17	UCC	1	Portfolio Development (Government/Corporate/Entrepreneurship)
18	ECA	1	Extra Curricular Activity
	Total Credits	65	



V SEMESTER

S. No.	Nature of Course	Credit	Name of Course
1	Core Course	9	Teaching Approaches and Strategies
2	Core Course	9	Pedagogy of Teaching Subject I
3	Core Course	9	Pedagogy of Teaching Subject II
4	Core Course	14	GEOGRAPHY OF INDIA
5	Core Course	12	ECONOMIC DEVELOPMENT AND ENVIRONMENT
6	Core Course	12	PUBLIC ADMINISTRATION
7	Core Course	14	HISTORY, CULTURE, STATE AND SOCIETY OF SOUTH INDIA (1200 – 1800 A.D.)
8	Core Course	12	COMPARATIVE ADMINISTRATIVE SYSTEMS
9	Core Course	12	NATYA SHASTRA AVAM NIBANDA
10	Core Course	12	HINDI KAVYA-II
11	Core Course	12	INDIAN WRITING IN ENGLISH
12	UMC	1	Yoga & Meditation
13	UMC	1	Community Development Activities (Education sector)
14	UMC	1	My Behaviour And Ethics
15	UCC	1	Portfolio Development (Government/Corporate/Entrepreneurship)
16	UCC	1	Electoral Literacy
17	ECA	1	Extra Curricular Activity
	Total Credits	65	



VI SEMESTER

S. No.	Nature of Course	Credit	Name of Course
1	Core Course	10	Pedagogy of Teaching Subject I
2	Core Course	10	Pedagogy of Teaching Subject II
3	Core Course	12	WORLD REGIONAL GEOGRAPHY
4	Core Course	12	INTERNATIONAL ECONOMICS
5	Core Course	12	INDIAN POLITICAL THOUGHT
6	Core Course	14	INDIA AND THE CONTEMPORARY WORLD 1950 – 2000 A.D.
7	Core Course	12	LOCAL ADMINISTRATION
8	Core Course	12	VEDIK AVAM LOUKIK SAHITYA
9	Core Course	12	HINDI GADDH-II
10	Core Course	12	LITERARY CRITICISM
11	Core Course	9	INTERNSHIP METHODOLOGY (2 WEEKS)
12	UMC	1	Cyber Security
13	UMC	1	Help Aid
14	UMC	1	Yoga & Meditation
15	UMC	1	Community Development Activities (Education sector)
16	UMC	1	My Behaviour And Ethics
17	UCC	1	Portfolio Development (Government/Corporate/Entrepreneurship)
18	ECA	1	Extra Curricular Activity
	Total Credits	56	



VII SEMESTER

S. No.	Nature of Course	Credit	Name of Course
1	Core Course	6	Secondary Education In India: Status, Issues And Concerns
2	Core Course	6	Inclusive Education , Guidance And Counselling In School
3	Core Course	30	Internship Methodology (14 +2 Week)
4	UMC	1	Gender Sensitization
5	UMC	1	Yoga & Meditation
6	UMC	1	Community Development Activities (Education sector)
7	UMC	1	My Behavior And Ethics
8	UCC	1	Portfolio Development (Government/Corporate/Entrepreneurship)
9	ECA	1	Extra Curricular Activity
	Total Credits	42	



VIII SEMESTER

S. No.	Nature of Course	Credit	Name of Course
1	Core Course	6	Indian Constitution & Human Rights
2	Core Course	6	Curriculum and School
3	Core Course	12	ENVIRONMENTAL AND APPLIED GEOGRAPHY
4	Core Course	12	QUANTITATIVE ANALYSIS
5	Core Course	12	INTERNATIONAL POLITICS AND WESTERN POLITICAL THOUGHT
6	Core Course	12	History of Europe (From Glorious Revolution up to French Revolution)
7	Core Course	12	STATE ADMINISTRATION IN INDIA WITH SPECIAL REFERENCE TO RAJASTHAN AND SOCIAL ADMINISTRATION
8	Core Course	12	BHARTIYA SANSKRITI KE TATVA AVAM PADDHYA SAHITYA
9	Core Course	12	HINDI VYAKRAN , SAHITYA SIDHANTH AVAM PRAYOJANPARAK HINDI
10	Core Course	12	ENGLISH LITERATURE AND POST-COLONIAL FICTION
11	UMC	1	Yoga & Meditation
12	UMC	1	Community Development Activities (Education sector)
13	UMC	1	My Behaviour And Ethics
14	UCC	1	Portfolio Development (Government/Corporate/Entrepreneurship)
15	UCC	1	Research & Development
16	ECA	1	Extra Curricular Activity
1	Total Credits	48	



I SEMESTER

Credits-9(9+0+0+0)

ENGLISH LANGUAGE

Course Outcomes(COs)

After completed the course student will be able to:-

- They will learn to comment and respond to correspondence.
- They will learn the basics of grammar and composition.
- They will be acquainted with verbal and non-verbal communication the classroom.

Unit I: Descriptive Grammar (Credit-3)

Tenses:

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

b) Simple past: Past time reference, Present time reference, Future time reference, Past continuous, Past perfect, past, perfect continuous

Unit II: Skills in Communication (Credit-2)

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

Unit III: Study and Reference Skills (Credit-2)

Note making; Note- taking; Summary writing.

Comprehension Skills

Extracts from literary, scientific and educational journals.

Unit IV: Skills of Communication (Credit-2)

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

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

Sessional Work:

Politeness competitions- students with partners take turns in using a given number of utterances for negotiation / requests/complaints/small talk. Students introduce themselves though using symbols/ metaphors.

Students collect newspaper/magazine cuttings on topical and/ or cultural issues of interest-write and share their opinion with peers.

References:

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



HINDI LANGUAGE

Credits-9(9+0+0+0)

Course Outcomes: On successful completion of the course, the students will be able to

- a) छात्र बोलने में सक्षम हैं और व्याकरणिक रूप से सही लिखते हैं।
- b) भाषा के विभिन्न स्वरूपों के बारे में समझ सकते हैं।
- c) भाषाव्याकरण के माध्यम से छात्रों की हिंदी की गुणवत्ता को मजबूत करता है।
- d) छात्र अलग अलग अक्षर-ज्ञान के लेखन कौशल विकसित कर सकते हैं।

छात्र व्याकरणिक रूप से सही बोलने व समझने में सक्षम हो सकते हैं।

Unit I :History of Language and Literature-1 (Credit-3)

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

Unit II: Short Story-1 [Pre-Independence Literature] (Credit-2)

Swatantratapurva Hindi Kahani Ka Vikas

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

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

Swatantrayottar Hindi Kahani Ka Vikas

1. Mohan Rakesh- Uski Roti
2. Kamleshwar- Dilli Mein ek Maut
3. Phanishwar Nath Renu- Teesari Kasam

Bhism Sahani- Cheef ki Dawat

Unit IV : Communication skills (Credit-2)

Group Discussion [Samooh Charcha]

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

Suggested Activities:

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

Reference:

1. Hindi Sahitya Ka Itihas: Ramchandra Shukla Rajkamal Prakashan, Delhi
2. Hindi Sahitya Ka Itihas: Dr Nagendra, Mayoor Paperbacks, Delhi
3. Hindi Sahitya Ki Bhoomika: Hajari Prasad Divedi Rajkamal Prakashan, Delhi
4. Hindi Sahitya Ka Adikaal: Hajari Prasad Divedi Rajkamal Prakashan, Delhi
5. Hindi Sahitya Ka Udbhav Aur Vikas: Hajari Prasad Divedi Rajkamal Prakashan, Delhi
6. Hindi Sahitya Ka Ateet: Viswanath Prasad Mishra, Rajkamal Prakashan, Delhi
7. Bhakti Aandolan Aur Bhaktikavya: Shivkumar Mishra, Lokbharti Prakashan, Delhi



8. Bhakti Aandolan aur Surdaska Kavya: Manege Panday, Vani Prakashan, Delhi
9. Bhakti Ke Aayam: Dr P Jayraaman, Vani Prakashan, Delhi
10. Bhartiya Bhakti Sahitya: Dr Rajmal Bora, Vani Prakashan, Delhi
11. Bhaktikavya ka Samajdarshan: Dr Premshankar, Vani Prakashan, Delhi
12. Hindi Sahitya Ka Sanchhipt Itihas: Nanddulare Bajpayee, Swaraj Prakashan, Delhi
13. Hindi Sahitya ka Sanchhipt Itivritt: Shrivikram Mishra, Vani Prakashan, Delhi
14. Hindi Kahani- Antarang Pahchan: Dr Ramdars Mishra, Vani Prakashan, Delhi
15. Hindi Kahani-Sanrachana aur Samvedana: Dr Rachna Saah, Vani Prakashan, Delhi
16. Galp Ka Yatharth-Kathaloochan ke Aayam: Suvas Kumar, Vani Prakashan, Delhi
17. Hindi Ka Gadyaparva: Namvar Singh, Rajkamal Prakashan, Delhi
18. Sahitya ki Pahchan: Namvar Singh, Rajkamal Prakashan, Delhi
19. Katha Vivechan aur Gadyashilp: Ramvilas Sharma, Vani Prakashan, Delhi
20. Kahani Anubhav aur Abhivyakti: Rajendra Yadav, Vani Prakashan, Delhi

HOLOSTIC EDUCATION

Credits-9(5+1.5+2+0.5)

CourseOutcomes: On successful completion of the course, the Students will be able to

- a) To understand the need, importance of holistic health.
- b) Learn the approach of holistic health.
- c) To understand the practical skills of various games.
- d) To learn to plan health related programs.
- e) To understand the how to develop health.
- f) To understand the importance of Diet, food and nutrition.

To learn Awareness program to promoting hygiene.

UNIT I: Health Education (Credit-2)

Meaning and definition of health- Dimensions of health- physical, mental, social and emotional

and their inter relatedness Factors that promote and affect health- Biological, environmental

and sociocultural Concept of Health Education- School Health Programmes- Promoting Health

Instruction, Healthful School Living and Health Services Programmes.

PRACTICALS(Credit-0.5+1+0.25)(D-0.5)(P-1)(PS-0.25)

(1) Practice of Skills and rules of different games- Basketball, Football, Volleyball, Handball, Kho Kho, Shuttle Badminton, Cricket, Table Tennis, Throwball, Tenni Koit- (Any two activities) .

(2) Practice of Skills and rules of different Athletic Track and Field Events- Sprints and middle distance runs: 100 mtrs, 200 Mtrs. 400 Mtrs, 800 mtrs and 1500 mtrs



Field Events: Shotput, Discus throw, Broad jump and High jump (Any one event from track events and one from Field Events) .

Unit2: Physical Education(Credit-1)

Modern concept of Physical education,- Definition, Aims, Objectives and Educational Dimensions of Physical Education- develop and appreciate the values of physical education programme and develop leadership qualities and all-round personality

Unit3: physical fitness(Credit-1)

Physical Fitness- Components of Physical Fitness, Training methods for developing Physical

fitness.Physical education programme at high schools- selection of activities in games and

athletics based on physiological, psychological and sociological characteristics of students

PRACTICALS(Credit-0.5+0.5+0.25)(D-0.5)(P-0.5)(PS-0.25)

1)Marking of playfields/ track. Organising Intramural competitions, Officiating matches, Drawing fixtures for different type of tournaments, and maintaining of records .

2) Health Appraisal of School Students .

Unit4: Yoga Education(Credit-1)

Basics in Yoga- Meaning, importance , different stages of yoga, principles of yoga- do's and

don'ts during practice of yogic exercises, yogasanas and pranayamas and its effect on different

systems of the body and benefits of meditation to reduce stress

PRACTICALS(Credit-0.5+0.5)(D-0.5)(P-0.5)

1) Practice of Yogic Exercises and Yogasanas- Mudras, Suryanamasakara and a minimum of 25 simple asanas.

2) Practice of Pranayama- and techniques of doing Meditation and Relaxation. (g) Simulated teaching of Yogasanas.

Sessional Work:

(a) Preparation of Health Appraisal Report of School students

(b) Learning to teach any five yogasanas

(c) Officiating Games and Athletic events during practice of games and intramural competitions



- (d) Performing the skills taught in different games
- (e) Organisation of competitions at class level and participating in Trekking to learn organizing skills and leadership qualities.

Suggested Readings:

1. B.K S Iyengar (1976) Light on Yoga, New York, Schocken Books.
2. B.D. Bhatt and S.R. Sharma (1993) Teaching of Physical and Health Education, Delhi, Kanishka Publishing House.
3. Edward F. Voltmer and Arthur A. Esslinger (1964). The Organisation and Administration of Physical Education, Bombay, The Times of India Press.

PHYSICAL GEOGRAPHY-I (ELEMENTS OF GEOMORPHOLOGY)

Credit-14(10+1+2+1)

Practice Sessions-(1) D&T-(1)

Course Outcomes: On successful completion of the course, the students will be able to

- a) The starting of the unit will develop basic understanding about the foundation nature of Geography in the learner.
- b) The learner will understand the basic principles of Physical Geography.
- c) Learners will be able to develop in its mind a holistic view of the earth's origin and the fundamentals of landforms over the earth's surface.
- d) Learners will be able to describe the surface processes of the earth and their impact on geomorphology.
- e) Learners will be prepared to exaggerate the different geomorphic processes entire the lithosphere and oceans.

After the completion of the course, the learner will have expertise in geographic representation of landforms and other cartographic techniques.

Unit I: The Nature of Geography [Credit-5]

The Nature, Scope and Content of Geography, Branches of Geography and Geography

Other disciplines. Nature and Scope of Physical Geography. a) Definition and scope of physical geography. b) Origin of the earth - Tidal Hypothesis of James Jeans and Big Bang theory. c) Interior of the earth. d) Origin of the continent and oceans: - Wegner's theory of Continental drift and Plate tectonics. e) Theories of mountain building: - Geosynclines Organ theory of Kober and Plate tectonic theory.

Unit II: The Earth Movements [Credit-4]

Origin of Earth: Big Bang Hypothesis, Geological Time Scale, Earth's Interior, Isostasy, Rocks: Origin, composition and types of Rocks.

Wegner's Theory of Continental Drift, Plate Tectonics, Earth movements: orogenic and epeirogenic, Earthquakes and Volcanoes. Isostasy: - Concept and Views of Airy and Pratt. b) Diastrophism: - Faults & folds. c) Weathering: - Physical, Chemical and Biological. d) Drainage pattern



and Cycle of erosion: - Davis & Penck. e) Landforms: - Fluvial, coastal and arid.

Unit III: GeomorphicProcess [Credit-4]

Geomorphic agents and processes: Erosion, Transportation and Deposition; Mass Wasting; Evolution of landscape; Concept of cycle of erosion, Interruptions of Cycle of Erosion. Fluvial, Arid, Glacial, and Karst topography. Composition and structure of the atmosphere. b) Atmospheric temperature: - Isolation and heat budget. c) Atmospheric pressure: - Vertical and horizontal distribution of air pressure. d) Winds: - Planetary, periodic and local winds. e) Jet stream. Reliefs of the ocean basins - Bottom reliefs of the Indian ocean. b) Distribution of temperature and Salinity of oceans. c) Ocean currents: - Atlantic Ocean and Pacific Ocean currents. d) Tides :- Type and theory of origin (Progressive wave and Stationary Wave theory. e) Coral reefs :- Conditions of growth, types and origin according to Darwin and Murray.

Suggested Readings:

1. Singh, Savinder : Physical Geography (Vasundhara prakashan, Gorakhpur)
2. Dikshit R.D.: The Arts, Science of Geography Integrated Readings Prentice Hall of India, New Delhi, 1994.
3. Dohrs, F.E. and Sommers, L.W. (eds.) Introduction to Geography, Thomas Y. Crowell Co., New York, 1967.
4. Hartshorne, Richard: Perspective on the Nature of Geography, Rand McNally and Co., Chicago, 1959.
5. Harvey, David: Explanation in Geography, Edward-Arnold, London, 1972.
6. Holt-Jensen, A.: Geography: Its History and Concepts, Longmans, 1980.
7. Dayal, P; A Text book of Geomorphology. Shukla Book depot, Patna, 1996.
8. Dury, G.H. : The Face of the Earth, Penguins, 1980.
9. Ernst, W.G.: Earthsystems-Process and Issues. Cambridge University Press, 2000.
10. Kale V. and Gupta, A: Element of Geomorphology, Oxford University Press, Calcutta, 2001. Curriculum Development Committee in Geography 40
11. Monkhouse, F.J.: Principles of Physical Geography. Hodder and Stoughton, London. 1960

Geography Practical-(Credit-2)

Latitudes and longitudes: International Dateline. Computation of local, standard and Greenwich Time.

1. Scales: plain, diagonal, comparative, time and Venire's (two exercises of each scale and two scales on each sheet). (10 exercises)
2. Enlargement, reduction and combination of maps (2 exercises)
3. Methods of representation of relief: hachure, form line, contour and layer tint methods. (4 exercises on two sheets)
4. Composite features to be drawn with the help of contours based on topo sheets representing the typical areas of glaciated region, arid region, region and fluvial region (any one of either youth, mature and old stage). (4 exercises)
5. Drawing of profiles: serial (at least four), composite, superimposed and projected. (4 exercises on two sheets)

Suggested Readings:

1. Monkhouse, F. J., Maps and Diagrams, Methuen & Co. Ltd., London.
2. Robinson, A. R., Elements of Cartography, Chapman & Hall.
3. Singh, R. L., Elements of Practical Geography, Kalyani Publishers.



4. Raize, E., General Cartography, McGraw Hill Book Co., London.
5. Singh, R. N. and Kanaujia L. R. S., Map Work & Practical Geography, Central Book Depot, Allahabad.
6. Mishra, R. P. and A. Ramesh, Fundamentals of Cartography, Concept Publishers, New Delhi.

MICRO ECONOMICS

Credit-12(10+0+0+2)

Practice Sessions-(2)

CourseOutcomes:Onsuccessfulcompletionofthecourse,thestudentswillbeableto

- a) To make people teacher understand nature and scope of economics
- b) To make people teacher understand economic problem and their solution.
- c) To make people teachers understand demand and supply curve and their equilibrium.
- d) To make people teacher understand production decisions and return of scale.
- e) To make pupil teacher understand different type of market structure.
- f) To make pupil teacher understand about factor price theory.

Unit I: Introduction [Credit-

4]

Nature and Scope of Economics, Methodology of Economics, Demand and supply function; Law of demand, Elasticity of demand – price, income and cross elasticities, and their measurements; Elasticity of supply; Price determination. Theory of consumer behaviour; Cardinal and ordinal Utility analysis and Consumer's equilibrium. Indifference curve and its properties, the consumer- price consumption curve and income consumption curve, - price effect, income effect and substitution effect (Hicks and Slutsky methods), inferior goods and giffen goods, derivation of demand curve. Consumer's Surplus.

Unit II: Theory of Production and Costs [Credit-3]

Production decisions; Production function; law of variable proportions; returns to scale; characteristics of Isoquants, Factor substitution; Ridge lines; least cost combination of factors, Internal and external economies and diseconomies. Cost function: different concepts of costs, short run cost analysis and long run cost Analysis- relation between the expansion path and cost function. Concepts of revenue; total, average and marginal revenue and their relationships, Break-even-analysis & its uses.

Unit III: Market Structure, Factor Pricing and Market Forms: [Credit-3]

Perfect and imperfect markets, Pure competition, Equilibrium of the firm and industry under perfect competition, supply curve under perfect competition, Equilibrium of the firm under monopoly, Discriminating monopoly, Conditions of equilibrium under price discrimination, Degree of monopoly power. Monolithic Competition – Duopoly- Market Structure- Efficiency and Regulation.



Factor Pricing: Theories of Wage Determination - Wages and Collective, Bargaining – Wage Differentials – Rent: Scarcity Rent- Differential Rent, Quasi Rent, Interest – Determinants of Interest, Profits- Innovation, risk and Uncertainty Theories.

Suggested Readings:

1. Ahuja, H.L (2020) Principles of Microeconomic Theory
2. Koutsoyiannis, A. (1990), : Modern Microeconomics, Macmillan
3. Varian, H.R. (2000), : Intermediate Microeconomics : A Modern Approach, East-West Press, New Delhi.
4. Gauld, J.P. and Edward P. L. (1996), : Microeconomic Theory, Richard. Irwin, Homewood.
5. Gravelle and Rees- : Microeconomics; Pearson Education, 2nd Edition
6. G.S. Maddala and E. Miller. 1989. :Microeconomics. McGraw-Hill International Editions.
7. Henderson J. and R.E. Quandt (1980),: Microeconomic Theory: A Mathematical Approach, McGraw Hill, New Delhi.
8. Heathfield and Wibe (1987), : An Introduction to Cost and Production Functions, Macmillan,London.
9. Lipsey, R.G. and K.A. Chrystal (1999), : Principles of Economics, Oxford University Press, Oxford.

POLITICAL THEORY

Credit-12(12+0+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) The start of the unit will develop a basic understanding of the foundation nature of Political Science in the learner.
- b) The learner will understand the basic principles of Political Theory.
- c) The paper aims to acquaint the students with the core elements of Political Theory.
- d) It explores themes like Meaning, Nature and Significance of Political Theory, Behavioral and Post-behavioral movements.
- e) The paper also has sections exploring the concepts and ideologies like State, sovereignty, Rights, Equality, Justice Liberty, Liberalism, and Socialism.
- f) The concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding.
- g) The concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding.

Unit I: Nature and Scope of Political Theory [Credit-4]

Meaning, Nature and Significance of Political Science. Relations of Political Science with other subjects .Political Theory: Meaning, Nature. Behaviouralism and Post-Behaviouralism.Concepts: Power, Authority, Legitimacy.

Unit II: State and Sovereignty [Credit-4]

State: Definition, nature of State, elements of the State, theories of Origin of State, functions of the State. - Concept of Sovereignty, definitions of sovereignty, characteristics of sovereignty, development of sovereignty, kinds of sovereignty, theories of sovereignty. Rights and Liberty.

Unit III: Equality [Credit-4]

Meaning, kinds of equality. Justice: Meaning, kinds of Justice, social justice. Rawl's theory of justice.Democracy , Rule of Law , Constitutionalism & Organs of Government.



Ideologies: Liberalism, Marxism, Democratic Socialism, Feminism.

Suggested Readings:

1. B.L.Fadia, Adhunik Rajnitik Shidhant (Hindi).
2. B.M.Jain, Rajnitik Vigyan Ke Adhar.
3. Political Theory, V.D. Mahajan, S. Chand & Company Ltd., Delhi
4. A.C. Kapur, Principles of Political Science.
5. John Hoffman & Paul Graham, Introduction To Political Theory.
6. An Introduction to Political Theory, O.P. Gauba, Macmillan Publishers India Ltd., Delhi.
7. A History of Political Theory, G.N. Sabine & T.L. Thorson, Oxford & IBM Publishing Co.Pvt. Ltd., Delhi.
8. Political Theory, Eddy Arivatham & K.K. Misra, S. Chand & Company Ltd., Delhi.
9. Political Theory Ideas & Concepts, Sushila Ramaswamy.
10. Political Theory, Pukhraj Jain
11. Principles of Modern Political Science, J.C. Johari.
12. Political Theory, Andrew Heywood
13. Political Theory An Introduction, Andrew Heywood
14. Rajnitik Sidhanta ek parichay : Rajeev Bharghav, Ashok Acharya (Hindi & English).
15. Rajnitik Siddhant evam Avdharnaayein, J.C. Johari
16. Rajniti shastra ke Mulsiddhant, B.R. Purohit

HISTORY OF INDIA UPTO 1206 A.D.

Credit-14[14+0+0+0]

CourseOutcomes: On successful completion of the course, the Students will be able to

- a) Understand the Sources and Geographical Features of ancient India history.
- b) Understand the New Religions revolution in ancient India
- c) Understand the philosophy and consent of new religions in ancient India.
- d) Understand the political social and religions policy of ancient India empire
- e) Examine the nature and achievements of Mauryans.
- f) Understand about - Society, Culture, Religion, Art and Architecture of pre-medieval period.

Unit I: Survey of Sources and Geographical Features

[Credit-5]

Literary and Archaeological Sources - Geographical features - stone age, Indus Valley

Civilization - Cities of Harappan civilization: Harappa, Mohenjodaro, Lothal and Chanhudaro - The political, economic and religious life of the Indus people - The Aryans - origin - The Rig Vedic and Later Vedic Period - political - economic - socio - religious life of the Aryans.

Unit II : Sixth Century B.C. and the Rise of New Religions

[Credit-5]

The Sixth Century BC in Indian History - Causes for the rise of new Religions -



Jainism – Life and Teachings of Mahaveera – Buddhism – Life and Teachings of Buddha - their contributions.

Unit III : The Mauryan Empire [

Credit-4]

The Mauryas – Chandragupta Maurya, Asoka – Kalinga War – Welfare State – Asoka's Dharma – Factors for the disintegration- The Indo – Greeks – Menander – The Kushans – Kanishka – Conquests – Patronage to Buddhism – Gandhara Art.

The Guptas – Samudragupta – Chandragupta Vikramaditya – The Gupta's Contributions in the field of Literature, Science, Art and Architecture – The Revival of Hinduism – the Hun Invasion – The Vardhanas – Harshavardhana – Career and Achievements.

The Rajputs - Pratiharas – Chauhans – Paramaras – the Society – The Chandela Art and Architecture – Khajuraho and Konark Temples.

Suggested Readings:

1. Romila Thapar (Ed), recent perspectives of Indian History, Oxford Uni Press, Delhi, 1998.
2. Basham, AL., The Wonder that was India (Vol-I), Rupa & Co., New Delhi, 1995.
3. Jha, DN., Ancient India-An Introductory Outline, People's publishing House, New Delhi.
4. Upinder Singh, A History of Ancient and Early Medieval India, Delhi, 2009
5. R.S.Sharma, India's ancient past, Delhi, 2006.
6. D.D.Kaushambi, Introduction to the syudy of Indian History, Delhi, 1990.
7. Irfan Habib, Vedic Age, Delhi, 1989.
8. Irfan Habib, Indus Civilization, Delhi, 1989.

ELEMENTS OF PUBLIC ADMINISTRATION

Credit-12[12+0+0+0]

CourseOutcomes:Onsuccessfulcompletionofthecourse,thestudentswillbeableto

- a) To understand some basic concepts of Public Administration.
- b) Understand the mining, nature, scope and importance of Public Administration.
- c) Understand and analyses various Principles of Organization.
- d) To understand and analyses the basis aspects of Personal Administration.
- e) Acquaint themselves with various aspects and agents involved in the elements of Public Administration.

Unit-I (Meaning, Nature and Scope of Public Administration)

Credits: 4

Meaning, Nature and Scope of Public Administration, Importance of Public Administration in Modern Society, Public and Private Administration. Evolution of the study of Public Administration. Public Administration as a Social Science, Relationship with other Social Sciences- Political Science, Economics, Sociology, Law and Psychology, Approaches to the Study of Public Administration- Classical and Humanistic.

Unit-II (Formal and Informal Organization)

Credits: 4



Principles of Organization: Formal and Informal Organization, Hierarchy, Unity of Command, Span of Control, Coordination, Centralization, Decentralization, Authority and Responsibility. Chief Executive, Line and Staff Agencies, Supervision, Delegation Leadership, Communication, Decision making, Delegated Legislation.

Unit-III (Personal Administration)

Credits: 4

Personal Administration: Meaning and Nature of Bureaucracy, Civil Service and its Role in a developing Society, Classification, Recruitment, Training, Promotion of Civil Servants, Morale and Motivation in Public Administration.

Suggested Readings:

1. Surendra Kataria, Elements of Public Administration (Hindi).
2. A Awasthi, S.R. Maheshwari, Public Administration.
3. C.P. Bhambhari: Public Administration
4. Vishnu Bhagwan & Vidhya Bhusan: Public Administration
5. M.P.Sharma and B.L.Sadna, Public Administration in Theory and Practice
6. S.L. Goel, Public Administration- Theory & Practice
7. Hoshiar Singh and Pradeep Sachdeva, Adminitrative Theory
8. B.L.Faida and Kuldeep Fadia, Elements of Public Administration
9. L.M.Prasad, Principles and Practice of Management.
10. S.K Kataria: Lok Prashashan Evam Siddhant.
11. M.Laxikant, Public Administration.

संस्कृत साहित्य का इतिहास-

Credit-12[12+0+0+0]

Unit-I (संस्कृत साहित्य का इतिहास)

Credits: 4

कमारसंभवम् (पंचम सर्ग) श्लोक पर्यात्त कालिदास।

संस्कृत साहित्य का इतिहास (गत कवीनां रचना परिचय, बाणभद्र, दण्डी खण्डकाव्य मेघदूतम् नाट्य साहित्य कालिदास)।

Unit-II (छन्द परिचय)

Credits: 4

छन्द परिचय (अनुष्टुप्, आर्या, इन्द्रवज्ञा, उपेन्द्रवज्ञा, उपजाति, वंशस्थम्, दुतविलम्बितम्)।

Unit-III (स्वप्नवाससवदत्तम्)

Credits: 4

स्वप्नवाससवदत्तम् (प्रथम अध्यायः, द्वितीय अध्यायः, तृतीय अध्यायः)।

संज्ञा प्रकरणम्, शब्दरूप-हरि, राम, रमा, राजा, अस्मद्, सर्वं ।

धातरूप - गच्छ, पद, लिख, हैंस, क्रीड़ (पौँचों लकार)।

Suggested Readings:

कमारसंभवम्, कालिदास व्याख्याकार, सर्यकान्त साहित्य अकादमी, दिल्ली ।

संस्कृत साहित्येतिहास, हंसराज अग्रवाल, चौखम्या पब्लिकेशन्स, नई दिल्ली।

संस्कृतसाहित्येतिहास, विश्वनाथ शास्त्री भाष्टाज, चौखम्या पब्लिकेशन्स, नई दिल्ली।

संस्कृत साहित्य का इतिहास, डॉ. बलदेव उपाध्याय, चौखम्या प्रकाशन, वाराणसी।

छन्द, प्रकाश: शिवदत्त मिश्र, चौखम्या पब्लिकेशन्स, नई दिल्ली।

प्राचीन काव्य - I

Course Outcomes: On successful completion of the course, the Students will be able to

1. हिन्दी साहित्य के प्रमुख हितों में ज्ञान प्रदान करना।
2. आदिकाल की पृष्ठभूमि, आदिकाल के बारे में ज्ञान प्रदान करना।
3. प्रमुख कवि, आदिकाल की भूमिका, रचनाएँ और आदिकाल की प्रमुख काव्य प्रवृत्तियाँ की जानकारी प्राप्त करना।
4. कालविभाजन और नामकरण के बारे में ज्ञान प्रदान करना।

हिन्दी साहित्य की चुनिंदालघुकथाएँ व सर्वोत्तम लघुकथाओं की जानकारी प्राप्त करना।

Unit-I (आधुनिक पूर्व हिन्दी साहित्य का इतिहास)

Credits: 4

हिन्दी साहित्य का आरम्भ, काल विभाजन और नामकरण। आदिकाल की सामग्री : प्रकृति और प्रामाणिकता की समस्या। आदिकाल : परिवे और प्रवृत्तियाँ।

Unit-II (हिन्दी माषा : उद्भव और विकास)

Credits: 4

मारतीय माषा एँ और हिन्दी माषा का उद्भव और विकास : अवहव और पुरानी हिन्दी में सम्बन्ध काव्य - भाषा के रूप में अवधी और ब्रज का विकास खड़ी बाली का साहित्यिक माषा के रूप में राजभाषा के रूप में हिन्दी : नियोजन, विकास और समस्याएँ।

देवनागरी लिपि - उद्भव विकास विशेषताएँ हिन्दी व्यनियाँ एवं देवनागरी लिपि का मानकीकरण मानक लिपिमाला (वर्णमाला)।

Unit-III (रचनाकारों/रचनाओं का सामान्य परिचयात्मक अध्ययन :)

Credits: 4

चन्द्रवरदाई और 'पृथ्वीराज रासो'।

नरपति नाल्ह और "बीसलदेव रासो"।

अमीर खुसरों, गोरखनाथ, जैन कवियों का सामान्य परिचय।

Suggested Readings:

1. हिन्दी भाषा विज्ञान - डॉ. भोलानाथ तिवारी।
2. आधुनिक काल पूर्व हिन्दी साहित्य का इतिहास - डॉ. हेतु भारहाज, पंचशील प्रकाशन, जयपुर-2010
3. प्राचीन एवं मध्य कालीन काव्य - संपादक - डॉ. सत्यनारायण शर्मा, पंचशील प्रकाशन, जयपुर-2010



INTRODUCTION TO LITERATURE

Credit-12(12+0+0+0)

Unit I: What is literature? And Poetry (Credit-4)

Oral and written; what is literary? Non literary? The concept of the 'Genre';

Ideology and Literature; the ways of reading literature. To introduce students to the Language of poetry, diction, imagery, symbols, meter, rhythm, figures of speech, appreciation of poetry.

Munshi Premchand's *Presidential Address*

John Donne's *Go and Catch a Falling Star*

Robert Browning's *My Last Duchess*

William Shakespeare's *Shall I Compare Thee*

Unit II: Drama (Credit-4)

To introduce students to types of drama, tragedy, comedy, farce, one-act play. To introduce students to dramatic techniques of plot, character, stage, setting, writer, soliloquy.

William Shakespeare's *Hamlet*

Unit III: Fiction & Prose ((Credit-4))

To introduce the students to the language of fiction, point of view, characterization (flat and round), settings, time and space, short fiction. To discuss prose as an agent of social change

Psychological Novels, Regional, Realist, Stream of Consciousness, Gothic, Romance.

Francis Bacon's *Of Studies*

R. K. Narayan's *Swami and Friends*

Suggested Reading:

1. Aristotle: *Poetics*
2. Bharat: *Natyashastra*, Tr. Manmohan Ghosh, Ch.6 'Sentiments'



3. P.K. Nayar: Short History of English Literature
4. M H Abrams: Glossary of Literary Terms

Women Rights and Law

Objective: The paper aims at creating awareness as to importance and role of women in society through the medium of law. It also focuses on women welfare laws.

1. **Introduction of Women Rights And Law:** Definition of women, awareness about women rights, appeal for remedies
2. **Global Status of Women:** Civil and Political Rights ii. Social and Cultural rights, Participation in Panchayat and Municipalities,
3. **Rights and awareness of marriage and divorce :** Marriage Conditions, Ceremonies, Registration, ,Void & Voidable Marriages, Legitimacy of Children of Void & Voidable Marriages, Punishment of Bigamy
4. **Divorce:** Divorce Common Grounds for Divorce, No Petition for divorce within 1year of marriage, Divorced Person when may marry again
5. **Rights on maintenance:** Maintenance: Wife, widowed daughter-in-law, Children, Amount of Maintenance , Interim Maintenance, Maintenance Provisions under Cr.PC,
6. **Rights of Adoption:** Adoption: Requisites of a valid adoption, Capacity of a male Hindu to take in adoption, Capacity of a female Hindu to take in adoption
Persons capable of giving in adoption, Persons who may be adopted, Effects of Adoption,.
7. **Rights of private defence:** Right of Private defence for body and property
8. **Crime against women:** Dowry Death, Cruelty by Husband or Relatives of Husband, Sex Selection & Causing Miscarriage, Outraging the modesty of a woman, Offences regarding Prostitution, Rape, Bigamy, Adultery, Domestic Violence,
9. **Sexual harassment of women:** Sexual harassment in home, society and work place
10. **Medical termination Pregnancy act 1971:** Liberalizing the provisions relating to abortion
11. **The Pre-Conception and Pre-Natal Diagnostic Techniques Act, 1994:** Pre-Natal Diagnostics test and oath
12. **Surrogacy :**Commercial Surrogacy in India & its regulation,
13. **Women empowerment:** Role of Enforcement Machineries (Reform through judicious interventions)
14. **Role for national women commission for women**
15. **Role of NGO and Reform from within society**

Yoga & Meditation

SR. NO.	SESSIONS	HOURS
1.	Tadasana	Theory: 10 Min. Practical: 50 Min
2.	Trikonasan	Theory: 10 Min.



		Practical: 50 min
3.	Vrikshasan	Theory: 10Min. Practical: 50min
4.	Bhujangasan	Theory: 10Min. Practical: 50min
5.	Makrasan	Theory: 10Min. Practical: 50min
6.	Shashankasan	Theory: 10Min. Practical: 50min
7.	Gomukhasan	Theory: 10Min. Practical: 50min
8.	Pavanmuiktasan	Theory: 10Min. Practical: 50min
9.	Dhanursan	Theory: 10Min. Practical: 50min
10.	Utanpadasan	Theory: 10Min. Practical: 50min
11.	Shalbhasan	Theory: 10Min. Practical: 50min
12.	Surya namaskar-12 steps	Theory: 10Min. Practical: 50min
13.	With breathing & hold Surya namaskar-12 step	Theory: 10Min. Practical: 50min
14.	Standing hasyea yoga	Theory: 10Min. Practical: 50min
15.	Sitting hasyea yoga	Theory: 10Min. Practical: 50min
16.	Pranayam – natural breathing Exercise	Theory: 10Min. Practical: 50min
17.	Kapalbhati pranayam	Theory: 10Min.



		Practical: 50min
18.	Bharmri & bhastrika pranayam	Theory: 10Min. Practical: 50min
19.	Cooling pranayam	Theory: 10Min. Practical: 50min
20.	Meditation – IRT (INSTANT RELAXATION TECHNIQUE)	Theory: 10Min. Practical: 50min
21.	Meditation –QRT (QUICK RELAXATION TECHNIQUE)	Theory: 10Min. Practical: 50min
22.	Meditation –DRT (DEEP RELAXATION TECHNIQUE)	Theory: 10Min. Practical: 50min
23.	Meditation –CONCENTRATION ON ONE POINT-I & II	Theory: 10Min. Practical: 50min
24.	Meditation – CONCENTRATION ON ONE POINT-III & IV	Theory: 10Min. Practical: 50min
25.	Meditation –OMKARA CHANTING WITH MUSIC	Theory: 10Min. Practical: 50min
26.	Meditation – OMKARA CHANTING -108 TIME WITH MUSIC	Theory: 10Min. Practical: 50min
27.	Meditation –CYCLIC Meditation	Theory: 10Min. Practical: 50min
28.	Meditation –VIPASSANA DHYAN	Theory: 10Min. Practical: 50min
29.	Meditation – PREKSHYA DHAYAN	Theory: 10Min. Practical: 50min
30.	Meditation –SOHAM JAP WITH MUSIC	Theory: 10Min. Practical: 50min

SYLLABUS OF ENGLISH

(1) Communication,

Meaning, Type, Process and barriers of communication. Greeting and introducing oneself and others.



(2) Parts Of Speech

Noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection

(3) Modals, Conjunction And Preposition And Prepositional Phrases

Modals: Modal verbs, modal auxiliary verbs, modal auxiliaries; Conjunction Coordinating Conjunctions, Correlative Conjunctions and Subordinating Conjunctions; Preposition and Prepositional Phrases

(4) Synonyms And Antonyms, Idioms, Other Common Phrases And Confused Words

(5) Listening Skills

Importance to enhance language skills, watching audio visual clips

(6) Tenses

Uses of tenses: simple plus progressive, degree of certainty, special uses of the past

(7) Voice & Narration

Active and passive voice & Direct/indirect speech

(8) Role play

Definition, use role-play, Tips on successful classroom role-play

(9) Group discussion

Types of Group Discussion, Importance, Organization of GD and **Group Discussion with a Nominated Leader**

(10) Phonetic symbols and Speaking exercise

Sounds: Vowel and Consonant Sounds, Organs of speech, Articulators, Phonetic symbols for English,

SYLLABUS OF MY BEHAVIOUR & ETHICS

- (1) Waking Up early morning**
- (2) Engaged in Yoga & Gym Activities**
- (3) Good Etiquettes (greet with Namaste or by saying good morning/Afternoon etc. to teachers.**
- (4) Classroom Punctuality**
- (5) Make assignment with proper learning material**
- (6) Perform National Anthem & Vande mataram Tradition**
- (7) Develop Personality Traits (politeness, Honesty, compassion and so on)**
- (8) Maintain Peaceful Decorum**
- (9) Use of University Facilities**
- (10) Care of University Facilities**
- (11) Recognize the diversity of the University**
- (12) No discrimination on the basis of age, ethnic origin, race & nationality and so on**
- (13) Food & Beverages consumed as per diet**
- (14) Maintain Cleanliness**
- (15) Dress decently inside the university**
- (16) Dress decently outside the university**
- (17) Maximum Use of library recourses**
- (18) Proper condition of Library**
- (19) Act in accordance with all the rules regularize by the University**
- (20) show dignity & reputation towards university**
- (21) Contribution towards Society by donating books**
- (22) Imparting old clothes to Society**
- (23) Offer social work towards Society**
- (24) show reputation towards university**
- (25) Beverages consumed as per diet**
- (26) mutual aid and harmonious relations are very important values that students should share**



- (27) Team spirit improves the ability of individuals to work together and boosts morale.
- (28) To make sure that every student is aware of what he can and what he cannot do.
- (29) Open-mindedness
- (30) Well-Developed Self Care Skills
- (31) Assertiveness skills
- (32) Keeping Safe and Avoiding Risky Behaviors
- (33) Student responsibilities towards the University itself
- (34) Seeking Assistance When Needed
- (35) Money Management

संस्कृत

1. संस्कृत वर्णमाला (स्वरवर्णा, व्यञ्जनवर्णा) संयुक्त व्यञ्जनवर्णः
सामान्य परिचय : अच् शाकम् दल् वस्त्रम् इत्यादिनां।
2. धातुःरूपम् (पञ्च लकारा) (गम्, खाद्, रुच्, पठ्, कीड्, लिख्, भाष्, वद्)
3. शब्दरूपम् त्रिपु लिङ्गेषु सम्पूर्ण (अकारन्त पुलिङ्गं, इकारान्त, उकारान्त, ऋकारान्त, पुलिङ्गं, स्त्रीलिङ्गंगम्, नपुसंकलिङ्गम्)
4. त्व प्रत्ययान्त गत्वा, पठित्वा, लिखित्वा, तोषित्वा
5. क्रिया पद विचार अभ्यासार्थः परस्मैपदी-आत्मनेपदी (लज्ज) वारि-जल, गमिष्यति, दास्यति, इत्यादिनां
6. विभक्त्यर्थः सम्पूर्ण
7. शब्दकोषः सम्पूर्ण
8. शुभाषितानि (अनमोल वचन)
9. संस्कृत वाक्यानि (वार्तालापः)
10. संग्रन्थम् उपागम् (अनुवाद)



French Syllabus A1LEVEL (Beginner)

LEVEL	Learning goals	Grammar topics
A1.1 Textbook: Texto 1 Dossiers0, 1,2.	<ul style="list-style-type: none">• Greetings in French• Understand days of the week and months of the year.• Count (numbers)• Spell words• Introduce yourself (give your age ,your job ,talk about your family, say where you are from, where you live, say the languages you speak)• Ask questions(1)• Learn basic vocabulary	<ul style="list-style-type: none">• Auxiliary verbs(<i>to be/to have</i>)• Genders (<i>masculine/feminine</i>)• Definite and indefinite articles• Plural form• Possessive adjectives(<i>my, Your, his/her...</i>)• Regular verbs at present tense (-er verbs)
A1.2 Dossiers3, Dossier4 (leçon 13)	<ul style="list-style-type: none">• Understand a menu/Order at a restaurant• Ask questions(2)• Understand and give directions (1)• Speak about the weather• Say the time• Suggest an outing• Buy in shops	<ul style="list-style-type: none">• Plural of nouns• “on “pronoun• Negation• Prepositions of location(<i>in, on,nextto,infront of...</i>)• Use«Quel»,«Est-ce que» and « Qu'est-ce que » in a question• Demonstrative adjectives (<i>this, that</i>)
A1.3 Dossier 4(leçons 14/15), Dossier5 (17/18)	<ul style="list-style-type: none">• Do your grocery shopping• Indicate a quantity• Speak about the future(1)• Make a positive/negative comment• Describe someone	<ul style="list-style-type: none">• Partitive articles• Answering a negative question• Futur Proche(<i>future tense</i>)• Reflexive verbs (<i>se lever...</i>)• Imperative Form
A1.4 Dossier5 leçon19, Dossier6	<ul style="list-style-type: none">• Speak about the past (1)• Talk about a duration• Talk about your studies• Give an advice, order(1)	<ul style="list-style-type: none">• Passé Composé(<i>past tense</i>)• Présent Continu(<i>Present continuous</i>)• Direct pronouns• Time markers



II Semester

ENGLISH

Credit-9(9+0+0+0)

Course Outcomes(COs)

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

- The students will be learning to understand the concept, types, function of grammar .
- To enhance .their communication skills. also clearly understood. .
- The students will know about the pattern of English Language and Literature.

Unit I: Descriptive Grammar (Credit-3)

Function of Auxiliaries; Modals; Question form

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

Unit II: Development of Language Competence(Credit-2)

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

Unit III: Writing for Functional Purposes & Creative Skills in Writing(Credit-2)

Letter-writing (Professional / Personal), Writing dialogues, poems and essays

Unit IV: Basic Phonetics(Credit-2)

Sounds of English language, intonation and transcription using IPA.

References:

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



HINDI LANGUAGE

Credits-9(9+0+0+0)

CourseOutcomes: On successful completion of the course, the Students will be able to

- a) छात्र बोलने में सक्षम हैं और व्याकरणिक रूप से सही लिखेंगे।
- b) भाषा के विभिन्न स्वरूपों के बारे में समझ सकेंगे।
- c) भाषाव्याकरण के माध्यम से छात्रों की हिंदी की गुणवत्ता को मजबूत करता है।
- d) छात्र अलग अलग अक्षर-ज्ञान के लेखन कौशल विकसित कर सकेंगे।

छात्र व्याकरणिक रूप से सही बोलने व समझने में सक्षम हो सकेंगे।

Unit I: History of Language and Literature-2 (Credit-3)

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

Unit II : Modern Poetry-1 [Pre-Independence Literature] (Credit-2)

Swatantratapurva Hindi Kavita Ka Vikas

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

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

Swatantrayottar Hindi Kavita Ka Vikas

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

Unit IV : Communication skills Conversation [Varta]: (Credit-2)

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

References:

1. Hindi Sahitya Ka Itihas: Ramchandra Sukla, Vani Prakashan, Delhi
2. Hindi Sahitya ka Aadikal: Hajari Prasad Divedi, Vani Prakashan, Delhi
3. Hindi Sahitya Ka Itihas: Dr Nagendra, Mayoos Paperbacks, Delhi
4. Hindi Sahitya Ka Sanchhipt Itihas: Nanddulare Bajpayee, Swaraj Prakashan, Delhi



5. Hindi Sahitya Ka Dusara Itihas: Bacchan Singh, Vani Prakashan, Delhi
6. Aadhuunik Hindi Sahitya ka Itihas: Bacchan Singh, Lokbharti Prakashan, Delhi
7. Hindi Sahitya ka Sanchhipt Itivritt: Shivkumar Mishra, Vani Prakashan, Delhi
8. Hindi Sahitya ka Sanchhipt Itihas: Viswanath Tirpathi, Orient Longman, Delhi
9. Sawtantrayotar Hindi Sahitya Ka Itihas: Dr Laxmisagar Vasney, Delhi
10. Hindi Sahitya Aur Samvedana Ka Vikas: Ramswaroop Chaturvedi, Lokbharti Prakashan
11. Bhasha, Yugbodh aur Kavita: Dr Ramvilas Sharma, Vani Prakashan, Delhi
12. Kavita ka Vartmaan: Dr P Ravi, Vani Prakashan, Delhi
13. Hindi Kvaya ka Itihas: Ramswaroop Chaturvedi, Lokbharti Prakashan, Delhi
14. Kavita ki Zameen aur Zameen ki Kavita: Namvar Singh, Rajkamal Prakashan, Delhi
15. Nayee Kavita aur Astitvawad: Ramvilas Sharma, Rajkamal Prakashan, Delhi
16. Chhayavad: Namvar Singh, Rajkamal Prakashan, Delhi
17. Kavita ke Naye Pratiman: Namvar Singh Raajkamal Prakashan, Delhi
18. Hindi Kavita ka Atit aur Vartmaan: Manegeer Panday, Vani Prakashan, Delhi
19. Hindi Kavita Ki Tisari Dhara: Mukesh Manas, Swaraj Prakashan, Delhi
20. Effective Communication Skills, by Omkar N Kour
21. Prayojanmoolak Hindi- Madhav Sontakke, Rajkamal Prakashan Samooh, Delhi
22. Prayojanmoolak Hindi ki Nayee Bhoomika- Kailash Nath Panday, Rajkamal Prakashan Samooh, Delhi
23. <http://www.hindisamay.com>

Suggested Activities:

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

ENVIRONMENTAL STUDIES

Credit-6(4+1+1+0)

CourseOutcomes:On successful completion of the course, the Students will be able to

- a) To familiarize the students to develop a comprehensive understanding of various facets of life forms, ecological processes.
- b) To get a basic idea about the Critical thinking Capability to identify relevant environmental issues, analyse the various underlying causes, evaluate the practices.
- c) Moral and ethical awareness/reasoning Develop empathy for various life forms and appreciate the various ecological linkages within the web of life.

To make students realize the importance and their role in the protection and maintenance of a healthy environment for sustainable development.

Unit I: Environment : Natural Resources, Biodiversity and their Conservation (Credit-0.75)

- a. Multidisciplinary Nature of Environment: Studies, concept, Scope and Importance.
- b. Natural Resources - renewable and non-renewable (Forest, water, mineral, food, energy and land resources); Associated problems and strategies for Conservation and Sustainable Development.
- c. Ecosystem – concept, components, energy flow, types of ecosystem



d. Biodiversity – Genetic, species and ecosystem diversity; status of Biodiversity – global, national and local; Utilitarian values and ethics of biodiversity; Hotspots of biodiversity and associated threats of habitat destruction; endangered and endemic species of India; In-situ and ex-situ conservation of Biodiversity.

e. Disaster Management; Floods, earthquakes, cyclone and landslides.

Unit II: Environmental Concerns and Legislative Measures (Credit-0.75)

a. From unsustainable to sustainable development, urban problems related to energy, water conservation, rain water harvesting, watershed management, resettlement and rehabilitation of people; its problems and concerns.

b. Environmental ethics : Issues and possible solutions,

c. Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust; Wasteland reclamation. Consumerism and waste products.

d. Population growth, variation among nations; Population explosion – Family Welfare Programme; HIV / AIDS; Environment and human health

e. Environmental pollution- Air, water, soil, marine, noise and thermal pollution, nuclear hazards; solid waste management and conservation, preventive measures of pollution.

f. Air (Prevention and Control of Pollution) Act, Water (Prevention and Control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act, Issues involved in enforcement of environmental legislation; Public awareness).

Practicals/Sessional activities (Credit-0.75)

a. Visit to document environmental assets - river / forest / grassland/ hill/national parks.

b. Visit to a local polluted site : Urban / Rural / Industrial / Agricultural c. Study of common plants, insects, birds

d. Study of simple ecosystems – pond, river, hill slopes, etc. e. Project on environmental pollution in the nearby sites Preparation of exhibits on environmental themes and organize an exhibition g. Conduct a survey of environmental problems of the community

Suggested Readings:

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad -380 013, India, Email:mapin@icenet.net (R)
3. Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
4. Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.

THEATRE, ART AND HERITAGE CRAFT TRADITIONS

Credit-5(3+1.25+0.75+0)



CourseOutcomes: On successful completion of the course, the Students will be able to

- a) Develop imagination and appreciation of art and a sense of aesthetics.
- b) Have a basic knowledge of colour schemes and create effective learning materials.
- c) Use pretend procedures to test their skills.
- d) Generate new knowledge, understanding and perceptions regarding household skills.

Unit I: Unit: I: Concept & forms of Theatre & Arts (Credit-2)

Eastern and Western, Natyashastra, Doctrine of Rasa, Tragedy, Catharsis, Folk and Classical art forms. Drama, Stage Plays. Skits, Mime, Street Plays

Introduction to the History of Word Art, Forms of Art: music, dance, theater and visual arts• appreciate different art forms• integration of art forms in classroom process• analyse text books for integration of different art forms.

Unit II: Expression through art forms(Credit-1)

Expressing ideas about different aspects of life• 69 Expressing various emotions• Enhancing communication and presentation skills, developing imagination, creativity• and aesthetic sensibility among the student teachers Utilizing different art expressions in teaching learning situation•

Unit III: Cultural heritage of India(Credit-2)

Exposure to the cultural heritage of• o Locality o state/region o Nation Reflection and incorporation of the rich cultural heritage during the celebrations of• festivals, functions and special days document processes of an art or craft form from the pedagogical point of view; such• as weaving or printing of textiles, making of musical instruments, folk performances in the community Acquaintance with the life and work of artists and their contribution to teaching and• learning. Guidelines for A

Suggested Readings

Position Paper- National Focus Group on Arts, Music, Dance and Theater NCERT, 2006, New Delhi Position Paper- National Focus Group on Heritage Crafts, NCERT, New Delhi, 2006 NCF 2005 NROER- National Repository of Open Educational Resource, Department of School Education & Literacy, MHRD.

PRACTICALS(Credit-0.25+0.25)(D-0.25)(P-0.25)

- a. Expression, Body Language, Modulation and Creativity
- b. Act for any situation
- c. Preparation of script
- d. Organization of Competitions at class level and exhibition in the Institute



UNDERSTANDING EDUCATION AND ITS PERSPECTIVES

Credit-6(6+0+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) To be familiar with the concept, principles and nature of teaching and learning.
- b) Understanding different learning styles based on the difference of learners.
- c) To study the relationship between teaching and learning and the factors affecting learning.
- d) To use modern information and communication technology to improve the teaching-learning process.
- e) Understanding learning as a process of communication and BC, using various resources available to make it effective.

Unit I: Basic Concepts of Education (Credit-1.5)

Concept, meaning, aims and functions of education; Education and its related concepts – Training, Instruction and Teaching; Education as a discipline and its interdisciplinary nature; Education as value development;

Unit II: Educational Thoughts and Practices (Credit-1.5)

Relevance of educational thoughts of Indian and Western Educationists to the present education system.

- a) Indian: Gandhiji, Rabindranath Tagore, Aurobindo, Jiddu Krishnamurthy, Swami Vivekananda
- b) Western: Plato, Rousseau, John Dewey, Montessori and Paulo Friere

Unit III: Education and Socio-Cultural Context (Credit-1.5)

Education as an instrument of social change; Influence of education on society, family and their practices; Socio-cultural influences on the aims and organization of education; Emerging trends in societies and their repercussions on education: Globalization and internationalization of education

Unit IV: Issues and Concerns in Education (Credit-1.5)

Equalization of education opportunities; Constitutional problems for ensuring and equality Nature and forms of inequality including dominant and minor groups, gender in equalities in schools; public – private; Rural urban – tribal; Democracy, Secularism, National and Emotional Integration; Inclusive Education



Sessional Work:

Readings on educational thinkers and presentation on the contribution of one of the thinkers (group work followed by discussion) Reading on education in Ancient India – Vedic, Buddhism and Jainism

Suggested Readings:

1. Pathak, Avijit (2002) social Implications of Schooling, Delhi Rainbow Publishers.
2. Krishnamurthi J Education and the Significance of life, KFI Publications.
3. Anand, C L and et al (1993) Teacher and Education in the Emerging Indian Society, NCERT, New Delhi.
4. Mahatma Gandhis Philosophy of Education and its Relevance/Agarwal, Ruchi
5. Govt. of India, MHRD (1986, Revised 1992) National Policy of Education, New Delhi.

PHYSICAL GEOGRAPHY-II (CLIMATOLOGY)

Credit-14(10+1+2+1)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) The start of the unit will develop a basic understanding of the foundation nature of Geography in the learner.
- b) The learner will understand the basic principles of Physical Geography.
- c) Learners will be able to develop in their minds a holistic view of the earth's origin and the fundamentals of landforms over the earth's surface.
- d) Learners will be able to describe the surface processes of the earth and their impact on geomorphology.
- e) Learners will be prepared to exaggerate the different geomorphic processes entire the lithosphere and oceans.
- f) After the completion of the course, the learner will have expertise in geographic representation of landforms and other cartographic techniques.

Unit I: Climatology [Credit-5]

Definition and Significance of Climatology, Elements of Weather and Climate and their Significance, Composition and Structure of the Atmosphere.

Unit II: Atmospheric Temperature, Pressure and Wind [Credit-4]

Insolation, Vertical and Horizontal distribution of temperature, Seasonal distribution of temperature, Global Energy Budget. Atmospheric Pressure and Winds: Vertical and Horizontal distribution of Pressure belts, Winds: Planetary, Periodic and Local Winds.

Unit III: Atmospheric Moisture [Credit-4]

Humidity, Evaporation and Condensation, Precipitation and its types, World patterns of Rainfall, Regional and Seasonal distribution of rainfall. Air Masses and fronts Origin, classification and properties. Atmospheric disturbances Tropical and Temperate Cyclones, Thunderstorms and Tornadoes. Climatic classification Basis of climatic classification and types. Koppen's classification and types.



Suggested Readings:

1. Singh, Savinder: Physical Geography (Vasundhara prakashan, Gorakhpur)
2. Barry,R.G.&Chorley,R.J.Atmosphere,WeatherandClimate,Routledge, 1998.
3. Critchfield, H: General Climatology, Prentice-Hall, New York, 1975.
4. Das, P.K.: The Monsoons, National Book Trust, New Delhi, 1968.
5. Lydolph, Paul, E.: The Climate of the Earth, Rowman and Allanheld, Totowa, N.J., 1985.
6. Mather, J.R.: Climatology, McGraw-Hill, New York, 1974.
7. Patterson, S. : Introduction of Meteorology, McGraw-Hill Book Co., London, 1969.
8. Stringer, E.T.: Foundation of Climatology, Surjeet Publications, Delhi, 1982.
9. Trewartha, G.T.: An Introduction to Climate, International Student edition, McGrawHill, New York, 1980.

GEOGRAPHY PRACTICAL (Credit-2)

1. Knowledge of principles and working of weather instruments including self-recording instruments: thermometer, thermograph, barometer, barograph, hygrometer, hygrograph, rain gauge, rainograph, wind wane and cup anemometer.
2. Weather symbols: based on Indian weather maps. (One exercise)
3. Study and interpretation of Indian weather maps: One each of December-January and July-August. (2 exercises)
4. Representation and interpretation of climatic data:
5. (a) Rainfall histogram (b) Hyther graph, (c) Climograph, (d) Rainfall variability graph (departure from mean). (4 exercises)

INDIAN ECONOMY

Credit-12(10+0+0+2)

Practice Session-(2)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Students will be able to understand the nature and scope of economics.
- b) Students will be able to understand economic problems and their solutions.
- c) Students will be able to understand demand and supply curves and their equilibrium.
- d) Students will understand production decisions and returns to scale.
- e) Students will be able to understand different types of market structures.

Students will be able to understand the factor price theory.

Unit I: Indian Economy on the Eve of Independence [Credit-4]

Indian economy during British period- land system, Structures and organization of Villages, Industries and handicrafts; Exploitations under British Rule - Famines and Poverty. Basic features of Indian Economy - Demographic features, Occupational distribution, Population policy, Natural resources, National Income Trends, Environmental degradation, Infrastructures development; Planning exercises in India - Objectives and strategy of planning, Review of Progress under successive plans, Regional planning in India; Sectoral contribution and economic transition of India; NITI Aayog: Structure, objectives and working.



Unit	II:	Economic	Reforms
[Credit-3]			

Pre-Reform economic crisis – Rational for economic reforms – components of Economic reforms – Liberalisation, Privatization and Globalization; Impact of economic reforms on Indian Economy, Trends and direction of FDI. Problems of Poverty, Inequality and Unemployment, Strategy and policy of the Govt - Food security and public distribution system; Salient features of the current Union Budget.

Unit III: Social Sector and Human Development in India **[Credit-3]**

Status of education, Health and Housing in India – Progress in health and education, Rural-urban disparities; Trends in Human Development- National Human Development Reports, Inter-State disparities, Policies and Programmes. Trends in agricultural production and productivity; Factors determining productivity; Green revolution and New agriculture strategy; Agricultural price policy; Food security and Public Distribution System; Rural credit and role of NABARD; Industrial policy of 1948, 1956 and 1991; Micro Small and Medium enterprises: problems and prospects.

Suggested Readings:

1. Dutta Rudra and Sundaram KPM (2006) Indian Economy, S.Chand and Company LTD, New Delhi.
2. Agarwal AN (2006), Indian Economy , Problems of Development and Planning, Viswa Prakash, New Delhi.
3. Mishra SK. And Puri VK (2006) Indian Economy, DTS Development Experience, Himalaya Publishing House, New Delhi.
4. M.B.Shukla, Indian Economy, Taxmann,s Publication Jain Book Agency
5. Srinath Hladar, Indian Economy -- Challenges Beyond Ninth Plan Jain Book Agency
6. Dr. B.N.P.Singh, Indian economy today-challenging contours Jain Book Agency
7. Dr. Subodh Kumar & Dr. M.C.Pande, Indian Economy- Issues and Option, Jai Book Agency.
8. Annual Union Budget.
9. Economic Survey, Government of India.

INDIAN GOVERNMENT AND POLITICS

Credit-12(12+0+0+0)

CourseOutcomes:On successful completion of the course, the Students will be able to

- a) Understand and analyze the various systems of governance.
- b) Understand the pattern of the relationship between the executive and the legislature.

Get familiar with the country's judicial system and the nature of judicial review and recent trends like judicial activism.

Unit I: The Making of India's Constitution **[Credit-4]**

Constituent Assembly, Framing of Indian Constitution and sources, Basic Features



of India's Constitution, Preamble of the Constitution. Fundamental Rights and Duties, Directive Principles of State Policy.

Unit II: Spirit of the Indian Constitution

[Credit-4]

Union Executive (The President, Prime Minister, Council of Ministers) Union Legislature (Lok Sabha, Rajya Sabha), Judiciary: Supreme Court. Constitutional Amendments and emergency provisions. The Governor, Chief Minister, Council of Ministers, High Courts.

Unit III: Election Commission

[Credit-4]

Centre-State Relations, Political Parties: Characteristics of Indian Party System, National and Regional Political Parties, the Election Commission in India. Comptroller and Auditor General (CAG). Challenges of democracy: Terrorism, Caste, Regionalism.

Suggested Readings:

- a. B.L. Fediya-Indian govt. and politics.
- b. D. C. Gupta, Indian government and politics, Jawahar Book Centre, New Delhi.
- c. Indian Government and Politics, Bhawani Singh & Suman K. Sharma, Gauttam Book Company, Jaipur
- d. Ajay K. Mehra, Ren L Vy, The police, state and society : perspectives from India and France, Jawahar Book Centre, New Delhi, 2010.
- e. Comparative Politics, J.C. Johari, Sterling Publishers Pvt. Ltd., Delhi
- f. A. V. Prem Nath, Sudhir Kumar Mishra, N. Manoharan & Kranthi J. UPSC civil services preliminary examination optional paper political science, Jawahar Book Centre, New Delhi
- g. J.c. johari, Contemporary Political Theory Jawahar Book Centre, New Delhi
- h. Ruchi tyagi. Indian government and politics, Jawahar Book Centre, New Delhi.
- i. Ram Krishna, Bhartiya Rajvayavstha Book, Jawahar Book Centre, New Delhi.

HISTORY OF INDIA FROM 1206 A.D. TO 1761 A.D.

Credit-14(14+0+0+0)

CourseOutcomes: On successful completion of the course, the Students will be able to

- a) Understand the geographical feature of medieval period of India.
- b) Understand commence of Islam in India.
- c) Understand the socio-religious and economic condition of medieval period of India.
- d) Understand the development of art and architecture in India during medieval period.
- e) Understand about the kingship theory.



Understand the literary development.

Unit I: Medieval India: the Delhi Sultanate (Credit-5)

Literary Sources – Foundation of Delhi Sultanate - Qutb-ud-din Aibak – Iltumish – Razia Sultana – Ghiasuddin Balban – The Khilji's – Alauddin Khilji – The Tughlaqs – Mohammed bin Tughlaq and their theories of Kingship

Unit II: Mughal Empire and the Marathas (Credit-5)

Advent of Babar and the foundation of the Mughal Empire – Shershah Sur – Career and achievements – Akbar – Conquests – Administration – Religious Policy – Aurangzeb – Religious Policy – Deccan Policy- Shivaji, Career Conquests – Administration, the Peshwas – Balaji Vishvanath – Baji Rao I, Balaji Baji Rao - The Third battle of Panipat.

Unit III: Society and Economy under the Mughals (Credit-4)

The Mughal Society and Economy – Mughal contribution to art and Architecture. Rise of Monotheistic religions in India – Kabir – Nanak – Sufism – Sheik Nizamuddin Auliya – Sheik Moinuddin Chisti- The saints of Maharashtra – Namdev, Eknath, Tukaram.

Suggested Readings:

- a. Irfan Habib, (Ed), Medieval India – 1 (1200-1750), Oxford Uni.Press, 1997.
- b. Habib and Nizami,Comprehensive History of India
- c. Satish Chandra, Medieval India, vol 1 and 2 , Delhi, 1998.
- d. L.P.Sharma,Medieval India 1000-1761 AD
- e. Irfan Habib,Medieval India-The Study of Civilization,NBT
- f. R.P.Tripathi, Rise and fall of Mughal Empire Ishwari Prasad, Medieval India.
- g. Shihabuddin Iraqi, Bhakti Movement in Medieval India.
- h. Sharma-Vyas, History of India From 1206 A.D. To 1761 A.D. (Hindi), Panseel Prakashan.

PUBLIC ADMINISTRATION IN INDIA

Credit-12(14+0+0+0)

Course Outcomes: Outcomes of the course will to familiarize the students with the basic knowledge of public administration in India and Indian constitution.

1. Understand the mining, nature, scope and importance of Public Administration.



2. Acquire knowledge about the historical background of constitutional development in India.
3. Understand some basic concepts of the Union Executive.
4. Acquire knowledge about the Indian financial Administration.
5. Understand Control over Administration in Indian Administration.
6. Understand of central Secretariat systems.

Unit-I (The Union Executive)

Credit: 4

Historical Background of Indian Administration with Special reference to influence of British Period, salient features of Indian Administration. The Union Executive: President, Prime Minister and Council of Ministers. The organization and working of the central Secretariat and Cabinet Secretariat.

Unit- II (Public Enterprises)

Credit: 4

Organization of Working of Ministry of Home and Ministry of Personal, Pensions & Public Grievances, Major Forms of Public Enterprises- Departments, Corporations and Companies, Committee on Public Undertakings, Financial Administrations: Budget Formulation, Budget Enactment and Budget Execution, Role of Ministry of Finance, Comptroller and Auditor General of India.

Unit- III (Control over Administration)

Credit: 4

Personnel Administration: Classification of Indian Civil Services, Recruitment and Training of All India Services, Control Over Administration: Legislative, Executive and Judicial; Administrative corruption, Redressal of Public Grievances, Administrative Reforms with special reference to Administrative Reforms Commission & Sarkaria Commission.

Suggested Readings:

1. S.K Kataria: Bharat Mein Lok Prashashan (Hindi).
2. S.R.Maheswari: Indian Administration.
3. Ramesh Arora & Rajni Goyal: Indian Public Administration.
4. Avasthi & Avasthi: Indian Administration.
5. V.M.Sinha: Personnel Administration (Hindi).
6. D.D.Basu, Introduction to the Constitution of India.

संस्कृत साहित्य का इतिहास-॥**Credit-12(12+0+0+0)****Unit-I (संस्कृत साहित्य का इतिहास)****Credits: 4****कुमारसंभवम् (पंचम् सर्ग) 31-60 श्लोकपर्यन्त।****संस्कृत साहित्य का इतिहास (महाकवीनां काव्यानां परिचयः कालिदासः, भासः, मातृः, श्री हर्षश्च भारविः)।****Unit-II (छन्दः)****Credits: 4****छन्दः (भुजङ्गप्रयातम्, वसन्ततिलका, मालिनी, मन्दाक्रान्ता: शिखरिणी, शार्दूलविक्रीडितम्, स्नाधरा, स्थोद्रुता, वियोगिनी, शालिनी)।****अलंकार (अनुप्रासः यमकम्, श्लेषः स्वभावोक्ति; उपमा, रूपकम्, उत्त्रेक्षा, व्यक्तिरेक; सन्देशः, प्रान्तिमान)।****Unit-III (सन्धि)****Credits: 4****सन्धिः – स्वर सन्धि, व्यंजन सन्धि, विसर्ग सन्धि।****‘कादम्बरी’ शकृनासोपदेशः।****Suggested Readings:****कुमारसंभवम्, कालिदास परिशीलन, व्याख्याकार सूर्यकान्त साहित्य अकादमी, दिल्ली****कुमारसंभवम्, डॉ. राधावल्लभ त्रिपाठी, संस्कृत परिषद्, सागर 1982****कुमारसंभवम्, सूर्यकान्त त्रिपाठी, संस्कृत परिषद्, सागर 1982****संस्कृत साहित्य का इतिहास, डॉ. प्रीतिप्रभा**

मध्यकालीन काव्य

Course Outcomes: On successful completion of the course, the Students will be able to

- भक्तिकाल सामान्य परिचय, निर्गुण के बारे में ज्ञान प्रदान करना।
- भक्तिकालीन हिन्दी कविता, निर्गुण एवं रामभक्ति काव्यधारा के बारे में समझना।
- काव्यधारा(ज्ञानमार्ग एवं प्रेममार्ग), निर्गुण काव्यधारा के बारे में ज्ञान प्रदान करना।
- कृष्ण भक्ति काव्य के स्वरूप के बारे में ज्ञान प्रदान करना।
- कृष्ण भक्ति के प्रमुख कवि सूरदास के बारे में ज्ञान प्रदान करना।

Unit-I (मध्यकालीन काव्य एवं कवि)

Credits: 4

सूरदास : सम्यादक डॉ. धीरेन्द्र वर्मा, (विनय तथा भक्ति गोकूल लीला बृद्धावन लीला राधा कृष्ण, मथुरा गमन उद्धव संदे । और द्वारकाचरित)।

त्रूतसीदास : त्रूतसी गृथावली (मानसेतर एकाद । ग्रंथ) नागरी प्रचारिणी सभा, कांगड़ी (गीतावली बालकाण्ड, अयोध्या काण्ड, लंकाकाण्ड)।

Unit-II (भक्ति काल)

Credits: 4

भक्ति काल - आदोलन : उदय के कारण, अखिल भारतीय और अन्तः प्रादेशिक, वैष्णव, महत्व, भक्ति सम्बन्धी प्रमुख दो निक उत्पदाय, निर्गुण - संगण भक्ति का स्वरूप, साम्य एवं अन्तर, हिन्दी भक्ति कविता की विभिन्न धाराएँ ।

Unit-III (रचनाकारों / रचनाओं का सामान्य परिचयात्मक अध्ययन :)

Credits: 4

रीति - काव्य दरवारी संस्कृति, रीतिकाल की अन्तर्वंस्तु, प्रमुख प्रवर्तियाँ, मुख्य धाराएँ - रीतिवद्ध, रीतिसिद्ध और रीतिमुक्त और परम्परा की निरन्तरता।

विहारी : विहारी साधशारी : सम्यादक डॉ. ओमप्रका । -प्रारम्भ के दोहे।

Suggested Readings:

1. आधुनिक काल पूर्व हिन्दी साहित्य का इतिहास - डॉ. हेतु भारद्वाज, पंचशील प्रकाशन, जयपुर-2010
2. प्राचीन एवं मध्य कालीन काव्य - संपादक -डॉ. सत्यनारायण शर्मा, पंचशील प्रकाशन, जयपुर-2010
3. हिन्दी साहित्य - उद्भव और विकास - हजारी प्रसाद द्विवेदी - राजकमल प्रकाशन ।
4. हिन्दी साहित्य का भवित्काल, प्रेमीशाम मिश्रा, राज प्रकाशन ।

RENAISSANCE AND METAPHYSICAL SCHOOL

Credit-12(12+0+0+0)

Course Outcomes: -

The students, upon completion of the course, will be able to

- Learn about the Metaphysical poetry and its common characteristic
- Use frequent paradox that contain extremely complicated thoughts.
- Seek to wake them up from their normal existence in order to question the unquestionable.



- Gain knowledge about the poetry that often mixed ordinary speech with paradoxes and puns.
- Learn about the Renaissance literature which enhances logical thinking and reasoning in a larger base of readers.
- Attain adequate information on books and manuscripts written in Latin which focused more on writing about human feelings and interests in their works and less on traditional religious themes.

Unit I: Drama (Credit-4)

Shakespeare: *Macbeth*

Christopher Marlowe: *Dr Faustus*

Unit II: Prose (Credit-4)

Francis Bacon: *An Extract from Novum Organum*

Unit III: Poetry (Credit-4)

Spenser's *Prothalamion*

John Donne: *The Sun Rising, Death, Be not proud*

Andrew Marvell: *To His Coy Mistress, The Definition of Love.*

Suggested Reading:

1. Dr. Johnson: Preface to Shakespeare,
2. Ben Jonson: Everyman In His Humour
3. Bacon: Novum Organum
4. Nagarajan, MS : Literary Theory and Criticism

Yoga & Meditation

SR. NO.	SESSIONS	HOURS
1.	Tadasana	Theory: 10 Min. Practical: 50 Min
2.	Trikonasan	Theory: 10 Min. Practical: 50 min
3.	Vrikshasan	Theory: 10Min. Practical: 50min
4.	Bhujangasan	Theory: 10Min.



		Practical: 50min
5.	Makrasan	Theory: 10Min. Practical: 50min
6.	Shashankasan	Theory: 10Min. Practical: 50min
7.	Gomukhasan	Theory: 10Min. Practical: 50min
8.	Pavanmuiktsan	Theory: 10Min. Practical: 50min
9.	Dhanursan	Theory: 10Min. Practical: 50min
10.	Utanpadasan	Theory: 10Min. Practical: 50min
11.	Shalbhasan	Theory: 10Min. Practical: 50min
12.	Surya namaskar-12 steps	Theory: 10Min. Practical: 50min
13.	With breathing & hold Surya namaskar-12 step	Theory: 10Min. Practical: 50min
14.	Standing hasyea yoga	Theory: 10Min. Practical: 50min
15.	Sitting hasyea yoga	Theory: 10Min. Practical: 50min
16.	Pranayam – natural breathing Exercise	Theory: 10Min. Practical: 50min
17.	Kapalbhati pranayam	Theory: 10Min. Practical: 50min
18.	Bharmri & bhastrika pranayam	Theory: 10Min. Practical: 50min
19.	Cooling pranayam	Theory: 10Min.



		Practical: 50min
20.	Meditation – IRT (INSTANT RELAXATION TECHNIQUE)	Theory: 10Min. Practical: 50min
21.	Meditation –QRT (QUICK RELAXATION TECHNIQUE)	Theory: 10Min. Practical: 50min
22.	Meditation –DRT (DEEP RELAXATION TECHNIQUE)	Theory: 10Min. Practical: 50min
23.	Meditation –CONCENTRATION ON ONE POINT-I & II	Theory: 10Min. Practical: 50min
24.	Meditation – CONCENTRATION ON ONE POINT-III & IV	Theory: 10Min. Practical: 50min
25.	Meditation –OMKARA CHANTING WITH MUSIC	Theory: 10Min. Practical: 50min
26.	Meditation – OMKARA CHANTING -108 TIME WITH MUSIC	Theory: 10Min. Practical: 50min
27.	Meditation –CYCLIC Meditation	Theory: 10Min. Practical: 50min
28.	Meditation –VIPASSANA DHYAN	Theory: 10Min. Practical: 50min
29.	Meditation –PREKSHYA DHAYAN	Theory: 10Min. Practical: 50min
30.	Meditation –SOHAM JAP WITH MUSIC	Theory: 10Min. Practical: 50min

Course Name:-Gow Gyan Science

1) Fundamentals of Gau with special reference to ancient Indian literature

Unit-I

Introduction to Gau. Verities (Gau vansh) of Cows in India.

Unit-II (Gau in ancient Indian literature)

Description of Gau in various ancient Indian literatures.

2) Significance of Gau in current scenario

Unit-I



Economical importance
Unit-II
General, medicinal and spiritual importance

3) Anatomy of Gau

Unit-I
General structure and anatomy of Gau
Unit-II
Effect of various factors on the quality of Gau-products.

4) Gau milk and its significance

Unit-I
Physical and chemical properties of milk.
Unit-II
Biological significance of milk. Milk as medicine. Research prospective of milk.

5) Gaumutra and its significance

Unit-I
Physical and chemical characteristics of milk.
Unit-II
Biological significance of Gaumutra. Gaumutra as medicine. Research prospective of cow urine.

6) Cow dung and its significance

Unit-I
Physical and chemical characteristics of cow dung.
Unit-II
Cow dung in medicine. Research prospective of cow dung



III Semester

English Language

Credit-9(9+0+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) To critically evaluate new ideas, research findings, methodologies and theoretical framework in specialized field of study.
- b) To be proficient in using of appropriate information from diverse sources.
- c) Comprehend the importance of language skills.
- d) Knowledgeable across disciplines with a kaleidoscopic view.

Unit I: Language Work(Credit-3)

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

Unit II: Comprehension Skills(Credit-2)

Extracts from literary, scientific and educational journals.

Unit III: Advanced Writing Skills(Credit-2)

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

Unit IV: Skills of Communication (Tutorials) (Credit-2)

Presenting oneself at an interview, participating in group discussion.

Sessional Work :

Students read sample advertisements from magazines. Discuss in groups and then prepare their own advertisement.

Students discuss and prepare interview schedules. Mock interviews are conducted.

Editing literary pieces in groups and then re-editing what has been edited by other groups after discussion



Suggested Readings:

- 1 The Practical Course For Developing Writing Skills In English : JK Ganggal
- 2 A Practical Course For Developing Writing Skills In English : Jk Ganggal
- 3 Communication skills 4th edition : Peter Simon.
4. Aarts, Bas(2011). *Oxford Modern English Grammar*. OUP
5. David K. Dunaway.(1995) Aldoux Huxley Recollected: An Oral History . Rowman Altamira Publication
6. Warner R Anthony(1993). English Auxiliaries : Structure And History. CUP

HINDI LANGUAGE

Credit-9 (9+0+0+0+0)

पाठ्यक्रम - परिणाम

1. छात्र बोलने में सक्षम हों और व्याकरणिक रूप से सही लिखेंगे।
2. भाषा के **विभिन्न स्वरूपों** के बारे में समझ सकेंगे।
3. भाषा व्याकरण के **साध्यम से** छात्रों की ग़लती की ग़ृहित किए जाको मजबूत करता है।
4. छात्र अलग-अलग अव्वर छन के लिए लिखन की शैली विकसत कर सकेंगे।
5. छात्र व्याकरणिक रूप से सही बोलने, **लिए समझने** में सक्षम हो सकेंगे।

Unit I Sahitya khand (Credit-3)

- 1-Kahani -premchand -Bade bhaishab
- Vijaydandetha- sikandar OR KAUWAO
- 2-SANSMARAN-KANHYALAL MISHRA 'PRABHKAR'-BAYALISA KE JAWAR KI UN LEHARO MAI
- 3-Rekhachitra-ramvraksha benipuree-rajiya
- 4-Vighyan -ghunakarmule-shani sabse sunder gharha
- 5-Nibandh- agarchand nahata -Rajasthan ki Saanskrift dharohar
- 6-Vayanga—sharad joshi -jeep par sawar eliliya
- 7- Prayawaran-anupam mishra -Aaj bhi khere hai taalaab

Unit II: General Biography of Following Writers (Credit-3)

Mahadevi Verma
Kanhyalal Sethiya
SuryaKant Tripathi Nirala

Unit III: Skills of writing(Credit-3)

Novel Writing
Short Story Writing
Dialogue Writing

Suggetted Activities:

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

**Reference:**

1. A Handbook of Writing Activities, Prasaranga, University of Bangalore.
2. Technical Writing by Richard W.Smith, Barnes and Noble Inc., New York, (b) Technical Report Writing Today -Danel G.Riordan, 19-A, Ansari Road, New Delhi 110 002.
3. Vyakaran Pradeep by Ramdev. Publisher : Hindi Bhavan, 36, Tagore Town Allahabad - 211 002

Information and Communication Technology in Education- I

Credit-5(3+0.5+1+0.5)

Course Outcomes:-

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

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

Unit I: Basics in ICT and Computer Applications(I)(Credit-1)

Information and Communication Technology: Meaning, nature and advantages
Emergence of new information technology- convergence of computing and
Telecommunications Computer hardware fundamentals (anatomy, input devices, output
devices, storage devices, display devices), hardware troubleshooting and diagnosis
Operating system-meaning and types, types of computers,

PRACTICALS(Credit-0.25+0.5+0.25)(D-0.25)(P-0.5)(PS-0.25)

Hands on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices Practice in installing various system and application softwareUsing word processor, spread sheet, and presentation software to produce various teaching learning resources

Unit II: Basics in ICT and Computer Applications(II) (Credit-1)

Computer Network-LAN,WAN. Internet - concept and architecture ; Locating internet resources - navigating, searching, selecting, evaluating, saving and bookmarking Use of digital camera, camcorder, scanner, interactive white board, and multimedia projector for creating and using multimedia resources Computer security: hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices



Unit III: Basic Computer Software Applications(I) (Credit-0.5)

Software –meaning and types (system software, application software, proprietary software, open source software, shareware and freeware) Open source software: concept, philosophy, types, and advantages. Open source educational software Introduction to MS-Windows- navigating the desktop, control panel, file manager, explorer, and accessories

PRACTICALS(Credit-0.25+0.5+0.25)(D-0.25)(P-0.5)(PS-0.25)

Locating internet resources - navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria) Social bookmarking of internet resources using any social bookmarking tools (diigo, delicious, stumbleupon)

Unit IV: Basic Computer Software Applications(II) (Credit-0.5)

Introduction to MS Office and Open Office Basic microcomputer applications (word processing, spreadsheets, presentations, and drawing) and its educational applications Utility tools: pdf creator, file archiving, file converter, antivirus Multimedia: meaning, types, advantages and evaluation of multimedia resources. Development and use of multimedia in education E-content: design, development, standards, learning objects and reusability, and authoring tools

PRACTICALS(Credit-0.5+0+0)

Comparative study of ICT syllabus of school education and teacher education of various organizations Evaluating multimedia CD ROMs using standard criteria and study the multimedia Developing a multimedia e-content for a topic using eXe Learning

Suggested Reading

1. FUNDAMENTALS OF INFORMATION TECHNOLOGY - 2ND EDN 2nd Edition, Leon, Alexis
2. Evant, M: The International Encyclopedia of Educational Technology.
3. Jain Amit; Sharma Samart; & Banerji Saurab (2002). MicrosoftWord for Beginners. NISCOM, CSIR: New delhi
4. How Best To Use Internet And Email (English) 01 Edition, Jayant Neogy, Unicorn Books
5. Step by Step Microsoft Excel 2010 (English), FRYE
6. BEYOND BULLET POINTS: USING MS POWER POINT 3/E (English) 3rd Edition, ATKINSON, PHI LEARNING PVT. LTD-NEW DELHI



PSYCHOLOGY OF LEARNER & LEARNING

Credit-4(2+2+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to The psychology of teaching and learning helps us understand the social, emotional and cognitive processes that constitute learning throughout the lifespan settings as diverse as government research centers, schools, community organizations.

Unit I: Nature of the Learner(Credit-0.5)

Concept of growth, development-principles, characteristics of the child &adolescent, maturation and learning;Factors contributing to development such as heredity, nutrition, childrearingpractices, siblings and peers; concept of normal development, variations in developmentClassroom as a miniature society: understanding the group dynamics in aclassroom: sociometry as a technique for understanding inter-personalrelationships in a classroom Leadership, conforming behavior, and social adjustment in classroom:concept and ways of developing them, Socialization and learning: understanding influences and factors that shape learner's identity. Learners in Context: Situating learner in the socio-political and cultural context. Social, economic and cultural differences in socialization: implications for education.

Unit II: Individual differences & Assessment of Differences between Learners(Credit-0.5)

Differences between individual learners: learning styles, multipleintelligence, self-concept, self esteem, attitude, aptitude, skills andcompetencies, interest, values, study habits, locus of control and personalityUnderstanding learners with a difference: gifted, creative and talented learners, slow learners and dyslexic learners, socially disadvantaged learners, atrisk and traumatized learners Methods of assessing individual differences: tests for measuring intelligence,aptitude and personality,observation schedules, rating scales ,self-reports

Unit III: Learning: Its Nature, Types and Strategies(Credit-0.5)

-Concept & Nature of Learning, Concept learning, skill learning, verbal learning,social learning, principle learning, problem solving Basic Assumptions and analysis of the relevance of



Learning Theories –Behavioral, Social, Cognitive & Humanistic learning theories; Learning as a process of construction of knowledge - Constructivism: Introduction to the concept; Piaget's theory: what is learning, structures and processes of cognitive development, cognitive conflict, characteristics of thought in different stages, implications for teaching-learning. Vygotsky's Theory: Introduction, the general genetic law, concept of ZPD, tools and symbols in development, implications for teaching.

Unit IV: Factors affecting Learning & Management of Learning (Credit-0.5)

- Concept of Motivation; types, techniques of enhancing motivation, Health, sleep, difficulty of task, content and study habits as factor Influencing learning Influence of method of learning: part and whole learning; superficial and in-depth learning; Influence of prior learning on present learning; Strategies for transfer of learning Forgetting classroom learning – meaning and its causes; strategies for Improving retention of learning Meaning of learning to learn skills; Ways of developing self study, Co-operative Learning strategies. Collaborative Learning and role of ICT

Practical/Sessional Work: (Credit-2)

Each work/activity should carry equal weightage of marks.

Observe some of the variations in development among a group of students And prepare a report with emphasis on educational implications (individual activity).

Development of a profile of students of a class by using appropriate Assessment procedures (Individual activity).

Identify differences in socio-emotional characteristics among a group of students by using rating scales & inventories available in the psychology laboratory of the Institute & prepare a report by using scoring.

Visit some special schools meant for children with disabilities and prepare a report about the approaches followed in meeting their special needs (report may be prepared by a small group of students). Analyze the type of strategies adopted by a classroom teacher in organizing learning

Identify students who have motivation problem and analyse the causes and prepare a report (small group activity).

Prepare a plan of action for any one type of learning (concept learning, skill learning, attitudinal learning)

Suggested Readings:



1. Essentials Of Educational Psychology (English) 1st Edition, S. K. Mangal, Phi Learning.
2. Aggarwal, Essentials of Educational Psychology, 9th Ed. 2003, Vikas Publishing.
3. Personality Development and Soft Skills (English) by BARUN K MITRA

PHYSICAL GEOGRAPHY-III (OCEANOGRAPHY)

Credit-14(10+1+2+1)

Practice Session-(1) D&T-(1)

CourseOutcomes:Onsuccessfulcompletionofthecourse,thestudentswillbeableto

- a) The starting of the course curriculum will develop a basic understanding of the nature and foundation of oceanography in the learner.
- b) The outcome of the entire course will provide knowledge about the oceanic process, movement and dynamics of oceanic water.
- c) The properties of oceanic water and its functionality will give the central idea about the oceanic process, sea level and dominance over the coastal process.
- d) The learner will be able to discuss and aware of the available oceanic resources, their future changes and sustainability for the society and environment.

Learners will gain knowledge about salinity, nutrient, ocean circulation and their impact on the environment through practical applications through the models and field visits.

Unit I:Oceanography [Credit5]

Nature and Scope of Oceanography. Distribution of Land and Water on Earth Surface. Ocean exploration, Modern Oceanography.

Unit II:Physiography of the Ocean floor [Credit-4]

Bathymetric Provinces, Continental shelf, Continental Slope, Abyssal Plain, Mid-Oceanic and Oceanic trenches. Relief of Atlantic, Pacific and Indian Oceans.

Unit III: The Properties of Oceanwater [Credit-4]

The Salinity of Seawater, Factors that regulate the Salinity of Seawater, Temperature Distribution in Oceans. Waves, Tides and Currents; Currents of the Atlantic, Pacific and Indian oceans. Marine deposits and Coral reefs Coastal environment. Oceans as Storehouse of resources for the future.

Suggested Readings:

1. Anikouchine, W. A. And Sternberg, R.W. : The World Oceans - An Introduction to Oceanography, Englewood Cliffs, N.J. 1973.
2. Grald, S.: General Oceanography - An Introduction, John Wiley & Sons, New York, 1980.
3. Garrison, T. Oceanography. Wadsworth.com. USA 1998.
4. King, C.A.M.: Beaches and Coasts, E. Arnold, London, 1972.



5. King, C.A.M : Oceanography for Geographers E. Arnold, London, 1975. Curriculum Development Committee in Geography 45
6. Sharma, R.C. Vatal M. Oceanography for Geographers, Chetnya Publishing House, Allahabad, 1970
7. Shepard, F.P.: Submarine Geology, Harper & Sons, New York, 1948.
8. Thurman, H.B. : Introductory Oceanography, Charles Webber E. Merril Publishing Co., 19.

Geography Practical (Credit-2) **Measurement of mean sea level and hypsographic curve**

1. Bathymetry, Plate Tectonics (2 h)
2. Controls on Ocean Circulation (2 h)
3. Ocean Circulation (2 h)
4. Plankton identification (3 h)
5. Processing and identification of plankton samples and work on writeup (3 h)
6. Measuring salinity (3 h)
7. Nutrient distributions
8. Hypsographic curve and its application

MACRO ECONOMICS

Credit-12(10+0+0+2)

Practice Session-(2)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) To make pupil teachers understand the nature and scope of economics
- b) To make pupil teacher understand the economic problem and their solution.
- c) To make pupil teachers understand the demand and supply curve and their equilibrium.
- d) To make pupil teachers understand production decisions and the return of scale.
- e) To make pupil teachers understand different types of market structures.
- f) To make pupil teachers understand factor price theory.

Make you feel teacher understands the application of financial microeconomics.

Unit I:
4]

[Credit-

Nature and scope of Macroeconomics, Difference between Micro and Macro Economics and importance of Macro Economics. National Income: Concepts, measurement and limitations of National Income Statistics, Functional Relationships – Aggregate Demand and Aggregate Supply; Concept of National Income Accounting, Circular flow of income in two, three and four sector economy. National Income and Welfare. Determination of Income and Employment: Classical Theory of Employment, Say's Law of Market and its implications, Keynesian objections to Classical Theory, Keynes Theory of Employment.

**Unit II:****[Credit-3]**

Consumption: The principle of effective demand; Consumption Function, Technical Attributes of Consumption, Keynes Psychological Law of Consumption and Its Implications, Empirical evidence. Theories of Consumption Function: Absolute Income Hypothesis, Relative Income Hypothesis, Permanent Income Hypothesis, Life Cycle Hypothesis. Investment function: Types of Investment, Determination of Level of Investment. Classical and Keynesian theory of Investment, Saving-Investment Equality. Multiplier and Accelerator: Concept of Multiplier, Types of Multiplier, Investment Multiplier, Leakages of Multiplier, Acceleration principle, Super Multiplier.

Unit III:**[Credit-3]**

Definition and measurement of inflation, Types of inflation, Impact of inflation, Theories of Inflation: Quantity Theory approach to Inflation, Demand Pull Inflation and Inflationary Gap analysis; its shortcomings. Concepts of Cost Push & Mark Up inflation, structural inflation, The Philips Curve and the trade-off between Inflation and Unemployment – short-run and long-run Philips Curve, Measures to control Inflation. Trade cycles: Meaning, Types and Phases, Economic Stabilization Policies. Monetarism – Supply side Economics, New Classical Macroeconomics.

Suggested Readings:

1. Ahuja, HL (2014) *Macroeconomics*, S.Chand, New Delhi
2. C Rangarajna, Principles of macroeconomics. Jawahar Book House,
3. Andrew B. Abel, Ben S. Bernanke, Dean Croushore, Macro economics Book, Jawahar Book House.
4. William H Branson, Macroeconomic theory and policies, Jawahar Book House.
5. Richard T. Froyen, Macroeconomics, Jawahar Book House.
6. Suman Kalyan Chakraborty , Macroeconomics, Himalaya Publishing House.
7. Dr. D.M. Mithani, A Textbook of Macro Economics, Himalaya Publishing House.
8. Suman Kalyan Chakraborty, Macroeconomics, Himalaya Publishing House.

COMPARATIVE GOVERNMENT AND POLITICS**Credit-12(12+0+0+0)**



CourseOutcomes:Onsuccessfulcompletionofthecourse,thestudentswillbeableto

- a) The start of the unit will develop a basic understanding of Comparative Government and Politics in the learner.
- b) The learner will understand the background of Comparative Government and Politics.
- c) The paper aims to acquaint the students with the Meaning, Nature and Scope of Comparative Politics and enable them to make a comparative analysis of various political systems.
- d) It explores various approaches to the study of Comparative Politics along with themes like Constitutionalism, Forms of Government and types of Constitution, and Liberal-democratic and Communist political systems, among others.
- e) This course acquaints students with the Political Systems and Political Processes of other countries.

It includes the study of even extra-constitutional agencies having their immediate

connection, open or tacit, with formal governmental organs.

Unit I: Historical Background of Comparative Governments and Politics [Credit-4]

Comparative Government & Politics –Meaning ,Nature , Scope , Evolution ,Comparative Methods , Approaches to the study of comparative politics- – Input Output (David Easton), Structural-Functional (G. Almond), Political Development , Political Culture ,Political Socialisation .

Unit II: Organs of Government Comparative [Credit-4]

Constitutions(types) and Constitutionalism ,Study of Executive, Legislature and Judiciary with reference to Government and Politics of UK, USA, China, Switzerland and France.

Unit III: Political Dynamics [Credit-4]

Interrelationship : Political Parties ,Pressure Groups ,Interest Groups, Bureacracy , reference to Government and Politics of UK, USA, China, Switzerland and France. Civil society and role of social movements.

Suggested Readings:

1. J.C. Johari, Select World Constitutions, Jawahar Book Centre, New Delhi.
2. J.C. Johari –Comparative Government and Politics (Hindi & English).
3. B.L Fadia -Comparative Government and Politics (Hindi).
4. C.B Gena –Tulnatmak Rajniti evam Tulnatmak Sansthaaye
4. P.D Sharma –Tulnatmak Rajnitik Sansthaye
5. J.C. Johari-New Comparative Politics .
6. C.B Gena – Tulnatmak Rajniti



7.O.PGuba –An Introduction to Comparative Politics (Hindi & English).

8.V.NKhanna- Comparative Study of Government and Politics .

9.J.CJohari – Comparative Politics

HISTORY OF INDIA 1757 – 1857 A.D.

Credit-14(14+0+0+0)

CourseOutcomes:Onsuccessfulcompletionofthecourse,thestudentswillbeableto

- a) Learn the causes of decline the Mughal Empire India in the 18th Century
- b) Understand and exam the Indian Historical Writings.
- c) Understand the European establishment and the expansion of British power in India.
- d) Understand the political, social economical and religious policy of British government.

Examine the nature of administration in British rule.

Unit I: Indian Historical Writings (Nationalistwriters) (Credit-5)

Nationalistschool of thought–DadabhaiNaoroji–RC Dutt- Modern Writers:
Tarachand-R.C.Majumdar.

Unit II: 18th Century India (Credit-5)

Decline of the Mughal Empire – India in the 18th Century - Advent of British and the French - Carnatic Wars.

Unit III : Expansion of British Power in India (Credit-4)

Expansion of British Power in India – Subjugation of the Bengal – Plassey and Buxar – Anglo – Maratha Wars – Ranjit Singh – Anglo Sikh Wars.

Structure of the Government – the Regulating Act of 1773 – Pitt's India Act of 1784 – Economic Policies – Land Revenue Policy – The Zamindari – Ryotwari and Mahalwari System – Development of Means of Transport and communication, Introduction of Railways, Post and Telegraph-Print technology- Drain of Wealth. Utilitarian and Orientalist influence on administrators: Administrative and Social Policy – Administrative Reforms of Cornwallis – the creation of the Civil Service Examinations – rule of law and the development of a new judicial system- Army – Reforms of William Bentinck – Introduction of English Education-role of Macaulay- Social Reforms – Rajaram Mohan Roy and the abolition of Sati, Iswarchandra Vidya Sagar- The Rebellion of 1857 –its causes, nature, results and social composition.

Suggested Readings:

1. Grover, B.L., A New Look at the Modern Indian History, New Delhi, 2000.
2. Bipan, Chandra, The Rise and Growth of Economic Nationalism in India,Peopls Publishing House, New Delhi.
3. Sumit Sarkar, Modern India(1885-1947)



4. Shekhar Bandhopadhyay, From Plassey to Partition
5. Irfan Habib, (Ed), Medieval India – 1 (1200-1750), Oxford Uni.Press, 1997.
6. Satish Chandra, Medieval India, vol 2, Delhi, 1998.
7. Irfan Habib, Medieval India-The Study of Civilization, NBT
8. A.R.Desai, Social Background of Indian Nationalism.

ADMINISTRATIVE INSTITUTIONS IN INDIA

Credit-12(12+0+0+0)

Course Outcomes: On successful completion of the course, the students will be able to

- a) The starting of the unit will develop basic understanding about the Comparative Government and Politics in the learner.
- b) The learner will understand the background of Comparative Government and Politics.
- c) The paper aims to acquaint the students with the Meaning, Nature and Scope of Comparative Politics and enable them make a comparative analysis of various political systems.
- d) It explores various approaches to the study of Comparative Politics along with themes like Constitutionalism, Forms of Government and types of Constitution, Liberal-democratic and Communist political systems, among others.
- e) This course acquaints students with the Political System and Political Processes of other countries.

It includes the study of even extra-constitutional agencies having their immediate connection, open or tacit, with formal governmental organs.

Unit-I (Organization of Government)

Credit: 4

Meaning & Types of Administrative Institutions in a Democratic and Socialist Society. The concepts of Laissez faire; Welfare State and Administrative State. Organization of Government: Legislature- its role and reasons of decline in modern times; Executive: Types and Relationship with Legislature. Judiciary: Functions and Role with special reference to the Power of Judicial Review, Judicial Activism.

Unit-II (Role of Bureaucracy)

Credit: 4

Democracy and Administration, Features of democratic Administration. Role of Bureaucracy, Political Parties, Civil Society Organization(NGO), Civil Pressure Groups and their interaction with each other. Organization and administrative working of Finance Commission, Niti Aayog, National Development Council of India. Election Commission of India and the Administration of general elections in India.

Unit-III (Reserve Bank of India)

Credit: 4

Organization and working of following Administrative Institutions:

- (1) University Grants Commission, (2) U.P.S.C., (3) Railway board, (4) Reserve Bank of India.
- (5) Central Social Welfare Board.

Suggested Readings:



1. Ashok Sharma: Administrative institutions in India (Hindi).
2. H.C. Sharma: Prashasnik Sansthayen.
3. Ashok Sharma: Prashasnik Sansthayen.
4. Report of Finance Commission of India.
5. M.G. Gupta: Modern Government.



दृश्य एवं श्रव्य काव्य

Credit-12(12+0+0+0)

Unit-I (रघुवंशम् महाकाव्यम्)

Credits: 4

रघुवंशम् महाकाव्यम् :

रघुवंशम् महाकाव्यम् प्रथम सर्ग 1-60 श्लोकपर्यन्त कालिदास नीतिशतकम् भर्तुहरि श्लोक 1-50

Unit-II (अलंकार)

Credits: 4

अलंकार :अलंकार (निर्दर्शना, दृष्टांत, अर्थान्यास, दीपकम्, त्रुत्योगिता, व्यतिरेक, समासोवित्त, अतिशयोवित्त, विभावना, विशेषोवित्त, वक्तोति:)

Unit-III (नाट्य शास्त्र)

Credits: 4

नाट्य शास्त्र :

नाट्य शास्त्र सम्पूर्ण। कारक प्रकरणम् सम्पर्ण।

Suggested Readings:

1. रघुवंशम् कालिदासः (संजीवनी ठीका सहित) जी.आर. नन्दगांगाकर, मोतीलाल बनारसीदास, दिल्ली।
2. रघुवंशम्, डॉ. श्रीकृष्णमणि त्रिपाठी, हरगोविन्द चौखम्बा।
3. नीतिश्लोक, डॉ. अरुणा शुक्ला, डॉ. गोपाल लाल शर्मा हंसा प्रकाशन, जयपुर।
4. नीतिश्लोक भर्तुहरि, नीतेश रंजन, श्री कृष्ण ओड्जा, राज प्रकाशन मन्दिर, जयपुर।
5. रचना अनुवाद कौमुदी, डॉ. कपिल द्विवेदी विश्वविद्यालय प्रकाशन वाराणसी।
6. अलंकार सार-मंजरी, श्री गोपाललाल शास्त्री, चौखम्बा सुर भारती, वाराणसी।



मार्तीय काव्य शास्त्र

Credit-12(12+0+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to

1. रीतिकालकी पृष्ठभूमि, रीतिकाव्यकाकेवारमेज्जानप्रदानकरता।
2. प्रमुखकविएवं चननाओं केवारमेज्जानप्रदानकरता।
3. उनका" नाममतीविद्योग - वर्णन की जानकारी प्राप्त करता।
4. काव्य की विधाओं की जानकारी प्राप्त करता।

Unit-I (अलंकार एवं छंद)

Credits: 4

अलंकार एवं छंद : अलंकार: स्वरूप और भेद, अलंकारों की काव्योपयोगिता, प्रमुख अलंकार: यमक, रलेप उपमा, रूपक, उत्थेषा, अतिरायोक्ति, सदेह, भास्तिमान, दृष्टान्त, व्यतिरेक, विशेषाभास, असंगति, विशेषोवित, विभावना, अन्योवित और मानवीकरण। छंद: संघटक तत्व और प्रकार, हिन्दी में वहप्रयुक्त कछु छंदों का परिचय (लक्षण- उदाहरण): कविता, सर्वेया, दोहा, सोरठा, चौपाई, बरवै, रोला, उल्लाला, छप्पय और कष्ठलिया।

Unit-II (काव्य-गुण एवं रस)

Credits: 4

काव्य-गुण एवं रस: काव्य-गुण: माधुर्य, ओज और प्रसाद। रस: स्वरूप और अवयव, विभिन्न रसों का लक्षण उदाहरण सहित परिचय-विस्तृपण। शब्द - शक्ति: अभिधा, लक्षण, व्याजना।

Unit-III (मार्तीय काव्य शास्त्र: विभिन्न सम्प्रदायों का परिचय)

Credits: 4

मार्तीय काव्य शास्त्र: विभिन्न सम्प्रदायों का परिचय: रस सिद्धान्त, ध्वनि सिद्धान्त, अलंकार सिद्धान्त, रीतिसिद्धान्त वर्कावित सिद्धान्त, औचित्य सिद्धान्त।

Suggested Readings:

1. हिन्दी भाषा विज्ञान- डॉ. भोलानाथ तिवारी।
2. भारा विज्ञान और हिन्दी भारा विवेचन - डॉ. भोलानाथ तिवारी।
3. काव्य ग्रन्थ- डॉ. भागीरथ मिश्र वाराणसी, वि. विधालय प्रकाशन।
4. काव्यांग विवेचन दां द्वेत भाष्टदात एमे । मयंक पंच रीन पका न जयपर।

RESTORATION, ROMANTICISM AND THE VICTORIAN PERIOD

Course Outcomes: On successful completion of the course, the Students will be able to

- a) To enhance the language ability of pupils through academic and practical usage of language.
- b) The curriculum seeks to introduce a wide range of English language literature.

This course also focuses on students' involvement in political and social issues.

Unit I: Poetry (Credit-2)

William Blake's *The Tiger or Lamb*

William Wordsworth's *Tintern Abbey*



S.T. Coleridge's *Kubla Khan*

P.B. Shelley's *Ode to West Wind*

John Keats' *Ode to Grecian Urn*

Unit II: Fiction (Credit-2)

Thomas Hardy: *The Mayor of Casterbridge*

Jane Austen: *Emma*

Unit III: Prose (Credit-2)

Addison: *Sir Roger at Church*

Suggested Reading:

1. Brown, John Russel, and Harris, Bernard(ed.)- Restoration Theatre (London, 1965)
2. Richetti, John, The Cambridge Companion to Eighteenth Century Novel
3. Cambridge Companion to English Poetry- Donne to Marvel
4. Restoration Theatre- ed. Brown, John Russel

Course Name:-Self Defense

SR. NO.	SESSIONS	HOURS
1	Warm up for martial art	Theory: 10 Min. Practical: 50 Min
2	Punch attacks Upper Middle Cross punch	Theory: 10 Min. Practical: 50 min
3	Normal front kick	Theory: 10Min. Practical: 50min
4	Grow in front kick	Theory: 10Min. Practical: 50min
5	Side kick	Theory: 10Min. Practical: 50min
6	Hook kick	Theory: 10Min. Practical: 50min
7	Axe kick	Theory: 10Min.



		Practical: 50min
8	Side thrust kick	Theory: 10Min. Practical: 50min
9	How Escape a one Wrist Grab	Theory: 10Min. Practical: 50min
10	How Escape a both Wrist Grab	Theory: 10Min. Practical: 50min
11	Side Elbow ATTACK	Theory: 10Min. Practical: 50min
12	Elbow strike technique	Theory: 10Min. Practical: 50min
13	Alternative elbow strikes technique	Theory: 10Min. Practical: 50min
14	Front knee attack	Theory: 10Min. Practical: 50min
15	Flying knee attack	Theory: 10Min. Practical: 50min
16	Front hair grab technique	Theory: 10Min. Practical: 50min
17	How to free your hands technique	Theory: 10Min. Practical: 50min
18	The simplest and most effective moves technique	Theory: 10Min. Practical: 50min
19	If you were grabbed from the front side of the body technique	Theory: 10Min. Practical: 50min
20	If you were grabbed from behind front side of the body technique	Theory: 10Min. Practical: 50min
21	If you were approached and grabbed from the side technique	Theory: 10Min. Practical: 50min
22	If you were pushed against the wall technique	Theory: 10Min.



		Practical: 50min
23	Hammer strike	Theory: 10Min. Practical: 50min
24	Heel palm strike technique	Theory: 10Min. Practical: 50min
25	Escape from a 'bear hug attack' technique	Theory: 10Min. Practical: 50min
26	Escape with hands trapped technique	Theory: 10Min. Practical: 50min
27	Escape from side headlock technique	Theory: 10Min. Practical: 50min
28	A Ringing Ear Slap technique	Theory: 10Min. Practical: 50min
29	Wrist Twist Technique	Theory: 10Min. Practical: 50min
30	Against neck grab	Theory: 10Min. Practical: 50min

Yoga & Meditation

SR. NO.	SESSIONS	HOURS
1.	Tadasana	Theory: 10 Min. Practical: 50 Min
2.	Trikonasan	Theory: 10 Min. Practical: 50 min
3.	Vrikshasan	Theory: 10Min. Practical: 50min
4.	Bhujangasan	Theory: 10Min. Practical: 50min
5.	Makrasan	Theory: 10Min. Practical: 50min
6.	Shashankasan	Theory: 10Min.



		Practical: 50min
7.	Gomukhasan	Theory: 10Min. Practical: 50min
8.	Pavanmuiktasan	Theory: 10Min. Practical: 50min
9.	Dhanursan	Theory: 10Min. Practical: 50min
10.	Utanpadasan	Theory: 10Min. Practical: 50min
11.	Shalbhasan	Theory: 10Min. Practical: 50min
12.	Surya namaskar-12 steps	Theory: 10Min. Practical: 50min
13.	With breathing & hold Surya namaskar-12 step	Theory: 10Min. Practical: 50min
14.	Standing hasyea yoga	Theory: 10Min. Practical: 50min
15.	Sitting hasyea yoga	Theory: 10Min. Practical: 50min
16.	Pranayam – natural breathing Exercise	Theory: 10Min. Practical: 50min
17.	Kapalbhati pranayam	Theory: 10Min. Practical: 50min
18.	Bharmri & bhastrika pranayam	Theory: 10Min. Practical: 50min
19.	Cooling pranayam	Theory: 10Min. Practical: 50min
20.	Meditation – IRT (INSTANT RELAXATION TECHNIQUE)	Theory: 10Min. Practical: 50min
21.	Meditation –QRT (QUICK RELAXATION TECHNIQUE)	Theory: 10Min.



		Practical: 50min
22.	Meditation -DRT (DEEP RELAXATION TECHNIQUE)	Theory: 10Min. Practical: 50min
23.	Meditation -CONCENTRATION ON ONE POINT-I & II	Theory: 10Min. Practical: 50min
24.	Meditation - CONCENTRATION ON ONE POINT-III & IV	Theory: 10Min. Practical: 50min
25.	Meditation -OMKARA CHANTING WITH MUSIC	Theory: 10Min. Practical: 50min
26.	Meditation - OMKARA CHANTING -108 TIME WITH MUSIC	Theory: 10Min. Practical: 50min
27.	Meditation -CYCLIC Meditation	Theory: 10Min. Practical: 50min
28.	Meditation -VIPASSANA DHYAN	Theory: 10Min. Practical: 50min
29.	Meditation -PREKSHYA DHAYAN	Theory: 10Min. Practical: 50min
30.	Meditation -SOHAM JAP WITH MUSIC	Theory: 10Min. Practical: 50min

Course: COMPUTER FUNDAMENTALS

Course Outcomes: To understand the working of basic input and output devices. Learn basic word processing skills with Microsoft Word, such as text input and formatting, editing, cut, copy and paste, spell check, margin and tab controls, keyboard shortcuts, printing, as well as how to incorporate some graphics such as pictures and charts.

Unit-I (Introduction to Computers)

(Credits: 2)

Theory

Introduction: Basic Definitions, Data, information, bits, byte, software, hardware, memory, Characteristics of a computer. Block diagram of a computer. Generation of Computers, Types of Computers, Memory and its types.



UNIT-II (I/O Devices)

(Credits: 2)

Theory

Input Devices, Output Devices, Monitors Characteristics, Digital and Analog signals. Video Standard: VGA, SVGA, Types of printer, Storage Devices: Primary Vs Secondary memory, Storage Fundamentals, Data Storage and Retrieval Methods, Various Storage Devices.

UNIT-III (Software and Languages)

(Credits: 2)

Theory

Software: Types of software: System Software, Application Software. Operating Systems: types and functions. Programming Languages: Machine Language, Assembly language, High level language. Assembler, Compilers and Interpreter. Introduction to MS-Office.

Reference Books:

1. Fundamental of Computers – By V.Rajaraman B.P.B. Publications
2. Fundamental of Computers – By P.K. Sinha
3. Computer Today- By Suresh Basandra
4. MS-Office 2000(For Windows) – By Steve Sagman



IV SEMESTER

ENGLISH

Credit-9(9+0+0+0)

Course Outcomes

:On successful completion of the course ,the Students will be able to

- a) To critically evaluate new ideas, research findings ,methodologies and theoretical framework inspecialized field of study.
- b) To be proficient in using of appropriate information from diverse sources.
- c) Comprehend the importance of language skills.
- d) Knowledgeable across disciplines with a kaleidoscopic view.

Unit I: Creative Skills in Writing(Credit-(3)

Writing dialogues

Writing poems

Writing essays

Unit II: Phonetics(Credit-(2)

Speech Organs

Syntactic, Semantic, Pragmatic

Unit III: Literature – Novel & Drama(Credit-(2)

E M Forster : A Passage to India

Joseph Conrad : Heart of Darkness

Unit IV: Literature – Drama(Credit-(2)

Girish Karnad – Tuglaq

Samuel Beckett's Waiting for Godot

Sessional Work:

Students participate in group discussion focusing on taking turns and Speaking persuasively. Students stage a play choosing one of the plays prescribed. The end can be changed to express their perspective about the theme of women and their evolution/ freedom.

Suggested Readings:

1. Second Language Acquisition : Rod Ellis
2. Stone Douglas (1999). Difficult conversations : How to discuss what Matters Most, New York.: Penguin Books.
3. Gabor Don (2001). How to start a Conversation and Make Friends, New York:
4. Introducing Second Language Acquisition : Saville Trocke M, CUP



HINDI LANGUAGE

Credit-9(9+0+0+0)

पाठ्यक्रम - पारेणाम

1. छात्र बोलने में सक्षम हों और व्याकरणिक रूप से सही लिखेंगे।
2. भाषा के ग्रन्थ, स्वरूपों के बारे में समझ सकेंगे।
3. भाषा व्याकरणिक साध्यम से छात्रों की ग़ंदी की ग़ुरुत्वित्तिकी मजबूत करता है।
4. छात्र अलग-अलग अल्लाहन के लिए लिखन की शैली का अधिकार प्राप्त कर सकेंगे।
5. छात्र व्याकरणिक रूप से सही बोलने के समझने में सक्षम हो सकेंगे।
6. लिखन के कौशल के बारे में जान सकेंगे।

Unit I: Grammer -1 (Credit-3)

Vayakranika hindi

1-Nibandh lekhan-sabad seema 300

2-karyalaye lekhen – shashkeeya –ardha shashkeeya patra'karyalaya ghyapan,vighyapati evam karyalaya aadesha,Adhisuchana,prasthankan

3-Sankshepan-

4-Pallawan

5-Sabada niraman padati-upsarg,partayaya,sandhi,samasa

6 Sabad sudhi and vakaya sudhai

7—Muhaware and locoktiyan

8-Paribhasika sabdawali

9-Sabad ke prakar –sanghya ,sarvanam ,visheshan, evam kirya visheshan

Unit II Grammer -II(Credit-3)

Sabad Shakti

Samasa

Alankara

Unit III: Hindi ki Parmookh Boliyan(Credit-3)

Rajbhasha or Rashtra Bhasha mein antar

Suggested Activities:



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

References:

1. A Handbook of Writing Activities, Prasaranga, University of Bangalore.
2. Hindi Bhasa Vighyan by Dr. Bholanath Tiwari

ASSESSMENT OF LEARNING

Credit-9(9+0+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to

1. Students will be able to understand the concept of measurement, evaluation and assessment and know the process of evaluation know the process of evaluation
2. They can able to learn about the concept of CCE, rating and grade.

Unit I: Introduction to Assessment & Evaluation(Credit-3)

- (a) Concept of test, measurement, examination, appraisal, evaluation and their inter relationships.
- (b) Purpose and objectives of assessment- for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties.
- (c) Forms of assessment: -
 - (i) (Formative, Summative, prognostic; diagnostic; Norm referenced; Criterion referenced based on purpose)
 - (ii) (Teacher made; Standardized based on nature & scope)
 - (iii) (Oral, written, performance based on mode of response)
 - (iv) (Internal, External, self, peer, & teacher based on context)
 - (v) Based on nature of information gathered (Quantitative, Qualitative)
- (d) Importance of assessment & evaluation for Quality Education – as a tool in Pedagogic decision making on as writing instructional objectives, selection of content, teaching learning resources, methodology, strategies & assessment procedures followed.
- (e) Authentic assessment; school based assessment

Unit II: Assessment of Learning(Credit-2)

- (a) Concept of Cognitive, Affective, Psychomotor domain of learning
- (b) Revised taxonomy of objectives (2001) and its implications for assessment and stating the objectives.



- (c) Constructing table of specifications & writing different forms of questions -(VSA, SA, ET & objective type, situation based)
- (d) Construction of achievement tests- steps, procedure and uses
- (e) Construction of diagnostic test – Steps, uses & limitation

Unit III: Assessment for Learning(Credit-2)

- (a) Need for CCE its importance and problems faced by teachers
- (b) Meaning & Construction of process-oriented tools – observation schedule; check-list; rating scale; anecdotal record;
- (c) Assessment of group processes – Nature of group dynamics; Socio-metric techniques; steps for formation of groups, criteria for assessing tasks; Criteria's for assessment of social skills in collaborative or cooperative learning situations.
- (d) Quality assurance in tools – Reliability (Test-retest; equivalent forms, split- half) & Validity (Face, content, construct) – Procedure to establish them; Item – analysis.
- (e) Portfolio assessment – meaning, scope & uses; developing & assessing portfolio; development of Rubrics.

Unit IV: Construction Interpretation and Reporting of student's performance(Credit-2)

- (a) Interpreting student's performance
 - (i) Descriptive statistics (measures of central tendency & measures of variability, percentages)
 - (ii) Graphical representation (Histogram, Frequency Curves) (iii) NPC – percentile.
- (b) Grading – Meaning, types, and its uses
- (c) Role of feedback to stake holders (Students, Parents, Teachers) and to improve teaching – learning process; Identifying the strengths & weakness of learners.
- (d) Reporting student's performance – Progress reports, cumulative records, profiles and their uses, Portfolios.

Sessional Works to be carried out in Tutorial Sessions

1. Discussion on existing assessment practices in schools and submitting the report.
2. Constructing a table of specification on a specific topic (subject specific)
3. Constructing a unit test using table of specifications and administering it to target group and interpreting the result.
4. Construction of any one of the process oriented tools and administering it to group of students & interpreting it.



5. Analysis of question papers (teacher made)

Suggested Readings:

1. Linn; Measurement and Assessment in Teaching 9th Edition by Pearson
2. Ved Prakash, et.al. (2000): Grading in schools, NCERT, Published at the publication Division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi
3. Sinclair, Sheila Anne (Editor), Barry : Assessment as Learning : Using Classroom Assessment to Maximize Student Learning , Corwin Publishers
4. Dix; The Essential Guide to Classroom Assessment: Practical Skills for Teachers, Pearson India.
5. Thorndike Robert M., Thorndike-Christ Tracy ;Measurement And Evaluation In Psychology And Education (English) 8th Edition, Prentice-Hall

HUMANGEOGRAPHY

Credit-14(10+1+2+1)

Practice Session-(1) D&T- (1)

CourseOutcomes:Onsuccessfulcompletionofthecourse,thestudentswillbeableto

- a) The starting of the course curriculum will provide about the nature and foundation of human geography to the learner.
- b) The outcome of the entire course will provide knowledge about the human race, different groups, demography and their migration.
- c) Learners will adhere to the world population distribution, demographic transition, settlement pattern and economic activities of the social groups of the world.

Learners will gain knowledge about the practical aspects of population data measurement, analysis and geographical representation.

Unit I: Human geography [Credit-5]

Nature and scope of Humangeography. Branches of Human Geography. Concepts of Man-Environment relationship-Determinism, Possibilism and Probabilism.

Unit II: Human Race [Credit-4]

Spatial distribution, Physical and Social profile of racial groups, Tribal groups and Religious groups in the World and in India; early economic activities of Mankind: hunting, fishing, and shifting cultivation.

Unit III: Distribution of population [Credit-4]

World distribution pattern of Population, Physical, Economic and Social factors Influencing spatial distribution, Causes and Consequences. Demographic transition. Migration, internal and international. Origin and growth of Primitive Settlements, Diffusion of Settlements, Site, situation and Locational Characteristics, Patterns and Hierarchy Rural and Urban settlements, Central Place Theory.



Suggested Readings:

1. Bergwan, Edward E: Human Geography; Culture, Connections and Landscape, Prentice-Hall, New Jersey.1995.
2. Carr, M.: Patterns, Process and changein Human Geography. MacMillan Education, London, 1987.
3. Fellman,J.L.:Human Geography—Landscapes of Human Activities. Brown and Benchman Pub., U.S.A., 1997.
4. DeBlij H.J.: Human Geography, Culture, Society and Space John Wiley, New York, 1996.
5. Johnston,R.J.(editor):Dictionary of Human Geography Blackwell, Oxford, 1994:
6. McBride,P.J.:Human Geography Systems, Patterns and Change, Nelson, U.K. and Canada, 1996.
7. Michael, Can: New Patterns: Process and Change in Human Geography Nelson, 1997
8. Rubenstein,J.H.and Bacon R.S.: The Cultural Landscape—an Introduction to Human geography. Prentice Hall, India, New Delhi, 1990.
9. Singh, K.N.: People of India, An introduction Seagull Books, 1992.

Geography Practical (Credit-2)

Presentation socio-economic data:

1. Thematic maps: Elements and characteristics of thematic maps.
2. Drawing and use of dot, choroschematic, chorochromatic, choropleth and isopleth maps (6 exercises)
3. Diagrams: elements and characteristics of diagrams.
4. Drawing of diagrams along with appropriate scales:
 - i. One dimensional (2 exercises)
 - ii. Two dimensional (3 exercises)
 - iii. Three dimensional (3 exercises)
 - iv. Traffic flow diagram (1 exercise)
5. Graphs: elements and characteristics of graphs.
6. Drawing of poly, band, and triangular graphs. (3 exercises)

Basic statistical methods:

1. Frequency distribution and its presentation.
2. Measures of central tendency: Arithmetic mean, mode and median.
3. Measures of dispersion: Standard deviation and coefficient of variation.
4. Measures of correlation: Rank correlation and product moment correlation.

MONEY, BANKING AND PUBLIC FINANCE

Credit-12(10+0+0+2)

Practice Session-(2)



CourseOutcomes: On successful completion of the course, the Students will be able to

- a) To make pupils and teachers understand the Role of money in the economy.
- b) To make pupils and teachers understand the supply of money and its determination.
- c) To make pupils and teachers understand about banking sector of the economy.
- d) To make pupils and teachers understand recent reforms in the banking sector.
- e) To make pupils and teachers understand the Public finance and tax policy of the government.
- f) To make pupils and teachers understand debt and the Classification of the budget.

Unit I: Basic Concepts and Value of Money [Credit-4]

Money – Meaning, functions and kinds of money, Role of money in economic development , Metallic and paper money, Systems of note issue – the payments mechanism; Demand of money and its Determinants; supply of money and its determinants, Measures of Money Supply; Keynesian and Post-Keynesian approaches of Money Supply.

Unit II: Commercial and Central Banking [Credit-3]

Evolution of Commercial Banks in India; Functions of Commercial Banks in India; The process of credit Creation; Liabilities and assists of banks; Reforms in banking sector in India. Role of commercial bank in developing economy, Jan Dhan Yojana; Role of private banking in India; Microfinance: Concept and progress in India. Central Baking - Role of the Central bank, Functions of the Central Bank, Methods of Credit Control- Quantitative and selective Methods, Monetary Policy of the Reserve Bank of India.

Unit III: Public Finance [Credit-3]

Meaning and Scope of Public Finance; Market Failure and Role of Government; Public expenditure – Trends in Public Expenditure, Growth of Public Expenditure in India – Taxation: Meaning and significance – Classification of taxes Division of Tax burden – Impact and incidence of taxes – effects of Taxation – Taxable capacity – Benefits and Ability to Pay- Approaches – Characteristics of a good tax system – Major trends in tax revenue of the central and state governments in India. Sources of Public barrowing – Effects of Public Debt – Methods of Debt Redemption – Growth of Indians Public Debt – Budget – Kinds of Budget- Economic and Functional Classification of the budget – Preparation and Passing of budget in India.

Suggested Readings:

1. Ackley, G. (1978) *Macroeconomics: Theory and Policy*, Macmillan Publishing Company, New York.
2. Bhargava, R.N (1971) *The Theory and Working of Union Finance in India*, Chaitanya Publishing House, Allahabad.
3. Gupta, S B (1994), *Monetary Economics*, S Chand and Company, New Delhi.
4. Jha, R. (1998) *Modern Public Economics*, Routledge, London.
5. Mithani, D M (1998), *Modern Public Finance*, Himalaya Publishing House, Mumbai.
6. D. K. Srivastava, Issues in Indian public finance, New Century Publications, 2005.
7. Shapiro, E (1996), *Macroeconomic Analysis*, Galgotia Publications, New Delhi.



INTERNATIONAL RELATIONS

Credit-12(12+0+0+0)

CourseOutcomes:Onsuccessfulcompletionofthecourse,thestudentswillbeableto

- a) Understand the mining, nature and Approaches to the study of International Relations.
- b) Understand the definition and elements of the Struggle for Power:
- c) Meaning, nature and limitations of national power.
- d) Acquaint them with the Balance of power.
- e) Collective security and the problems of Disarmament, Peace Process and Settlements, Moral and prudential aspects of Diplomacy.

To understand the role of League of the Nations and U.N.O.

Unit I: International Relations

Credit-4)

Growth and development of International Relations as an academic discipline, Post war International Development : Cold War & Phases , End of Cold War , U.N.O : Organization ,Working and role, U.S.A and Third World ,Collapse of Communist Block,Reorganisation of Europe.

Unit II: Foreign Policy (Credit-4)

Indian Foreign Policy : Dterminants of Foreign Policy , NAM and its relevance in Contemporary World , India's Look East Policy ,India's relation with neighbourhood & with major countries (U.S.A & China & Russia).

Unit III: Trends & Issues. (Credit-4)

Contemporary Trends & Issues in International Politics ,New International Economic Order ,Regional Co-operation in Asia : ASEAN, SAARC. Demand for reforms in UN & India for permanent seat of UN.

Contemporary Global Issues : Environmentalism, Globalization and Human Rights, International Terrorism , Disarmament : Problems & Challenges.

Suggested Readings:

1. International Relations, Pev Ghosh, PHI Learning Pvt. Ltd., New Delhi
2. International Politics,B.L.Fadia,Sahitya Bhawan Publications,Agra
3. Antarrashtriye Samband Siddhant aur vyavahar , Pushpesh Pant .Shripal Jain , Meenakshi Prakashan, Meerut
4. International Relations (V.N. Khanna), Vikas Publishing House Pvt. Ltd., Delhi.
5. International Relations , S .C Singhal, Laxmi Narain Agarwal Publishers, Agra .
6. International Relations & Politics – J.C Johari



7. International Relations ,B.L.Fadia,Sahitya Bhawan Publications,Agra
8. International Relations ,Pavneet Singh .
9. International Relations , Prakash Chander.
10. International Relations ,Palmer & Perkins.

STATE ADMINISTRATION IN INDIA

Credit-12(12+0+0+0)

CourseOutcomes:Onsuccessfulcompletionofthecourse,thestudentswillbeableto

- a) Understand the mining, nature and evaluation of State Administration in India.
- b) Acquaint themselves with the Office of the Governor, and Chief Minister at the state level.
- c) Understand the pattern of organization and working of the Departments of Home, Finance and Agriculture in Rajasthan.
- d) Understand the Organization and working of the following Boards and Directorates in the State of Rajasthan- Revenue Board, Directorate of Education etc.
- e) Understand the Personnel Administration at the Rajasthan government. Acquaint them with the revenue Administration at the district and below level.

Unit-I (The Office of the Governor)

Credit: 4

Meaning, Nature & Features of state Administration. Evolution of State Administration in Rajasthan. Present Status of State Administration in India. The Office of the Governor-Powers, Functions and Role in State Administration, Relationship with Council of Ministers. The Office of the Chief Minister-Powers, Function, Role and Importance of the Office, Relationship with Council of Ministers. Organization of the State Secretariat. Organization and working of the Departments of Home, Finance and Agriculture in Rajasthan. Chief Secretary - its role and Significance in State Administration.

Unit-II (Revenue Board)

Credit: 4

Organization and working of the following Boards and Directorates in the State of Rajasthan-

- Revenue Board.
- Directorate of Agriculture.
- Directorate of Education.

Unit-III (Personnel Administration)

Credit: 4

Personnel Administration : Role of the State Civil Service in Rajasthan (R.A.S., R.P.S. etc.), Organization and working of the Rajasthan Public Service Commission, Training of State Civil Services, Organisation and Function of State Training Institutes in Rajasthan Special Reference to HCM , Rajasthan Civil Service Appellate Tribunal. District Administration: Organization of



District Administration. District Collector: Functions and Position. Revenue Administration at the district and below level, the role of S.D.O., Tehsildar and Patwari.

Suggested Readings:

1. Ravindra Sharma: State Administration in India.
2. S.R. Maheshwari: Indian Administration.
3. S.S. Khera : District Administration in India.
4. S.K Kataria : State Administration in India.
5. Ramesh Arora& Geeta Chaturvedi: State Administrations.
6. M.V. Pylee : Indian Constitution (Hindi Also).
7. A.R.C.: Report on State Administration.



रघुवंशम महाकाव्य

12(12+0+0+0)

Unit-I (रघुवंशम महाकाव्यम्)

Credits: 4

रघुवंशम् महाकाव्यम् : रघुवंशम् महाकाव्यम् प्रथम सर्ग 61-95 श्लोक पूर्णतः कालिदासः।

नीतिशतकम् श्लोक 61-110, श्लोकस्तु।

Unit-II (पंचतन्त्रम् अपरीक्षितकारकम्)

Credits: 4

पंचतन्त्रम् अपरीक्षितकारकम् : पंचतन्त्रम् अपरीक्षितकारकम् (क्षणकक्षात् - मन्थरमौलिक कथा सप्तकथा पूर्णतः)।

Unit-III (भारतीय संस्कृति की विशेषता)

Credits: 4

भारतीय संस्कृति की विशेषता :

भारतीय संस्कृति की विशेषता, संस्कार, वर्णव्यवस्था इत्यादि। समास (केवल समास अव्यवीभाव समास, तत्पुरुष समास)।

Suggested Readings:

1. रघुवंशम् महाकाव्यम्, धारादत्त मिश्र, मलिकानाथ संजीवनी संस्कृत एवं चन्द्रकला चौखम्या।
2. रघुवंशम्, डॉ. श्री कृष्णमणि त्रिपाठी, मलिकानाथ संजीवनी संस्कृत एवं चन्द्रकला चौखम्या।
3. नीतिश्लोक, नीतेश रंजन, श्री कृष्ण कुमार ओड़ा, राज प्रकाशन मन्दिर, जयपुर।
4. नीतिश्लोक, अरुणा शुक्ला, कात्यायन वैदिक साहित्य प्रकाशन, होरियारपुर।
5. पंचतन्त्रम्, श्रीराम कुमारवत, जगदीश संस्कृत पुस्तकालय, जयपुर।
6. पंचतन्त्रम्, विष्णु शर्मा, जगदीश संस्कृत पुस्तकालय, जयपुर।

हिन्दी गद्य- I

Course Outcomes: On successful completion of the course, the Students will be able to

1. आधुनिक हिन्दी कविता के बारे में मौलिक ज्ञान प्राप्त करने में मदद करना।

Unit-I (हिन्दी कहानियाँ)

Credits: 4

हिन्दी कहानियाँ :

हिन्दी कहानी : आरभिक कहानियाँ : गुलरी प्रेमचन्द के अनवती : सद न, वि. वस्मरनाथ शर्मा कौं क, अमृतलाल नागर, विव्रप्साद सिंह कृष्ण सावती, धर्मवीर भारती, नर्सी कहानी : माहन राके I, राजेन्द्र यादव, कमल विर, मनू भण्डारी, उषा प्रियवर्ग, राजी सठ।

कहानियाँ-

(1) प्रेमचन्द	:	प्रस की शत
(2) जय अंकर प्रसाद	:	मध्या
(3) जैनेन्द्र कमार	:	खेत
(4) य प्रित	:	करवा का बत
(5) अङ्गेय	:	खितीन बाबू
(6) माहन राके I	:	मलवे का मालिक
(7) अमरकाल	:	दोपहर का भोजन
(8) फणी वरनाथ रेण	:	लालपान की बेगम ।

Unit-II (हिन्दी उपन्यास)

Credits: 4

हिन्दी उपन्यास :

प्रेमचन्द के पर्व, प्रेमचन्द और उनका युग यथाध्वाद का हिन्दी उपन्यास में आविभाव, हिन्दी उपन्यास में नायक की बदलती अवधारणा, जैनेन्द्र कमार और 'त्यागपत्र, प्रसाद की यथार्थ चेतना : कंकाल, अङ्गेय और 'शेखर : एक जीवनी ।

Unit-III (नाटक एवं निबन्ध)

Credits: 4

नाटक एवं निबन्ध:

नाटक-

1. ध्रुवस्वामीनी - जयशंकर प्रसाद

निबन्ध-

पाठ्य प्रस्तुक - निबन्ध निलय - डॉ. सत्येन्द्र

1. प्रेमचन्द - साहित्य का उद्देश्य (प्रगतिशीलता) 2. आचार्य शमचन्द शुक्ल - कविता क्या है ? 3. महादेवी वर्मा - गथार्थ और आदर्श 4. हजारी प्रसाद हिंदू - कटज 5. विवानिवास मिश्र - मेरे राम का मुकुट भीग रहा है 6. डॉ. नगेन्द्र - हिन्दी की प्रयोगशाली कविता ।

Suggested Readings:

1. कहानी विविधा - संपादक - डॉ. हेत भारद्वाज पंचशील प्रकाशन जयपुर-2010



TWENTIETH CENTURY BRITISH LITERATURE

Credit-12 (12+0+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) To enhance the language ability of pupils through academic and practical usage of language.
- b) The curriculum seeks to introduce a wide range of English language literature.

This course also focuses on students' involvement in political and social issues.

Unit I: Poetry (Credit-4)

Philip larkin's *Church Going*

Seamus Haney's *Digging, the Tollund Man*

Unit II: Drama (Credit-4)

Samuel Beckett: *Waiting for Godot*

Harold Pinter: *Birthday Party*

Unit III: Fiction (Credit-4)

Virginia Woolf: *Mrs. Dalloway*

Suggested Reading:

1. Raymond Williams: Forms in Culture, Introduction to the English Novel from Dickens to Lawrence (London: Hogarth, 1984).
2. John Lucas: Modern English Poetry from Hardy to Hughes.
3. Kenner, Hugh, A Reader's Guide to Samuel Beckett (London, 1996).
4. E.M. Forster: A Life: The Growth of the Novelist 1879-1914 (London, 1977).
5. Armstrong, Tim, Modernism, Technology and the Body: A Cultural history (Cambridge, 1998).

History of Indian National Movement (1857-947 A.D.)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Understand the Historiography of Modern India.
- b) Understand the rise of nationalism and communalism in India.
- c) Understand the rise of Indian National Movements.
- d) Examine the independence of India and the partition of India.

Unit I : Historiography of Modern India

Approaches: Nationalist, Marxist, Subalternist, Post-Subalternist, Feminist, and Dalit. Historical

Writings: Sumit Sarkar and Ranjeet Guha.



Unit .2:Rise of Nationalism in Modern India (1885-1905)

Factors responsible for the growth of Nationalism: Modern Education, Drain of Wealth, Socio-religious Movements and its background. Modern Political Associations. Establishment of Indian National Congress: Era of Moderates and Extremists – Reforms, Revival and Nationalism.

Unit 3:Indian National Movement (1905-1947)

Lord Curzon and the Partition of Bengal: The Swadeshi Movement in Bengal and the formation of Indian Muslim League. Extreme Nationalism: Constructive and self-help program, boycott and the mass movements. Militant Nationalism: Rise of the militant nationalism, Bhagat Singh and Chandrasekhar Azad. The Indian Home Rule League Movement: Bal Gangadhar Tilak and Annie Besant. The First World War and Indian National Movement: Lucknow Session of Congress, Rowlatt Satyagraha and Jallianwala Bagh Tragedy, and Non-cooperation Movement. Simon Commission and Round Table Conferences, Civil Disobedient Movement and Gandhi-Irvin Pact. Indian National Movement after 1935: Quit India Movement and Indian National Army. Communalism and two Nation Theory: Hindu Mahasabha and Indian Muslim League. Indian Independence and Partition of India.

Suggested Readings:-

1. Bandhopadhyay, S. (2004). *From Plassey to partition: A history of modern India*. New Delhi: Orient Blackswan.
2. Chandra, B. (2010). *The rise and growth of economic nationalism in India: Economic policies of Indian national leadership, 1880-1905*. New Delhi: Hindustan Publishing Corporation.
3. Desai, A. R. (2016). *Social background of Indian nationalism*. New Delhi: Sage Publications India.
4. Grover, B. L., & Mehta, A. (2018). *A new look at modern Indian history: From 1707 to the modern times* (32nd Ed.). New Delhi: S. Chand Publishing.
5. Sarkar, S. (2014). *Modern India*. New Delhi: Pearson Education India.
- Sharma, K. & Vyas, P. (2020). *History of Modern India (1761-1971)*. New Delhi: Panchsheel Prakashan

MILITARY SCIENCE & CIVIL DEFENCE

1. Importance of Military Science
2. Concept and Evolution of Military Science
3. Need of Military Studies today
4. Armed Forces
5. Special Forces
6. Para Military Forces
7. Geo-Strategy
8. Maritime Security
9. Biological Warfare
10. Armed Forces in Peacekeeping
11. Armed forces in Disaster Management
12. Importance of Civil Defence
13. Role Of Women in Military Science & Defence
14. Role of Civil defense
15. Organization



Yoga & Meditation

SR. NO.	SESSIONS	HOURS
1.	Tadasana	Theory: 10 Min. Practical: 50 Min
2.	Trikonasan	Theory: 10 Min. Practical: 50 min
3.	Vrikshasan	Theory: 10Min. Practical: 50min
4.	Bhujangasan	Theory: 10Min. Practical: 50min
5.	Makrasan	Theory: 10Min. Practical: 50min
6.	Shashankasan	Theory: 10Min. Practical: 50min
7.	Gomukhasan	Theory: 10Min. Practical: 50min
8.	Pavanmuiktsan	Theory: 10Min. Practical: 50min
9.	Dhanursan	Theory: 10Min. Practical: 50min
10.	Utanpadasan	Theory: 10Min. Practical: 50min
11.	Shalbhasan	Theory: 10Min. Practical: 50min
12.	Surya namaskar-12 steps	Theory: 10Min. Practical: 50min
13.	With breathing & hold Surya namaskar-12 step	Theory: 10Min. Practical: 50min
14.	Standing hasyea yoga	Theory: 10Min. Practical: 50min



15.	Sitting hasyea yoga	Theory: 10Min. Practical: 50min
16.	Pranayam – natural breathing Exercise	Theory: 10Min. Practical: 50min
17.	Kapalbhati pranayam	Theory: 10Min. Practical: 50min
18.	Bharmri & bhastrika pranayam	Theory: 10Min. Practical: 50min
19.	Cooling pranayam	Theory: 10Min. Practical: 50min
20.	Meditation – IRT (INSTANT RELAXATION TECHNIQUE)	Theory: 10Min. Practical: 50min
21.	Meditation –QRT (QUICK RELAXATION TECHNIQUE)	Theory: 10Min. Practical: 50min
22.	Meditation –DRT (DEEP RELAXATION TECHNIQUE)	Theory: 10Min. Practical: 50min
23.	Meditation –CONCENTRATION ON ONE POINT-I & II	Theory: 10Min. Practical: 50min
24.	Meditation – CONCENTRATION ON ONE POINT-III & IV	Theory: 10Min. Practical: 50min
25.	Meditation –OMKARA CHANTING WITH MUSIC	Theory: 10Min. Practical: 50min
26.	Meditation – OMKARA CHANTING -108 TIME WITH MUSIC	Theory: 10Min. Practical: 50min
27.	Meditation –CYCLIC Meditation	Theory: 10Min. Practical: 50min
28.	Meditation –VIPASSANA DHYAN	Theory: 10Min. Practical: 50min
29.	Meditation – PREKSHYA DHAYAN	Theory: 10Min. Practical: 50min



30.	Meditation -SOHAM JAP WITH MUSIC	Theory: 10Min. Practical: 50min
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SYLLABUS OF ENVIRONMENTAL SCIENCE & DISASTER MANAGEMENT

- 1. Introduction-** Why it is necessary to study EVS as UCC, **Environment-** Definition, scope and importance . Clean environment
- 2. Natural Resources** and associated problems.. Brief idea of Renewable and Non-renewable resources .
- 3. Ecosystem** - definition, components, Producers, consumers and decomposers, Structure and function
- 4. Ecological pyramids-** Food chains, food webs and Ecological pyramids
- 5. Pollution** – Air,Soil ,Water Cause, effects and control measures in brief.
- 6. Waste Disposal-** Solid waste Management : Causes, effects and control measures of urban and industrial wastes.
- 7. Green Technology ,Carbon footprint, Global Warming** A brief introduction in current scenario.
- 8. Water conservation and Rain water harvesting**-Modern practices followed.
- 9. Disasters** – Definition ,types of disasters and floods, earthquake, cyclone and landslides examples
- 10. Disaster Management** in brief



V SEMESTER

TEACHING APPROACHES AND STRATEGIES

Credit-9(9+0+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Understand the nature of assessment and the purposes of assessment and evaluation.
- b) Understand the importance of current assessment methods.
- c) Familiarize yourself with Bloom's classification objectives and table of characteristics.
- d) Understand the types of achievement tests, diagnostic tests and tasks and their importance in evaluation.
- e) Understand the construction of evaluation process tools and process-oriented tools.
- f) Gain knowledge of group dynamics and portfolio valuation.

Understand analysis, manage and implement assessment data.

Unit I: Understanding Teacher and Teaching(Credit-3)

Teaching as a planned activity – elements of planning.

Assumptions underlying teaching and their influence on the planning for teaching.

Proficiency in Teaching: Meaning and place of awareness, skills, competencies and commitment.

Assumptions underlying effectiveness in teaching – Behaviouristic, Humanistic and Constructivist perspectives.

An analysis of teacher functions, skills and competencies in the three phases: Preactive phase – visualizing, decision-making on outcomes, preparing and organization; interactive phase – facilitating and managing learning; post-active phase – assessment of learning outcomes, reflecting on pre-active, interactive and post-active processes Characteristics associated with effective teachers.

Impact of one's own socialization processes, awareness of one's own shifting identities as 'student', 'adult' and 'student teacher' and their influence on 'becoming a teacher'.

Teacher's professional identity – what does it entail?

Unit II: Planning for Teaching(Credit-2)

An analysis of teacher's roles and functions in the pre-active phase – visualizing, decision-making on outcomes, preparing and organisation.

Visualizing: The learner and learning readiness characteristics, the subject matter content and their inter-linkages, the learning resources, approaches/strategies. Decision-making on outcomes: Establishing general instructional goals, specification of objectives and standards for learning, allocation of instructional time for various activities/ tasks – instructional time as a variable in

learning.



Decision-making on instructional approaches and strategies: Expository or Inquiry, Individualized or Small Group or Whole Class – skills required for learner engagement in the context of the strategy decided.

Preparing for instruction: Identifying and selecting available learning resources or developing required learning resource.

Preparation of a Plan: Unit Plan and Lesson Plan.

Unit III: Skills and Strategies of Teaching(Credit-2)

An analysis of teacher's roles and functions in the interactive phase – facilitating and managing learning.

Introducing a lesson – need and various possibilities.

Motivating the learners and sustaining their attention – importance of stimulus variation and reinforcement as skills.

Questioning, Illustration and explanation as teacher competencies influencing student- learning in the classroom;

Strategy of Teaching – a) Expository Strategy as approach to teaching for understanding:

Presentation – discussion – demonstration, the Advance Organiser

Model; b) Inquiry Strategy as approach to teaching thinking skills and construction of knowledge : Concept attainment / Concept formation, Inductive thinking, Problem based learning/ Project Based Learning.

Unit IV: Approaches to Organizing Learning(Credit-2)

Approaches to Individualised Instruction: Computer Managed Instruction, Programmed Instruction and Learning Activity Packages, Approaches to Small Group and Whole group Instruction: Cooperative and Collaborative approaches to learning, Brain storming, Role Play and Dramatization, Group Discussion, Simulation and Games, Debate, Quiz and seminar.

Sessional Work:

② Comparative study of syllabi of various subjects to identify content categories.

② Writing instructional objectives of a lesson under domains and levels.

② Practice on the skills of introducing, questioning, stimulus variation, illustrating and organizing learning activity.

② Design learning episodes / activities and organize them in the classroom.



Suggested Readings:

1. R. C. Mishra; Classroom Management (English) 01 Edition. APH Publisher.
2. Patricia & Devis; Cognition and Learning. Sil International, Global Publishing.
3. Dewey, J. (1916). Democracy and Education. New York : The MacMillan Company.
4. Lindfors, J. (1984). How children learn or how teachers teach? A Profound confusion: Language Arts, 61 (6), 600-606.
5. Smith, K. (1993). Becoming the “guide” on the side: Educational Leadership, 51(2), 35-37.
6. Savery, J. and Duffy, Thomas M. (1995). Problem based learning: An instructional model and its constructivist framework. Educational Technology, 35, 31-38.

PEDAGOGY OF ENGLISH

Credit-9(7+2+0+0)

D&T-(2)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Focus on language revival and social change; Bilingualism and Multilingualism:
- b) Register language as different school subjects
- c) Make an understanding between language as a school subject and language as a medium of instruction.
- d) Development and teaching of various language skills

Integrated English grammar to develop language accuracy and fluency in students.

Unit I: Language Learning: Principles, Practices & Pedagogical Approaches

(Credit-3)

Theories of language learning and acquisition in adults and young learners including inter-Language and language errors; factors accounting for individual learner's needs and styles. Historical and critical overview of ELT methodologies to include the grammar- translation method, the structural – situational approach, the audio-lingual method, bilingual approach, natural or communicative approach, shift in emphasis to literacy and content area instruction. Meaning and importance of Lesson and unit planning. Lesson and unit planning in English.

Unit II: Learning Resources ; Nature and role of language (Credit-3)

Historical, critical, ecological perspectives; global language and multilingualism. Language revitalization and social change; bilingualism and multilingualism: code mixing and code switching – its place in the English Language classrooms.

Language and Society — Language and Power; Language and Class (society); Language and Identity; Language and Gender. Language in School — Home language and school language — Medium of understanding; Multilingual and multicultural classroom; Difference between language as a school subject



and language as a Medium of Instruction; Centrality of language in curriculum — Different school subjects as registers of language.

Unit III: Literacy Development: The Whole Language Approach (Credit-3)

Position of Languages in India; Article 343-351, 350A; Kothari Commission (1964-66); NPE1968, NPE-1986; POA 1992; National Curriculum Framework-2005.

Whole language vs Phonics – based methods of teaching reading and writing; Holism and behaviorism; Noam Chomsky and Ken Goodman; literacy application of Goodman's theory; use of embedded phonics method; whole- part-whole approach. Use of audio-visual, multimedia and the effective utilization of language Laboratory. Use of Computer Assisted Language Learning (CALL). c) Use of CD-ROM, DVD Technology, web-based CALL..

Suggested Activities:

- a. Students observe teachers in first language/ home language classrooms and in the English language classrooms. They reflect on teaching practices and inadequacies, focusing on students' proficiency in the languages.
- b. Identify minority languages within their State. Study plans and policies being implemented for their preservation and development.
- c. Assess and critique CD-ROMs which support language learning.

Suggested Readings:

1. Ellis. (1997). *SLA Research and language teaching*, OUP.
2. *Introducing Second Language Acquisition: Saville Troke M*, CUP.
3. Skehan, P. (1998), *a Cognitive Approach to Language Learning*. Cambridge CUP.
4. Norton, B. & Toohey, K. (2004). *Critical Pedagogies and Language Learning*, Cambridge University Press.
5. Pramila, English Teaching, Shiksha Prakashan.
6. Neelima Pareek, English Teaching, Shiksha Prakashan.
7. Shubha Vyas, English Teaching, Shiksha Prakashan.

PEDAGOGY OF HINDI

Credit-9(7+2+0+0)

D&T-(2)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) To explain the meaning, concept, nature and importance of language to the students.
- b) To explain the three language formulas and Hindi, the place of Hindi to the students.
- c) To explain to students the plan for prose, poetry and grammar lessons.
- d) To explain the development of language skills to the students.

To revise the objectives to make the teaching of Hindi understandable to the students.

Unit I: Perspectives of Hindi Language, Aims and Objectives of Teaching Hindi (Credit-3)

Meaning, Concept, Nature and importance of language. , Three language formula and Hindi, Place of Hindi in the Secondary School Curriculum of Rajasthan.

Aims of teaching Hindi as a second / third language. , Functional aims of Hindi Teaching. Cultural Aims of Hindi Teaching. National and International Aims of Hindi Teaching. , Instructional objectives with practical - Theoretical background writing of instructional



objectives of Hindi Teaching ,Modification of Objectives in terms of behavioral changes.
Unit II: Planning Lessons, Resource Units, Unit Plan, Drill Lessons (Credit-3)

Planning of prose, poetry and Grammar lessons, Processing of lesson notes and micro lesson plans, Meaning and importance of a Unit plan and administration, Resource Units – Use and implications, Plan and process of lessons in Practice teaching.

Unit III: Language Skills (Credit-3)

Development of language skills- listening objectives and importance – activities for its development ,Speaking – Objectives – activities for its development – role of learning by heart, role-play, extempore and prepared speeches, debates, languages games, substitution table need for correct pronunciation – Remedial Measures ,Reading – Objectives – Types of reading silent and loud, intensive – methods of teaching reading ,Writing – Objectives – Characteristics of handwriting – dictation, Composition – Objectives – Types - Oral, written and picture composition – Free and guided composition, Translation – Objectives- Importance's – Characteristics of good translation.

Practical: (any one)

Preparing scheme of assessment
A study of an author / poet.

Developing Linguistics Skills.
System our examination.

Suggested Readings:

1. Bhai.Y (1978) *Hindi Bhasashikshan*. Vinod Pustak Mandir Agra.
2. *Bhasa Vishesshank Patrick* (1980) Department of Education, Rajasthan, Bikaner.
3. Chaturvedi, V.S. (1999) Adhapan Kala. Varanasi: Gopinath Bhargav NandKishor and Sons.
4. Jha, L. (1940) Bhasha Shikshan Paddhbat. Allahabad: N.G. Saigal. U.P Press.
5. John, D. (1953) The Study of Language. Harvard University Press.
6. Keshav Prasad (1984) Hindi Shikshan. Delhi; Dhanapatrai and Sons.
7. Kothari Commission Report (1968) Govt. of India, New Delhi.
8. Bhardwaj Hetu, Hindi Bhasha, Panchil Prakashan.
9. Pandhya Ramshakal, Hindi Teaching, Vinod Pustak Mandir, Agara.



PEDAGOGY OF SOCIAL SCIENCE

Credit-9(7+2+0+0)

D&T-(2)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) To make students understand Nature and Scope of Social Sciences.
- b) To make students understand Social Sciences and Social Studies, place of Social Sciences in the school curriculum.
- c) To make students understand Integration of different elements of Social Sciences.
- d) To make students understand Approaches to teaching/learning: project method.

To make students understand learning, connecting child's knowledge and local knowledge with the text book, primacy of the learner.

Unit I: Nature and Scope of Social Sciences (Credit-3)

Social Sciences and Social Studies, place of Social Sciences in the school curriculum, need for strengthening teaching of Social Sciences, gender concerns addressed in Social Sciences. Scope of Social Sciences.

Distinguishing between natural and social sciences: major social sciences disciplines in schools.

Linking child's natural curiosity with natural phenomena like weather, flora and fauna; spatial and temporal contexts; important social and economic issues and concerns of the present-day Indian society.

- Multiple perspectives/plurality of approaches for constructing explanations and arguments.

Understanding of social and economic challenges facing the nation.

Unit II: Teaching-Learning Resources in Social Sciences

- People as resource: The significance of oral data.
- Types of primary and secondary Sources: data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.
- Various teaching aids: Using atlas as a resource for social sciences; maps, globe, charts, models, graphs, visuals.
- Audio-visual aids, CD-Rom, multimedia, internet.

Unit III: Approaches to teaching/learning Social Sciences (Credit-3)

Approaches to teaching/learning: project method, field trip, role play, dramatization, problem solving, exploratory, concept mapping, self learning strategies, map based learning, multi media, interactive learning, inter disciplinary approach - features, writing exemplar material, role of the teacher, merits and demerits.

Creating an interactive environment, opportunities for learning together for both learner and teacher, encouraging participatory learning, utilizing community resources, going beyond the textbook, bringing inclusiveness in learning, connecting child's knowledge and local knowledge with the text book, primacy of the learner.

Suggested Activities:

1. Analysis of any one textbook of Social Sciences in terms of gender concerns addressed there in.
2. Selecting any one theme and identifying integration of elements of Social Sciences.



3. Writing exemplar materials on different approaches to teaching Social Sciences.
4. Interacting with the school teachers to understand about pedagogical issues.

Suggested Readings:

1. National Curriculum Frame Work 2005, NCERT, New Delhi.
2. Anatomy Giddens, Sociology, 2010 Delhi.
3. M Haralambos with R M Heald, Sociology Themes and perspective , 2013 New Delhi.
4. Report of the Education Commission, 1964 – 66, Ministry of Education, Government of India, New Delhi.
5. Richard. T. Schaefer, Sociology A brief introduction 9th Eidition, 2011.
6. S.R. myneni, Text book on sociology, Part II, Allahbad law Aegency 2008.
7. Navendu. K. Thakur, an Introduction to sociology, Central law Publication, 2007.
8. Ashok Sidana&P.N.Malhotra, Samajic Adhyayan Shikshan (Hindi), Shiksha Prakashan.

PEDAGOGY OF GEOGRAPHY

Credit-9(7+2+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) To develop the ability to have a good understanding of the physical and human geography of India.
- b) To equip students with a variety of approaches to learn Indian Geography and the modern changes in Indian Geography.
- c) To understand the human-environment relationship of geographical phenomena with reference to India.
- d) To understand the emerging concept of man-nature conflict in India and its remedies.

To sharpen the conceptual approach to studying human activities and

population dynamics in the context of available resources in India.

UNIT I: Geography: Context and Concerns

Credit-3

1. Meaning, Nature, scope and importance of Geography as a school subject.
2. Understanding Geography in relation to History, Arts, Economics, Mathematics, languages and Science.
3. Aims and Objective of Geography at Elementary and Secondary Level.

Unit - II: Pedagogical Issues

Credit-3

1. Methods of Teaching: Lecture, Lecture Cum Demonstration, Discussion Method, Problem Solving Method, Project Method, Source Method, Cooperative learning Method.



2. Devices and Techniques of Teaching: Supervisory Study, Description, Brainstorming, Questioning device, Excursion and Simulation.
3. Creating an interactive environment, encouraging participatory Learning, utilizing community resources, connecting child's knowledge and local knowledge with the text book,

UNIT III: Curriculum and Professional Development Credit-3

1. Critical analysis of existing curriculum of Geography at Secondary School level in light of NCF 2005. 2. Development of problem solving ability, Critical thinking and social skills through geography content 3. Professional development of Geography Teacher – concept, need and ways of professional development .landforms formed by River,Glacier,Wind, .Composition and structure of atmosphere Factors affecting climate of a region.

Internal practical:

1. Analysis of Geography textbook of a school.
2. Measure of daily temperature of local place and keep a date-wise record for one week every month.

Suggested Readings:

1. B.C.Rai, Teaching of geography, Delhi: Danpat Rai Pub.
2. Bining, Arthur, C., and Bining, David, H., Teaching Geography in Secondary Schools.
3. Dash, B. M., Contents-cum-methods of teaching geography, Kalyani Publishers, New Delhi
4. James Fleming: The Teaching of Geography in Secondary School. Longman Green and Co., London.
5. Kochhar, S.K.: Methods and Techniques of Teaching Geography. New Delhi: Sterling Publishers Pvt. Ltd. 1986.
6. Paliwal, Bhugol Shikshan (Hindi), Shiksha Prakashan.

PEDAGOGY OF HISTORY

Credit-9(7+2+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) To learn the importance of History Education
- b) To understand the methods of teaching history
- c) To understand the Inculcation of values such as social values, cultural values and national values
- d) To learn the qualities of a history teacher and understand the basic feature of history education.

To learn the Co-relation of History with several objects.

UNIT I: Foundations of History Education

Credit-3

1. Concept, Importance and scope of History.



2. Co-relation of History with Art, Literature, Geography, Economics, Civics, Science. Aims and Objectives of teaching History at Elementary (6-8thclass) and Secondary (9-10/12 class) level in light of NCF-2005.

Unit - II: Pedagogical Issues

Credit-3

1. Methods of Teaching: Lecture method, Story Telling method, Source method, Discussion method, Field Trips and Excursions, Cooperative learning Method.
2. Devices and Techniques of Teaching: Narration, Explanation, Illustration, Description.
3. Problems in exploring true historical facts and its genuine records. Role of Museums and monuments in learning history.

UNIT III: Curriculum and Professional Development

Credit-3

1. Critical Analysis of History curriculum at secondary stage – Features, issues and recommendations of NCF 2005.
2. Inculcation of values such as social values, cultural values and national values through History Curriculum.
3. Qualities of History Teacher, Professional development of History Teacher (Concept, need and ways of professional development: Content of History Harappa Civilization, Ashoka- the Great, The Golden age of Gupta's. The First World War: Causes and its consequences The Second World War: Causes and its consequences, setting up of UNO.

Suggested Activities: Internal Work

To arrange a visit to a historical place and write a report of the same Class seminar on the contributions by any one eminent historian.

Suggested Readings:

1. Agrawal, J.C. Teaching of History: A Practical Approach, Eastern Book House, Guwahati (1997).
2. Ballord. M. (1979), New Movement in Study, Teaching of History, Temple smith, London.
3. Bhatia, R.L. Contemporary, Teaching of History, Surjit Publications, Delhi, (2005).
4. Dash, B.N. Teaching of History: Modern Methods, A.P.H. Publishing Corporation, New Delhi (2004).
5. Gaur Sunita & Sharma, Pratiksha, Itihas Shikshan (Hindi), Shiksha Prakashan.

PEDAGOGY OF CIVICS

Credit-9(7+2+0+0) D&T-(2)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Explain the concept, nature and scope of Civics.
- b) Understand the goals and objectives of civics and correlate civics with other school subjects and life situations.
- c) Pedagogical analysis of various topics in civics at the secondary level.
- d) Become familiar with the processes of lesson planning.
- e) Critically evaluate the existing curriculum, syllabus and textbooks.



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Prepare, select and use a variety of learning materials.

Unit-I Nature and Scope of Civics

(Credit-3)

Meaning, Nature, and scope of civics.

Civics - an art or Science.

Correlation of civics with other subjects

Meaning and scope of civics.

Man as a social animal and as a citizen.

Unit-II Aims and Objectives of Teaching Civics

(Credit-3)

Meaning and Importance of teaching civics in Secondary Schools Aims of teaching Civics

Political conciseness, understanding of current events, democratic citizenship, understanding of Union and the State Govt. Functional awareness of Rights and Duties of citizens.

Instructional objectives and values of teaching civics. Knowledge, understanding, critical thinking, skills, Attitude, Interests, Application - Analysis of these objectives in terms of specific behaviors of learners.

Spelling out Instructional objectives and learning outcomes Civics based hobby clubs, societies

Correlation of Civics with other School Subject Meaning and Importance of correlation,

Types of correlation. Correlation of Civics with Geography, Economics, Literature Co curricular /Activities in Civics.Importance of organization of field trips, visits.

Unit-III Instructional design, methods, techniques, and instructional materials in teaching civics

(Credit-3)

Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate Teaching devices and assignments, and plan according to active learning strategies.

Resource Unit, Unit Plan, Meaning and need of methods.

Methods of teaching Civics - Survey observation, comparative and demonstration, Active Learning Strategies.

Instructional Materials in civics:

Collateral Reading – Importance, Reading materials, Historical Novels, Auto biographic, Magazines, News papers Drams, Journals Audio-Aids-Radio, Tape recorder, Visual-Aids- Maps- Importance.

Types, procedure of using maps, pictures, charts, models, film strips, diagrams, Audio-Visual Aids-Films, TV, Computers, multimedia packages and Internet as an Instructional aid.

Practicum/Sessional Work: -

Critical evaluate History civics content of 8th 9th 10th Standard.

1. Conducting quiz Competition in History/civics.
2. Survey of the locality and collection of information about places or institutions of historical interests.
3. Organizing short field trip to a place of historical / political interests
4. Preparing resource unit on a topic of your choice in History and Civics.
5. Preparation of materials for a History room or museum

Student is also allowed to do his own interested practical work pertaining to the syllabus

Suggested readings:-

1. Asirbatham: Political Theory, Upper Indian Publishing House Ltd., Lucknow.
2. Balkrishna: Principles of Civics Kitab Mahal, Allahabad.
3. Bhartiya shashan Aur Rajneeti. Delhi: Delhi University, 1986
4. Gupta, R. N.: Indian Constitution and Civic Life, Kitab Mahal, Allahabad.



5. Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
6. Kochhar, S.K.: Teaching of Political Science. New Delhi: Sterling Publishers, 1970.
7. Kamala Vashisth&Yadu Sharma, Nigaric Shastra Shikshan (Hindi), Shiksha Prakashan.

PEDAGOGY OF ECONOMICS

Credit-9(7+2+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) To Understand the Historical Development of Economics Disciplines
- b) To understand the relation of economics to other subjects
- c) To understand the various methods and techniques of teaching economics.
- d) To understand how to develop professional values and critical thinking ability.

To understand the teaching of economics according to different levels.

UNIT I: Economics: Context and Concerns

Credit-3

1. Historical development of Economics as a school subject, Nature, Scope and importance Economics.
2. Understanding Economics in relation to Commerce, History, Geography, Civics, Statistics, Agriculture and Science.
3. Aims and Objective of teaching of Economics at Secondary Level in light of NCF-05. Content from NCERT Text books, sectors of Indian economy – sectors of Agriculture and national Economy, Poverty as challenge.

Unit II: Pedagogical Issues

Credit-3

1. Methods of Teaching: Lecture, Discussion Method, Inductive- deductive method, Project Method, Survey Method, Cooperative learning Method.
2. Techniques of Teaching: Supervised Study, Jurisprudential Enquiry, Dramatization, Brain-Storming, Field trip and Simulation.

UNIT III: Lesson plan; Curriculum and Professional Development

Credit-3

1. Critical Analysis of Economics Text Book and Curriculum



2. Development of economic values and Critical thinking
3. Economics Teacher: Qualities and Professional development (concept, need and ways of professional development) 18

Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate Teaching devices and assignments, and plan according to active learning strategies. Resource Unit, Unit Plan, Meaning and need of methods.

Suggested Activities:

Preparing mock budget of their home/school for a financial year.
PowerPoint presentation based seminar on the contributions of any one Eminent Economist: Chanakay (Kautilay), Amartaya Sen, Adam, Smith, Marshal and Pigou.

Suggested Readings:

1. Aggarwal, J.C. (2005). Teaching of Economics - A Practical Approach. Agra: VinodPustakMandir.
2. Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT
3. Dhillon, S. and Chopra, K. (2002).Teaching of Economics. Ludhiana: Kalyani Publishers.
4. Kanwar, B.S. (1973). Teaching of Economics. Ludhiana: Prakash Brothers.
5. Lee, N. (Ed.) (1975). Teaching Economics. London: Heinemann Educational Books.
6. Mittal, R.L., ArthShastar Ka Adhiapan. Patiala: Punjabi University Press.
7. Kegan Paul.Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004), Teaching of Economics.Merrut: R. Lall Book Depot.
8. Sharma, Seema (2004). Modern Teaching Economics. New Delhi: Anmol Publication Pvt. Ltd.
9. Upadhyay Vinod & Upadhyay Rashmi, Earthshastra Shikshan (Hindi), Shiksha Prakashan.

PEDAGOGY OF SANSKRIT

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Explain the concept and scope of the Sanskrit language and understand the aims and objectives of Sanskrit.
- b) Become familiar with the processes of lesson planning.
- c) Critically evaluate the existing curriculum, syllabus and textbooks.

Prepare, select and use a variety of learning materials.

UNIT- I: Sanskrit Language, Aims and Objectives of Sanskrit Language Teaching

Language families and Sanskrit language: Sanskrit language and Indian languages, Sanskrit language and literature,Socio-cultural and historical importance of Sanskrit language, Sanskrit as a modern Indian Language, Importance of teaching Sanskrit in India, Problems related to Sanskrit teaching at school level. Aims and objectives of Sanskrit teaching at



different levels Role of Language, Society & gender, identity, power, peace. Audio visual aid use in Sanskrit teaching.

UNIT -II: Learning Resources in Sanskrit

- Audio visual aid use in Sanskrit teaching
- Print media, Internet, Books from Most famous Books Centers of India.
- Other reading materials, such as learner-chosen texts, magazines, newspapers, class libraries, etc.
- ICT, audio, video and audiovisual aids, films, language labs etc.
- Traditional Learning Resources.

UNIT -III: Professional Development of Sanskrit Teacher

- Qualities of a good Sanskrit Teacher.
- Development of good Communication Skills.
- Teacher as a thinker.
- Teaching values through organizational setup & teachers' behavior.
- Teacher as a Researcher.

Suggested Readings-

1. Kale, M.R.: The Higher Sanskrit Grammar.
2. Lado, Robert (1961). "Language Teaching". London: Longman.
3. Sharma, Bela Rani, (2002) "Modern Methods of Teaching Sanskrit". New Delhi 110088.

GEOGRAPHY OF INDIA

Credit-14(10+1+2+1)

Practice Session-(1) D&T-(1)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) To develop the ability to have a good understanding of the physical and human geography of India.
- b) Equip students with a variety of approaches to learn Indian Geography and the modern changes in Indian Geography.
- c) To understand the human-environment relationship of geographical phenomena with reference to India.
- d) To understand the emerging concept of man-nature conflict in India and its remedies.

To sharpen the conceptual approach to studying human activities and population dynamics in the context of available resources in India.

Unit I:Physical India (Credit-5)

Locational Characteristics, Land of diversities and Unity. Physiographical Divisions Drainage Systems.

Unit II: Climate (Credit-4)

Factors affecting the Climate Latitude, Relief and Winds .The mechanism of Monsoon, Regional and Seasonal Variation in Temperature and Rainfall. Climatic regions of India. Droughts and Floods in India.



Unit III: Natural Resources (Credit-4)

Types of Soils Erosion and Conservation of Soils, Natural Vegetation Classification distribution and Mineral resources: Distribution, Reserves and Production of Iron ore, Manganese, Bauxite, Mica, Gold and Silver. Growth of Population and Spatial distribution of Population, Urbanization. Changing nature of Indian economy. Green Revolution. Indian agriculture and major crops Rice, Wheat, Cotton, Sugarcane and Tea. Agricultural regions. Major Industries and Industrial regions of India

Suggested Readings:

1. Deshpande C.D: India - A Regional Interpretation Northern Book Centre, New Delhi, 1992.
2. Economic and Commercial Geography of India. T.C Sharma. O Coutinho Vikas Publishing House Pvt Ltd New Delhi - 14.
3. Govt. of India: India - Reference Annual, 2001 Pub. Div, New Delhi, 2001.
4. Govt. of India: National Atlas of India, NATMO Publication, Calcutta.
5. Govt. of India: The Gazetteer of India. Vol I & II Publication Division, New Delhi, 1965.
6. Learmonth, A.T.A. et.al (ed.): Man and Land of South Asia Concept, New Delhi.
7. Mitra, A.: Levels of Regional Development India Census of India, Vol I, Part I - A (i) and (ii) New Delhi, 1967.
8. Shafi, M: Geography of South Asia, McMillan & Co., Calcutta, 2000.
9. Singh, R.L. (ed.): India: A Regional Geography. National Geographical Society, India, Varanasi, 1971.
10. Spate, O.H.K. and Learmonth, A.T.A.; India and Pakistan - Land, People and Economy Methuen & Co., London, 1967.

Geography Practical (Credit 1)

Surveying, Topographical Maps

I. Surveying:

1. Objectives; primary division and classification of surveying; principles of surveying.

2. Plane table survey:

- i. Radiation; intersection; open and close traverse with a minimum of five stations. (4 exercises)
- ii. Resectioning: three-point problem by mechanical and graphical methods of Bessel and Llano. (3 exercises)

3. Prismatic compass survey:

- i. Types of bearings and conversion of bearings.
- ii. Radiation; intersection; open and close traverse (with a minimum of five stations. (4 exercises)
- iii. Calculation of included angles; correction of bearing; closing of the error. (1 exercise)

II. Topographical maps:

1. A brief history of Survey of India; scheme of topographical maps; and conventional symbols. (2 exercises)
2. Scale of slopes. (1 exercise)
3. Study and interpretation of Survey of India 1:50,000 or 1:63,360 topographical



maps representing typical areas of Rajasthan in respect of relief, drainage, land use, settlement and means of transport.

ECONOMIC DEVELOPMENT AND ENVIRONMENT

Credit-12(10+0+0+2)

Practice Session-(2)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) To explain the historical development of economics subject to the student teacher.
- b) To make people understand the relation of economics subject with other subjects.
- c) To explain the subject of economics to the student teacher according to different levels.
- d) To make people understand the teaching of economics subject according to different methods and techniques.

Educating people to teach how to inculcate professional values and critical analysis ability.

Unit I: Economic Growth and Economic Development (Credit-4)

Economic growth and development: Meaning, measurement and international comparisons; Factors governing economic Development: Economic & Non Economic; Concept of sustainable development; Human Development Index and other indices of development and quality of life; Capital Formation: Meaning and sources; capital – output ratio; Characteristics of Developing Countries; Population problem: Theory of demographic transition; Kuznet's inverted 'U'; Poverty and environment.

Unit II: Theories of Economic Growth and Development (Credit-3)

Classical growth models – Contributions of Adam Smith; David Recordo; Karl Marx; Joseph Schumpeter. Neo-Classical Growth models – Solo and Meade, Harrod – Domar Growth model and its relevance to LDC – Partial Theories of Economic growth- Lew's labour surplus model ; Rosentein Rodan's Big Push Theory; Balanced and Unbalanced growth strategies; Dualism in LDC's; Critical Minimum effort Thesis.

Unit III: Factors in Economic Development (Credit-3)

Labour: Population growth and economic development; the Optimum theory of Population; The theory of demographic transitions. Capital: Role of Capital, Capital formation, Capital output ration - incremental capital output ration, Technical Progress. Development – Human Capital formation; Infrastructure and Economic Development; Contributions of international trade – Trade VS Aid. Environment and Development - Contribution of National Resources to Economic development – Environment as public good – Market failure in valuation of environmental goods; Population and Environment – Types of Pollution – Air – Water – Land degradation – Methods of Pollution control - market based instruments – Property rights – Role of Technology.

Suggested Readings:

1. Higgins, B (1959), *Economic Development*, Norton, New York.



2. Kindleberger, C P (1977), *Economic Development*, 3E, McGraw Hill, New York.
3. Myint, Hla, (1971), *Economic Theory and Underdeveloped countries*, Oxford University Press, New York.
4. Todaro, M P (1971), *Development Planning: Models and methods*, Oxford University Press, Oxford.
6. Thirlwal, A P (1999), (6th Edition), *Growth and Development*, Macmillan, London.
7. Mahesh Rangarajan, Environmental History: As If Nature Existed, Oxford University press.

PUBLIC ADMINISTRATION

Credit-12(12+0+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Understand the importance, nature, scope and local administration of mining in India.
- b) Understand the constitutional basis, functioning and performance of local government (both rural and urban) and the means of public participation with special reference to Rajasthan.
- c) Understand the functions, powers and roles of different types of local bodies.
- d) Understand the organization and functions of Panchayati Raj Institutions.
- e) Familiarize them with the financial administration of local bodies in India.

Understand personnel administration in rural and rural areas of urban governments.

Unit I: Public Administration, Principles Techniques and approaches (Credit-4)

Meaning, Nature and Scope of Public Administration, Evaluation of Public administration as a discipline, Importance of Public Administration - Methods and Approaches of Public Administration, Administrative Behaviour, Leadership, Decision Making, Communication, Accountability and control.

Unit II: Development Administration (Credit-4)

New Public Administration, Politics and Administration. Meaning, types, merits, Marx, Weber and their theories of Bureaucracy, basic Characteristics, criticism of Bureaucracy and Public Administration in the age of Globalisation and liberalization, Financial administration – Meaning, preparation



and the characteristics of budget.

Unit III: Bureaucracy and Civil Service in India, Control over Public Administration in India **(Credit-4)**

Legislative control, limitations of legislative control, executive control, over Administration, Judicial control, scope of judicial intervention, extraordinary remedies, suits against government and public officials and administration.

Suggested Readings:

1. Avasthi, A., and S R Maheshwari, *Public Administration*, Agra, Lakshmi Narain Aggarwal, 1996.
2. Arora & Goyal, Indian public administration: institutions and issues, Jawahar Book Centre, New Delhi.
3. Siuli Mukherjee., *Public Administration*, Pearson.
4. B L Fadia, *Public Administration: Administrative Theories & Concepts* Sahitya Bhawan
5. M laxmikanth, *Public Administration*, Tata Mcgraw Hill .
6. Kamala prasad, *Indian administration politics, policies and prospects* Jawahar Book Centre, New Delhi.
7. Avasthi & Maheshwari, *Public Administration*.
8. S.K.Kataria, *Public Administration in India*.
9. S.K.Kataria, *Elements of Public Administration*.

HISTORY, CULTURE, STATE AND SOCIETY OF SOUTH INDIA (1200 - 1800

A.D.)

Credit-14(14+0+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Understand the Sources and epigraphical Features of South India history.
- b) Understand the new political and social era in south India history.
- c) Understand the Rashtrakutas and Vijayanagar Empire.
- d) Understand the political social and religious development of medieval south India.
- e) Examine the nature and achievements of Rashtrakutas and Vijayanagar Empire.
- f) Understanding the Economic, Social and Political Policy of the Delhi Sultanate on the Rashtrakuta and Vijayanagara Empires.

Develop a rational concept of South Indian History.

Unit I: Political History of South India **(Credit-5)**

- a) Sources – Literary and Epigraphical – Historical Writings on Modern Karnataka – James Manor – Hetne – B.L. Rice -Hayavadana Rao – R.R.Diwakar – P.B.Desai.
- b) Satavahanas – Gautamiputra Satakarni – Cultural Contributions – Chalukyas of Badami – Pulakesin II -Cultural Contributions – Pallavas of Kanchi – Mahendravarman – I – Narasimhavarman – I – Cultural Contributions.



Unit II: Rashtrakutas and Vijayanagar Empire (Credit-5)

- a) The Rashtrakutas of Manyakheta – Govinda III – Amoghavarsha Nripatunga – the Chalukyas of Kalyani – Vikramaditya – III – Someshvara III.
- b) Vijayanagar Empire – Sangama Dynasty – Devaraya II – Tuluva Dynasty – Krishnadevaraya – Aravidu dynasty – Rama Raya – Bahamani Kingdom – Mohammad Gawan – Adilshahis of Bijapur – Cultural Contributions.
- c) The Subsidiary Treaty – Dewan Poornaiah – Administration – 1831 Nagar Revolt.

Unit III: Society, State and Economy of Medieval South India (Credit-4)

- (a) The Hoysalas of Dwarasamudra – Vishnuvardhana – Ballala – II – Administration – Art and Architecture – The Cholas of Tanjore – Rajaraja I – Rajendra I – Administration – Art and Architecture-
- (b) South Indian Society under Vijayanagar – Dasas – Purandarasa – Kanakadasa – Vyasaraya – Sufism – Khwaja Bande Nawaz – Bababudan Saheb of Chikmagalur- (c) Imposition of direct Colonial Rule on Mysore – Mark Cubbon and Bowring.
- (c) (1) South Indian Society and Economy – Caste System – Guild System – Devadaya- Brahmadeya.
(2) The Wodeyars – Chikkadevaraja Wodeyar – Career and Achievements – the Nayakas of Ikkeri – Shivappanayaka – the Chitradurga Chieftains – Madakarinyaka – V-Hyder Ali – Tippu Sultan – Anglo – Mysore Wars-Modernisation in Karnataka – Rangacharlu and K Sheshadri Iyer – Sir M Vishveshwariah – Mirza Ismail.
- (d) Religious and Cultural Developments in Modern South India
- 1) Religious Developments in South India – Shankaracharya – Ramanujacharya – Madhvacharya – Basaveshvara – Socio-religious reforms.
- 2) Cultural developments in South India – Vijayanagar Temples and Monuments – Contributions to Culture – Administration.
- 3) The Freedom struggle in Karnataka – Mysore Chalo Movement – Unification of Karnataka – Backward Class Movement.

Suggested Readings:

1. L.P.Sharma, Medieval India, 1000-1761 AD.
2. A R Kulkarni, Medieval Deccan History, Popular Publishing House, Bombay, 1996.
3. Nilakanta Shastri, K.A., A History of South India, OUP, Madras.
4. T Rayachandhari and Irfan Habib, The Cambridge Economic History of India.
5. Satish Chandra, Medieval India.
6. Irfan Habib, Medieval India-The Study of Civilization, NBT.
7. A.R.Desai, Social Background of Indian Nationalism.

COMPARATIVE ADMINISTRATIVE SYSTEMS

Credit-12(12+0+0+0)



Course Outcomes: On successful completion of the course, the Students will be able to

- a) Understand some basic concepts of public administration.
- b) Understand the nature, scope and importance of public administration.
- c) Understand and analyze the various theories of organization.
- d) Understand and analyze the basic aspects of personal administration.

Get acquainted with the various aspects and agents involved in the elements

of public administration

Unit-I (Salient Features of the Constitution of UK)

Credit: 4

Meaning, Nature, Scope and Significance of Comparative Public Administration. Structural Functional, Ecological and Developmental Approaches to the Study of Comparative Administration. Developed Administration & Administrative Development. Salient Features of the Constitution of UK, USA, France and China.

Unit-II (Parliamentary System in UK)

Credit: 4

Parliamentary System in UK, Presidential System in USA and Presidential System in France. Salient Features of Administrative Systems of UK, USA, France and with particular Reference to Central Administration and Nature and Role of civil Service.

Unit-III (Cabinet Secretariat in Great Britain)

Credit: 4

British Home Office, Cabinet Secretariat in Great Britain, Independent Regulatory Commissions in USA. State Administration & The Office of Governor in the USA. French Council of State, Swedish Ombudsman, British Treasure. Role of United Nations & its Agencies in Socio Economic Development of Administration.

Suggested Readings:

1. Dr Surendra Kataria: Tulnatmak Prasashnik Vyavestahyein.
2. Ferrel Heady : Public Administration : A Comprative Perspective.
3. Ogg & Zink : Modern Foreign Government.
4. V.D. Mahajan : Modern Select Governments.
5. Vishnu Bhagwan and Vidya Bhushan : World Constitutions.
6. Ravindra Sharma: Tulnatmak Prashasnik Vyavasthayen
7. C.B. Gena: Tulnatmak Rajniti
8. Gavin Drewry and Tony Butcheer : The Civil Service Today.
9. U.S. Government Manual.
10. S.R. Maheshwari : Higher Civil Service in France.
11. B.L. Fadia: Vishwa Ke Pramukh Sanvidhan .



नाट्य शास्त्र एवं निबन्ध

Credit-12(12+0+0+0)

Unit-I (अभिज्ञान शाकृत्तलम्)

Credits: 4

अभिज्ञान शाकृत्तलम् :

अभिज्ञान शाकृत्तलम् : प्रथम अंकारच – चतुर्थ अंका।

Unit-II (पंचतन्त्रम्)

Credits: 4

पंचतन्त्रम् (सोमपितृकथा च ब्रह्मणकर्कटकथा)। भारतीय संस्कृति (पुरुषार्थ, चतुर्दश, भारतीय पुराकालिक रिक्षा पद्धति)।

Unit-III (संस्कृत पत्र लेखन)

Credits: 4

संस्कृत पत्र लेखन :

निबन्ध। संस्कृत पत्र लेखन (केवल दस वाक्यों में)। आचार्य, माता-पिता, च मित्र। शुभकार्यों हेतु निमंत्रण पत्र। अवकाश हेतु प्रार्थना पत्र।

Suggested Readings:

1. अभिज्ञान शाकृत्तलम्, राधावल्लभ त्रिपाठी, हिन्दी ग्रन्थ अकादमी, भोपाल।
2. अभिज्ञान शाकृत्तलम्, रमारांकर त्रिपाठी, विश्वविद्यालय प्रकाशन, वाराणसी।
3. पंचतन्त्रम्, श्री रथामचरण पाण्डेय, मोतीलाल बनारसीदास प्रिलिकेशन।
4. पंचतन्त्रम्, श्री विष्णु शर्मा, मोतीलाल बनारसीदास प्रिलिकेशन।
5. भारतीय संस्कृति, श्री रामजी उपाध्याय, महामनापुरी, वाराणसी।
6. संस्कृत निबन्ध कूलिका, रामजी उपाध्याय, भारतीय विद्या प्रकाशन, दिल्ली।
7. अनवाद चन्द्रिका, मोतीलाल बनारसीदास, वाराणसी।



हिन्दी काव्य - II

Credit-12(12+0+0+0)

Unit-I (आधुनिक हिन्दी कविता का इतिहास)

Credits: 4

आधुनिक हिन्दी कविता का इतिहास :

आधुनिकता की पहचान और हिन्दी कविता हिन्दी कविता का आरभिक हूँह, हिन्दी नवजागरण कविता में प्रकृति अध्यात्म रास्तीयता एवं सूखा छायावाद : ऐरेणा एवं पर्लामूर्मि स्वच्छदवाद-छायावाद-एहसावाद : विशिष्टत्य और अन्तः सम्बन्ध छायावाद के गाढ़ीय-सांस्कृतिक-सामाजिक सरोकार प्रगतिवाद : वैचारिक आधार एवं प्रतिबद्धता, प्रयोगवाद, नयी कविता, साठात्तर कविता और समकालीन कविता ।

Unit-II (आधुनिक हिन्दी कविताएँ)

Credits: 4

आधुनिक हिन्दी कविताएँ :

1. जयरामकर प्रसाद :

I. ले चल वहाँ भुलावा टेकर
II. गीती विभावरी जाए गी ।

2. सर्वकान्त त्रिपाठी निशाला :

I- संव्या-सून्दरी
II- स्तोह-निर्झर बह गया है
III- जही की कली ।

3. महानदेवी वर्मा :

I- जो तुम आ जाते एक बार
II- मधुर- मधुर मेरे दीपक जल
III- मैं नीर भरी दूध की बादली ।

4. रामधारी सिंह दिनकर :

1. गजानन माधव मुक्तिवोध :

I- कुरुक्षेत्र का तीसरा सर्ग ।

I- ब्रह्मरक्षस ।



Unit-III (रचनाकारों तथा कृति-विशेष का सामान्य अध्ययन)

Credits: 4

रचनाकारों तथा कृति-विशेष का सामान्य अध्ययन :

श्रीधर पाठक, हरिआौध, मैथिलीशरण गुप्त, रामनरेश त्रिपाठी, माखनलाल चतुर्वेदी, सुमित्रानन्दन पंत, बालकृष्ण शर्मा नवीन, हरिवंशराय वर्मा, सुभद्राकुमारी चौहान, नागार्जुन, त्रिलोचन, रामशर बहादुर सिंह ।

Suggested Readings:

1. आधुनिक काव्य गणित- डॉ. जयसिंह निरज, किण्ण पल्लिशर अजमेर ।
2. आधुनिक काल पूर्व हिन्दी साहित्य का इतिहास - डॉ. हनुमा० भारद्वाज, पद्मशील प्रकाशन, जयपुर-2010
3. हिन्दी के आधुनिक प्रतिनिधि कवि - अ. गौक प्रकाश ।
4. हिन्दी साहित्य - उद्भव और विकास - हजारी प्रसाद द्विवेदी - राजकमल प्रकाश ।



INDIAN WRITING IN ENGLISH

Credit-12(12+0+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Students will be able to differentiate between poetry and prose.
- b) The study of short stories and essays will enrich their knowledge about tradition and culture.
- c) Components of grammar like prepositions, articles, and subject-verb agreement will provide a closer understanding of grammatical parameters

Students will be able to write two/three letter words.

Unit I: Poetry (Credit-4)

Nissim Ezekiel: *Enterprise, Goodbye Party to Miss. Pushpa T.S.*

Kamala Das: *An Introduction, The Looking Glass*

Jayanta Mahapatra: *A Rain of Rites, On the Bank of Ganges*

A K Ramanujan: *Small Scale Reflections, Ahilya*

Unit II: Drama (Credit-4)

Mahesh Dattani: *Tara*

Bharathi Sarabhai: *The Well of the People*

Unit III: Prose and Fiction (Credit-4)

Amitav Ghosh: *The Shadow Lines*

Arundathi Roy: *One Essay*

Amartya Sen: *One Essay (The Argumentative Indian)*

Suggest Readings:

1. Meenakshi Mukherjee - *Twice Born Fiction*, Penguin India, New Delhi, 2005
2. M.K.Naik- *Indian Writing in English*, Orient Longman, New Delhi
3. Aurobindo- *Future Poetry*, Sri Aurobindo Ashram, Pondichery, 1965
4. Amitav Ghosh: *The Shadow Lines*
5. Arundathi Roy: *One Essay*



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6. Amartya Sen: *One Essay (The Argumentative Indian)*

Yoga & Meditation

SR. NO.	SESSIONS	HOURS
1.	Tadasana	Theory: 10 Min. Practical: 50 Min
2.	Trikonasan	Theory: 10 Min. Practical: 50 min
3.	Vrikshasan	Theory: 10Min. Practical: 50min
4.	Bhujangasan	Theory: 10Min. Practical: 50min
5.	Makrasan	Theory: 10Min. Practical: 50min
6.	Shashankasan	Theory: 10Min. Practical: 50min
7.	Gomukhasan	Theory: 10Min. Practical: 50min
8.	Pavanmuiktasan	Theory: 10Min. Practical: 50min
9.	Dhanursan	Theory: 10Min. Practical: 50min
10.	Utanpadasan	Theory: 10Min. Practical: 50min
11.	Shalbhasan	Theory: 10Min. Practical: 50min
12.	Surya namaskar-12 steps	Theory: 10Min.



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		Practical: 50min
13.	With breathing & hold Surya namaskar-12 step	Theory: 10Min. Practical: 50min
14.	Standing hasyea yoga	Theory: 10Min. Practical: 50min
15.	Sitting hasyea yoga	Theory: 10Min. Practical: 50min
16.	Pranayam – natural breathing Exercise	Theory: 10Min. Practical: 50min
17.	Kapalbhati pranayam	Theory: 10Min. Practical: 50min
18.	Bharmri & bhasrika pranayam	Theory: 10Min. Practical: 50min
19.	Cooling pranayam	Theory: 10Min. Practical: 50min
20.	Meditation – IRT (INSTANT RELAXATION TECHNIQUE)	Theory: 10Min. Practical: 50min
21.	Meditation –QRT (QUICK RELAXATION TECHNIQUE)	Theory: 10Min. Practical: 50min
22.	Meditation –DRT (DEEP RELAXATION TECHNIQUE)	Theory: 10Min. Practical: 50min
23.	Meditation –CONCENTRATION ON ONE POINT-I & II	Theory: 10Min. Practical: 50min
24.	Meditation – CONCENTRATION ON ONE POINT-III & IV	Theory: 10Min. Practical: 50min
25.	Meditation –OMKARA CHANTING WITH MUSIC	Theory: 10Min. Practical: 50min
26.	Meditation – OMKARA CHANTING -108 TIME WITH MUSIC	Theory: 10Min. Practical: 50min
27.	Meditation –CYCLIC Meditation	Theory: 10Min.



		Practical: 50min
28.	Meditation –VIPASSANA DHYAN	Theory: 10Min. Practical: 50min
29.	Meditation –PREKSHYA DHAYAN	Theory: 10Min. Practical: 50min
30.	Meditation –SOHAM JAP WITH MUSIC	Theory: 10Min. Practical: 50min

ELECTRORAL LITERACY

Unit 1:

The Union of India, Constitution, Salient features of Indian Constitution, fundamental of rights, Government (Rajya Sabha, Lok Sabha) The Executives, The Judiciary, The states, Definition of democracy, Features of Indian Democracy, Principles of democracy, merits of democracy, Factors affecting democracy, Ways to Strengthen Democracy in India , Voter Pledge, Voter Awareness Forums, voter's id registration, voter helpline app introduction, voters list enrollment,

Unit 2:

Election guidelines, Electoral Roll, Enrollment of Members, Electoral Process, Electoral Participation, Election Commission vs. State Election Commission, Ethical and informed voting, EPIC: Electors Photo Identity Card, Polling Station, Responsibilities of Election Commission, Duties and Responsibilities of Elected members, Electronic Voting Machine (EVM) and VVPAT (Voter Verifiable Paper Audit Trail), NOTA, NATIONAL VOTER'S DAY

Unit 3:

Elections in India, Election Process in India, Types of Elections in India, Methods of Election In India,Electoral Process of India,Rajya Sabha Elections,Lok Sabha Elections – Parliamentary General Elections,State Assembly Elections (Vidhan Sabha),Zila Panchayat Elections, Role of the Election Commission, Importance of Types of Elections in India



VI SEMESTER

PEDAGOGY OF ENGLISH

Credit-9(7+2+0+0)

D&T-(2)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Adopt an integrated language teaching approach.
- b) Focus on developing different language skills (Listening, Speaking, Reading, and Writing) and integrated grammar.
- c) Developing curriculum and syllabus, textbooks and teaching practices within the school education programmes in India.
- d) Focus on developing LSRW skills in the classroom.

Developing different language skills and teaching integrated English Grammar for developing language accuracy and fluency among students.

Unit I: Curriculum, Syllabus, Approaches to Language Learning and Design of Learning Episodes

(Credit-3)

Approaches to learning and teaching, their impact on curriculum and syllabus; Materials and the design of learning experiences. Formulation of objectives, choosing appropriate materials and methods; anticipating challenges; employing appropriate staging procedures and timings; appropriate techniques for class organization and facilitation, rationalization of decision making through reflective practices. Meaning and importance of Lesson and unit planning. Lesson and unit planning in English.

Unit II: Resources and the Classroom Environment **(Credit-3)**

Range of classroom roles for teacher and learners, approaches to task design, planning for learner autonomy. Evaluating materials: Textbooks and texts: use of multiple textbooks/texts; the relationship between resource, learning and teaching.

Unit III: Pedagogical Tools for Language Learning **(Credit-3)**

- a) Concept based instruction: Concept mapping and mind mapping techniques; Concept map as a tool for learning new vocabulary, comprehending texts, synthesizing and organizing new information in meaningful ways that personalize language and content learning; concept mapping narratives; using concept mapping for grammar lessons.



- b) Using literature to discuss peace-making skills, peer mediation skills, conflict resolution skills.
- c) Serving the needs of diverse learners by identifying demands in the language course students are not meeting, developing teaching strategies and making adaptations, implementing, evaluating and adjusting the adaptation, fading the adaptation when possible.
- d) Performance assessment and Portfolios; integrating assessment with instruction; assessment of learning processes and higher order skills; Collaborative, i.e., both performance and portfolio approach to assessment.
- e) Procedures for assessing proficiency in specific language areas (oral language, reading and writing) and their integration; types of assessment procedures; ways to design and administer performance tasks (communicating effectively in negotiation, making requests, offering suggestions, speaking and writing persuasively, creative writing etc.) ;development of appropriate scoring mechanism.
- f) Use of rich questions, comment-only marking, sharing criteria with learners and student peer and self-assessment.
- g) Blue Print

Suggested Activities:

1. Students engage in observation of teaching professionals in classes – work in pairs, fill out a number of guided observation sheets, review with peers on impressions gathered.
2. Based on their observations, students will prepare a reflective portfolio selecting one particular area for improvement, development or change as a result of observation. Research and explore this area and draw up an action plan for change.
3. Students prepare learning designs to develop grade level language proficiency using multiple texts/ genres, presentation, peer review; adaptation and changes based on peer/ group suggestions.
4. Through discussion with teachers/ practitioners students will arrive at benchmarks of grade level language proficiency. They will construct a tool for assessing grade level proficiency.

Suggested Readings:

1. Williams, M. & Burden, R.L. (1997). *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge University Press.
2. Tucker, P.D. et al. (2002). *Handbook on Teacher Portfolios for Evaluation and Professional Development*. Eye on Education, Inc.
3. Brown, G. et al (2001). *The Principal Portfolio*. Sage Publications.

PEDAGOGY OF HINDI

Credit-9(7+2+0+0)

D&T-(2)



Course Outcomes: On successful completion of the course, the Students will be able to

- a) Concerned With The Ways In Which Teacher Design, Integrate And Implement Effective Teaching Practice Into Their Instruction.
- b) Create an Interest Among The language, literature and also to master the art of communication.
- c) Compose freely and independently in speech and writing.
- d) Do with interactions with others' social skills.

Perfect their writing skills, which in the long run will help them in their career.

Unit I: Development of Fundamental LSRW Skills (Credit-3)

Planning and organizing methods and materials for the development of these skills at various stages. Essential elements of Hindi language - its phonetic structure, lexical and morphological structure, semantic structure, syntactic structure and written structure. Audio-Visual Aids, its uses and presentation: Black Board, Flannel Board, Radio, Computer, T.V. Internet, O.H.P. etc.

Unit II: Aims and Objectives (Credit-3)

The present position of Hindi in Indian School Curriculum.

Special problems of teaching Hindi in different school contexts at different stages for:

- a) Study of Hindi as mother tongue/ first language.
- b) Study of Hindi as official language.

Supplementary aids in teaching of Hindi at various stages. Planning of lessons in Hindi. Specifying objectives in terms of linguistic skills and thematic content.

Unit III: Developing appreciation skills in Hindi (Credit-3)

Planning of lessons in Prose, Poetry, Drama, Novel etc. at various levels. Place and use of discussion and interpretation methods rather than explanation. Developing Writing Skills - exercises in paragraph writing, letters, translations, adaption and review. Free and creative writing.

The equipments of Hindi teacher -

- Linguistic pedagogical
- Psychological, literary and co-curricular
- Professional growth and leadership in the field.

Suggested Readings:

1. R. C. Mishra; Classroom Management (English) 01 Edition. APH Publisher.
2. Patricia & Devis; Cognition and Learning. Sil International, Global Publishing.
3. Dewey, J. (1916). Democracy and Education. New York : The MacMillan Company.
4. Lindfors, J. (1984). How children learn or how teachers teach? A Profound confusion: Language Arts, 61 (6), 600-606.
5. Smith, K. (1993). Becoming the "guide" on the side: Educational Leadership, 51(2), 35-37.



6. Savery, J. and Duffy, Thomas M. (1995). Problem based learning: An instructional model and its constructivist framework. *Educational Technology*, 35, 31-38.

PEDAGOGY OF SOCIAL SCIENCE

Credit-9(7+2+0+0)

D&T-(2)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Understand the Nature and Scope of Social Sciences.
- b) Understand Social Sciences and Social Studies, and place Social Sciences in the school curriculum
- c) Understand the Integration of different elements of Social Sciences.
- d) Understand Approaches to teaching/learning: project method.

Understand learning, connecting the child's knowledge and local knowledge with the textbook, and primacy of the learner.

Unit I: Pedagogic planning in Social Sciences

(Credit-3)

A. Lesson planning-

Writing teaching points, formulating objectives, selecting learning/teaching materials, deciding the approach to learning/teaching, writing the lesson plan through creating learning situations.

B. Teacher as a facilitator

Creating multiple learning contexts, engaging the learner in the learning process, designing activities, questioning, valuing learners' experiences, encouraging learner's inquiry abilities.

Unit II: Learning Resources and Preparation of Materials (Credit-3)

Preparation of contextual learning aids; Audio Visual Materials - charts, models, maps, supplementary materials, community as a resource site, use of library resources. ICT in learning Social Sciences – Websites on learning Social Sciences, interactive websites, on line learning and developing ICT based learning materials.

Unit III: Assessment of Learning in Social Sciences

(Credit-3)

Construction of objective based test items, evaluating and recording procedures to assess student performance; group assessment, peer assessment; use of rubrics and portfolio in assessment of learning Social Sciences; providing feedback to the learner, diagnosis of learning difficulties and providing additional support to the learners. Social Science curriculum – features, issues and concerns in Social Sciences. Curriculum as addressed in NCF 2005, need for periodical reforms of curriculum. Professional development of Social Sciences Teacher – concept of professional development, need for updating content and pedagogical competencies, ways of professional development – participation in seminars, conferences, on line sharing, distance learning, member of professional organizations, writing reflective journal.

Suggested Activities:

- i. Planning of Lessons on the Social Sciences units/themes of class VIII, IX And X
- ii. Writing Reflective Journals based on teaching experiences – simulated
- iii. Preparation of learning aids
- iv. Analysis of Social Science Textbooks/Curriculum.
- v. Project work using ICT on any Social Science lesson
- vi. Construction of Test items – objective based

Suggested Readings:



1. National Curriculum Frame Work 2005, NCERT, New Delhi.
2. Position Paper by National Focus Group on Teaching of Social Sciences.
3. Report of the Secondary Education Commission, 1953, Ministry of Education, Government of India, New Delhi.
4. M Haralambos with R M Heald, Sociology Themes and perspective, 2013 New Delhi.
5. Aggarwal, J. C. (1995), Essential Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.
6. Earl Babbie, Research methods in Sociology, India Edition , 2007 N. R. Swarup Saxena, philosophical and sociological Principles of educations , edition 2011.
7. Ashok Sidana&P.N.Malhotra, Samajik Adhyayan Shikshan (Hindi), Shiksha Prakashan.

PEDAGOGY OF GEOGRAPHY

Credit-9(7+2+0+0)

D&T-(2)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Develop the ability to enhance a good understanding of the physical and human geography of India.
- b) Equip the students with different approaches to learning Indian geography and modern-day paradigm shift in Indian geography.
- c) Understand the man-environment relationship of the geographic phenomenon with context of India.
- d) Understand the emerging concept of man-nature conflict and its remedies in India.

Sharpen the conceptual approach of studying human activities and their population dynamics with reference to available resources in India.

UNIT I: Teaching Learning Resources

Credit-3

Teaching and Learning Resources: Human as resource- The significance of oral data; Primary and Secondary Sources of data: textual material, journals, magazines, newspapers etc; Using library as a learning resources; various contextual learning aids; audio video material charts, models, maps, atlas, graphs, visuals, Use of ICT in teaching and learning of geography- multimedia and internet. Local Community Resources.

Unit II: Lesson Planning: Preparation of lesson plans Credit-3

Preparation of unit plans Maintaining harmony of the classroom, individual difference, group and individual learning. Teaching aids and designing a geography laboratory. Meaning, Importance and Characteristics of Lesson Plan, Important points/steps of Lesson Plan, Writing teaching points, formulating Objectives, selecting teaching learning materials, deciding the approach to teaching learning, writing lesson plan through creating learning situations.

UNIT III: Pedagogical analysis of geography& evaluation Credit-3

Pedagogical analysis of a few units from enrichment content identification and classification of concepts from the above mentioned. Development of map reading skills curriculum planning in geography-



(I) Criteria used in the formulation of geography curriculum. (II) Guidelines for course construction. (III) Geography text book and its evaluation. (IV) Comprehensive and continuous evaluation. (V) Developments of different types of test items. (VI) Diagnostic testing and remedial measurement. (VII) Preparation of one diagnostic test. (VIII) Preparation of achievement test, and analysis and interpretation of test Data. (IX) Remedial Teaching.

Internal practical:

1. Analysis of Geography textbook of a school.
2. Measure of daily temperature of local place and keep a date-wise record for one week every month.

Suggested Readings:

1. Broadman, David (1985), New Directions in Geography Education, London: Philadelphia, Fehur Press.
2. Chorely R. J. (1970), Frontiers in Geography Teaching, London: Mathews and Co.Ltd.
3. Dhanija Neelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi: Harmen Publishing House.
4. Graves N. G. (1982), New Source Book for Geography Teaching, London: Longman the UNESCO press.
5. Hall David (1976), Geography and Geography Teacher, London: Unwin Eduation Books.
6. Huckle J. (1983), Geographical Education Reflection and Action, London: Oxford University Press.
7. Leong, Goh Chey (1976), Certificate of Human and Physical Geography, Singapur: Oxford University Press.
8. Morrey D.C. (1972), Basic Geography, London: Hien Manns Edu. Book Ltd.
9. Verma J.P. (1960), Bhugol Adhyhan, Agra: Vinod Pustak Mandir.
10. Verma O. P. (1984), Geography Teaching, N. D: Sterling Publication Public Ltd.

PEDAGOGY OF HISTORY

Credit-9(7+2+0+0)

D&T-(2)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Understand the need for the significance of oral data.
- b) Learn the Writing teaching points, formulating objectives.
- c) Understand the Lesson Planning: Meaning, Importance and Characteristics of LessonPlan.
- d) Understanding the Developments of different types of test items diagnostic testing and remedial measurement.

Learn the Preparation of achievement test and analysis and interpretation of test Data.

UNIT I: Teaching Learning Resources

Credit-3

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



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models, maps, atlas, graphs, visuals, Use of ICT in teaching and learning of social science multimedia and internet. Local Community Resources.

Unit - II: Pedagogical Planning in History **Credit-3**

Lesson Planning: Meaning, Importance and Characteristics of Lesson Plan, Important points/steps of Lesson Plan, Writing teaching points, formulating objectives, selecting teaching learning materials, deciding the approach to teaching learning, writing lesson plan through creating learning situations. Professional Development of History Teacher Development of audio video material in teaching of social sciences, Using library resources, magazines, journals and newspapers etc.

UNIT III: Evaluation **Credit-3**

- (i) Comprehensive and continuous evaluation.
- (ii) Developments of different types of test items.
- (iii) Diagnostic testing and remedial measurement.
- (iv) Preparation of one diagnostic test.
- (v) Preparation of achievement test, and analysis and interpretation of test Data.
- (vi) Remedial Teaching.

Suggested Activities: Internal Work

To arrange a visit to a historical place and write a report of the same Class seminar on the contributions by any one eminent historian.

Suggested Readings:

1. Burton, W.H. (1972), Principles of History Teaching, London: Methuen.
2. Chaudhary, K. P. (1975), the Effective Teaching of History in India, New Delhi: NCERT.
3. Dhanija Neelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi, and Harman Publishing House.
4. Dixit, U. and Bughela (1972), Itihas shikshan, Jaipur: Hindi Ganth Academy.
5. The Teaching of History, London: Goom Helm Ltd.
6. Jarvis, C. H., Teaching of History.
7. Khan S.U. (1998), History Teaching.
8. Problems, Prospective and Prospect, New Delhi: Heera.
9. Kochhar, S. K. (1972), the Teaching of History, Delhi: Sterling Publishers.
10. Lewis, E.M. (1960), Teaching History in Secondary Schools, Delhi: Sterling Publishers.

PEDAGOGY OF CIVICS

Credit-9(7+2+0+0)

D&T-(2)



Course Outcomes: On successful completion of the course, the Students will be able to

- Understand the mining, nature, scope, objectives and importance of the teaching of civics.
- Understand the Teaching Aids and Co-Curricular Activities in Civics teaching.
- Acquaint them with the evaluation in civics teaching.
- Understand the Remedial Teachings.

Understand the maintaining the ecology of the classroom.

Unit I: Nature, needs & significance of Civics teaching Credit-3

Nature, needs & significance of Civics teaching: Its needs & significance. Objective Based Teaching: Its concept, Objectives of teaching Civics, product process objectives, Long term, short term objectives. Knowledge, skills and value based objectives. Identifying and stating objectives in terms of content and behavior outcomes in learning.

Unit II: Learner Centered and Activity Based Teaching Credit-3

Development of thinking and concept formation, analysis of political processes and Events, Mass media and scrapbook approaches to teaching especially current events, Investigations and projects in Civics. Teaching Aids and Co Curricular Activities in Civics teaching. Text book, Low cost improvised teaching aids, Bulletin board, Radio, films and television, Visits and field studies, Transactional Strategie, Preparation of lesson Plan. Unit plan on a topic from above given areas of enrichment content by stating objectives, developing concepts and contents involved and planning classroom interaction activities of the teacher and the Student, Maintaining the ecology of the classroom.

Unit III: Evaluation in civics teaching Credit-3

- Comprehensive and continuous evaluation.
- Norm reference and criterion reference tests.
- Evaluation devices written, open book examination, oral, observation, record.
- Preparation of a unit tests.
- Preparation of an achievement test with Blue Print.
- Diagnostic testing and remedial measurement.
- Remedial Teachings.

Suggested Activities:

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

Suggested Readings:

- Agarwal, N. N., et. al. (1978), Civics teaching, 6thEdition. New Delhi: Ram Chand &Co.
- Ambrose, A. and Mial, A. (1968), Children's Social Learning, New York: Association for supervision and Curriculum Development.
- Apter, David, E. (1978), Introduction to Political Analysis, New Delhi: Prentice Hallof India.
- Bining, A.C. (1952), Teaching of Social Studies in Sec. School, New York: McGraw-Hill.
- Burner, Jerome, S. (1971), Towards a Theory of Instruction, Cambridge: Harvard University Press.
- Dhanija Neelam (1993), Multimedia Approaches in Teaching Social Studies, NewDelhi: Harmen Publishing House.
- Kochhar, S. K. (1963), the Teaching of Social Studies, Delhi: University Publishers.



8. Wesley, F. B. (1950), *Teaching social Studies in High School*, Boston: D.C., Health & Co.
9. Buch, M. B. (1969), *Improving Instruction in Civics*, New Delhi: NCERT.
10. Fenton, Edwin (1967), *the New Social Studies*, New York:
11. Paliwal, Bhugol Shikshan (Hindi), Shiksha Prakashan.

PEDAGOGY OF ECONOMICS

Credit-9(7+2+0+0)

D&T-(2)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Understand the international economy
- b) Understand the basis of trade in the international and inter-regional economies.
- c) Understand the balance of payment.
- d) Understand about terms of trade.
- e) Understand the case of protection.

Understand different types of deficits causes and effects.

UNIT- I: Instructional Media & Co curricular Activities

Credit-3

- Instructional Media: Concept, Importance and types of instructional media and their use in teaching of economics.
- Co Curricular Activities: Type, role and significance of co curricular activities in teaching of Economics.
- Text Book: Criteria for evaluation of economics textbook. Recent advancements in teaching of Economics Team teaching, Cooperative learning, Computers in teaching of Economics.
- High Order Thinking Skills: Meaning, Activities to develop High Order Thinking Skills
- Collaborative group activities. Problem solving activities.

Unit - II: Lesson Planning

Credit-3

Lesson Planning Meaning, Need and preparation of lesson plan according to Herbertian Approach, Micro LESSON planning, audio visual aids Essential Qualities of a good economics teacher and role of economics teacher in teaching of current affairs.

UNIT- III: Nature of Educational Evaluation

Credit-3

Need, role in education process. Types of Evaluation [Formative, Summative, Diagnostic]. Evaluation procedure for appraising learners' performance. Planning & Preparation of achievement test in Economics, preparation of Blue print. Types of test items: Open book examination, Evaluating project work, Question Bank, Remedial teaching. Recent trends in evaluation: continuous and comprehensive evaluation (CCE).

Suggested Activities:

Preparing mock budget of their home/school for a financial year.

PowerPoint presentation based seminar on the contributions of any one Eminent Economist: Chanakay (Kautilay), Amartya Sen, Adam, Smith, Marshal and Pigou.

Suggested Readings:

1. Arora, P.N. And Shorie, J.P. (1986), Open Book Examination Question in Economics, New Delhi. NCERT.



2. Assistant Masters Association (1974), the Teaching of Secondary School Examinations, London Cambridge University Press.
3. Bawa M. S. (ed.) (1998), Source Book on Strategies of Teaching Social Sciences, IASE, Deptt. Of Education, Delhi University.
4. Bawa, M. S. (ed.) (1995), Tendering of Economics: Contemporary Methods.
5. Lee, N. (Ed.) (1975). Teaching Economics. London: Heinemann Educational Books.
6. Mittal, R.L., ArthShastar Ka Adhiapan. Patiala: Punjabi University Press.
7. Kegan Paul.Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004), Teaching of Economics.Merrut: R. Lall Book Depot.
8. Sharma, Seema (2004). Modern Teaching Economics. New Delhi: Anmol Publication Pvt. Ltd.
9. Upadhyay Vinod & Upadhyay Rashmi, Earthshastra Shikshan (Hindi), Shiksha Prakashan.

PEDAGOGY OF SANSKRIT

Credit-9(7+2+0+0) D&T-(2)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Understand the Concept, Nature & Origin & Development Sanskrit Language.
- b) Understand the Evaluation: Meaning and concept.

Understand Teaching Methodologies and Approaches.

UNIT -I: Nature & Role of Sanskrit as a Discipline

Credit-3

1. Sanskrit Language: Concept, Nature & Origin & Development
2. Language in School: (a) Concept of home language and the school language. (b) Language and construction of knowledge. (c) Difference between language as a school-subject and language as a means of learning and communication. (d) Objectives of teaching Sanskrit. (e) Origin, development, Changing trends & goals in Sanskrit Language.

UNIT- II An Overview of Language Teaching & Methodologies

Credit-3

1. Philosophical, social and psychological bases of approaches to Language, Acquisition and Language learning.
2. Teaching Methodologies and Approaches:
 - A. Teaching Methodologies- Direct Method, Traditional Method, Textbook Method, Elective Method and Communicative Method.
 - B. Approaches-Approach, Grammar Translation Method, Inductive and deductive approach.

Acquisition of Language Skills (In reference to Sanskrit): Listening, speaking, reading and writing-

- (a) Listening and Speaking: Concept, Tasks, Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, speech, pictures, authentic materials and multimedia resources. (b) Reading: Concept, Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading. (c) Writing: Concept, Stages and Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, Reference skills. (d) Major barriers of Listening, Speaking, Reading & Writing. (e) Prevalent practices in Indian classrooms for developing Listening, Speaking, Reading & Writing skills & challenges. (f) Innovative practices in developing LSRW skills. (g) Psychological misconceptions for learning Sanskrit.



UNIT -III Evaluation Strategies of Sanskrit

Credit-3

1. Evaluation: Meaning and concept.
2. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting-Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness.
3. Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation-oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation, Blue print. **Developing competencies to prepare a Lesson Plan Based on the Following Concepts-**

- a) Teaching with Creativity.
- b) Teaching with ICT support.
- c) Teaching with Spiritual Practices.
- d) Teaching through Dialogue and Brainstorming.

Suggested Readings:

1. Apte, D.G.and Dongre, P.K. Teaching of Sanskrit in Secondary School.
2. Cywe QhYM] vuqoknd&izlkn] MkW0 fo'oukFk]1968*Hkk"kk*fnYyh&7 caxyks jksM tokgjuxj A
3. Bokil, V.P. and Parason, M.R.: A New Approach to Sanskrit, Lokasangrapa Press, Poona.
4. pkScs] ch-,u- laLd`r f{k{k.kA
5. prqosZnh] ,l-vkj-,laLd`r f{k{k.kA

WORLD REGIONALGEOGRAPHY

Credit-12(10+0.5+1+0.5)

Practice Session-(0.5)

D&T-0.5

Course Outcomes: On successful completion of the course, the Students will be able to

- a) To develop the ability to develop a sound understanding of the regional aspect of geographical understanding.
- b) Equip students with diverse perspectives to develop a comprehensive understanding of the various phenomena of regional geography in the world.
- c) To understand the distribution pattern of mineral resources and the world economic aspect of human activities.
- d) Understand the emerging concept of economic stages in the world.
- e) To sharpen the conceptual approach to human economic activities and their study.

Population dynamics in relation to available resources in the world.

Unit I:Asia (Credit-4)

Asia in the context of the world. Terrain pattern, Drainage, Climate, Natural Vegetation, Soils, Spatial distribution of Population and Economic base of the continent in general.

Unit II:Europe (Credit-3.5)

Europe. Physical, Major Mineral Resources, Industrial Regions of Europe, Major Agricultural Crops and Demographic characteristics of the Continent of Europe. Mediterranean Realm.

Unit III:North and South America (Credit-4)



North&South.Physical, MajorMineralResources, IndustrialRegionsofNorthandSouth America, MajorAgricultural Crops and Demographic characteristics. Australia&New ZealandPhysical, MajorMineralResources, IndustrialRegionsofAustralia, MajorAgricultural Crops and Demographic characteristics.

Geography Practical:(Credit 1)

Cartography-II (Projections and Presentation of socio-economic data) Map projections:

1. Meridians and parallels: definition, and characteristics.
2. Map projections: meaning, compromises, classification,
3. Characteristics, use and graphical construction along with outline map of the following projections:
 - i. Zenithal projections: orthographic, stereographic and gnomonic (both polar and equatorial cases) (6 exercises)
 - ii. Conical projections: Bonne's and polyconic (2 exercises)
 - iii. Mercator's projections (1 exercise)
 - iv. Globular projection (1 exercise)
 - v. Gall's projection (1 exercise)
 - vi. Mollweide's projection (1 exercise)
- vii. Sinusoidal projection

Cartography-II (Projections and Presentation of socio-economic data) Map projections:

1. Meridians and parallels: definition, and characteristics.

Suggested Readings:

1. Cole, J.: A Geography of the World's Major Regions, Routledge, London, 1996.
2. Cole, J.P.: Latin America-Economic and Social Geography, Butterworth USA, 1975.
3. DeBlij, H.J.: Geography: Regions and Concepts, John Wiley, New York, 1994.
4. Dickenson, J.P. et al.: The Geography of the Third World, Routledge, London, 1996.
5. Gourou, P.: The Tropical World, Longman, London, 1980.
6. Jackson, R.H. and Hudman, L.E.: World Regional Geography: Issues for Today, John Wiley, New York, 1991.
7. Kolb, A.: East Asia - Geography of a Cultural Region, Mathuen, London, 1977.
8. Minshull, G.N.: Western Europe, Hodder & Stoughton, New York, 1984.
9. Patterson, J.H.: Geography of Canada and the United States, Oxford University Press 1985.
10. Songquiao, Z.: Geography of China, John Wiley, New York, 1994



INTERNATIONAL ECONOMICS

Credit-12(10+0+0+2)

Practice Session-(2)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Understand the international economy
- b) Understand the basis of trade in the international and inter-regional economy.
- c) Understand the balance of payments.
- d) Understand the terms of trade.
- e) Understand the issue of safety.

Understand the different types of deficits, their causes and their effects.

Unit I: Trade Theories

(Credit-4)

Importance of International Economics – Distinction between inter-regional and International trade – trade and economic development – basis of trade; Absolute Advantage, Comparative Advantage and opportunity cost – Heckscher - Ohlin Theory of Trade, Leontiff paradox; Trade Reforms: Features and Orientation – Export Formation: Policy Initiatives – WTO and India, Foreign Trade in India - Recent changes in the Composition and direction of Foreign trade. Gains from trade – Measurement and distribution, Concepts of terms of Trade and their Importance – Doctrine of Reciprocal demand; Importance and Limitations, Offer curves; Singer-Prebisch thesis.

Unit II: Foreign Exchange and Balance of Payments

(Credit-3)

Meaning of foreign exchange; Exchange rate quotations; Exchange rate system: fixed vs. floating exchange rate policy, Purchasing Power Parity theory, Demand and Supply theory; International Monetary system: An historical overview; Crypto currency: Nature and working; Balance of payments: Concept and components, Disequilibrium in balance of payments, Balance of payments adjustment: Expenditure changing policy-monetary and fiscal policy, Expenditure switching policy-Devaluation-Elasticity approach, Exchange control methods; Foreign trade multiplier: concept, working and limitations.

Unit III: Trade Restrictions

(Credit-3)

Free trade and protection: arguments for and against; Methods of protection; Tariff: meaning, types and effects; Quota: meaning, types and effects, Optimum tariff, Effective rate of protection; GATT & WTO: Functions and agreements; IMF: objectives, functions and achievements; World Bank objectives, functions and performance; World Bank and developing Countries; UNCTAD: An overview

Suggested Readings:



1. M.L. Jhingan, International Economics, Vrinda Publication.
2. Dominick Salvatore, International Economics, Prentice-Hall Publication
3. Salvatore, D L. (1997), *International Economics*, Prentice-Hall, Upper Saddle River, N.J
4. Soderstenm, B O (1991), *International Economics*, Macmillan Press Ltd, London.
5. Aggarwal, M R. (1979), *Regional Economic Cooperation in South Asia*, S Chand and Co., New Delhi
6. Bhagawati, J. (Ed.) (1981), *International Trade, Selected Readings*, Cambridge University Press, Mass.
7. Joshi.V. and I.M.D Little (1998), *India's Economics Reforms, 1991-2001*, Oxford University Press, Delhi.
8. Singh, M. (1964), *Indian Export Trends and the Prospectus for Self-sustained Growth*, Oxford University Press, oxford.

INDIAN POLITICAL THOUGHT

Credit-12(12+0+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Have a thorough knowledge and understanding of Indian political thinkers like Manu and Kautilya.
- b) Develop a comparative understanding of various social reformers.
- c) Identify and describe the major ideas of Raja Ram Mohan Roy and Gandhiji.

Unit I: Political Thought and its Development (Credit-4)

Sources of ancient Indian Political thought, Bases of Political thought in Ancient India – Dharma, Varna and Ashrama Dharma, Trivarga (Dharma),theory of State relations, Mandala – Sadguna doctrine, Kautilya and his contributions to ancient Indian political thought, Manu, Kautilya and Shukra .

Unit II: Political thought in the Indian Freedom Movement (Credit-4)

Political Thought in Modern India: Raja Ram Mohan Roy ,Dayanand Saraswati, Swami Vivekanand , G K Gokhale, Bal Gangadhara Tilak ,Gandhi.

Unit III: Political Thought in India (Credit-4)

Jawahar Lal Nehru, B R Ambedkar, M.N Roy ,J P Narain Ram Manohar Lohia.

Suggested Readings:



1. New Horizons of Public Administration, Mohit Bhattacharya, Jawahar Publishers, Delhi.
2. Ramratan & ruchi tyagi, Indian political thought, Jawahar Book Centre, New Delhi.
3. Brij kishore sharma, Indian political thought, Jawahar Book Centre, New Delhi.
4. J.C. johari, Indian polity, Jawahar Book Centre, New Delhi.
5. Singh, H., and M.Singh, Public Administration in India: Theory and Practice, New Delhi, Sterling Publishers, 1990.
6. Sury, M.M., Government Budgeting in India, New Delhi, Commonwealth Publishers, 1990.
7. Vishnoo bhagwan, Indian political thinkers, Jawahar Book Centre, New Delhi
8. Prem arora & brij grover, Selected western & indian political thinkers, Jawahar Book Centre, New Delhi.
9. M.Chaturvadi, Representative Indian Political Thought, College Book House (Hindi).

INDIA AND THE CONTEMPORARY WORLD 1950 – 2000 A.D.

Credit-14(14+0+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Understand the nature of Rise and Growth of Indian Republic.
- b) Understand the economic reforms after independence.
- c) Understand the regional and national crisis after independence.
- d) Understand the cold war and there effects on world.

Examine the nature and achievement national movements in world.

Unit I: Rise and Growth of Indian Republic (Credit-5)

Rise of Indian Republic-effects of Partition-integration of Goa and Pondicherry to Indian Union - the five-year plans with special reference to the growth of Agriculture and Industries.

Unit II : India after Independence (Credit-5)

Reorganisation of Linguistic States –Political parties- Regionalism and communalism in Modern India-Major crisis-Punjab, Kashmir, Assam, Indian Foreign Policy- India and the Super Powers-India and her neighbours.

Unit III: Coldwar and Power Blocks (Credit-4)

The Coldwar and the Power Blocks – Stages of Coldwar – the Bandung conference and Non-alignment Movement-The Arab Israeli Wars.

(a) Industrial development of Japan and its impact on Asia and the World -the emergence of Vietnam- - ASEAN and India.



(b) Nationalism in Africa and Latin America – Struggle Against Apartheid – Rise of new states in Central Africa – Nelson Mandela and the Republic of South Africa – Fidel Castro and Cuba.

Suggested Readings:

1. B.L.Grover, Modern India.
2. V.D.Mahajan, Europe since 1789AD
3. Teach yourself, World History
4. Sharma R.R. (Ed): The USSR in Transition: Issues and Themes – Atlantic Publication and Distribution, New Delhi, 1995.
5. Parsarathi Gupta, History of Europe
6. Govind Kelkar, China after Mao, Usha Publishers, New Delhi.
7. Hall, D.G.E., History of South-East Asia, MacMillan Education Limited, Hampshire, 1995.
8. Arjun Dev, Contemporary World, NCERT, New Delhi.

LOCAL ADMINISTRATION

Credit-12(12+0+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Understand the mining, nature, scope and importance of Local Administration in India.
- b) Understand the constitutional bases, functioning and performance of local government (both rural and urban) and instruments of public participation with special reference to Rajasthan.
- c) Understand the functions Powers and Roles of Various kinds of Local-bodies.
- d) Understand the organisation & functions of Panchayati Raj Institutions.
- e) Acquaint them with the financial Administration of Local Bodies in India.

Understand the Personnel Administration in Rural & Urban Governments.

Unit-I (73rd & 74thAct)

Credit: 4

Meaning, Nature, and Significance of Local-self Government in Modern State. Evolution of Local self Government during the Ancient, Medieval and Modern India. 73rd & 74thAct 1992. The Organizational Structure of Urban, Local-self Government in India Composition. Functions Powers and Role of Various kinds of Local-bodies. Municipal Corporations and their Problems of Autonomy and Accountability.

Unit-II (Zila Parishad)

Credit: 4

Theory and Practice of Democratic Decentralisation in India. Organisation & functions of Panchayati Raj Institutions: Zila Parishad, Panchayat Samiti, Village Panchayats and Gram



Sabha, MGNREGA. Personnel Administration in Rural & Urban Governments. Problems of Recruitment, Classification, Promotion, Training and Service Conditions of Local govt bodies.

Unit-III (Financial Administration of Local Bodies in India)

Credit: 4

Financial Administration of Local Bodies in India, Strengthening of Local Resources. State Control over Local Bodies in Urban and Rural Mechanism of control over Local Bodies at State Level. The Role of Directorate of Local Bodies and Gramin Vikas & Panchayati Raj Department.

Suggested Readings:

1. Ashok Sharma: Local administration.
2. R. Argel: Municipal Government in India.
3. S.R. Maheswari: Local Government in India.



वैदिक एवं लौकिक साहित्य

Credit-12(12+0+0+0)

Unit-I (अभिज्ञान शाकुन्तलम् (सप्तअंका):

Credits: 4

अभिज्ञान शाकुन्तलम् (सप्तअंका):

किरातार्जनीयम् (श्लोकपर्यान्ति 1 से 46) प्रथम सर्ग

Unit-II (प्रत्यय)

Credits: 4

प्रत्यय – कृत प्रत्यय | तव्यत् प्रत्यय | तुच प्रत्यय |

Unit-III (वैदिक साहित्य)

Credits: 4

वैदिक साहित्य (वेद – ग्राहण, प्रमुखोपनिषदा, आचार्यध्यायस्य सामान्य परिचय):।

लौकिक साहित्य – वीरकाव्यम् रामायण (बालकाण्ड) ||

Suggested Readings:

1. अभिज्ञान शाकुन्तलम् , कवि कालिदास, रमाशंकर तिवाडी, विश्वविद्यालय, वाराणसी।
2. अभिज्ञान शाकुन्तलम् , वासुदेवकृष्ण चतुर्वेदी, महालक्ष्मी प्रकाशन, आगरा, उत्तर प्रदेश।
3. किरातार्जनीयम् , प्रथम सर्ग जनार्दन : मोतीलाल बनारसी, मदनमोहन एवं तनैजा शर्मा प्रथम सर्ग, अलंकार प्रकाशन।
4. संस्कृत नियलम् , डॉ. त्रिवेणी शास्त्री, जगदीश संस्कृत पुस्तकालय।
5. संस्कृत साहित्येतिहास , डॉ. बलदेव हंसराज अग्रवाल, चौखम्बा पब्लिकेशन।



हिन्दी गद्य-II

Credit-12(12+0+0+0)

Unit-I हिन्दी साहित्य का इतिहास –(आधुनिक काल) Credits: 4

हिन्दी साहित्य का इतिहास –(आधुनिक काल):

आधुनिक शब्द का अर्थ और स्वरूप, आधुनिक काल वर्गीकरण,
आधुनिक काल की प्रेरक परिस्थितियाँ।
आधुनिक काल : गद्य के वैभव और विविधता का काल।

Unit-II (हिन्दी नाटक : उद्भव और विकास) Credits: 4

हिन्दी नाटक : उद्भव और विकास

हिन्दी में नाटक का आरम्भ और भारतेन्दु के नाटक, पारसी नाटक और रंगमंच, नाटक और रंगमंच का सम्बन्ध, नाटककार प्रसाद, समस्या-नाटक और लक्ष्मीनारायण मिश्र, एक्सर्ट नाटक और भुवनेश्वर, एकांकी नाटककार रामकुमार वर्मा, विष्णु प्रभाकर और रेडियो नाटक, नाटककार जगदीशचन्द्र माधुर, गीतिनाट्य और धर्मवीर भारती।

Unit-III (हिन्दी निबन्ध) Credits: 4

हिन्दी निबन्ध: स्वरूप और शैलियाँ, प्रमुख निबन्धकार-बालकृष्ण भट्ट: प्रतापनारायण मिश्र, चन्द्रधर शर्मा गुलेरी, बालमुकुन्द गुप्त, माधव प्रसाद मिश्र, महावीरप्रसाद ह्वेदी, गुलाबराय, जयशंकर प्रसाद, राधकृष्णदास, वासुदेवशरण अग्रवाल, जैनेन्द्र कुमार, पच्चासिंह शर्मा और शशद जोशी।

Suggested Readings:

1. हिन्दी नाटक उद्भव और विकास- डॉ. अशोक कुमार गुप्ता, मनोज कुमार गुप्ता- मलिक एण्ड कम्पनी-2011
2. निबन्ध निलय-डॉ. सत्येंद्र-वाणी प्रकाशन-कमला नगर दिल्ली-1982
3. आधुनिक काल पूर्व हिन्दी साहित्य का इतिहास – डॉ. हेतु भारद्वाज, पंचशील प्रकाशन, जयपुर-2010
4. हिन्दी गद्य की विविध विधाएँ- प्रतापसिंह राठौड़, चन्द्रमय प्रकाशन।



LITERARY CRITICISM

Credit-12(12+0+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Appreciate the nuances of poetry through different forms.
- b) Extensive use of grammar like finite, non-finite verbs, clauses, verb patterns etc.
- c) Enrich vocabulary.
- d) Transcribe the words phonemically.

Unit I: Classical and Neo-Classical Criticism (Credit-4)

Aristotle: *Poetics*

Johnson: *Preface to Shakespeare*

Unit II: Romantic Criticism (Credit-4)

Wordsworth: *Preface to Lyrical Ballads*

Unit III: Victorian Criticism (Credit-4)

Mathew Arnold: *The function of Criticism at Present Time, The Study of Poetry*

T S Eliot: *Tradition and Individual Talent*

I A Richards: *Two uses of Language*

Suggested Readings:

1. Hans Bertens : Literary Theory – The Basics, Routledge, London,2001
2. David Lodge : Modern Criticism and Theory, Faber and Faber, London, 1985
3. S Ramaswami and V S Sethuraman - The English Critical Tradition, Macmillan.
4. T S Dorsch – Classical Literary Criticism, Penguin Books. 2002



5. Winsatt and Brooks – Literary Criticism – A Short History (Vol.I, II, III and IV).
6. Chris Barker – Cultural Studies, Faber Books, London, 2002.

PEACE ORIENTED VALUE EDUCATION

Credit-4(4+0+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to

1. Understand the importance of peace education.
2. Analyse the factors responsible for disturbing peace.
3. Appreciate the role of peace in life.
4. Develop insight of understanding of concept of Indian values according to time, space and situation.
5. Scientifically analyse values in Indian culture and tradition.
6. Develop positive attitude about Indian human values
7. Understand the Indian values according to Shradhha and logic.
8. Understand the co-ordination with Indian values and life style.
9. Analyse the ethical, artistic and pleasant values.
10. Analyse absolute values in globalization and universalization.
11. Develop the teaching learning method for adoption and assimilation in life value.
12. Explain fundamental aims and values that provide the intellectual basis of contemporary education policy and practice.

Unit I: Importance of Peace (Credit-1)

- Aims, objectives and importance of Peace Education.
- Barriers- Psychological, Cultural, Political
- Factors responsible for disturbing Peace: Unemployment, terrorism, Exploitation, Suppression of individuality, complexes.
- Characteristics of good textbook, evaluation of textbook, analysis of text book from peace education perspective.

Unit II: Nature and sources of values, Classification of values (Credit-1)

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

UNIT III: Values in religious scriptures(Credit-1)

- Bhagwad gita-Nishkam Karma, Swadharma, Laksagrah and Stithpragya.



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

UNIT IV: Methods and Evaluation of Value Education(Credit-1)

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

Practicum/Field Work (Any two of the following):

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

Suggested Readings:

1. अवस्थी शशि- पाचीन भारतीय समाज, हिन्दी माध्यम कार्यान्वयन निदेशालय,दिल्ली विश्वविद्यालय, दिल्ली 1993
2. उर्वशी, सरती – नैतिक शिक्षा एवं बालविकास, प्रभात प्रकाशन, चावडीवाजार, दिल्ली , 1979
3. काणोपीढी – धर्मशास्त्री काइतिहास, उ.प. हिन्दीसिंस्थान, हिन्दी भवन,महात्मा गांधीमार्ग, लखनऊ।
4. गुप्तानन्धूलाल- मूल्यपरकशिक्षा पद्धति, जयकृष्ण अग्रवाल, महात्मागांधीमार्ग, अजमेर 1989
5. गोयनकाजयदयाल- महत्वपूर्णशिक्षा, गीताप्रेस गोरखपुर।
6. पाण्डेय गोविन्दचन्द्र- मूल्य मीमांसा राजस्थानहिन्दीग्रन्थाकादमी, तिलकनगर, जयपुर, 1973।
7. प्रसहस्रवृद्धे: जीवन मूल्य, सुरुचि साहित्य, केशवकुंज, झण्डेवालान, नईदिल्ली
8. भारती धर्मवीर- मानवमूल्य औरसाहित्य, भारतीय ज्ञानपीठ, काशी, 1972
9. मानवसेवासंघ, वृदावन- मानवता के मूलसिद्धान्त 1981
10. मिश्रणविनिवास- अध्यापन, भारतीय दृष्टि, एनसीटीई, नईदिल्ली 1988
11. विनलकुमार- मूल्य मीमांसा, राजकमलप्रकाशन, दिल्ली।
12. AcharyaMahapriya : TowardsInnerHarmony, NewDelhi,B. Jain Publishers, 1999
13. Dutt,N.K.andRuhelaS.P.:HumanValuesandEducation,SterlingPublishersPvt.Ltd., NewDelhi,
14. Gandhi K.L.: Value Education, Gyan Publishing House, New Delhi, 1993
15. Gupta,NathuLal:ValueEducation:TheoryandPractice:JaikrishanAgarwal,MahatmaGandhi Road,Ajmer – 2000
16. I.A.Lolla:ValueCertification:AnadvancedHandbookfortrainersandTeachers, Calif, UniversityAssociatePress, KrischanBoum, Howard 1977
17. PremKripal: Value in Education, NCERT, New Delhi 1981
18. Rajput, J.S. (2001).Values in Education, New Delhi, Sterling Publishers, 2005
19. RokeachM.: The Nature of Human Values, The FreePress , New York 1973
20. SharmaR.S.: The Monk who sold his Ferrari, Mumbai, Jaico Publishing House, 2003
21. Swami RagunathAnand: Eternal ValuesforaChangingSociety, BVB Bombay1971.
22. Gupta, K. M. (1989). Moral Development of School Children Gurgaon: Academic
24. Krishnamurthy, J. (2000). Education and the Significance of Life. Pune: KFI.
25. Dhokalia, R. P. (2001). External Human Values and World Religious. New Delhi: NCERT.
26. Sheshadri, C., Khadere, M. A., & Adhya, G. L. (ed.) (1992). Education in Value. New Delhi: NCERT, London, Allen and Unwin.



27. Singh, R. N. (ed.) (2003). Analytical study of Sikh Philosophy, Commonwealth Publishers: New Delhi- 02.
28. Khan Masood Alia (ed.) (2006). Islamic Thought and its Philosophy. Commonwealth Publishers: New Delhi- 02.
29. Khan, IntakhabAlam (2007). Peace, Philosophy and Islam, Academic Excellence. Delhi- 31.

Cyber Security

S. No.	Session No.	Session	Hours
1	Session No. 1	Introduction to Security and types of security	Theory: 1 Hour
2	Session No. 2	Principals of Information Security	Theory: 1 Hour
3	Session No. 3	Browser Application Security, Configuring Chrome, Mozilla, Internet Explorer Security Settings	Theory: 1 Hour
4	Session No. 4	Phishing, Avoidance of phishing scams, Protection of Phishing Scam, Identify	Theory: 1 Hour
5	Session No. 5	Theft Awareness, Password Security, Safe social networking, Secure Online Shopping (Physically and NoPhysically)	Theory: 1 Hour
6	Session No. 6	Securing your Emails, Anti-virus, firewall and anti-spyware software	Theory: 1 Hour
7	Session No. 7	Back up your Data, Removable Media Security, Handheld device security.	Theory: 1 Hour
8	Session No. 8	Reviewing the concept Internet Ethics	Theory: 1 Hour
9	Session No. 9	Unethical behavior in Internet & Examples, (a) Using of computer resources improperly	Theory: 1 Hour
10	Session No. 10	Using computers, data, information to harm others Using Internet	Theory: 1 Hour
11	Session No. 11	one shall not forward false communication	Theory: 1 Hour



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12	Session No. 12	Acceptable behavior	Theory: 1 Hour
13	Session No. 13	While using e-Mail and chatting, (b) Pretending someone else	Theory: 1 Hour
14	Session No. 14	Avoid Bad Language	Theory: 1 Hour
15	Session No. 15	Internet Ethics: Internet: Reviewing the concept Internet Ethics	Theory: 1 Hour
16	Session No. 16	Unethical behavior in Internet & Examples, (a) Using of computer resources improperly	Theory: 1 Hour
17	Session No. 1817	Using computers, data, information to harm others (c) Using Internet, one shall not forward false communication	Theory: 1 Hour
18	Session No. 18	Acceptable behavior: (a) While using e-Mail and chatting, (b) Pretending someone else,	Theory: 1 Hour
19	Session No. 19	Avoid Bad Language, Cyber Ethics, What is Cyber Security	Theory: 1 Hour
20	Session No. 20	What is Cyber safety, Difference between cyber safety and cyber security.	Theory: 1 Hour
21	Session No. 21	Introduction to Cyber bullying	Theory: 1 Hour
22	Session No. 22	Risk factors, Signs for Cyber bullying	Theory: 1 Hour
23	Session No. 23	How to Prevent Cyber bullying, Guidelines for Cyber bullying	Theory: 1 Hour
24	Session No. 24	Role of Electronics and Digital Signature	Theory: 1 Hour
25	Session No. 25	Information Security Policies and Case Studies	Theory: 1 Hour
26	Session No. 26	Cyber Security Law	Theory: 1 Hour
27	Session No. 27	Introduction to Cyber Laws	Theory: 1 Hour
28	Session No. 28	Classification of Cyber Crimes	Theory: 1 Hour
29	Session No. 29	Importance of cyber laws	Theory: 1 Hour
30	Session No. 30	Scope of cyber security	Theory: 1 Hour

HELP AID

SR.	SESSION NO.	SESSIONS	HOURS



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NO.			
1		Introduction- How it is related with UMC	Theory- 15 Min
2	SESSION No. 1	First aid kit & An emergency health information card	Theory: 45 Min. Practical: 1Hr Practice: 1 Hr
3	SESSION No. 2	Help Aid In Burns	Theory: 1 Hr Practical: 1Hr Practice: 1 Hr
4	SESSION No. 3	Help Aid in Poisoning and Insect Bit	Theory: 1 Hr Practical: 1Hr Practice: 1 Hr
5	SESSION No. 4	Help Aid In Injuries	Theory: 1 Hr Practical: 1Hr Practice: 1 Hr
6	SESSION No. 5	First Aid for Respiratory, diabetic emergencies	Theory: 1 Hr Practical: 1Hr Practice: 1 Hr
7	SESSION No. 6	Help Aid In Female First aid for Dehydration	Theory: 1 Hr Practical: 1Hr Practice: 1 Hr
8	SESSION No. 7	Help Aid in Cardio-vascular Emergencies	Theory: 1 Hr Practical: 1Hr Practice: 1 Hr
9	SESSION No. 8	First Aid for Infants	Theory: 1 Hr Practical: 1Hr Practice: 1 Hr
10	SESSION No. 9	Help Aid in geriatric care	Theory: 1 Hr Practical: 1Hr Practice: 1 Hr
11	SESSION No. 10	First Aid for central nervous system	Theory: 45 Min.



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		emergencies.	Practical: 1Hr Practice: 1 Hr
12	SESSION No. 11	Implementation of Help-Aid to serve society	Theory- 15 Min

Yoga & Meditation

SR. NO.	SESSIONS	HOURS
1.	Tadasana	Theory: 10 Min. Practical: 50 Min
2.	Trikonasan	Theory: 10 Min. Practical: 50 min
3.	Vrikshasan	Theory: 10Min. Practical: 50min
4.	Bhujangasan	Theory: 10Min. Practical: 50min
5.	Makrasan	Theory: 10Min. Practical: 50min
6.	Shashankasan	Theory: 10Min. Practical: 50min
7.	Gomukhasan	Theory: 10Min. Practical: 50min
8.	Pavanmuiktasan	Theory: 10Min. Practical: 50min
9.	Dhanursan	Theory: 10Min.



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		Practical: 50min
10.	Utanpadasan	Theory: 10Min. Practical: 50min
11.	Shalbhasan	Theory: 10Min. Practical: 50min
12.	Surya namaskar-12 steps	Theory: 10Min. Practical: 50min
13.	With breathing & hold Surya namaskar-12 step	Theory: 10Min. Practical: 50min
14.	Standing hasyea yoga	Theory: 10Min. Practical: 50min
15.	Sitting hasyea yoga	Theory: 10Min. Practical: 50min
16.	Pranayam – natural breathing Exercise	Theory: 10Min. Practical: 50min
17.	Kapalbhati pranayam	Theory: 10Min. Practical: 50min
18.	Bharmri & bhastrika pranayam	Theory: 10Min. Practical: 50min
19.	Cooling pranayam	Theory: 10Min. Practical: 50min
20.	Meditation – IRT (INSTANT RELAXATION TECHNIQUE)	Theory: 10Min. Practical: 50min
21.	Meditation –QRT (QUICK RELAXATION TECHNIQUE)	Theory: 10Min. Practical: 50min
22.	Meditation –DRT (DEEP RELAXATION TECHNIQUE)	Theory: 10Min. Practical: 50min
23.	Meditation –CONCENTRATION ON ONE POINT-I & II	Theory: 10Min. Practical: 50min
24.	Meditation – CONCENTRATION ON ONE POINT-III & IV	Theory: 10Min.



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		Practical: 50min
25.	Meditation –OMKARA CHANTING WITH MUSIC	Theory: 10Min. Practical: 50min
26.	Meditation – OMKARA CHANTING -108 TIME WITH MUSIC	Theory: 10Min. Practical: 50min
27.	Meditation –CYCLIC Meditation	Theory: 10Min. Practical: 50min
28.	Meditation –VIPASSANA DHYAN	Theory: 10Min. Practical: 50min
29.	Meditation –PREKSHYA DHAYAN	Theory: 10Min. Practical: 50min
30.	Meditation –SOHAM JAP WITH MUSIC	Theory: 10Min. Practical: 50min



VII Semester

SECONDARY EDUCATION IN INDIA: STATUS, ISSUES AND CONCERN

Credit-6(6+0+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Understand the need and importance of secondary education.
- b) Analyze the problems of teacher training, the role of NCTE and various issues in curriculum reform.
- c) Apply differentiated approaches to working conditions and employee morale.

Create a nature of secondary education for children with special needs.

Unit I: Concept, Nature and Purpose of Secondary Education(Credit-2)

Concept of secondary education, aims, objectives, scope and nature of secondary education, functions of secondary schools, Linkages with elementary and senior secondary stages. Problems of teacher training, Role of NCTE and Curriculum Reforms.

Unit II: Status of Secondary Education(Credit-2)

Present situation of secondary education in the country. Universalisation of secondary education – access, enrolment, retention and learning achievement of students, Structure and systems of schools, Concept of RMSA; Examination Reforms, administration and financing of secondary education.

Unit III: Quality Education at Secondary Level(Credit-1)

Concept of quality in education; quality Indicators/related to planning and organization of learning experience, learning environment (Physical and Academic), problems and challenges to quality improvement, through setting standards of performance and monitoring, Improving internal efficiency of the school system, teacher recruitment, their working conditions and staff morale.

Unit IV: Secondary School Teacher(Credit-1)

Issues related to professionalism – code of professional ethics for Teachers; changed role of the teacher in the new millennium – learning facilitator and diagnostician, Issues related to teacher motivation, working condition both in urban and rural areas, job satisfaction, issues related to



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teacher's role performance and role perception, role ambiguity role over load, role stress and strain, accountability of teachers.

Sessional Work:

Preparing status report on secondary education in a chosen block/district with reference to access, enrolment and dropout.

Preparing a report on the existing status of the teachers, method of recruitment and salary structure.

Visits to different types of secondary schools and preparation of school profiles.

Conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education.

Visit to alternative education centers at secondary level and preparation of a report.

Survey of educational needs of disadvantaged/disabled.

Suggested Readings:

1. Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi.

2. Cardinal Principles of Secondary Education. a Report of the Commission on the Reorganization of Seco (English) Isha Books.

3. Govt. of India (1966) Abstract and Analysis of the Report of the Indian Education Commission, with Notes, and "The Recommendations" in Full

4. Shyamal Arya;National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education. Signature Books International.

5. Neelam Ed Sood;Management of School Education in India 2012, pp. 230 (Crown Size) (English) 01 Edition. Aph Publishing Corporations

INCLUSIVE EDUCATION , GUIDANCE AND COUNSELLING IN SCHOOL

Credit-6(6+0+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) To get the knowledge of the concept, need and principles of guidance.
- b) To explains the role of school in organizing different guidance programmes
- c) To narrates the process, tools and techniques of counselling.

To explains the qualities and role of a school counsellor

Unit I: Introduction of Inclusive Education, Educationl Strategies and Management (Credit-2)

Concept meaning scope and challenges of inclusive educationDistinction between special education, integrated education and inclusiveeducation and their merits and demeritsCreating inclusive environmentImportance and need for adaptation Guidelines for adapting teaching science, social studies, mathematics andlanguages at the secondary levelEducational mesasures for effective implementation of inclusive education.



Unit II Nature, needs and Evaluation of SWDN(Credit-2)

Definition, types and classification of SWDN Characteristics and educational needs of SWDN based on research evidence Supportive resources and services for children with SWDN in inclusive Education Teachers' role in implementing reforms in assessment and evaluation in inclusive education Type of adaptations / adjustment in assessment and evaluation strategies used for students with diverse needs Importance of CCE

UNIT-III Guidance & Counselling (Credit-1)

Guidance and Counselling- Meaning, Definitions, Aims, Nature, Principles and Needs. Counselling- Meaning, Definitions, Elements-Characteristics – Objectives – Need – Type and relationship between guidance and Counselling - Benefits- Limitations, History of guidance movement in India – Problems of guidance movement in India – Ways to improve guidance movement in India.

UNIT-IV Guidance Services in Schools(Credit-1)

Non-testing devices in guidance: Observation, Cumulative record, Anecdotal record, Case study, Autobiography, Rating Scale, Sociometry etc. Testing devices in guidance—Meaning, Definition, Measurement, Uses of psychological tests. Guidance services at different school levels— Organisation of Guidance services in schools – Role of guidance personnel – Career and Occupational Information – sources, gathering, filing, dissemination

Sessional work

1. Tutorial - Readings on PWD Act, RTE Act, IEDSS, SSA, RMSA and their implications for inclusive education
2. Tutorial – visit to special schools for observing the behaviours of students with VI, HI, MR, LH.
3. Chauhan, S. S. (2008). Principles and techniques of guidance. UP: Vikas Publishing House Pvt Ltd.
4. Sharma, R. N. (2008). Vocational guidance & counseling. Delhi: Surjeet Publications.

Suggested Readings:



1. Sophia Dimitriadi ;Diversity, Special Needs and Inclusion in Early Years Education (English) 1st Edition, SAGE Publications India Pvt Ltd
2. Internet Source, MHRD (2005b). 'Action Plan for Inclusive Education of Students and Youth with Disabilities',
3. Internet Source, SSA (2002). 'Basic features of SSA', Inclusive education in SSA, Retrieved from [www.ssa.nic.in / inclusive_education /ssa_plan_manual](http://www.ssa.nic.in/inclusive_education/ssa_plan_manual)
4. Neena Dash ;Inclusive Education for Children With Special Needs.

Gender sensitization (UMC)

(1)Introduction, Meaning , Definition, Nature ,Scope and Evolution of Gender Equality and Gender Sensitization. Understanding : Femininity and Masculinity ,Feminism and Patriarchy.

(2) Constitutional and legal Perspectives of Gender Sensitization, PCPNDT, Janani Suraksha Yojana, NHRM, under this scheme, pregnant women are provided with better food, Cash assistance during pregnancy and care during child birth.

(3)Sukanya Samridhi Yojana-is a saving scheme for the girl child,a sukanya account can be opened any time before girlchild turns 10 years old. Balika samridhi Yojana-the purpose of this yojana is to change negative attitute towards girl child among community and family members retaining girl children

(4)Raising the age for marriage for girl child, Help the girl child to take part in activities for income generation.

(5)One Stop Centre scheme-onr stop centres (OSC), shall set up for offering immediate response, emergency help, medical support, legal and psychological assistance to affected women

(6)Mahila-E-Haat-A shout out to the entire communit of women c and aspiring leaders, Plan emphasis on empowering women entrepreneurs, NGO, SHG and small producers

(7)Interaction with students and villagers on girl child on government policies, Scheme for Universalisation of various government and Helplines to provide 24 hrs

(8)Play and skit on girl Education, Nukkad Natak on girl child on her rights.Scope and Evolution of Gender Equality , Gender Based Violence : Nature,victims,causes, Impact, Gender related Emerging Issues and Challenges

(9)Workshop /Seminar on Gender Sensitization, Rally on awareness regarding BETI BACHAO BETI PADAQ



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(10) Gender Sensitization at work and home, at adopted villages, Prevention and Precautions : Crowded places, buses, trains, transport, Safe place, abusive language (feminist words etc.).

Yoga & Meditation

SR. NO.	SESSIONS	HOURS
1.	Tadasana	Theory: 10 Min. Practical: 50 Min
2.	Trikonasan	Theory: 10 Min. Practical: 50 min
3.	Vrikshasan	Theory: 10Min. Practical: 50min
4.	Bhujangasan	Theory: 10Min. Practical: 50min
5.	Makrasan	Theory: 10Min. Practical: 50min
6.	Shashankasan	Theory: 10Min. Practical: 50min
7.	Gomukhasan	Theory: 10Min. Practical: 50min
8.	Pavanmuktasan	Theory: 10Min. Practical: 50min
9.	Dhanursan	Theory: 10Min. Practical: 50min
10.	Utanpadasan	Theory: 10Min. Practical: 50min
11.	Shalbhasan	Theory: 10Min. Practical: 50min
12.	Surya namaskar-12 steps	Theory: 10Min. Practical: 50min
13.	With breathing & hold Surya namaskar-12 step	Theory: 10Min. Practical: 50min



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14.	Standing hasyea yoga	Theory: 10Min. Practical: 50min
15.	Sitting hasyea yoga	Theory: 10Min. Practical: 50min
16.	Pranayam – natural breathing Exercise	Theory: 10Min. Practical: 50min
17.	Kapalbhati pranayam	Theory: 10Min. Practical: 50min
18.	Bharmri & bhastrika pranayam	Theory: 10Min. Practical: 50min
19.	Cooling pranayam	Theory: 10Min. Practical: 50min
20.	Meditation – IRT (INSTANT RELAXATION TECHNIQUE)	Theory: 10Min. Practical: 50min
21.	Meditation –QRT (QUICK RELAXATION TECHNIQUE)	Theory: 10Min. Practical: 50min
22.	Meditation –DRT (DEEP RELAXATION TECHNIQUE)	Theory: 10Min. Practical: 50min
23.	Meditation –CONCENTRATION ON ONE POINT-I & II	Theory: 10Min. Practical: 50min
24.	Meditation – CONCENTRATION ON ONE POINT-III & IV	Theory: 10Min. Practical: 50min
25.	Meditation –OMKARA CHANTING WITH MUSIC	Theory: 10Min. Practical: 50min
26.	Meditation – OMKARA CHANTING -108 TIME WITH MUSIC	Theory: 10Min. Practical: 50min
27.	Meditation –CYCLIC Meditation	Theory: 10Min. Practical: 50min
28.	Meditation –VIPASSANA DHYAN	Theory: 10Min. Practical: 50min



29.	Meditation – PREKSHYA DHAYAN	Theory: 10Min. Practical: 50min
30.	Meditation –SOHAM JAP WITH MUSIC	Theory: 10Min. Practical: 50min

VIII SEMESTER

INDIAN CONSTITUTION AND HUMAN RIGHTS

Credit-5(5+0+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Knowing the importance of this the student teacher will be able to Fundamental Rights, Duties and Directive Principles, Fundamental Rights, Fundamental Duties, and the Directive Principles of the state policy of the Indian Constitution.
- b) Know the important, preamble and salient features of the Indian constitution.
- c) Appreciate the significance of fundamental rights, duties and directive principles of state policy Develop an understanding of the strength of the government union.

Unit I: Meaning and Importance of the Constitution (Credit-3)

- (a) Preamble, Salient features Constituent Assembly and the Spirit of the Indian Constitution.
- (b) Fundamental Rights, Duties and Directive Principles, Fundamental Rights, Fundamental Duties, and the Directive Principles of the state policy of the Indian Constitution.
- (c) Union, State and Local Self Governments Union Government: Parliament, the President and Prime Minister: State Government: Governor and the Council of Minister: Judiciary: Functions and Powers: Panchayat Raj System.

Unit II: Human Rights (Credit-2)

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

Suggested Readings:



1. Madhav Khosla; THE INDIAN CONSTITUTION (English) Oxford University Press
2. Ghosh, Indian Government and Politics. PHI LEARNING PVT. LTD-NEW DELHI
3. Naseem Ahmad, Indian Public Administration, Anmol Publications Pvt.Ltd.
4. Jagdish chand, Education In India After Independence : Anshah Publishing House (shipra Pub.), H4-03 Mayurdhwaj, 60 Ip. Extn. Delhi-92
5. C. Naseema, Human Rights in India: Theory and Practice, Shipra Publication.

CURRICULUM AND SCHOOL

Credit-6(6+0+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Understand the need and importance of curriculum.
- b) Analyze different issues in the curriculum.
- c) Apply different approaches to curriculum construction.

Construct a curriculum for children with special needs.

Unit I: Concept and determinants of curriculum (Credit-2)

□Meaning of Curriculum; the dynamics of hidden curriculum and its effects; Core curriculum;Spiral curriculum;Determinants of school curriculum;National goals and priorities: Trends in the curriculum of school education at national and state levels (with reference to National Curriculum frameworks); Difference between curriculum Curriculum and syllabus.

Unit II: Curriculum implementation in schools (Credit-2)

Planning and converting curriculum into syllabus and learning activities. Role of teacher in operationalising curriculum (Concept mapping, Longrange planning, daily lesson Planning, creating learning situations, selecting learning experiences, choice of resources, planning Assessments. Time management, Text book as a tool for curriculum transaction, other learning resources such as 'on learning' and ICT, interactive videos, other technological resources. Planning and use of curricular materials – teachers hand book, sourcebook, work book, manuals, and Other learning materials.

Unit III: School as a system for curriculum implementation (Credit-2)

Concept of a school; its components; school climate and environment.

School as an organization- mission, vision and core values. Factors influencing school environment. School plant, Physical and academic infrastructural facilities. □Planning: Types of planning-short term, annual plan; Strategic planning and goal setting;.Organization of



curricular activities i.Curricular-activities: Management of classroom teaching -learning activities, Managing Examination and Evaluation in school; Reducing stress and strain of students facing public examinations and enhancing their chances for better schooling; Classroom management for different types of instructional strategies; Group dynamics and its implications, Instruction in a diverse classroom ii. Co-curricular activities: organizing various cultural and club activities and competitions, school-level, inter-school-level, district and National Level □Planning School Time table.

Sessional activities

Group work to analyze the curricular concepts school visits to study the factors required for Implementing the curriculum in schools and write reflective experiences.

Review of national curriculum frame works on school education and write a report for presentation

and discussion.

Analysis of teachers' handbooks, text books, workbooks, source books followed by Power point

Presentations and report submission.

Interviews with class room practitioners and students who are the stakeholders to know their

Perceptions about the curriculum and the text books in use.

Readings of certain curriculum reviews and articles bearing significance to the course outlined and

Reflections on them.

Suggested Readings:

1. Alka Kalra (1977) Efficient School Management and Role of Principals, APH Publishing, New Delhi.
2. Buch M B Planning Education, Implementation and Development, NCERT, New Delhi. .
3. Curriculum Planning for better teaching and learning by J.G. saylor and W Alexander (Holt, Rinehart and Winston).
4. Dewey, John (1959): The child and the Curriculum, Chicago, The University of Chicago Press.
5. Eugenia Hepworth Berger (1987), Parents as partners in Education: The school and home Working together.
5. Howson, Geoffrey (1978): Developing a New Curriculum, London: Heinmann.



ENVIRONMENTAL AND APPLIED GEOGRAPHY

Credit-12(10+0.5+1+0.5)

Practice Session-(0.5) D&T-0.5

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Develop an ability to enhance understanding of environmental aspects and applications in geography.
- b) Equip the students with various modern application tools in Geography.
- c) Understand the distribution and patterns of biotic and abiotic components on the Earth's surface and the factors affecting their ecological processes.
- d) Understand the emerging concept of human-nature conflict and natural hazards in the world.

To accelerate conceptual and quantitative approaches to study the environmental and ecological process of Earth's ecosystem.

Unit I: Environmental and Applied Geography (Credit-3.5)

Definitions, Nature and Scope of Environmental Geography, Components of Environment biotic (forests, wild-life, live-stock, fisheries, agricultural crops) and abiotic (land, water, mineral).

Meaning of Applied Geography, Nature, Scope and Significance of Applied Geography.

Unit II: Ecosystem and Physical Environment (Credit-4)

Structure, Function and Energy Flow in the Ecosystem Ecological Pyramid. Ecological niche, food chain and Web. Major Ecosystem in the World: Forest, Grassland and Desert. Issues related to variations in physical environment: Environmental pollution-Air water and noise causes, Global warming, greenhouse effects, ozone layer depletion and acid rain. Causes, effects and measures of floods, droughts, earthquakes, tsunami and landslides with reference of India.

Unit III: Biodiversity and Human Resources (Credit-4)

Types and Importance of Biodiversity. Biodiversity at the Local, Regional and Global Level. Causes and Threats to the Biodiversity. Pollution: Air, Water, Soil, Noise. Greenhouse effect. Ozone layer depletion Hazards: Landslides, Earthquakes and Tsunami. Floods and Drought. Cyclones. Classification of Environment: Natural and Human. Man-environment interrelations with respect to population size, types of economy, and technology; exploitation of natural resources and environmental hazards. Issues related to human resources; quality vs. numbers; social and demographic issues: diversity and disparity; carrying capacity of the earth; human resource use and manpower planning. Issues related to economy; spatial organization of economic activities: Modern agriculture and associated Problem. Industrialization and associated problem. Spatial inequalities: Causes and consequences of Sustainable development with man-environment relationship.

Suggested Readings:

1. Agarwal, A. et.al: The Citizen's Fifth Report. Centre for Science & Environment, New Delhi, 1999.
2. Singh Savindara; Environmental Geography, Prayag Pustak Bhawan Allahabad.
3. Allen, J.L.; Student Atlas of Environmental issues, Dushkin Pub., 1997.
4. Brown, L.R.: In the Human Interest, East-West Press, New Delhi, 1976.
5. Asthana D Kand Asthana Meera: Environmental Problems and Solutions, S Chand and Co Ltd.
6. Subbarao Shuman Ecology: Issues and Challenges. Rajat Publications New Delhi.



7. Sharma, H.S.: Ravine Erosion in India, Concept New Delhi, 1980.
8. Husain, Majid: Evolution of Geographical Thought, Rawat Publications.
9. James, P.E: All Possible Worlds: A History of Geographical Ideas, Sachin Publication.
10. Dohrs, F.E. and Sommers, L.W. (eds.): Introduction to Geography, Thomas Y. Crowell Co., New York, 1967.
11. Minshull, R.: The Changing Nature of Geography, Hutchinson University Library, London.
12. Johnston, R.J. and Claval, P. (eds.): Geography Since the Second World War, Croom Helm, London/Bernes and Noble, Totowa, N.J.
13. Wooldridge, S.W.: The Geographer as a Scientist, Thomas Nelson and Sons Ltd., London, 1956

Geography Practical (Credit 1)

Geospatial Technology

Elements of GIS

Meaning and Components of GIS, Spatial data entities - Point, line, polygon, Sources of spatial data. Census - Topological maps, Aerial photographs, Satellite images. Spatial data structure and management: Vector data structure, Raster data structure, creating database.

Fundamentals of Remote sensing:

1. Remote sensing as a tool for data generation and mapping;
2. Basic concepts of aerial photographs and satellite imageries;
3. Generating maps (physical and human features) from aerial photographs and remote sensing data products using pocket stereoscope and other aids. (2 exercises)

QUANTITATIVE ANALYSIS

Credit-12(10+0+0+2)

Practice Session-(2)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Understand the different types of equations and their uses.
- b) Understand metrics and their uses.
- c) Understand the graphic method.
- d) Understand the different types of sampling and techniques of data collection.
- e) Measurement of central tendency etc.
- f) Understand a stable method of data collection.

Understand index numbers and their testing.

Unit I: Basics of Mathematical Economics

(Credit-4)

Variables, Equations: system of equations, Types of equations - Linear and non-linear - application of equations - slope of the line - Calculus, Differentiation of a function, Maxima and Minima, Elasticity, Integration of a function, Equilibrium of a consumer and firm, Relationship among the total, marginal and average cost and revenue, constrained optimization Problem, Consumer's Surplus, Matrix and Determinants - Various types of matrices, Input - Output analysis, concept of linear



programming- Graphical and Simplex Method.

Unit II: Introduction to Statistics (Credit4)

Concepts of Population, Sample, parameter, Frequency Distribution, Cumulative Frequency, Sampling techniques, Methods of Sampling, Techniques of Data collection, Sampling VS Population, Primary and secondary data. Measures of Central Tendency, Mean, Median and Mode, Geometric and Harmonic Mean, Measures of Dispersion, Range, Mean Deviation, Quartile deviation, Skewness, and Kurtosis, Correlation: Sample correlation Coefficient, Karal Pearson Rank Correlation, Partial and Multiple Correlation analysis _ Regression Analysis- Estimation of Regression line - Least Squares- Method. Probablity distribution, Theoretical distribution - Binominal, Poisson and Normal.

UNIT- III Time Series Analysis and Index Number (Credit-4)

Time series Analysis, Concepts and Components, Secular Trend, Periodic Movements, Cyclical Movements, Irregular Variations, Index Numbers- Meaning and use of Index Numbers, Methods of Calculating Index Numbers - Laspeyre's Method- Fischer Method, Problems in the Construction and limitations of Index Numbers -Different Price Index Numbers, Tests for Ideal Index Number.

Suggested Readings:

1. R.S Bhardwaj, Mathematics for economics and business, Jawahar Book Centre.
2. Aditham B.Rao, Quantitative Techniques in Business, Jain Book Agency.
3. NP Bali, PN Gupta, CN Gandhi, A Textbook of Quantitative Techniques, Jain Book Agency.
4. M.P.Gupta & R.B.Khanna, Quantitative Techniques for Decision Making, Jain Book Agency.
5. V.K. Kapoor, Operations Research (Quantitative Techniques for Management), Jain Book Agency.
6. Dasgupta, A K. (1985), *Epochs of Economic Theory*, Oxford University Press, New Delhi.
7. Gandhi, M K. (1947), (India of My Dreams, Navajivan publishing House, Ahmedabad.
8. Rao, M N. (1964), *Memories*, Allied Publishing House, Bombay.
9. H. L Bhatia: History of Economic thought. Vikas Publishing House Pvt. Ltd.
10. B.N Ganguli: Indian Economic Thought: A Nineteenth Century

INTERNATIONAL POLITICS AND WESTERN POLITICAL THOUGHT

Credit-12(12+0+0+0)



Course Outcomes: On successful completion of the course, the Students will be able to

- a) Understand the key concepts and concerns in international politics, including specifically how power is acquired and exercised at the global level and how states and non-state actors interact.
- b) Assess the importance of the political views of realist thinkers like Plato, Aristotle and Machiavelli.
- c) Critically evaluate the social contract theory of Hobbes, Locke and Rousseau and the impact of their philosophy on the constitutions of different countries.
- d) Have a broad understanding of the concepts of utilitarian thinkers like Bentham,
- e) The writings of Mill and Marx and Hegel have shaped the understanding of society, politics and economy.

Unit I: Theory of International Relations, National Power& Foreign Policy (Credit-4)

Nature and Importance, origin and growth of International Politics, Approaches to the Study of International Politics, Idealistic and Realistic Theories, Nature, elements and limitations of national power, Balance of Power. Collective Security and Diplomacy: Nature, types and functions of Diplomacy, Instrument for the formation of National Interest : War, Propaganda.

Unit II: Ancient, Medieval and Modern Political Thought (Credit-4)

Plato – his contributions to Greek political thought, Aristotle – his Contributions to Greek political thought, Machiavelli – his contributions to political thought and his political realism.

Unit III: Social Contractualists (Credit-4)

Hobbes ,Locke, Rousseau – contribution to Social Contract Theory, Utilitarian Thought :
J. Bentham – His Utilitarian and Legal thought,
J S Mill : Utilitarian & Political Thought
Karl Marx – Class Struggle & Contribution.

Suggested Readings:

1. J.C. Johari., Select World Constitutions, Jawahar Book Centre, New Delhi
2. Ajay K. Mehra, Ren L Vy, (The police, state and society: perspectives from India and France Jawahar Book Centre, New Delhi.
3. Axelrod, R., International Relations Today: Concepts and Applications Jawahar Book Centre, New Delhi.
4. Joshua s. Goldstein, International relations Jawahar Book Centre, New Delhi.
5. E. H. Carr International relations between the two world wars 1919-1939, Jawahar Book Centre, New Delhi.
6. U.r. ghai, Foreign policy of India, Jawahar Book Centre, Delhi.
7. Ved Bhatnagar, Challenges To Indias Integrity: Terrorism, Casteism, Communalism, Rawat Publication
8. V. P. Varma, Modern Indian political thought, Jawahar Book Centre, New Delhi.



9. B.L.Fedia, Western political thought.
10. V. P. Varma, Ancient & medieval Indian political thought, Jawahar Book Centre, New Delhi.
11. B.L.Fadia, Representative Western political thinkers, Sahitya bhawan publication.

MODERN WESTERN CIVILIZATION, COLONIALISM AND NATIONALISM (1789-1950 A.D.)

Credit-12(12+0+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Understand the American Revolution.
- b) Understand the Revolution in Europe and Asia.
- c) Understand the World Wars.
- d) Understand the political and economic policy in Europe.

Understand and examine the nature and achievement of European revolutions.

Unit I: Scientific & American Revolution: (Credit-4)

Scientific Revolution upto 18th Century; Mercantilism and European Economy in 17th and 18th Century

American War of Independence: Political and Economic Issues and Significance

Unit II: Revolution in Europe & Asia : (Credit-4)

Glorious Revolution, French Revolution Unification of Italy: China since 1800

Unification of Italy – Germany – German Empire after 1871 – Bismarck's Domestic and Foreign Policy. Rise of Dictatorship - Facism and Nazism – China – The Opium Wars – Taiping Revolt – The Boxer Rebellion – Revolution of 1911, Dr.Sun Yatsen – Chiangkai Sheik – The Kumintang Party – Mao-tse Tung and The Communists and Russian Revolution

Unit III: World Wars: (Credit-4)

First world war: Causes, Results

Second World War: Causes & Results

Suggested Readings:

1. Jain and Mathur, History of Modern World.



2. V.D. Mahajan, Europe since 1789AD.
3. Parsarthi Gupta, History of Europe.
4. Gokhale, B.K, Modern Europe 1848 to 1960, Himalayan Publishing House, Bombay, 1987.
6. H.L. Singh and R.B. Singh: Aadhunik Europe Ka Itihas 1453-1789
7. Parth Sarthi Gupta (ed.): Aadhunik Paschim ka Uday
8. Minakshi Phukan: Rise of Modern West
9. B.D. Sharma: History of Europe.

STATE ADMINISTRATION IN INDIA WITH SPECIAL REFERENCE TO RAJASTHAN AND SOCIAL ADMINISTRATION

Credit-12(12+0+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Understand the scope, nature and state administration of mining in India.
- b) Understand the constitutional structure of the State Government.
- c) Understanding Personnel Administration.
- d) Understand Police Administration: Organization and functioning of Police at State and District level.
- e) Understand the concept, meaning, nature, scope, principles and importance of social administration.

Understanding the Central Social Welfare Board.

Unit-I (Constitutional structure of state Government)

Credit: 4

Constitutional structure of state Government: Position of states in Indian, State Secretariat and its working, Cabinet secretariat; Role of chief secretary, Organization and working of special schemes and integrated rural development department: The directorates and their position in state administration, Secretariat-Directorate relationship, organization and role of directorate of college education.

Unit-II (Personnel Administration)

Credit: 4

Personnel Administration: Recruitment of civil services and the role of RPSC, Training and promotion, Rajasthan Civil service Appellate Tribunal. Police Administration: Organization and working of police at state and District levels. Lok Ayukta.

Unit-III (Concept and Significance of Social Administration)

Credit: 4

Concept, Meaning, Nature, Scope, Principles and Significance of Social Administration, Social Legislations in India: Its Inadequacies and Suggestions. Central Social Welfare Board, Its



Composition, Functions and Status. Role of National Commission on Human Rights, Significance and Problems of Social Welfare.

Suggested Readings:

1. Surendra Kataria: State Administration in India.
2. Ravindra Sharma: Rajya prashashan.
3. Chandramoli singh avum Anya: Rajasthan mein rajya prashashan.
4. Meena Sogani: The chief secretary of India.
5. R.M.Khandelwal: state level plan administration in India.
6. Satish K.Batra: Legislative control over Public enterprises.
7. S.K. Kataria: Social Administration.
8. Sachdeva: Social Administration.
9. G.B. Sharma: Social Administration in India.
10. T.N. Chaturevedi: Social Administration.



भारतीय संस्कृति के तत्त्व एवं पहा साहित्य

Credit-12(12+0+0+0)

Unit-I (कठोपनिषद् प्रथमोऽव्याय-प्रथमावली)

Credits: 4

कठोपनिषद् प्रथमोऽव्याय-प्रथमावली। सूक्त - वरुणसूक्तम्

Unit-II (भारतीय संस्कृति के विकास की रूपरेखा)

Credits: 4

भारतीय संस्कृति के विकास की रूपरेखा - पूर्ववैदिक | वैदिकोत्तरकाल | मध्यकाल एवं आधुनिक काल।

Unit-III (भारतीय दर्शन की प्रमुख विचारधाराएँ)

Credits: 4

भारतीय दर्शन की प्रमुख विचारधाराएँ। भारतीय संस्कृति का मानव कल्याण में योगदान।

Suggested Readings:

1. सांस्कृतिक निधि, डॉ. रामजीलाल उपाध्याय, महामनापुरी, वाराणसी।
2. शिवराज विजय, रमाशंद्रकर मिश्र, अन्धिका दत्त व्यास, पुस्तकालय, मानमन्दिर, काशी।
3. कठोपनिषद्, सुरेन्द्र देव शास्त्री, चौखम्बा विद्या भवन, वाराणसी।
4. वेदचर्चनम्, विश्वम्भर नाथ शास्त्री, विश्वविद्यालय प्रकाशन, वाराणसी।
5. भारतीय संस्कृतिकानिधि, वार्द्द.एस. रमेश, रचना प्रकाशन।



हिन्दी व्याकरण, साहित्य सिद्धान्त एवं प्रयोजनपूर्क हिन्दी (12+0+0+0)

Unit-I (व्याकरण : अर्थ और स्वरूप) Credits: 4

व्याकरण : अर्थ और स्वरूप

शब्द संरचना : 1. संधि, उपसर्ग प्रत्यय और समास।
2. शब्द - प्रकार - अर्थ, स्त्रोत और संरचना के आधार पर।

वाक्य संरचना : 1. पद-परिचय, संबंध, सर्वनाम, विशेषण, किया और किया - विशेषण के प्रकार एवं प्रकार्य।
2. वाक्य - प्रकार व्याकरणिक कोटियां बचन, लिंग, पुरुष कारक और वाच्य आदि।

Unit-II (भारतीय एवं साधुनिक काव्यशास्त्र) Credits: 4

रस सिद्धान्त, विश्लेषण, रस-निष्पत्ति, साधरणीकरण और सहृदय अलंकार सिद्धान्त, रीतिसिद्धान्त, वकोवित सिद्धान्त, औचित्य सिद्धान्त। विच्च, प्रतीक मिथक और फैटेसी।

Unit-III (प्रयोजनपूर्क हिन्दी एवं संचार माध्यम) Credits: 4

विविध संचार माध्यम : परिचय एवं कार्यविधि - श्रब्य माध्यम : रेडियो श्रब्य-दृश्य माध्यम : टेलीविजन और फ़िल्म तकनीकी माध्यम : इंटरनेट मिश्र माध्यम : विज्ञापन | रेडियो-लेखन - रेडियो नाटक, अवयव, रूप और प्रविधि। टेलीविजन एवं फ़िल्म लेखन : डाक्यूमेंटी, टेलीड्रामा, संवाद-लेखन, पटकथा-लेखन : प्रक्रिया और प्रविधि। विज्ञापन-लेखन : उद्देश्य और स्वरूप।

Suggested Readings:

1. भाषाविज्ञान और हिन्दी भाषा विवेचन - भौतानाय तिवारी।
2. काव्यशास्त्र- भागीरथ मिश्र वाराणसी, विश्वविद्यालय प्रकाशन।
3. ग्रन्तिगालीनम - गणपत्यानन्द दास, लोकवाचनी प्रकाशन।



ENGLISH LITERATURE AND POST-COLONIAL FICTION

Credit-12(12+0+0+0)

Course Outcomes: On successful completion of the course, the Students will be able to

- a) Create social awareness with regard to society and culture.
- b) Communicate in the English language with proper knowledge of the language.
- c) Evaluate the teaching-learning process through various teaching aids.

Respond to the fecundity of imagination and verisimilitude of life which constitute the cognitive and rational response to society.

Unit I: Re-visioning the Canon (Credit-4)

Suniti Namjoshi: *Feminist Fables (Stories 1 to 10)*.

C N Srikanthan Nair: *Kanchana Sita (In Retelling Ramayana OUP)*

Virginia Woolf: *Professions for Women*

Alice Walker: *In search of Our Mothers' Gardens*

Jean Rhys: *Wide Sargossa Sea*

Unit II: Introduction to Post-Colonial theory (Credit-4)

Acculturation, Hybridity

Centre – margin literary tradition Resistance Subversion Writing back Mimicry

Nation – Narration Identity crisis Subaltern

English – language use Orient- Occident Hegemony

Unit III: African and Canadian Fiction (Credit-4)

Chinua Achebe: *The Anthills of Savanna*

Margaret Atwood: *The Handmaid's Tale*

Suggested Readings:

1. Annette Kolondy – Dancing through the Mine Field – Some observations on Theory, Practice and Politics of Feminist Literary Criticism, Penguin, London, 2002.
2. Kamala Bhasin and Sayed Khan Nikhat, Feminism in South Asia, Kali for Woman, 1985.
3. Only the Soul knows how to Sing, Poems by Kamala Das, Current Books, Kottayam, 1994.
4. Simon De Beovre: Second Sex (Introduction), Macmillan, London, 1970.



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5. Cora Caplan: 'Woman and Language, Feminist Linguistic' A Reader Ed. Deborat, Michigan University, 1988.
6. Amos The Palm Wine Drunkard, Penguin, London, 1991.
7. Helen Tiffin The Post Colonial Reader, Routledge, London, 2004.
8. Ngugi Decolonizing the Mind, Routledge, London, 1998.
Wathiongo.

9. Tim Wood Post Colonialism, Methuen Books, London, 1999.
10. Leela Gandhi Introduction to Post-Colonial Theory, University of South.
Illinois, 2002.

11. Franz Fanon

Yoga & Meditation

SR. NO.	SESSIONS	HOURS
1.	Tadasana	Theory: 10 Min. Practical: 50 Min
2.	Trikonasan	Theory: 10 Min. Practical: 50 min
3.	Vrikshasan	Theory: 10Min. Practical: 50min
4.	Bhujangasan	Theory: 10Min. Practical: 50min
5.	Makrasan	Theory: 10Min. Practical: 50min
6.	Shashankasan	Theory: 10Min. Practical: 50min
7.	Gomukhasan	Theory: 10Min. Practical: 50min
8.	Pavanmuiktasan	Theory: 10Min. Practical: 50min
9.	Dhanursan	Theory: 10Min. Practical: 50min
10.	Utanpadasan	Theory: 10Min. Practical: 50min
11.	Shalbhasan	Theory: 10Min.



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		Practical: 50min
12.	Surya namaskar-12 steps	Theory: 10Min. Practical: 50min
13.	With breathing & hold Surya namaskar-12 step	Theory: 10Min. Practical: 50min
14.	Standing hasyea yoga	Theory: 10Min. Practical: 50min
15.	Sitting hasyea yoga	Theory: 10Min. Practical: 50min
16.	Pranayam – natural breathing Exercise	Theory: 10Min. Practical: 50min
17.	Kapalbhati pranayam	Theory: 10Min. Practical: 50min
18.	Bharmri & bhastrika pranayam	Theory: 10Min. Practical: 50min
19.	Cooling pranayam	Theory: 10Min. Practical: 50min
20.	Meditation – IRT (INSTANT RELAXATION TECHNIQUE)	Theory: 10Min. Practical: 50min
21.	Meditation –QRT (QUICK RELAXATION TECHNIQUE)	Theory: 10Min. Practical: 50min
22.	Meditation –DRT (DEEP RELAXATION TECHNIQUE)	Theory: 10Min. Practical: 50min
23.	Meditation –CONCENTRATION ON ONE POINT-I & II	Theory: 10Min. Practical: 50min
24.	Meditation – CONCENTRATION ON ONE POINT-III & IV	Theory: 10Min. Practical: 50min
25.	Meditation –OMKARA CHANTING WITH MUSIC	Theory: 10Min. Practical: 50min
26.	Meditation – OMKARA CHANTING -108 TIME WITH	Theory: 10Min.



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	MUSIC	Practical: 50min
27.	Meditation –CYCLIC Meditation	Theory: 10Min. Practical: 50min
28.	Meditation –VIPASSANA DHYAN	Theory: 10Min. Practical: 50min
29.	Meditation –PREKSHYA DHAYAN	Theory: 10Min. Practical: 50min
30.	Meditation –SOHAM JAP WITH MUSIC	Theory: 10Min. Practical: 50min

Research & Development

Meaning of research; objectives of research; basic steps of research; criteria of good research; types & design of research. Meaning of research problem; selection of research problem, Research Paradigm, Process of research, Review of related literature- Meaning, necessity and sources. Hypothesis- Meaning, function and types of hypothesis; Null/Alternative hypothesis, Tools and techniques of data collection- questionnaire, schedule, interview, observation, case study, survey etc.

Interpretation of Data and Paper Writing- Layout of a Research Paper, Journals, Impact factor of Journals, When and where to publish? Meaning and importance of workshop, seminar, conference, symposium etc. in research. Plagiarism - Definition, different forms, consequences, unintentional plagiarism.

Report Writing and Related Techniques: Planning of a Research Report – Presenting Literature Review - Stages of Writing Report – Precaution for Writing Research Reports – Citations - Footnotes – Endnotes – Bibliography – Proof Correction – Finalization of Thesis - h-index - i10-index - Impact Factor – Citation index of Journals.

RESEARCH ETHICS, IPR AND SCHOLARY PUBLISHING: Ethics-ethical issues, ethical committees (human & animal); IPR- intellectual property rights and patent law, commercialization, copy right, royalty, trade related aspects of intellectual property rights (TRIPS); scholarly publishing and design of research paper, citation and acknowledgement, reproducibility and accountability.