



**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 – VIII SEMESTERS**



**PROGRAM DETAIL**

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



**SYLLABUS DETAIL**

**FIRST SEMESTER**

S. No.	Course Code	Credit	Name of Course
1		9	English
2		9	Hindi
3		9	Holistic Education
4		14	PHYSICAL GEOGRAPHY-I (ELEMENTS OF GEOMORPHOLOGY)
5		12	MICRO ECONOMICS
6		12	Foundations of Political Science
7		14	HISTORY OF INDIA UP TO 1206 A.D.
8		12	ELEMENTS OF PUBLIC ADMINISTRATION
9		12	SANSKRIT SAHITYA KA ITIHAS- I
10		12	PRACHIN KAVYA-I
11		12	INTRODUCTION TO ENGLISH LITERATURE
12		12	General psychology
	<b>Total Credits</b>	<b>65</b>	

**SECOND SEMESTER**

S. No.	Course Code	Credit	Name of Course
1		9	English
2		9	Hindi Language
3		3	Environmental Studies
4		3	Theatre Arts Heritage & Craft Traditions
5		3	Understanding Education & its Perspectives
6		14	PHYSICAL GEOGRAPHY - II (CLIMATOLOGY)
7		12	INDIAN ECONOMY
8		12	INDIAN GOVERNMENT AND POLITICS
9		14	HISTORY OF INDIA FROM 1206 A.D. TO 1761A.D.
10		12	PUBLIC ADMINISTRATION IN INDIA



11		12	SANSKRIT SAHITYA KA ITIHAS-II
12		12	MADHYAKALEEN KAVYA
13		12	RENAISSANCE AND METAPHYSICAL SCHOOL
14		12	Abnormal Psychology
Total	<b>Total Credits</b>	<b>65</b>	

**Third SEMESTER**

S. No.	Course Code	Credit	Name of Course
1		9	English
2		9	Hindi
3		5	Psychology of Learner & Learning
4		4	ICT in Education I
5		14	PHYSICAL GEOGRAPHY-III (OCEANOGRAPHY)
6		12	MACRO ECONOMICS
7		12	COMPARATIVE GOVERNMENT AND POLITICS
8		14	HISTORY OF INDIA 1757 - 1857 A.D
9		12	ADMINISTRATIVE INSTITUTIONS IN INDIA
10		12	DRASHYA AVAM SHRAVYA KAVYA
11		12	BHARTIYA KAVYA SHASTRA
12		12	RESTORATION, ROMANTICISM AND THE VICTORIAN PERIOD
	<b>Total Credits</b>	<b>65</b>	



Fourth SEMESTER

S. No.	Course Code	Credit	Name of Course
1		9	English
2		9	Hindi Language
3		9	Assessment Learning
4		14	HUMAN GEOGRAPHY
5		12	MONEY, BANKING AND PUBLIC FINANCE
6		12	INTERNATIONAL RELATIONS
7		14	INDIAN NATIONAL MOVEMENT (1857 - 1947 A.D)
8		12	STATE ADMINISTRATION IN INDIA
9		12	RAGHUVANSHAM MAHAKAVYA
10		12	HINDI GADDH-1
11		12	TWENTIETH CENTURY BRITISH LITERATURE
12		9	<b>Internship Methodology (2 Week)</b>
Total	<b>Total Credits</b>	<b>65</b>	

V SEMESTER

S. No.	Course Code	Credit	Name of Course
1		9	Teaching Approaches and Strategies
2		9	Pedagogy of Teaching Subject I
3		9	Pedagogy of Teaching Subject II
4		14	GEOGRAPHY OF INDIA
5		12	ECONOMIC DEVELOPMENT AND ENVIRONMENT
6		12	PUBLIC ADMINISTRATION
7		14	HISTORY, CULTURE, STATE AND SOCIETY OF SOUTH INDIA (1200 - 1800 A.D.)
8		12	COMPARATIVE ADMINISTRATIVE SYSTEMS
9		12	NATYA SHASTRA AVAM NIBANDA
10		12	HINDI KAVYA-II
11		12	INDIAN WRITING IN ENGLISH
	<b>Total Credits</b>	<b>65</b>	



VI SEMESTER

S. No.	Course Code	Credit	Name of Course
1		10	Pedagogy of Teaching Subject I
2		4	PEACE ORIENTED VALUE EDUCATION
3		10	Pedagogy of Teaching Subject II
4		12	WORLD REGIONAL GEOGRAPHY
5		12	INTERNATIONAL ECONOMICS
6		12	INDIAN POLITICAL THOUGHT
7		14	INDIA AND THE CONTEMPORARY WORLD 1950 - 2000 A.D.
8		12	LOCAL ADMINISTRATION
9		12	VEDIK AVAM LOUKIK SAHITYA
10		12	HINDI GADDH-II
11		12	LITERARY CRITICISM
12		9	INTERNSHIP METHODOLOGY (2 WEEKS)
Total	<b>Total Credits</b>	<b>60</b>	

VII SEMESTER

S. No.	Course Code	Credit	Name of Course
1		6	Secondary Education In India: Status, Issues And Concerns
2		6	Inclusive Education , Guidance And Counselling In School
3		30	<b>Internship Methodology (14 +2 Week)</b>
4	<b>Total Credits</b>	<b>42</b>	



VIII SEMESTER

S. No.	Course Code	Credit	Name of Course
1		6	Indian Constitution & Human Rights
2		6	Curriculum and School
3		12	ENVIRONMENTAL AND APPLIED GEOGRAPHY
4		12	QUANTITATIVE ANALYSIS
5		12	INTERNATIONAL POLITICS AND WESTERN POLITICAL THOUGHT
6		12	History of Europe (From Glorious Revolution up to French Revolution)
7		12	STATE ADMINISTRATION IN INDIA WITH SPECIAL REFERENCE TO RAJASTHAN AND SOCIAL ADMINISTRATION
8		12	BHARTIYA SANSKRITI KE TATVA AVAM PADDHYA SAHITYA
9		12	HINDI VYAKRAN , SAHITYA SIDHANTH AVAM PRAYOJANPARAK HINDI
10		12	ENGLISH LITERATURE AND POST-COLONIAL FICTION
Total	<b>Total Credits</b>	<b>48</b>	

I SEMESTER

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

ENGLISH LANGUAGE

**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**

credit-9[9+0+0+0]

**izFke bdkbZ¼ Hkk"kk dk mn~xe] fodkl vkSj bfrgkl½**

credits : 3

1-Hkk"kk dh ifjHkk"kk] {ks= vkSj v/; ; u i)fr;kj

2-fganh Hkk"kk ds fofo/k :i& cksypky dh Hkk"kk] ekud Hkk"kk] laidZ Hkk"kk] jktHkk"kk] jk"V<sup>a</sup>Hkk"kk]

3-fganh Hkk"kk ds v/; ; u dh Hkkjrh; vkSj ik'pkR; ijEijk

**f}rh; bdkbZ¼Hkk"kk vkSj Hkkf"kd bdkbZ½**

credits : 2

1-fganh dh /ofu;kj& Loj ]O;tau] fyax ]opu] /ofu lajpuk] izfØ;k

2-:i lajpuk o vo/kkj.kk

3-fyfi dk mn~Hko ,oa fodkl vkSj nsoukxjh fyfi

**r`rh; bdkbZ¼ Hkk"kk esa 'kCn fopkj ,oa okD; ifjp;½**

credits : 2





1-L=ksr ds vk/kkj ij<sup>1</sup>/<sub>4</sub> rRle] rn~Hko] ns'kt] fons'kh<sup>1</sup>/<sub>2</sub>

2-vFkZ ds vk/kkj ij<sup>1</sup>/<sub>4</sub>i;kZ;okph] foykse 'kCn] vusdkFkhZ<sup>1</sup>/<sub>2</sub>

3-okD; ds vax] okD; ds Hksn

**prqFkZ bdkbZ&<sup>1</sup>/<sub>4</sub>Hkk"kkbZ dkS'ky o lapkj dkS'ky dk v/;kiu<sup>1</sup>/<sub>2</sub>**

credits : 2

1-Jo.k]okpu] ys[ku]iBu dkS'ky

2- lapkj dkS'ky ds izdkj]lk/ku] varj]egRo

**lanHkZ xzaFk**

1-O;koghfd lkekU; fganh& MkW0 jk?ko izdk'k

2-Hkk"kk foKku dh Hkwfedk&nsosanz ukFk 'kekZ

3-fganh fu:Dr& fd'kksjh nkl oktis;h

4- fganh Hkk"kk dk bfrgkl&MkW0 /khjsanz oekZ

### HOLISTIC EDUCATION

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

#### 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)

### 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 Organs 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: Geomorphic Process [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.  
Dury, G.H. : The Face of the Earth, Penguins, 1980.
8. Ernst, W.G.: Earth systems-Process and Issues. Cambridge University Press, 2000.
9. Kale V. and Gupta, A: Element of Geomorphology, Oxford University Press, Calcutta, 2001.  
Curriculum Development Committee in Geography 40
10. 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)**

**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. Monopolistic 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)

### 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 Arirvatham & 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. Rajnitij 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]**

**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 study of Indian History, Delhi, 1990.
7. Irfan Habib, Vedic Age, Delhi, 1989.
8. Irfan Habib, Indus Civilization, Delhi, 1989.



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

**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, Administrative 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.





## laLd`r lkfgR; dk bfrgkl&ı

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

Unit-I (laLd`r lkfgR; dk bfrgkl )

Credits: 4

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laLd`r lkfgR; dk bfrgkl ¼x] dohuka jpuk ifjp;] ck.kHkê%] n.Mh [k.MdkO; es?knwre~] ukV~; lkfgR; dkfynkl½A

Unit-II (NUn ifjp;)

Credits: 4

NUn ifjp; ¼vuq"Vqi] vk;kZ] bUnzotk] misUnzotk] mitkfr] oa'kLFke~]nzqrfoyfEcre~½A

Unit-III (Loluoklonre~)

Credits: 4

Loluoklonre~ ¼izFke v;/k;%] f}rh; v;/k;%] r`rh; v;/k;%½A

laKk izdj.ke~] 'kCn:lk&gfj] jke] jek] jktk] vLen~] loZ A

/kkrq:lk & xPN] iB~] fy[k] gi]l] ØhM+ ¼ik;pkSa ydkj½A

### Suggested Readings:

- 1- dqekjlaHkoe~ ] dkfynkl O;k[;kdkj] lw;ZdkUr lkfgR; vdkneh] fnYyh A
- 2- laLd`r lkfgR;sfrgkl ] galjkt vxzoky] pkS[kEck ifCyds'kUI] ubZ fnYyhA
- 3- laLd`rlkfgR;sfrgkl] fo'oukFk 'kkL=h Hkkj}kt] pkS[kEck ifCyds'kUI] ubZ fnYyhA
- 4- laLd`r lkfgR; dk bfrgkl ] MkW- cynso mik;/k;] pkS[kEck izdk'ku] okjk.klhA
- 5- NUn] izdk'k% f'konRr feJ] pkS[kEck ifCyds'kUI] ubZ fnYyhA



## izkphu dkO;& I

credit-12[12+0+0+0]

**izFke bdkbZ<sup>1/4</sup>vk/kqfud iwoZ fganh lkfgR; dk bfrgkl<sup>1/2</sup> credits : 4**

- 1- fganh lkfgR; dk vkjEHk] dky&foHkktu vkSj ukedj.k
- 2- vkfndky dh lkexzh] izd`fr vkSj izkekf.kdrk dh leL;k
- 3- vkfndky % ifjos`k vkSj izo`fr;kj

**f}rh; bdkbZ&<sup>1/4</sup> jpukdkjsa@jpukvksa dk lkekU; ifjp;kRed v/;;u<sup>1/2</sup>**

credits : 4

**1-pancjbZ vkSj \*i`Fohjkt jklksa\***

**2-ujifr ukYg vkSj \*chlynso jklksa\***

**3-vehj [kqljksa] xksj[kukFk] tSu dfo;ksa dk lkekU; ifjp;**

**r`rh; bdkbZ&<sup>1/4</sup> vk/kqfud dkO; n~foosnh] Nk;kokn ;qx<sup>1/2</sup> credits : 4**

**1-eSfFkyh`kj.k xqlr dk dkO; ]vuqHkwfr] ,oa vfHkO;atuk i{k**

**2-t;`kadj izlkn dk dkO; ] vuqHkwfr] ,oa vfHkO;atuk i{k**

**3-egknsOH oekZ dk dkO; ] vuqHkwfr] ,oa vfHkO;atuk i{k**

**lanHkZ xzaFk**

**1-fganh lkfgR; dk bfrgkl& vkpk;Z jkepanz 'kqDy**

**2- eSfFkyh`kj.k xqlr O;fDr vkSj dkO;&MkW0 deykdkUr ikBd**

**3-lkdsr ,d v/;;u&MkW uxsUnz**

**4-;qx dfo t;`kadj izlkn& MkW0 osnizdk`k vfHkrkHk**

**5-egknsOH& bUnzukFk enku**



## 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

## **General Psychology**



Unit-I Introduction: Definitions & Goal of Psychology, Approaches: Psycho-analytical, Behavioral, Cognitive, Socio Cultural Perspective. Methods: Experimental, Observation, Interview, Questionnaire, Case Study.

Unit-II Biological Basis of Behavior. Neuron: (structure and function) and Central Nervous System. Perception: Meaning & Organizing Principles of Perception. Attention Meaning, characteristics, types, determinants MGSU BIKANER [29]

Unit-III Memory & Forgetting: Meaning of Memory & Forgetting, Types of Memory: Sensory, Short Term & Long Term Memory, Causes of Forgetting. Intelligence: Meaning & Types of Intelligence, Theories of Intelligence: Spearman's two Factor theory, Thurston's Group Factor Theory and Gardner's Multiple Intelligence.

Unit-IV Learning: Definitions & Characteristics of Learning, Classical Conditioning, Operant Conditioning, Insight learning. Transfer of training. Emotion: Definitions of Emotion, Types of Emotion Motivation: Meaning & Types of Motivation, Need Hierarchy theory of Motivation.

Unit-V Thinking: Nature & Types of Thinking. Problem solving: Meaning & Nature of Problem solving, Methods of Problem solving. Personality: Definitions of Personality, Trait & Type Approaches. Biological, Socio-Cultural & Psychological Determinants of Personality. Reading: Baren. R.S. (1995) Psychology: The essential science. New York Allyn & Bacon. Leften. L.A. (1995) Psychology Boston: Allyn & Baron. Morgan & King : Introduction of Psychology (Tata McGraw Hill) Bunker, Dr. L.N. & Sinha, P.: Basic Process in Psychology. Parsad Psycho Corporation, New Delhi.

## II Semester

### ENGLISH

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

#### **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,





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## ENVIRONMENTAL STUDIES

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

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

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

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

- 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.
- Environmental ethics : Issues and possible solutions,
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust; Wasteland reclamation. Consumerism and waste products.
- Population growth, variation among nations; Population explosion – Family Welfare Programme; HIV / AIDS; Environment and human health
- Environmental pollution- Air, water, soil, marine, noise and thermal pollution, nuclear hazards; solid waste management and conservation, preventive measures of pollution.
- 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)**

- Visit to document environmental assets - river / forest / grassland/ hill/national parks.
- Visit to a local polluted site : Urban / Rural / Industrial / Agricultural
- 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)**

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

Eastern and Western, Natyashashtra, 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)**

**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 Freire

**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 equality Nature and forms of inequality including dominant and minor groups, gender inequalities 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)**

### **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, Weather and Climate, 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 Students edition, McGraw Hill, 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 vane 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)**

### **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)**

**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 Rajvyavstha Book, Jawahar Book Centre, New Delhi.



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

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

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

Literary Sources – Foundation of Delhi Sultanate - Qutb-ud-din Aibak – Iltumish –

Razia Sultana – Ghasiuddin 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 – Baja 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)**

**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.



## laLd`r lkfgR; dk bfrgkl&||

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

Unit-I (laLd`r lkfgR; dk bfrgkl)

Credits: 4

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laLd`r lkfgR; dk bfrgkl ¼egkdohuka dkO;kuka ifjp;% dkfynkl%] Hkkl%] ek|%] Jh g"kZ'p Hkkjfo%½A

Unit-II (NUn)

Credits: 4

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vyadj ¼vuqizkl% ;ede~] 'ys"k% LoHkkoksfä%] miek] :ide~] mRizs{kk] O;fäjsd%] IUnsg%] Hkz kfUreku~½A

Unit-III (IfU/k)

Credits: 4

IfU/k% & Loj IfU/k] O;atu IfU/k] folxZ IfU/kA

^dknEcjh\*\* 'kdquklksins'k%A

Suggested Readings:

6- dqekjlaHkoe~] dkfynkl ifj'khyu] O;k[;kdkj lw;ZdkUr lkfgR; vdkneh] fnYyh

7- dqekjlaHkoe~] MkW- jk/kkoYyHk f=ikBh] laLd`r ifj"kn~] lxxj 1982

8- dqekjlaHkoe~] lw;ZdkUr f=ikBh] laLd`r ifj"kn~] lxxj 1982

9- laLd`r lkfgR; dk bfrgkl ] MkW- izhfrizHkk

10- laLd`r lkfgR; dk vfHkuo bfrgkl ] jk/kkoYyHk f=ikBh] fo'ofok; izdk'ku] okj.klhA

11- NUn% ] dkSeqnh ukjk;.k 'kkL=h f[kLrs] pkS[kEck ifCyds'kUI] ubZ fnYyhA



- 12- jpk vuqokn dkSeqnh ] MkW- dfiy nso f}osnh] fo'ofoky; izdk'ku] okjk.klhA
- 13- 'kqduklksins'k ¼dknEcjh½ ] jkeiky 'kkL=h] pkS[kEck vksfj.;Vky;k] okjk.klh] 1928
- 14- 'kqduklksins'k ¼dknEcjh½ ] Jherh lqns'k ukjax] Hkkjrh; fo|k izdk'ku] fnYyhA
- 15- Yk?kqfl)kUr dkSeqnh ] egs'kflag dq'kokg] vdZukFk pkS/kjh] txnh'k laLd`r iqLrdky;A

### e;/dkyhu dkO;

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

Unit-I (e;/dkyhu dkO; ,oa dfo)

Credits: 4

- 1- lwjnkl % IEiknd MkW- /khjsUnz oekZ] ¼ fou; rFkk Hkfä xksdqy&yhyk&o`nkou yhyk jk/kk&d`.k&] eFkqjk xeu& m)o lans" k vkSj }kjdkpfjr½A
- 2- rqylhnkl % \*rqylh xzaFkkoyh\* ¼ekulsrj ,dkn" k xzaFk½ ukxjh izpkfj.kh IHkk] dk"kh ¼ xhrkoyh% ckydk.M] v;ks/;k dk.M] yadkdk.M A

Unit-II (Hkfä dky)

Credits: 4

Hkfä dky &vkanksyu %mn; ds dkj.k] vf[ky Hkkjrh; vkSj vUr% izknsf"kd] oSf" k"V;] egRo] Hkfä IEcU/kh izeq[k nk" kZfud IEiznk;] fuxZq.k & lxq.k Hkfä dk Lo:i] lke; ,oa vUrj] fgUnh] Hkfä&dfork dh fofHkUu /kkjk, j A

Unit-III (jpkdkjksa@jpkvksa dk lkekU; ifjp;kRed v/;u % ~)

Credits: 4

jhfr &dkO; njckjh laLd`fr] jhfrdky dh vUroZLrq] izeq[k izo`fr;kj] Ekq[; /kkjk, j&jhfr) jhfrfl) vkSj jhfreqä vkSj ijEijk dh fujUrjrkA fcgkj % \*fcgkj l/kZ'krh\* % IEiknd MkW- vkseizdk" k &izkjEHk ds nksgsA

Suggested Readings:





1- vk/kqfud dky iwoZ fgUnh lkfgR; dk bfrgkl & MkW- gsrq Hkkj}kt] iap'khy izdk'ku] t;iqj&2010

2- izkphu ,oa e/; dkyhu dkO; & laiknd &MkW- IR;ukjk;.k 'kekZ] iap'khy izdk'ku] t;iqj&2010

3- fgUnh lkfgR; &mn~Hko vkSj fodkl & gtkjh izlkn f}osnh & jktdey izdk"ku A

4- fgUnh lkfgR; dk HkfDrdky ] izsehjke feJk] jkt izdk"ku A

### ENGLISH LITERATURE

#### RENAISSANCE AND METAPHYSICAL SCHOOL

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

#### **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



## **Abnormal Psychology**

Unit I Concept and Criteria of Abnormal behavior Difference between normal & abnormal behavior. Cause of Abnormal Behavior: Biological, Factors Psychosocial Factors, Socio-cultural Factors.

Unit II 99 Psychoneuroses (symptoms & causes), Hysteria Neuroses, Anxiety Neuroses, Phobia Neuroses, and obsessioncompulsive Neurosis (symptoms and Causes)

Unit-III Functional Psychosis (Symptoms & Causes), Schizophrenia, Manic-Depression, Paranoia. Mental Retardation: Meaning & Characteristics of Mental Retardation, Types or Level of Mental Retardation, Causes of Mental Retardation, Treatment of Mental Retardation.

Unit IV Alcoholism: Incidence and effects, clinical picture, Stages of alcoholic dependence, causes of alcoholism, Treatment of alcoholic Psychosis. Personality disorders: Meaning & nature of personality disorders, Clinical picture of Personality disorders, Types of Personality Disorders: Antisocial personality (Meaning & Causes) and Trait Disorder.

Unit V Psychotherapy: Meaning & goals of Psychotherapy. Freud's Psychoanalytic Therapy, Behavior Therapy, Cognitive behavior therapy, Client-Centered therapy, Gestalt Therapy,

Books Recommended:- Page, Abnormal Psychology. (Tata McGraw Hill, Bombay) Coleman. Abnormal Psychology in Modern Life (Taraporwala, Bombay) Sarason, Abnormal psychology (Prentice Hall, New Delhi) Division Abnormal Psychology :

Experimental Clinical Approach Practical Student have to complete any Six Experiments/ tests.

1. Anxiety
2. Adjustment
3. Neuroticism
4. Mental Health
5. Ego Strength
6. Personality (Multi-Dimension)
7. Depression



8. Mental Stress

9. Pearson's Product Movement Methods of correlation by assume mean

## **III Semester**

### **English Language**

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

#### **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 4<sup>th</sup> 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)**

### **Unit I Sahitya khand (Credit-3)**

- 1-Kahani –premchand –Bade bhaishab  
-Vijaydandetha- sikandar OR KAUWAO
- 2-SANSMARAN-KANHAYALAL 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 Saanskritk 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  
Kanhayalal Sethiya  
SuryaKant Tripathi Nirala**

### **Unit III: Skills of writing(Credit-3)**

**Novel Writing  
Short Story Writing  
Dialogue Writing**

#### **Suggsted 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)**

**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 software Using 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 amultimedia 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 forBeginners. 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)**

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

Concept of growth, development-principles, characteristics of the child &adolesent, 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, at risk 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)**

**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. Merrill 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)**

##### **Unit I:**

**[Credit-4]**

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](#), ATextbook of Macro Economics, Himalaya Publishing House.
8. [Suman Kalyan Chakraborty](#), Macroeconomics, Himalaya Publishing House.



**COMPARATIVE GOVERNMENT AND POLITICS**

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

**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, Bureaucracy , 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.CJohari –Comparative Government and Politics (Hindi & English ).
3. B.L Fadia -Comparative Government and Politics (Hindi).
- 4.C.BGena–Tulnatmak Rajniti evam Tulnatmak Sansthaaye
4. P.D Sharma –TulnatmakRajnitikSansthaaye
- 5.J.C Johari-New Comparative Politics .
- 6 .C.B Gena – TulnatmakRajniti
- 7.O.PGaubha –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)**

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

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

**Unit II: 18<sup>th</sup> Century India (Credit-5)**

Decline of the Mughal Empire – India in the 18<sup>th</sup> 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, Peoples 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)**

**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.



## n`'; ,oa JO; dkO;

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

Unit-I (j?kqoa'ke~ egkdkO;e~)

Credits: 4

j?kqoa'ke~ egkdkO;e~ %

j?kqoa'ke~ egkdkO;e~ izFke lxZ 1&60 'yksdi;ZUr dkfynkl

uhfr'krde~ HkrZ`gfj 'yksd 1&50

Unit-II (vyadkj)

Credits: 4

vyadkj %

vyadkj ¼fun'kZuk] n`"Vkar%] vFkZkU;kl%] nhide~] rqY;ksfxrk%] O;frjsd%] lekksfDr%] vfr'k;ksfDr% foHkkouk%] fo'ks"ksfDr%] oØksfr%A½

Unit-III (ukV~; 'kkL=)

Credits: 4

ukV~; 'kkL= %

ukV~; 'kkL= le~iw.k±±A

dkjd izdj.ke~ le~iw.k±±A

Suggested Readings:

- 1- j?kqoa'ke~] dkfynkl% ¼lathouh VhdK lfgr½ th-vkj- uUnkxhZdj] eksrhyky cukjlhnkl] fnYyhA
- 2- j?kqoa'ke~ ] MkW- Jhd`".kef.k f=ikBh] gjxksfoUn pkS[kEckA
- 3- uhfr'yksd ] MkW- v:.kk 'kqDyk] MkW xksiky yky 'kekZ galk izdk'ku] t;iqjA
- 4- uhfr'yksd HkrZ`gfj ] uhfr'k jatu] Jh —".k vks>k] jkt izdk'ku efUnj] t;iqjA
- 5- jpuk vuqokn dkSeqnh ] MkW- dfiy fjosnh] fo'ofok|ky; izdk'ku] okjk.klhA
- 6- vyadkj]lkj&eatjh ] Jh xksikyky 'kkL=h] pkS[kEck lqj Hkkjrh] okjk.klhA



7- jl] Nan] vyadjk ] vksadjkyk oekZ] pkS[kEck lqj Hkkjrh] okjk.klhA

8- ukV~;'kkL= ] ckcwyky 'kqDy 'kkL=h] pkS[kEck lqj laL—r laLFkku] okjk.klhA

9- ukV~;'kkL=e~ ] Mkw- ,e- f'ko dqekj Lokeh] pkS[kEck lqj laL—r laLFkku] okjk.klhA

10- laLd`r O;kdj.k ] Jh fuokl 'kkL=h] egs'kflag dq'kokg] vdZukFk pkS/kjh] txnh'k laLd`r iqLrdky;A

11- y?kqfl)kUr dkSeqnh ]'kkjnkjatu js] egs'kflag dq'kokg] vdZukFk pkS/kjh] txnh'k laLd`r iqLrdky;A

## Hkkjrh; dkO; 'kkL=

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

Unit-I (vyadjk ,oa Nan)

Credits: 4

### vyadjk ,oa Nan %

vyadjk-% Lo:i vkSj Hksn] vyadjkksa dh dkO;ksi;ksfxrk] izeq[k vyadjk % ;ed] 'ys"k] miek] :id]mRizs{kk] vfr'k;ksfä] lansg] Hkzakfreku] n"VkUr] O;frjsd] fojks/kkHkk] vlaxfr] fo'ks"ksfDr] foHkkouk]vU;ksfDr vkSj ekuohdj.k A

Nan % la?kVd rRo vkSj izdkj] fgUnh esa cgqiz;qDr dqN Nanksa dk ifjp; ¼y{k.k& mnkgj.k½ % dfoÜk] loS;k] nksgk] lksjBk] pkSikbZ] cjoS] jksyk] mYykyk] Nli; vkSj dq.Mfy;k A

Unit-II (dkO;&xq.k ,oa jl)

Credits: 4

### dkO;&xq.k ,oa jl%

dkO;&xq.k % ek/kq;Z] vkst vkSj izlkn A

jl % Lo:i vkSj vo;o] fofHkUu jlksa dk y{k.k mnkgj.k lfgr ifjp;& fo'ys"k.k] 'kCn & 'kfä % vfHk/kk] y{k.kk] O;atuk A

Unit-III (Hkkjrh; dkO; 'kkL= % fofHkUu IEiznk;ksa dk ifjp;~)

Credits: 4

### Hkkjrh; dkO; 'kkL= % fofHkUu IEiznk;ksa dk ifjp; %

jl fl)kUr] /ofu fl)kUr]

vyadjk fl)kUr] jhfrfl)kUr]

odzksfDr fl)kUr] vkSfpR; fl)kUr A

Suggested Readings:



- 1- fgUnh Hkk"kk foKku& MkW- HkksykukFk frokjhA
- 2- Hkk'kk foKku vkSj fgUnh Hkk'kk foospu & MkW- HkksykukFk frokjhA A
- 3- dkO;"kkL=& Mka HkkxhjFk feJ okj.k.klh] fo"ofo/kky; izdk"ku A
- 4- dkO;kax foospu Mka gsrq Hkkj)kt ] jes"k ea;d] iap"khy izdk"ku] t;iqj A

**Course Name: RESTORATION, ROMANTICISM AND THE VICTORIAN PERIOD**

**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

**IV SEMESTER**

**ENGLISH**

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





**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)**



**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 niranman 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 Bhasha Vighyan by Dr. Bholanath Tiwari

**ASSESSMENT OF LEARNING**

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

**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)**

**Unit I: Human geography**

**[Credit-5]**



Nature and scope of Human Geography. 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. Bergman, Edward E: Human Geography; Culture, Connections and Landscape, Prentice-Hall, New Jersey. 1995.
2. Carr, M.: Patterns, Process and change in Human Geography. MacMillan Education, London, 1987.
3. Fellman, J.L.: Human Geography—Landscapes of Human Activities. Brown and Benchmark Pub., U.S.A., 1997.
4. De Blij 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)**

**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 assets 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 Banking - 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 borrowing – Effects of Public Debt – Methods of Debt Redemption – Growth of Indian 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)**

#### **Unit I: International Relations Credit-4)**

Growth and development of International Relations as an academic discipline, Approaches to the study of International Relations, Science vs. Tradition controversy, realist and idealistic approaches, Systems Theory, Game Theory, Bargaining Theory, Communication and Decision Making Process, Nature of International Relations.

#### **Unit II: Actors of International Relations (Credit-4)**

National Actors, non-national actors, multi-nationals, regional, economic and political Organizations, State and Other Players. Elements of Power, Definition and Elements, Struggle for Power: Meaning, nature and limitations of national power and Balance of power.

#### **Unit III: Peace, Security and Disarmament (Credit-4)**

Collective security and the problems of Disarmament, Peace Process and Settlements, Moral and prudential aspects of Diplomacy, Role of league of Nations, UN, Peace process since 1940 - Specific Issues: Environmentalism, Globalization and Human Rights, efforts towards Disarmament since 1960 and Peace Treaties.

#### **Suggested Readings:**

1. International Relations, Pev Ghosh, PHI Learning Pvt. Ltd., New Delhi
2. International Politics, B.L. Fadia, Sahitya Bhawan Publications, Agra
3. Pant P, Antarashtriya Sangathan, Jawahar Book Centre, New Delhi
4. Axelrod, R., International Relations Today: Concepts and Applications Jawahar Book Centre, New Delhi.
5. International Relations (V.N. Khanna), Vikas Publishing House Pvt. Ltd., Delhi.
6. International Relations (V.N. Khanna), Vikas Publishing House Pvt. Ltd., Delhi.

### INTERNATIONAL RELATIONS

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

#### **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 : Determinants 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)**

**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.

**j?kqoa'ke egkdkO;**

**12(12+0+0+0)**

**Unit-I (j?kqoa'ke~ egkdkO;e~)**

**Credits: 4**

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Unit-II (iaprU=e~ vijhf{krdkjde)

Credits: 4

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Unit-III (Hkkjrh; laLd`fr dh fo'ks"krk)

Credits: 4

Hkkjrh; laLd`fr dh fo'ks"krk %

Hkkjrh; laLd`fr dh fo'ks"krk] laLdkj] o.kZO;oLFkk bR;kfnA

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Suggested Readings:

- 12- j?kqoa'ke~ egkdkO;e~ ] /kkjknRr feJk] efYydkukFk lathouh laL—r ,oa pUnzdyk pkS[kEckA
- 13- j?kqoa'ke~ ] MkW- Jh d".kef.k f=ikBh] efYydkukFk lathouh laL—r ,oa pUnzdyk pkS[kEckA
- 14- uhfr'yksd ] uhfr'yksd ] Jh —".k dqekj vks>k] jkt izdk'ku efUnj] t;iqjA
- 15- uhfr'yksd ] v:.kk 'kqDyk] dkR;k;u oSfnd lkfgR; izdk'ku] gksf'k;kjiqjA
- 16- iaprU=e~ ] Jhjke dqekor] txnh'k laL—r iqLrdky;] t;iqjA
- 17- iaprU=e~ ] fo".kq 'kekZ] txnh'k laL—r iqLrdky;] t;iqjA
- 18- Hkkjrh; laLd`fr ] Jhd".k vks>k] jkt izdk'ku efUnj] t;iqjA
- 19- Hkkjrh; laLd`fr ] f'konRr KkuhA
- 20- laLd`r O;kdj.k ] Jh fuokl 'kkL=hA

fgUnh x|& I

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



**Unit-I (fgUnh dgkfu;kj)**

Credits: 4

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**Unit-II (fgUnh miU;kl)**

Credits: 4

**fgUnh miU;kl %**

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**Unit-III (ukVd ,oa fucU/k ~)**

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4- gtkjh izlkn f}osnh & dqVt

5- fo]fuokl feJ & esjs jke dk eqdqV Hkhx jgk gS

6- MkW- uxsUnz & fgUnh dh iz;ksxoknh dfork A

**Suggested Readings:**

5- dgkuh fofo/kk & laiknd & MkW- gsrq Hkkj}kt] iap'khy izdk'ku] t;iqj&2010



- 6- fgUnh miU;kl vkSj miU;kldkj & MkW- gsrq Hkkj}kt] iap'khy izdk'ku] t;iqj&2009
- 7- fgUnh dgkuh] mn~Hko vkSj fodkl & MkW- gsrq Hkkj}kt] iap'khy izdk'ku] t;iqj&2010
- 8- fuca/k fuy;&MkW- IR;sanz&ok.kh izdk'ku&deyk uxj fnYyh&1982

**TWENTIETH CENTURY BRITISH LITERATURE**

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

**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).



**V SEMESTER**

**TEACHING APPROACHES AND STRATEGIES**

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

**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:**

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

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

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

☒☒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)**

### **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 Acquisatio: Saville Tocke 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)**

#### **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 Visheshank Patrick* (1980) Department of Education, Rajasthan, Bikaner.
3. Chaturvedi, V.S. (1999) *Adhapan Kala*. Varanasi: Ggopinath 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. Harward 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)**

**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 Edition, 2011.
6. S.R. myneni, Text book on sociology, Part II, Allahbad law Agency 2008.
7. Navendu. K. Thakur, an Introduction to sociology, Central law Publication, 2007.
8. Ashok Sidana&P.N.Malhotra, Samajic Adhyan Shikshan (Hindi), Shiksha Prakashan.

### **PEDAGOGY OF GEOGRAPHY**

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

#### **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)**

### **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. Ballard. 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)**

**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 8<sup>th</sup> 9<sup>th</sup> 10<sup>th</sup> 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, Nagari Shastra Shikshan (Hindi), Shiksha Prakashan.

### **PEDAGOGY OF ECONOMICS**

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

#### **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. Upadhay Vinod & Upadhay Rashmi, Earthshastra Shikshan (Hindi), Shiksha Prakashan.

## **PEDAGOGY OF SANSKRIT**

### **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)**

**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 Lano. (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)**

**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 Ricardo; 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 ; Rosentain 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.
5. Thirlwal, A P (1999), (6<sup>th</sup> 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)**

### **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)**

**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 – Ramaraya – 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 – Vyasarayana – 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 Chieftons – Madakarinarayaka – 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 Shastry, 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)**

**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 .



## ukV~; 'kkL= ,oa fucU/k

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

Unit-I (vfHkKku 'kkdqUrye~)

Credits: 4

vfHkKku 'kkdqUrye~ %

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Unit-II (iaprU=e~)

Credits: 4

iaprU=e~ ¼lksefir`dFkk p czã.kddZVdFkk½A

Hkkjrh; laLd`fr ¼iq:"kkFkZ] prq"V~;] Hkkjrh; iqjkd kfyd f'k{kk i)fr½A

Unit-III (laLd`r i= ys[ku)

Credits: 4

laLd`r i= ys[ku %

fucU/k A

laLd`r i= ys[ku ¼dsoy nl okD;ksa esa½A

vkpk;Z] ekrk&firk] p fe=A

'kqHkdk;ksZ gsrq fuea=.k i=A

vodk'k gsrq izkFkZuk i=A

Suggested Readings:

- 1- vfHkKku 'kkdqUrye~ ] jk/kkoYyHk f=ikBh] fgUnh xzaFk vdkneh] HkksikyA
- 2- vfHkKku 'kkdqUrye~ ] jek'kadj f=ikBh] fo'ofokky; izdk'ku] okjk.klhA
- 3- iaprU=e~ ] Jh ';kepj.k ik.Ms;] eksrhyky cukjlhnkl ifCyds'kuA
- 4- iaprU=e~ ] Jh fo".kq 'kekZ] eksrhyky cukjlhnkl ifCyds'kuA
- 5- Hkkjrh; laLd`fr ] Jh jketh mik;/k;] egkeuqiqjh] okjk.klhA



6- laLd`r fucU/k dkfydk ] jketh mik/;k;] Hkkjrh; fo|k izdk'ku] fnYyhA

7- vuqokn pfUnzdk ] eksrhyky cukjlhnl] okjk.klhA

## fgUnh dkO; & II

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

Unit-I (vk/kqfud fgUnh dfork dk bfrgkl )

Credits: 4

### vk/kqfud fgUnh dfork dk bfrgkl %

vk/kqfudrk dh igpku vkSj fgUnh dfork] fgUnh dfork dk vkjfEHkd }U}} fgUnh uotxj.k] dfork esa izd`fr] v/;kRe] jk"V<sup>ah</sup>;rk ,oa lq/kkj] Nk;kokn % izsj.kk ,oa i"BHkwfe] LoPNanokn&Nk;kokn&jgL;okn % oSf"V; vkSj vUr% IEcU/k] Nk;kokn ds jk"V<sup>ah</sup>;&lkaLd`frd&lkekftd ljksdkj] izxfrokn % oSpkfjd vk/kkj ,oa izfrc)rk] iz;ksxokn] u;h dfork] lkbksUkj dfork vkSj ledkyhu dfork A

Unit-II (vk/kqfud fgUnh dfork,i)

Credits: 4

### vk/kqfud fgUnh dfork,i %

1- t;'kadj izlkn %

I- ys py ogkj Hkqykok nsdj

II- chrh foHkkokjh tkx jh A

2- lw;ZdkUr f=ikBh fujkyk %

I- la/;k&lqUnjh

II- Lusg &fu>Zj cg x;k gS

III- tqgh dh dyh A

3- egknsOH oekZ %

I- tks rqe vk tkrs ,d ckj

II-e/kqj & e/kqj esjs nhid ty

III- eSa uhj HkjH nq[k dh cknyh A

4 -jke/kkjH flag fnudj %

I- dq;{ks=\* dk rhjk lxZ A

9- xtkuu ek/ko eqfäcks/k %

I- czãjk{kl A

Unit-III (jpukdkjksa rFkk d`fr&fo'ks"k dk lkekU; v/;;u ~)

Credits: 4

jpukdkjksa rFkk d`fr&fo'ks"k dk lkekU; v/;;u %

Jh/kj ikBd] gfjvkS/k] eSfFkyh'kj.k xqlr] jkeujs'k f=ikBh] ek[kuyky prqosZnh] lqfe=kuanu iar] ckyd`".k 'kekZ uohu] gfjoa'kjk; cPpu] lqHknzkdqekjh pkSgku] ukxktZqu] f=ykspu] 'ke'ksj cgknqj flag A



**Suggested Readings:**

- 1- vk/kqfud dkO; jf'e& MkW- t;flag fujt] fdj.k ifCy'kjj vtesj A
- 2- vk/kqfud dky iwoZ fgUnh lkfgR; dk bfrgkl & MkW- gsrq Hkkj}kt] iap'khy izdk'ku] t;iqj&2010
- 3- fgUnh ds vk/kqfud izfrfuf/k dfo &v''kksd izdk''ku A
- 4- fgUnh lkfgR; &mn~Hko vkSj fodkl & gtkjh izlkn f}osnh & jktdey izdk''ku A

**INDIAN WRITING IN ENGLISH**

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

**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*





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

**VI SEMESTER**

**PEACE ORIENTED VALUE EDUCATION**

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

**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, Aryastyaand 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 teacher as 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 school from the point of view of value education.
- Analysis of a text book of a school subject from the point of view of values hidden.
- Practice of role-play in two situations and preparation of report.
- Report on value conflict resolution in a situation.

**Suggested Readings:**

1. voLFkh 'kf'k&izkphu Hkkjrh; lekt] fgUnh ek;/e dk;kZUo;u funs'kky;]fnYyh fo'ofokky;] fnYyh 1993
2. moZ'kh] ljarah &uSfrd f'k{kk ,oa ckyfodkl] izHkkr izdk'ku] pkoMhcktkj] fnYyh ] 1979
3. dk.ksih-ch- & /keZ'kkL=h dkbfrgkl] m-iz- fgUnhlaLFkk] fgUnh Hkou]jegkRek xk/akhekkZ] y]kuAA
4. xqlrkuRFkwyky&ewY;ijdf'k{kk i]fr] t;d ".k vxzoky] egkRekkx/akhekkZ] vtesj 1989
5. xks;udkt;n;ky&egRoiw.kZf'k{kk] xhrkizsl xskj]kiqjA
6. ik.Ms; xksfoUnpUn&ewY; ehekalk&jktLFkkufgUnhxzUFkvdkneh] fryduxj] t;iqj] 1973A
7. izlgzsq)s% thou ewY;] lq:fp lkfgR;] ds'kodqat] >.Msokyku] ubZfnYyh]
8. Hkkjrh /keZohj&ekuoewY; vkSjlkfgR;] Hkkjrh; KkuihB] dk'kh] 1972
9. ekuolsokla?k] o`ankou&ekuork ds ewyfl]kUr 1981
10. feJ.fo.fuokl& v;/kiu] Hkkjrh; n`f"V] ,ulhVhbZ] ubZfnYyh 1988
11. foeydqekj&ewY; ehekalk] jktdeyizdk'ku] fnYyh
12. AcharyaMahaprija : TowardsInnerHarmony, NewDelhi,B. Jain Publishers, 1999
13. Dutt,N.K.andRuhelaS.P.:HumanValuesandEducation,SterlingPublishersPvt.Ltd., NewDelhi,
14. Gandhi K.L.: Value Education, GyanPublishingHouse, NewDelhi, 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, NewDelhi 1981
18. Rajput, J.S. (2001).Values in Education, NewDelhi, SterlingPublishers, 2005
19. RokeachM.: The Nature ofHumanValues, The FreePress , NewYork 1973
20. SharmaR.S.: The Monk who sold his Ferrari, Mumbai, JaicoPublishingHouse, 2003
21. Swami RagnanathAnand: Eternal ValuesforaChangingSociety, BVB Bombay1971.
22. Gupta, K. M. (1989). Moral Development of School Children Gurgaon: Academic Press.
23. Krishnamurthy, J. (2000). Education and the Significance of Life. Pune: KFI.
24. Dhokalia, R. P. (2001). External Human Values and World Religious. New Delhi: NCERT.
25. Sheshadri, C., Khadere, M. A., &Adhya, G. L. (ed.) (1992). Education in Value. New Delhi: NCERT, London, Allen and Unwin.
26. Singh, R. N. (ed.) (2003). Analytical study of Sikh Philosophy, Commonwealth Publishers: New Delhi- 02.
27. Khan Masood Alia (ed.) (2006). Islamic Thought and its Philosophy. Commonwealth Publishers: New Delhi- 02.
28. Khan, IntakhabAlam (2007). Peace, Philosophy and Islam, Academic Excellence.Delhi- 31.

**PEDAGOGY OF ENGLISH**

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

**D&T-(2)**



**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)**

### **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)**

**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. Swarupe Saxena, philosophical and sociological Principles of educations, edition 2011.
7. Ashok Sidana&P.N.Malhotra, Samajik Adhyan Shikshan (Hindi), Shiksha Prakashan.



## PEDAGOGY OF GEOGRAPHY

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

**D&T-(2)**

**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 Education 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)**

**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 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. Kochar, 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)**

**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**

- (i) Comprehensive and continuous evaluation.
- (ii) Norm reference and criterion reference tests.
- (iii) Evaluation devices written, open book examination, oral, observation, record.
- (iv) Preparation of a unit tests.
- (v) Preparation of an achievement test with Blue Print.
- (vi) Diagnostic testing and remedial measurement.
- (vii) 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:**

1. Agarwal, N. N., et. al. (1978), Civics teaching, 6th Edition. New Delhi: Ram Chand & Co.
2. Ambrose, A. and Mial, A. (1968), Children's Social Learning, New York: Association for supervision and Curriculum Development.
3. Apter, David, E. (1978), Introduction to Political Analysis, New Delhi: Prentice Hall of India.
4. Bining, A.C. (1952), Teaching of Social Studies in Sec. School, New York: McGraw-Hill.
5. Burner, Jerome, S. (1971), Towards a Theory of Instruction, Cambridge: Harvard University Press.
6. Dhanija Neelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi: Harmen Publishing House.
7. 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)**

**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), Amartaya 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. Upadhay Vinod & Upadhay Rashmi, Earthshastra Shikshan (Hindi), Shiksha Prakashan.



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

**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 REGIONAL GEOGRAPHY**

**Credit-12(10+0.5+1+0.5)**

**Practice Session-(0.5)**

**D&T-0.5**

**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, Major Mineral Resources, Industrial Regions of North and South America, Major Agricultural Crops and Demographic characteristics. Australia & New Zealand Physical, Major Mineral Resources, Industrial Regions of Australia, Major Agricultural 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. De Blij, 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. Methuen, 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

## WORLD REGIONAL GEOGRAPHY

**Credit-12 (10+0.5+1+0.5)**

**Practice Session-(0.5)**

**D&T-0.5**

### 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,IndustrialRegionsofNorthand South America, MajorAgricultural CropsandDemographiccharacteristics.Australia&NewZealandPhysical,MajorMineralRes ources,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. Methuen, 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)**

#### **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)**

**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 Gangadhar 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. Vishnuo 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)**

**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-Panjab, 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 Viastnam- - 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)**

**Unit-I (73<sup>rd</sup> & 74<sup>th</sup>Act)**

**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. 73<sup>rd</sup> & 74<sup>th</sup> Act 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 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.



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Unit-III (oSfnd lkfgR;)

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**Suggested Readings:**

- 1- vfHkKku 'kkdqUrye~ ] dfo dkfynkl] jek'kadj frokMh] fo'ofok;]  
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2- vfHkKku 'kkdqUrye~ ] oklqnsod`".k prqosZnh] egky{eh izdk'ku] vkxjk] mÜkj izns'kA

3- fdjkrktZuh;e~ ] izFke lxZ tuknZu % eksrhyky cukjlh] enueksgu ,oa ruStk 'kekZ izFke laxZ] vyadjk izdk'kuA

4- laLd`r fu;ye~ ] MkW- f=os.kh 'kkL=h] txnh'k laL—r iqLrdky;A

5- laLd`r lkfgR;sfrgkl ] MkW- cynso galjkt vxzoky] pkS[kEck ifCyds'kuA

### fgUnh x|& II

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

Unit-I fgUnh lkfgR; dk bfrgkl &¼vk/kqfud dky ½

Credits: 4

fgUnh lkfgR; dk bfrgkl &¼vk/kqfud dky ½%

vk/kqfud 'kCn dk vFkZ vkSj Lo:i ] vk/kqfud dky oxhZdj.k]  
vk/kqfud dky dh izsjd ifjfLFkfr;ka A  
vk/kqfud dky % x| ds oSHko vkSj fofu/krk dk dky A

Unit-II (fgUnh ukVd % mn~~Hko vkSj fodkl )

Credits: 4

fgUnh ukVd % mn~~Hko vkSj fodkl

fgUnh esa ukVd dk vkjEHk vkSj HkkjrsUnq ds ukVd] ikjlh ukVd vkSj jaxeap] ukVd vkSj jaxeap dk lEcU/k] ukVddkj izlkn] leL;k&ukVd vkSj y{ehukjk;.k feJ] ,CIMZ ukVd vkSj Hkqous'oj] ,dakdh ukVddkj jkedqekj oekZ] fo".kq izHkkdj vkSj jsfM;ks ukVd] ukVddkj txnh'kpUnz ekFkqj] xhfrukV~; vkSj /keZohj Hkkjrh A

Unit-III (fgUnh fucU/k ~)

Credits: 4



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**Suggested Readings:**

- 1- gUnh ukVd mn~Hko vkSj fodkl& MkW- v'kksd dqekj xqlrk] eukst dqekj xqlrk& efyd ,.M dEiuh&2011
- 2- fuca/k fuy;&MkW- IR;sanz&ok.kh izdk'ku&deyk uxj fnYyh&1982
- 3- vk/kqfud dky iwoZ fgUnh lkfgR; dk bfrgkl & MkW- gsrq Hkkj}kt] iap'khy izdk'ku] t;iqj&2010
- 4- fgUnh x] dh fofo/k fo/kk,a &izzrkiflag jkBkSM] pUe; izdk"ku A

**LITERARY CRITICISM**

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

**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.

**VII Semester**

**SECONDARY EDUCATION IN INDIA: STATUS, ISSUES AND CONCERNS**

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

**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 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. Shyamlal 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)**

### **Unit I: Introduction of Inclusive Education, Educational Strategies and Management**

**(Credit-2)**

Concept meaning scope and challenges of inclusive education Distinction between special education, integrated education and inclusive education and their merits and demerits Creating inclusive environment Importance and need for adaptation Guidelines for adapting teaching science, social studies, mathematics and languages at the secondary level Educational measures 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

- Tutorial - Readings on PWD Act, RTE Act, IEDSS, SSA, RMSA and their implications for inclusive education
- Tutorial – visit to special schools for observing the behaviours of students with VI, HI, MR, LH.
- Chauhan, S. S. (2008). Principles and techniques of guidance. UP: Vikas Publishing House Pvt Ltd.
- 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.

**VIII SEMESTER**

**INDIAN CONSTITUTION AND HUMAN RIGHTS**

**Credit-5(5+0+0+0)**

**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)**

**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**

#### **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 Sustainable development with human 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 Bhavan 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)**

##### **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**

**(Credit 4)**

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, Karl Pearson Rank Correlation, Partial and Multiple Correlation analysis - Regression Analysis- Estimation of Regression line - Least



## JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

Squares- Method. Probability distribution, Theoretical distribution – Binomial, 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)**

### **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 India's Integrity: Terrorism, Casteism, Communalism, Rawat Publication
8. V. P. Varma, Modern Indian political thought, Jawahar Book Centre, New Delhi.
9. B.L. Fadia, 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.

**History of Europe (From Glorious Revolution up to French Revolution)**

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

**Unit I: Scientific & American Revolution:**

**(Credit-4)**

Scientific Revolution upto 18<sup>th</sup> Century; Mercantilism and European Economy in 17<sup>th</sup> and 18<sup>th</sup> Century

American War of Independence: Political and Economic Issues and Significance

**Unit II: *Revolution in Europe & Asia* : (Credit-4)**





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Glorious Revolution, French Revolution Unification of Italy: China since 1800

Unification of Italy – Germany – German Empire after 1871 – Bismark'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. Parsarathi 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)**

### **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.

**ककजrh; laLd`fr ds rRo ,oa ij lkfgR;**

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

**Unit-I (dBksifu"kn~ izFkeks-;/k;&izFkekoYyh~)**

Credits: 4

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lwDr & o:klwDre~ 1-25

**Unit-II (Hkkjrh; laLd`fr ds fodkl dh :ijs[kk)**

Credits: 4

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e;/dky ,oa vk/kqfud dkyA

**Unit-III (Hkkjrh; n`kZu dh izeq[k fopkj/kkj,as )**

Credits: 4

Hkkjrh; n`kZu dh izeq[k fopkj/kkj,asA

Hkkjrh; laLd`fr dk ekuo dY;k.k esa ;ksxnkuA



**Suggested Readings:**

- 1- lkaLd` frd fuf/k] MkW- jkethyky mik;/k;] egkeukiqjh] okjk.klhA
- 2- f'kojkt fot;] jek'kaM~dj feJ] vfEcdk nÜk O;k] iqLrdky;] ekuefUnj] dka'khA
- 3- dBksifu"kn~ ] lqjsUnz nso 'kkL=h] pkS[kEck fo|k Hkou] okjk.klhA
- 4- osnp;ue~ ] fo'oEHkj ukFk 'kkL=h] fo'ofok|ky; izdk'ku] okjk.klhA
- 5- Hkkjrh; laLd` frdkfuf/k] okbZ-,l- jes'k] jpuk izdk'kuA

**fgUnh O;kdj.k ] lkfgR; fl)kUr ,oa iz;kstuijd fgUnh**  
(12+0+0+0)

**Unit-I (O;kdj.k % vFkZ vkSj Lo:i)**

**Credits: 4**

**O;kdj.k % vFkZ vkSj Lo:i**

'kCn lajpuk % 1- laf/k] milxZ izR;; vkSj lekIA  
2- 'kCn & izdkj & vFkZ] L=ksr vkSj lajpuk ds vk/kkj ijA

okD; lajpuk % 1- in&ifjp;] lack] loZuke] fo'ks"k.k] fdz;k vkSj fdz;k & fo'ks"k.k ds izdkj ,oa izdk;ZA  
2- okD; & izdkj O;kdjf.kd dksfv;ka cpu] fyax] iq:"k dkjd vkSj okP; vkfnA

**Unit-II ( Hkkjrh; ,o vk/kqfud dkO;"kkL=)**

**Credits: 4**

jl fl)kUr] fo'ys"k.k] jl&fu"ifÜk] lk/kj.khdj.k vkSj lg`n;  
vyadj fl)kUr] jhfrfl)kUr] odzksfDr fl)kUr ] vkSfpR; fl)kUr] A fcEc] izrhd feFkd vkSj QSaVslh A

**Unit-III (iz;kstuijd fgUnh ,oa lapkj ek;/e ~)**

**Credits: 4**



fofo/k lapkj ek;/e % ifjp; ,oa dk;Zfof/k & JO; ek;/e % jsfM;ks  
JO;&n`'; ek;/e % Vsyhfotu vkSj fQYe rduhdh ek;/e % baVjusV feJ  
ek;/e % foKkiu AjsfM;ks&ys[ku &jsfM;ks ukVd] vo;o] #i vkSj  
izfof/kA Vsyhfotu ,oa fQYe ys[ku % MkD;wesaV~zh]  
VsyhMz~kek] laokn&ys[ku] iVdFkk&ys[ku % izfØ;k vkSj izfof/k A  
foKkiu&ys[ku % m|s'; vkSj Lo#i A

**Suggested Readings:**

- 1- Hkk"kkfoKku vkSj fgUnh Hkk'kk foospu & HkksykukFk frokjha Aa
- 2- dkO;"kkL=& HkkxhjFk feJ okjk.klh] fo"ofo/kky; izdk"ku A
- 3- LkfgR;kykspu & ";kelqUnj nkl yksdHkkjrh izdk"ku A
- 4- iz;kstuijd fgUnh& jes"k tSu] izdk"kd& efyd ,.M dEiuh] t;iqj ,oa fnYyh A
- 5- iz;kstuijd fgUnh & fot; dqyJs'B] iap"khy izdk"ku] A

**ENGLISH LITERATURE AND POST-COLONIAL FICTION**

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

**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), Macmilan, London, 1970.
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, Routeledge, London, 2004.
8. Ngugi Decolonizing the Mind, Routeledge, London, 1998.  
Wathiongo.
9. Tim Wood Post Colonialism, Methuen Books, London, 1999.
10. Leela Gandhi Introduction to Post-Colonial Theory, University of South.
11. Franz Fanon Illinois, 2002.