

THIRD YEAR

विषय : हिंदी

पेपर-1 आधुनिक काव्य

Contact Hours: 4 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 75

External: 60 Internal:15

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

इकाई 1

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

1. मैथिलीशरण गुप्त
2. सुमित्रा नंदन पंत
3. सूर्यकांत त्रिपाठी निराला
4. जयशंकर प्रसाद
5. महादेवी वर्मा
6. रामधारी सिंह दिनकर
7. सच्चिदानंद हीरानंद वात्सयायन अज्ञेय

(पठनीय कविताओं की सूची इकाई संख्या 2 में देखें)

इकाई 2

इकाई एक में उल्लिखित कवियों की कविताओं पर दो समीक्षात्मक प्रश्न दिए जाएंगे। उनमें से एक प्रश्न विकल्प से चुनकर उत्तर देना होगा (6 अंक)। सूर्यकांत त्रिपाठी “निराला”, मैथिलीशरण गुप्त, जयशंकर प्रसाद के काव्य पर एक-एक प्रश्न दिया जाएगा। निम्नलिखित कविताएं पठनीय हैं – (6 अंक)

1. मैथिलीशरण गुप्त –
 - (1) उद्बोधन
 - (2) वेदने, तू भी भली बनी
 - (3) मुझे फूल मत मारो
 - (4) सखि, वे मुझसे कहकर जाते
2. जयशंकर प्रसाद –
 - (1) जाग री
 - (2) मेरे नाविक
 - (3) पेशोला की प्रतिध्वनि

इकाई 3

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

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

इकाई 4

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

1 सच्चिदानंद, हीरानंद वात्स्यायान “अज्ञेय”

- | | |
|-------------------|--------------------|
| (1) कलगी बाजरे की | (2) सर्जना के क्षण |
| (3) चौदनी जी लो | (4) नदी के द्वीप |

इकाई 5

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

पाठ्यपुस्तक—आधुनिक हिंदी कविता के विविध आयाम, सं० डॉ. वी. शर्मा, भाग्योदय प्रकाशन, अजमेर

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

संदर्भ ग्रंथ:-

- 1 आधुनिक हिंदी कविता के विविध आयाम (पाठ्यपुस्तक)
- 2 कविता के नये प्रतिमान – नामवर सिंह
- 3 निराला की काव्य साधना – राम विलास शर्मा
- 4 निराला काव्य की ज्ञानदीप चेतना, रमेश चंद्र मिश्र
- 5 कामायनी में काव्य संस्कृति और दर्शन – डॉ. द्वारिकाप्रसाद सक्सेना
- 6 नयी कविता – कांतिकुमार

पेपर-2 कथा साहित्य (कहानी और उपन्यास)

Contact Hours: 4 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

External: 60 Internal: 15

उद्देश्य :

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

इकाई 1

निम्नलिखित इकाई 2 में वर्णित कहानियों में से दिए गए गद्यांशों में से किन्हीं दो गद्यांशों की

संदर्भ व्याख्या करनी है। प्रत्येक 6 अंक के गद्यांश का एक विकल्प भी दिया जाएगा। निम्नलिखित पुस्तकें पठनीय हैं –

कथा कलश : सं. मनोहर वर्मा, किरण पब्लिकेशन्स अजमेर

2 त्याग पत्र : जोनैद्र कुमार प्रकाशक – पूर्वोदय प्रकाशन दिल्ली

इकाई 2

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

1 नमक का दारोगा – प्रेमचंद

2 दुःख – यशपाल

3 चीफ की दावत – भीष्म साहनी

4 दादी माँ – शिव प्रसाद सिंह

5 नौकरी पेशा – कमलेश्वर

6 सरहद के इस पार – नासिरा शर्मा

इकाई 3

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

इकाई 4

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

इकाई 5

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

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

BhawaniShankar.in

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

ENGLISH

Paper I: Prose and Fiction

Contact Hours: 4 periods per Week
Duration: 3 Hours

Maximum Marks: 75 Examination
External: 60 Internal: 15

Objectives:

The students will be able to

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

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

Unit I

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

Unit II Essays (Detailed study)

E.M. Forster	:	Does Culture matter?
Bertrand Russell	:	Knowledge and Wisdom
Gardiner	:	On Saying 'Please'
Anonymous	:	The Lost Umbrella

Unit III Short Stories (Detailed study)

William Somerset Maugham	:	Mr. Know-All
Nadine Gordimer	:	Once upon a time
Mulk Raj Anand	:	The Lost Child
Munshi Premchand	:	The Shroud

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

Ernest Hemingway	:	The old Man and the Sea
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Unit V Novel (ii) (Non-detailed Study)

Kamala Markandeya	:	Nectar in a Sieve
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Modes of Learning Engagement

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

□ Tutorials/ Practicum

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

Scheme of Assessment

- The term-end examination will be of 60 marks. Each Unit will carry a weight of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

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

Suggested Readings

Williams, R. *The English Novel from Dickens to Lawrence*. London: The Hogarth Press 1987.
Ward, A.C. *Twentieth Century Prose (1940-1960)*. London: Longman. 1962.
Forster, E.M. *A Passage to India*. New Delhi: Penguin Classics. 2005.
Toyne, Anthony. *An English Reader's History of England*. Oxford: Oxford University Press. 2006.
Trevelyan, G. M. *English Social History*. London: Penguin. 1987.
Blamers, Harry. *A Short History of English Literature*. London: Routledge. 1984. Fowler, Roger. *A Dictionary of Modern Critical Terms*. London: Routledge. 1987. Sinha, Sushant. K. *English Essayists*. New Delhi: Oxford University Press. 1978.

Paper II: Poetry and Drama

Contact Hours: 4 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

External: 60 Internal: 15

Objectives:

The students will be able to

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

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

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

Unit II Poetry (i) (Detailed study)

G.M. Hopkins	:	Pied Beauty
T.S. Eliot	:	The Hollow Men
Wilfred Owen	:	Strange Meeting
W.B. Yeats	:	Sailing to Byzantium
Robert Frost	:	Mending Wall
Rupert Brooke	:	The Soldier

Unit III Poetry (ii) (Detailed study)

Sri Aurobindo	:	The Tiger and the Deer
Rabindranath Tagore	:	Where the Mind is without Fear
Sarojini Naidu	:	A Challenge to Fate
Nissim Ezekiel	:	Night of the Scorpion
Kamala Das	:	An Introduction
A.K. Ramanujan	:	A River

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

Shaw	:	Arms and the Man
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Unit V Drama (ii) (Non-detailed Study)

Vijay Tendulkar	:	Silence; The Court is in Session
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Modes of Learning Engagement

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

☐ **Tutorials/ Practicum**

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

Scheme of Assessment

- The end examination will be of 60 marks. Each Unit will carry a weight of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

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

Suggested Readings

Brooks, Cleanth. *Modern Poetry and the Tradition*. Chapel Hill: The University of North Carolina Press, 1939.

Drew, Elizabeth A. *Poetry: A Modern Guide to Its Understanding and Enjoyment*. New York: W. W. Norton & Company. 1959.

Hulse, Michael and Simon Rae. *The 20th Century in Poetry*. New York: Pegasus. 2013. King, Bruce. *Modern Indian Poetry in English*. New Delhi: Oxford University Press. 2005.

Southam, B.C. *A Guide to the Selected Poems of T.S. Eliot*. New York: Faber & Faber. 1998.

पाठ्यक्रम एवं परीक्षा योजना

दो प्रश्नपत्र न्यूनतम उत्तीर्णांक 72 पूर्णाङ्क 200 प्रथम प्रश्नपत्र समय 3 घंटे न्यूनतम उत्तीर्णांक 36 अंक

100 द्वितीय प्रश्नपत्र समय 3 घंटे न्यूनतम उत्तीर्णाङ्क 36 अंक 100

प्रथम प्रश्नपत्र — काव्य, स्मृति एवं निबन्ध

समय 3 घंटे पूर्णाङ्क 100 अंक

अंक विभाजन

इकाई-1 लघुत्रयी महाकाव्य 25 अंक इकाई-2 बृहत्त्रयी महाकाव्य 25 अंक इकाई-3 गद्यकाव्य 25 अंक इकाई-4

स्मृति 15 अंक

इकाई-5 निबन्ध 10 अंक

योग 100 अंक पाठ्यक्रम

इकाई-1 कुमारसंभवम् (कालिदास) सर्ग-1

इकाई-2 किरातार्जुनीयम् (भारवि) सर्ग-1

इकाई-3 दशकुमारचरितम् (द डी) — अष्टम उच्छ्वास

इकाई-4 याज्ञवल्क्यस्मृति (व्यवहाराध्याये दायविभाग प्रकरण I मात्र)

इकाई-5 संस्कृत निबन्ध रचना (समकालिक विषयों सहित) विस्तृत अंक योजना (प्रश्नपत्र संस्कृत में बनाया जायेगा)

इकाई-1

(अ) कुमारसंभवम् प्रथम सर्ग-4 श्लोकों में से 2 श्लोकों की व्याख्या 7.5+7.5=15 अंक

(आ) कुमारसंभवम् से सामान्य प्रश्न (कालिदास का सामान्य परिचय, कुमारसंभव की कथावस्तु, हिमालय व न, पार्वती का सौन्दर्य व न, कालिदास का उपमा वैशिष्ट्य एवं भाषा शैली) 10 अंक

इकाई-2

(अ) किराता. से दो व्याख्याएं 7.5+7.5=15 अंक

(आ) किराता. से एक सामान्य प्रश्न (भारवि का परिचय, किराता. की कथावस्तु, अर्थगौरव, संवाद शैली आदि) 10 अंक

इकाई-3

(अ) दशकुमारचरितम् अष्टम उच्छ्वास में से दो गद्यांशों का अनुवाद 7.5+7.5=15 अंक

(आ) दशकुमारचरितम् में से एक सामान्य प्रश्न 10 अंक

इकाई-4

याज्ञवल्क्य स्मृति से तीन व्याख्याएं 5+5+5=15 अंक

इकाई-5

एक संस्कृत निबन्ध 10 अंक परीक्षकों के लिए सामान्य निर्देश :-

1. प्रश्न पत्र का निर्माण I संस्कृत माध्यम से किया जावे। 2. प्रश्न पत्र इकाइयों में विभक्त हो।
3. पाठ्यक्रम में कुछ अंश संस्कृत माध्यम से उत्तर देने के लिए निर्धारित है, अतः उसे ही संस्कृत माध्यम से उत्तर देने के लिए पूछें।
4. पाठ्यक्रम में कुछ न कुछ परिवर्तन होता है अतः पूर्ववर्ती प्रश्न पत्र को प्रमाण न मानें। पाठ्य एवं सहायक पुस्तकें
1. कुमारसंभवम् — प्रथमसर्ग — व्या. तार गीश झा 2. किरातार्जुनीयम् — चौखम्बा, वाराणसी
3. याज्ञवल्क्यस्मृति (व्यवहाराध्याय) — चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली
4. दशकुमारचरितम् — जितेन्द्र अग्रवाल
5. संस्कृत-निबन्ध-शतकम् — डॉ. कपिलदेव द्विवेदी, वि.वि. प्रकाशन 6. प्रबन्ध-रत्नाकर — डॉ. रमेशचन्द्र शुक्ल,
7. निबन्ध-पारिजातम् — डॉ. ग. शेषदत्त शर्मा
8. बृहद्-संस्कृत-निबन्ध-कलिका — डॉ. शिवप्रसाद द्विवेदी, भा.वि.प्रकाशन

पाठ्यक्रम एवं अंक विभाजन

इकाई-1 तर्क संग्रह (दीपिका सहित) – अन्नम्भट्ट 20 अंक

इकाई-2 भारतीय दर्शन के सिद्धान्त – निम्नलिखित बिन्दु पाठ्य हैं – 20 अंक

(क) भारतीय दर्शन की विशेषताएँ (ख) सांख्य दर्शन का सत्कार्यवाद

(ग) योग दर्शन का अष्टाङ्गयोग (घ) अद्वैत-वेदान्त का मायावाद

(ङ) न्याय दर्शन की प्रमा 1 मीमांसा (च) वैशेषिक दर्शन के सप्त पदार्थों का सामान्य ज्ञान 88

(छ) चार्वाक की तत्त्वमीमांसा (ज) बौद्ध-दर्शन का क्षतिकवाद

(झ) जैन-दर्शन का अनेकान्तवाद

इकाई-3 भर्तृहरि नीतिशतकम् (नि यिसागर) 20 अंक

इकाई-4 श्रीमद्भगवद्गीता (2 से 3 अध्याय) 20 अंक

इकाई-5 लघुसिद्धान्तकौमुदी (तिङन्त प्रकर 1) 20 अंक

योग 100 अंक विस्तृत

अंकयोजना

इकाई-1 (अ) तर्कसंग्रह से व्याख्या 10 अंक

(ब) तर्कसंग्रह से सामान्य प्रश्न 10 अंक

इकाई-2 भारतीय दर्शन के निर्धारित बिन्दुओं पर दो प्रश्न 10+10=20 अंक

इकाई-3 (अ) नीतिशतकम् से अनुवाद व व्याख्या 10 अंक

(ब) नीतिशतकम् से दो सामान्य प्रश्न 5+5=10 अंक

इकाई-4 (अ) गीता अध्याय 2 से संस्कृत व्याख्या 10 अंक

(ब) गीता अध्याय 3 से अनुवाद 5 अंक

(स) गीता से सामान्य प्रश्न 5 अंक

इकाई-5 (अ) लघुसिद्धान्तकौमुदी तिङन्त प्रकर 1 में से भू धातु की दस लकारों तथा

एध् धातु की लट्, लोट्, लृट्, लङ् एवं विधिलिङ् में रूप सिद्धियाँ 10 अंक

(ब) तिङन्त प्रकर 1 में से अद्, हु, दिवु, षुञ्, तुद, रुधिर, तनु, डुक्क्रीञ् एवं चरु –

धातुओं के लट्, लोट्, लङ्, विधिलिङ् एवं लृट् लकार के रूपों की सिद्धियाँ

(आठ में से चार सिद्धियाँ) 10 अंक परीक्षकों के लिए सामान्य निर्देश :-

1. प्रश्न पत्र का निर्मा 1 संस्कृत माध्यम से किया जावे। 2. प्रश्न पत्र इकाइयों में विभक्त हो।

3. पाठ्यक्रम में कुछ अंश संस्कृत माध्यम से उत्तर देने के लिए निर्धारित है, अतः उसे ही संस्कृत माध्यम से उत्तर देने के लिए पूछें।

4. पाठ्यक्रम में कुछ न कुछ परिवर्तन होता है अतः पूर्ववर्ती प्रश्न पत्र को प्रमाण न मानें।

पाठ्य एवं सहायक पुस्तकें:-

1. तर्कसंग्रह – नरेन्द्र शर्मा, हंसा प्रकाशन, जयपुर

2. तर्कसंग्रह – डॉ. अर्कनाथ चौधरी, जगदीश संस्कृत पुस्तकालय 3. तर्कसंग्रह – प. आनन्द झा, उत्तरप्रदेश हिन्दी संस्थान, लखन

4. तर्कसंग्रह – पं. नर्वदेश्वर तिवारी, भारतीय विद्या प्रकाशन, दिल्ली 5. तर्कसंग्रह – परिमल प्रकाशन, दिल्ली

6. गीता (2-4) डॉ. राजेन्द्र शर्मा 7. गीतारहस्य – तिलक

8. नीतिशतकम् – डॉ. कृष्णामि त्रिपाठी, चौखम्बा प्रकाशन 9. नीतिशतकम् – डॉ. गोपाल शर्मा, हंसा प्रकाशन, जयपुर

10. लघुसिद्धान्तकौमुदी – डॉ. केवलकृष्ण आनन्द, मोतीलाल बनारसीदास 11. लघुसिद्धान्तकौमुदी – भीमसेन शास्त्री (भाग-2)

12. णत्वणिजन्तम् – संस्कृत भारती, दिल्ली

13. भारतीय दर्शन – डॉ. उमाशंकर शर्मा 'ऋषि', चौखम्बा प्रकाशन 14. भारतीय दर्शन – जदुनाथ सिन्हा, मोतीलाल बनारसीदास

15. भारतीय दर्शन – दत्ता एवं चैटर्जी 16. भारतीय दर्शन – उमेश मिश्र,

PAPER I: MASNAVI AUR MARSIA

Contact Hours: 4 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

External: 60 Internal: 15

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

Unit I

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

Unit II

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

Unit III

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

Unit IV

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

Unit V

Anees aur Dabeer ki savanhe aur unke Marsiyon ka Tanquidi jayaza.

Meer Hasan aur Pt. Daya Shankar Naseem ki Masnvi Nigari ka Tanquidi jayaza.

☐ **Transactional Modalities:**

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

☐ **Tutorials/ Practicum**

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

☐ **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

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

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

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

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

Masnavi – Intekhab-e-sahar-ul-Bayan

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

PAPER II: NOVEL, AFSANA AUR DRAMA

Contact Hours: 4 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

External 60 Internal: 15

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

Unit I

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

Unit II

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

Unit III

Explanation with reference and context from prescribed Novel and Drama.

Or

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

Unit IV

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

Unit V

Components of Novel, short story and Drama Difference
between Novel, Short Story and Drama Urdu Drama Nigari
ki Tareekh

□ Transactional Modalities:

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

□ Tutorials/ Practicum

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

□ Assessment Modalities

- The end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weight age of five (05) marks.

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

Text: (i) Novel Ibnul – Waqt by Nazeer Ahmad (first 5 chapters only for explanation)

1. Intekhab-e-Afsana : U.P. Urdu Academy
- (ii) Following short stories from Intekhab-e-Afsana, U.P. Urdu Academy
 1. Kafan – Munshi Prem Chand
 2. Toba Tek Singh : Manto
 3. Kalu Bhangi : Krishan Chander
 4. Babbal : Rajinder Singh Bedi
- (iii) Drama : Darwaze Khol Do – Krishna Chande

BA-B.ED part 3rd

ਪੰਜਾਬੀ ਸਾਹਿਤ

उद्देश्य—

- पंजाबी भाषा संरचना में पंजाबी शषा के स्वरूप व तत्वों का ज्ञान प्राप्त कराना।
- भाषा सीखने की मौखिक अभिव्यक्ति का उच्च स्तर पर विकास कर सृजनात्मक दक्षता विकसित करना।
- पंजाबी भाषा के विविध रूपों व भाषा व साहित्य सम्बंध और उसकी अभिव्यक्ति को जानना।
- श्रवण, पठन मौखिक लेखन सम्बंधित भाषाओं कौशलों का ज्ञान देना।
- पंजाबी की विधाओं एवं उनके व्यावहारिक शिक्षण की स्थितियों का ज्ञान देना।
- पाठ्यचर्या पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कराना और समायोजित कराना।
- पंजाबी भाषा में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों का ज्ञान देना।

ਪੰਜਾਬੀ ਸਾਹਿਤ (ਪ੍ਰਥਮ ਪ੍ਰਸ਼ਨ ਪੱਤਰ)

कुल अंक: 75 (सैद्धान्तिक प रीक्षा 60 अंक, आंतरिक मूल्यांकन 15 अंक) समय – अधिकतम 3 घंटे

सामान्य निर्देश: –

1. परीक्षा का माध्यम केवल पंजाबी होगा एवं प्रश्नपत्र केवल पंजाबी में ही बनाया जाएगा। 2. पंजाबी के लिए गुरुमुखी लिपि ही मान्य होगी।
3. विद्यार्थियों एवं प्राध्यापकों से अपेक्षा है कि अध्ययन अध्यापन का माध्यम पंजाबी में हो।

पाठ्यक्रम

यूनिट 1

निर्धारित काव्य संग्रह “नवे दिसहद्दे” में से काव्य टुकड़ियों की प्रसंग सहित व्याख्या।

यूनिट 2

निर्धारित काव्य संग्रह “नवे दिसहद्दे” में से कविताओं का विषय वस्तु, केन्द्रीय भाव अथवा सारांश।

यूनिट 3

निर्धारित नाटक “वर घर” का विषय वस्तु, चरित्र चित्रण, सारांश।

यूनिट 4

निर्धारित नाटक "वर घर" में से प्रसंग सहित व्याख्या ।

यूनिट 5

निर्धारित निबंध संग्रह "रीझां ते रमजां" में से निबंध का अध्ययन ।

पाठ्य पुस्तकें:-

1. नवें दिसहदे (काव्य संग्रह)—डा. गुरदेव सिंह, प्रकाशक: पब्लिकेशन ब्यूरो, पंजाब यूनिवर्सिटी, च डीगढ़ 2. वर घर (नाटक)—आई.सी. नंदा, प्रकाशक: पब्लिकेशन ब्यूरो, पंजाबी यूनिवर्सिटी पटियाला ।
3. रीझां ते रमजां (निबंध संग्रह)—गुरचर । सिंह, प्रकाशक: पब्लिकेशन ब्यूरो, पंजाब यूनिवर्सिटी, च डीगढ़ ।

पंजाबी साहित्य (द्वितीय. प्रश्न पत्र)

कुल अंक: 75 (सैद्धान्तिक परीक्षा 60 अंक, आंतरिक मूल्यांकन 15 अंक) समय — अधिकतम 3 घंटे

सामान्य निर्देश: —

1. परीक्षा का माध्यम केवल पंजाबी होगा एवं प्रश्नपत्र केवल पंजाबी में ही बनाया जाएगा । 2. पंजाबी के लिए गुरुमुखी लिपि ही मान्य होगी ।
3. विद्यार्थियों एवं प्राध्यापकों से अपेक्षा है कि अध्ययन अध्यापन का माध्यम पंजाबी में हो ।

पाठ्यक्रम

यूनिट 1

काव्य संग्रह "नवें दिसहदे" में शामिल कवि का जीवन, साहित्यिक योगदान एवं काव्य कला का परिचय ।

यूनिट 2

पंजाबी इतिहास में से 1851 ई. अब तक उपजी किसी साहित्यिक धारा (कविता, गल्प, नाटक व गद्य) से संबंधित प्रश्न ।

यूनिट 3

1. अर्द्ध संक्षिप्त रचना (उपयुक्त शीर्षक सहित) । 2. साहित्य की परिभाषा, तत्व और प्रयोजन ।

यूनिट 4

साहित्य के रूप

1. नज़्म, गज़ल एवं मुक्त काव्य की परिभाषा, प्रकृति एवं मुख्य लक्षण उदाहरण सहित । 2. निबंध, जीवनी तथा सफरनामा की परिभाषा , प्रकृति तथा लक्षण ।

यूनिट 5

1. मुहावरों का अर्थ एवं वाक्यों में प्रयोग । 2. अखानों का अर्थ एवं वाक्यों में प्रयोग ।

सहायक पुस्तकें:-

1. पंजाबी साहित्य का इतिहास (1851 से आधुनिक काल), पब्लिकेशन ब्यूरो, पंजाबी यूनिवर्सिटी, पटियाला 2. साहित्य के रूप— रतन सिंह जग्गी, पब्लिकेशन ब्यूरो, पंजाबी यूनिवर्सिटी, पटियाला

B.A. B.Ed. 3rd Year

HISTORY

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

Contact Hours: 4 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

External 60 Internal: 15

OBJECTIVES

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

UNIT I

- a) Survey of the sources of the period.
- b) Rise of Rajputs; origin and consolidation, main dynasties society and polity

- c) South India - Pallavas, Chalukyas, Rashtra Kutas, Cholas, Hoyasalas, Kaktiyas- society and polity.
- d) Tripartite struggle

UNIT II

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

UNIT III

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

UNIT IV

- A) The problem of North Western frontier. The Mangol invasions and their impact.
- B) Administrative institutions of the Sultanate period, theory of kingship and land revenue system.
- C) Development of Art, Architecture and literature in sultanate period
- D) Decline of the Delhi sultanate.

UNIT V

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

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

संदर्भ पुस्तकें

- 1 सत्यकेतु विद्यालंकार—प्राचीन भारत, दिल्ली
- 2 ओम प्रकाश—प्राचीन भारत
- 3 रमेश चन्द्र मजूमदार—प्राचीन भारत
- 4 ए. घोष—भारत का प्राचीन इतिहास
- 5 वी. सी. पा डेय— प्राचीन भारत का
- 6 वी. डी. महाजन—राजनीतिक एवं सांस्कृतिक इतिहास
- 7 शिव कुमार गुप्त—प्राचीन भारत का इतिहास

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

Contact Hours: 4 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

External 60

Internal: 15

OBJECTIVES:

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

UNIT-I

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

UNIT II

- A)** Consolidation and expansion of the Mughal Empire Akbar, Jahangir, Shah Jahan and Aurangzeb.
- B)** Rajput policy of Akbar, Aurangzeb and the fall of Mughal Empire.
- C)** Mughal Relation with Rajputs, Jats, Marathas and Sikhs.

UNIT III

- A)** Mughal administrative institutions -land revenue system, Mansabdari and Jagirdari system.
- B)** Rajput policy of Akbar, Aurangzeb and the fall of Mughal Empire.
- C)** Development of Art and culture during Mughals

UNIT IV

- A)** Third Battle of Panipat, Maratha confederation
- B)** Maratha struggle against the British.
- C)** Establishment of British rule in Bengal and consequent administrative changes.
- D)** British Relations with Indian states: Mysore, Punjab and Awadh

UNIT V

- A)** Estimate of Clive and Hastings
- B)** Growth of Legislature
- C)** Administrative changes
- D)** Indian resistance prior to 1857

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
 - Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

(Suggested Readings)

R.P.Tripathi : Rise and Fall of the Mughal Empire

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

(ii) Following short stories from Intekhab-e-Afsana, U.P. Urdu Academy

1. Kafan – Munshi Prem Chand
2. Toba Tek Singh : Manto
3. Kalu Bhangi : Krishan Chander
4. Babbal : Rajinder Singh Bedi
- (iii) Drama : Darwaze Khol Do – Krishna Chande

GEOGRAPHY

Scheme	Exam Duration	Max. Marks	Min. for pass
Paper I	3 hrs.	40 (External) 10(Internal)	36
Paper II	3 hrs.	40 (External) 10(Internal)	
Paper III	5 hrs.	50	18

PAPER I: WORLD REGIONAL GEOGRAPHY

Examination Duration: 3 Hours

Max. Marks 40

Objectives:

To familiarize the students with the different places and people of different countries. Besides this they will be able to know our Neighboring Countries also. They are supposed to understand the relationship between geographical facts and human responses.

CONTENTS

Unit-I

Asia in the context of the world. Terrain pattern, drainage, climate, natural vegetation, soils, spatial distribution of population and economic base of the continent. Regional studies of China and Japan.

Unit- II

Africa and Europe – in the context of Asia. Regional Studies of Egypt and South Africa. Physical, economic, demographic characteristics of the continent of Europe. Regional Studies of U.K., Germany and France.

Unit-III

North and South America Physical, Economic and demographic set-up; Regional Studies of USA and Brazil.

Unit-IV

Australia & New Zealand general account of the physical, economic and demographic set-up. Detailed regional studies of Australia, New Zealand.

Unit V

Contemporary issues in world geography: Globalisation, W.T.O. and world Summit, UN Environment programmes (UNEP), UN Development programmes, environment and sustainable development; Disaster management: concepts, components and people's response, concepts of regions and regional planning.

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

Assessment Modalities

- The end examination will be of 40 marks. Each unit will carry a weightage of 08 marks.
- 36% marks will be essential for passing the examination both in theory and practical.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

Books Suggested:

1. Cole, J. : A Geography of the World's Major Regions, Routledge, London, 1996.
2. Deblij, H.J. : Geography: Regions and concepts, John Wiley, New York 1994.
3. Jackson, R. H. and Hudson, L. E. : World Regional Geography: Issues for Today John Wiley, New York, 1991.
4. Minshull, G. N. : Western Europe, Hoddard and Stoughton, New York, 1984.
5. Patterson, J. H. : Geography of Canada and the United States, Oxford University Press, 1985.

6. Shaw E. B. :Anglo American- A Regional Geography.
7. Minshull Roger: Regional Geography.
8. James P. E. Latin America Cassed and Co. London
9. जगदीश सिंह एव डा वी पी राव, तीन दक्षिणी महाद्वीप, वसुंधरा प्रकाशन, गोरखपुर
10. Minshull Roger: The changing nature of Geography.
11. Jarrot H.Q. : Africa
12. निगम एम एन : तीन दक्षिणी महाद्वीप
13. एम एस डी काशिक : भागोलिक विचारधाराए एव विधि तंत्र
14. James P.E.: Latin America, Cassed and Co., London.
15. Trewartha G. T.: Japan (The University of Wisconsin Types)
16. Ackverman E. A. : Japan's Natural Resources.
17. Stamp, L. D.: Africa, John Willey and Sons, New York.
18. Butland, G J. : South Africa.
19. C.B. Crassey : Geography of China.

PAPER II : GEOGRAPHY OF INDIA

Examination Duration: 3 Hours

Max. Marks : 40

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

CONTENT:

Unit -I

India in the context of the South-East and South Asia; India: A land of diversities; unity within diversities. Major terrain elements of India and their role in shaping physical landscape of India. Drainage system and its functional significance.

Unit-II

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

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

Unit- III

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

Unit-IV

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

Unit-V

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

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

- The end examination will be of 40 marks. Each unit will carry a weightage of 08 marks.
- 36% marks will be essential for passing the examination both in theory and practical.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

Books Recommended

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

GEOGRAPHY PRACTICAL

Contact Hours: 4 periods per Week

Maximum Marks: 50

20-25/Batch

Examination Duration: 5 Hours

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

CONTENTS:

1. Projection -General principles, classification and choice of projections, construction, properties, merit and demerits, limitations and use of the following projections:
 - Cylindrical: Simple, equal area, Gall's and Mercator's projection.
 - Conical: One standard parallel, two standard parallels, Bonne's and Polyconic.
 - Zenithal (polar case): Orthographic, Stereographic, Gnomonic, Equidistant and Equal Area.
 - Conventional: Mollweide's, Sinusoidal, Globular
 Projection suitable for map of India
2. Climatic maps and diagrams –Isopleth Maps (Isobar, Isotherms and Isohyte maps), Simple and Compound Wind rose, climograph, hythergraph and climatograph.
3. Study & interpretation of weather maps of January & July months.
4. Statistical methods - Calculation of coefficient of correlation (Spearman's and Carl Pearson's)
5. Prismatic Compass Survey -Importance, Appliances, Methods: Radiation, Intersection, Traverse (closed and open traverse), correction of bearings and removal of closing error,
6. Project report pertaining to problems of Environmental Geography of local areas. Detailed report will be prepared and separate topics to be given to a batch of 8-10 students. It will be for 7 days.

Suggested Books:

1. Kellaway, George: Man Projections, Mathuen & Co., London.
2. Steers, J.K.: Man Projections, University of London Press, London.
3. Singh R. L.: Elements of Practical Geography, Kalyani Publishers, New Delhi.

POLITICAL SCIENCE

PAPER I: REPRESENTATIVE WESTERN POLITICAL THINKERS

Contact Hours: 4 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

External: 60

Internal: 15

OBJECTIVES

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

CONTENT:

UNIT I

Plato: Ideal State, Justice, Rule of Philosophy, Education, Communism. Aristotle: State, Constitution, Citizenship, Property, Slavery, Revolution.

UNIT II

St. Augustine: Theory of Two Cities

Thomas Aquinas: State, Law, Christianization of Aristotle Machiavelli:

Nation State, State Craft, Religion and Morality. **UNIT III**

Thomas Hobbes: Contractual theory and Sovereignty John

Locke: Contractual theory and Private Property

J.J. Rousseau: Contractual theory and General Will

UNIT IV

Jeremy Bentham: Utilitarianism, Law & Reforms

J.S.Mill: Revision of Bentham's Utilitarianism, Liberty and Representative Government.

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

UNIT V

G. W. Hegel: Dialectical idealism, Theory of State

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

Rawls: Theory of Justice

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

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

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

SUGGESTED READINGS

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

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

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

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

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

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

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

हरिदत्त वेदालंकार – पाश्चात्य राजनीतिक विचारक

बी एल फड़िया – पाश्चात्य राजनीतिक विचारक, साहित्य भवन पब्लिकेशन, आगरा जे.पी.सूद – प्रमुख राजनीतिक विचारक, के नाथ एंड कंपनी मेरठ

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

PAPER II: INTERNATIONAL RELATIONS SINCE 1945

Contact Hours: 4 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

External 60

Internal: 15

OBJECTIVE

- Acquaint themselves with various approaches to the study of international politics.
- Understand important concepts which provide the framework for understanding international politics.
- Understand and take stock of the events and trends in International politics after the World War II.
- Understand the quest of developing countries for their identity and self determination in the era of cold War.
- Understand and critically appreciate the salient features of foreign policies of some major powers.
- Understand and appreciate the determinants and features of India's foreign policy and India's relations with her neighboring countries.
- Understand and acquaint themselves with recent developments and emerging trends in International politics.
- Understand and critically evaluate the role and functioning and impact of various organizations for regional cooperation.

CONTENTS:

UNIT I

Meaning, Nature and Scope of International Relations : Approaches to the study of International Relations, Idealist and Realist approaches, Morgenthau's Realist Theory. Morton Kaplan's System Theory, Game Theory, Decision Making Theory.

UNIT II

National Power: meaning and elements, Balance of power, Collective Security, Instruments of National Interest – Diplomacy and Propaganda.

UNIT III

Cold War: meaning, causes, events and impact, Detente, new Cold War, end of Cold War, International relations in unipolar world, Non Alignment Movement (India and NAM).

UNIT IV

Foreign Policy: meaning, elements and determinate, the salient features of the foreign policies of USA, China and India. India's relations with USA, Russia and her neighbors. **UNIT V**

Major Contemporary, Trends and Issues in International Politics, Role and Impact of UN in changing the World, Environmentalism, Human Rights and Global Terrorism, International Political Economy, Disarmament, SAARC, ASEAN, European Union.

• Transactional Modalities

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations

• Tutorials/Practicum

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

• Assessment Modalities

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
 - Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

SUGGESTED READING

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

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

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

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

Kumar: International Politics.
Theory of International Politics Reading Massachusetts : Addison Wesley 1979.
Fredman : Introduction to World Politics.

डॉ आर एस यादव – भारत की विदेश नीति – एक विश्लेषण, किताब महल एजेन्सीज, इलाहाबाद, 2004
पीताम्बर दत्त कौशिक – अन्तर्राष्ट्रीय संबंध, कल्याणी पब्लिशर्स, लुधियाना डॉ पुष्पेश पंत व श्री पाल जैन, अन्तर्राष्ट्रीय संबंध,
मीनाक्षी प्रकाशन, मेरठ जे एन दीक्षित – भारतीय विदेश नीति, प्रभाव प्रकाशन, नई दिल्ली
यू आर धई – अन्तर्राष्ट्रीय राजनीति : सिद्धांत व व्यवहार न्यू एकेडेमिक पब्लिशिंग कंपनी, जालंधर, 2005

ECONOMICS

PAPER I: MONEY, BANKING AND PUBLIC FINANCE

Contact Hours: 4 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

External: 60

Internal: 15

OBJECTIVE

The Students are expected to :

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

CONTENT

UNIT I

Basic Concepts: Money – meaning, functions and classification. Gresham's law:: Monetary standards – metallic and paper systems of note issue.

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

Unit II

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

Unit III

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

Unit IV

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

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

Unit V

Taxation: Sources of public revenue: Taxation – meaning, canons and classification of taxes: Effects of taxation: Characteristics of good tax system: major trends in tax revenue of the Central and State Governments Rajasthan.

- **Transactional Modalities**
Lecture/Contact periods
Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations
- **Tutorials/Practicum**
Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.
- **Assessment Modalities**
 - The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
 - Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
 - Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

Books Recommended

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

PAPER II: QUANTITATIVE TECHNIQUES

Contact Hours: 4 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

External 60

Internal: 15

OBJECTIVE

The Students are expected to:

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

CONTENT

Unit I

Calculus: Differentiation of a Function: Integration of a function. Arithmetic and Geometrical progressions, Logarithm. Matrix and Determinants: Various types of matrices. Determinants. Inverse of a matrix, Cramer's rule.

Unit II

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

Unit III

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

Unit IV

Correlation and Regression

Correlation: Simple Coefficient of Correlation – Karl Pearson and Rank Correlation. Partial and Multiple correlation Analysis, Regression analysis – Least squares method, interpretation of regression coefficients. Interpolation (Newton's and Binomial Method).

Unit V

Times Series and Index Numbers

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

index numbers. Tests for ideal index number.

Indian Statistics

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

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist

approaches Imparting knowledge by means of creating situations

- **Tutorials/Practicum**

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

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

Books Recommended

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

C: 6 GENDER, SCHOOL AND SOCIETY

Instructional Time: 6 periods/week

Max. Marks: 75

Exam. Duration: 3 Hours

Internal: 15 External: 60

Course Objectives:

1. Develop basic understanding of gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, Patriarchy and feminism.
- 2 Understand the problem of girl child education in our society.
3. Awareness of factors that shape gendered roles in Indian society.
- 4 To develop an understanding of feminist approaches to the social and cultural construction of gender.
- 5 Understand how gender, power and sexuality are related to education (in terms of access, curriculum and pedagogy).
- 6 Student to construct critically the impact of policies programmes and scheme for promotion of gender equality and empowerment.
- 7 Apply the conceptual tools learnt regarding gender and sexuality to understand issues related to Sexual Harassment at the workplace and Child Sexual Abuse.

8. Understand how gender relates to education and schooling.

Course Contents:

UNIT – 1

1. Concepts of Gender, sex, sexuality, patriarchy, masculinity and feminism.
2. Gender bias, gender role, stereotyping and its consequences. Kanya-Bharun hatya.
3. Gender and other form of inequality in relation with (caste, class, ethnicity, disability).

Unit-2

1. Role of women in developing country, School cultures & issues of society.
2. RTI (Right to Education) , Equal opportunity in women education
3. Schooling of Girls, dropout rate, completion rate, Feminization of teaching profession.

Unit 3

1. Rights for gender equality and their implication for social change.
2. Reason, why girls feel uncomfortable in schools? Girls school v/s co education school.
3. Gender bias in curriculum, text books, analysis of hidden curriculum

UNIT – 4

1. Gender, culture and institution: Intersection of class, caste, religion and region
2. Construction of gender in curriculum framework since Independence, Gender and the hidden curriculum
3. Relationships within the school: child-child, teacher-child, and teacher-peer group relationships from the perspective of gender.

UNIT – 5

1. Understanding sexuality (sexual orientation and sexual identity – third gender) Legal (sexual and reproductive) rights of women.
2. Violence against women, Sexual harassment in family, neighborhood and other formal and informal institutions.
3. Reproductive rights and sexual rights. Institutions redressing sexual harassment and abuse

Term Test: 10 Marks

Parcticum :5Marks

Any one assignment related to the Unit I to Unit V:

Books Suggested:

1. Delpit, L.D. (2012) Multiplication is for white people: raising expectations for other people's children, the new press.
2. Deng, Z (2013) School subjects and academic disciplines. In A. Luke, A. Woods, & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge.
3. Jefferey, P. and R. Jefferey Killing My Hear's Desire: EDUCATION AND Female Autonomy in Ruarl India, in Nita Kumar (ed.) Women as Subjects South Asian Histories. New Delhi.
- 4 Geetha, V. (2007) Gender, Stree: Calcutta
5. GOI. (1966). Report of the education commission: Education and national development. New Delhi: ministry of education.
6. GOI (1986). National policy of Education. GOI.
7. GOI. (1992, 1998), National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/
- 8 Learning, livelihoods, and Soial mobility: Valuing Girls" Education in Central India, Peggy Froever,

btunnel University, Anthropolgy and

9 Menon, N (2012) seeing like a feminist. India: Penguin.

10 Nirantar. (2010) textbook regimes: A feminist critique of nation and identity. New delhi

Group C: Developing TeacherSensibilities

Section I :Experiences f o r TeacherEnrichment

ETE 4 : Exploring Library and other LearningResources

InstructionalTime: 2periods/week

Max. Marks:50

ExamDuration: 3Hours

Internal: 50

Objectives ofthe course:

Oncompletion ofthecoursethestudent-teacherwillbeableto:

- develop a sense of initiative, imagination and discernment of learning potential oftheresources available intheir surroundings.
- take some initiative inpursuing interests outside theformal course work from arange of available resources - the institute library, websites onthe internet, local events and facilities, as well as local issues (in the neighborhood or town), members oflocalcommunity andvisiting resource persons.

Course Outline:

Unit I:Knowing ones Library

Knowing your library, Library Management andAutomation.

Unit II: Arrangement ofdocuments

Types ofbooks andother materials. Searching and locatingrelevant reference materials.

Unit III::Library for professional developmentResources helpful forprofessional development: Newspaper, Magazines, Websites, Learning guides, Members oflocalcommunity, Resource persons, Websites.

Modes ofLearning Engagement:

Learning engagement includes lecture, discussion, observation, fieldvisitsandassignments.

Practicum:

Eachstudent teacher isexpected to:

1. Maintain alistofbooks andjournals thathavebeen read.
2. Make adossier with relevant websites andnotesontheir learning potential.
3. Write reviews of atleasttwobooks ofhis/her owninterest.
4. Make aplanforsetting upofaschool library anddiscuss itwiththeschools/hehas attached with andwrite aprogramme-evaluation report.
5. Asmall surveyto collect i n f o r m a t i o n a b o u t differentk i n d s oflibraries inthecity.
6. A project to discern the present status of libraries in schools.
7. Discern learning opportunities in the local environment, and create anoccasion and/or a strategy for some significant learning for fellow students.
- 8 .Interview resource persons/member of local community and/or organizea 'learning encoun

Modes ofInternal Assessment

Writtentests

Marks 20

Preparation of Bibliography

10

Evaluation of onereferencebook	10
Ananalytical study ofaschool I library	10

Suggested Readings:

1. Krishna Kumar (2009). Library Organization. New Delhi. Vikas Publishing House.
2. Krishna Kumar (2000). Reference Service. New Delhi. Vikas Publishing House.
3. Krishna Kumar (2009). Library manual. New Delhi. Vikas Publishing House.
4. Krishna Kumar (2009). Library Administration and Management. New Delhi. Vikas Publishing House.
5. Roshan Lal Mittal (1978). Library Administration. New Delhi. Metropolitan Book.

Pedagogy

PC II- हिंदी भाषा – विषय वस्तु एवं विधि

Hours:4 (periods per Week)
Examination Duration: 3 Hours

Maximum Marks:75 (Including 2 Practicum)
External: 60 Internal: 15

उद्देश्य – प्रशिक्षणार्थी

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

प्रथम इकाई—

(अ) ध्वनि, हिंदी की ध्वनियाँ, मुख विवर में स्थान और प्रयत्न के आधार पर उनका वर्गीकरण। वर्ण लिपि तथा मात्राएँ
 (आ) उच्चारण, हिंदी में उच्चारण की समस्याएँ। अशुद्ध उच्चारण के कारणों की पहचान तथा निदानात्मक शिक्षण। कक्षा शिक्षण में उच्चारण ठीक कराने के प्रयत्न तथा अन्य भाषिक क्रियाएँ।

द्वितीय इकाई –

भाषा शिक्षण की विधियाँ

(क) अनुवाद विधि

(ख) प्रत्यक्ष विधि

(ग) वार्तालाप विधि

(घ) दृश्य एवं श्रव्य विधि, संरचनावाद विधि भाषा प्रयोगशाला

तृतीय इकाई –

विभिन्न भाषा कौशल सुनना, बोलना, पढ़ना, लिखना पठन आदर्श पठन, सस्वर पठन (वाचन), मौन वाचन, शब्द भण्डार में वृद्धि की विधियाँ भाषा शिक्षण में पाठ्य सहगामी क्रियाएँ।

चतुर्थ इकाई –

विषय वस्तु संप्रेषण एवं पाठ योजना, गद्य शिक्षण, पद्य शिक्षण, व्याकरण शिक्षण, निबंध शिक्षण उपर्युक्त विषयों पर पाठ योजना का निर्माण, विषय वस्तु विश्लेषण, सहायक शिक्षण सामग्री शिक्षण का निर्माण एवं उसकी उपयोगिता।

पंचम इकाई –

मूल्यांकन का अर्थ एवं परिभाषा, फारमेटिव एवं (S.E.) सतत एवं व्यापक मूल्यांकन परीक्षण के प्रकार (उपलब्धि परीक्षण) निदानात्मक एवं उपचारात्मक परीक्षण परीक्षण की विशेषताएँ एवं प्रश्नों के प्रकार।

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

Modes of Learning Engagement

Modes of Learning Engagement will be based on eclectic approach. It includes questioning, Lecture- cum-discussion, Demonstrations, Communicative activities, Situational teaching, Learning by Doing, organizing inquiry activities/open ended activities for learning English, Group work and discussion; Use of ICT related to ELL/ELT, Group work on pedagogic analysis of content and planning lessons, and peer interaction. The emphasis will be on learner-centered teaching.

Scheme of Assessment

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

Practicum: Any two of the following

- Preparing a small dictionary of the difficult words used in the secondary textbooks.
- Preparing different visual-aids for teaching.
- Framing suitable exercises on a given topic /passage.
- Development of language games
- Preparation of 20 test items (5 each on the LSRW skills).
- Analysing errors committed by secondary students.
- Analysis and categorisation of exercises on grammar as given in the prescribed textbook of the school.
- A write-up on the problems faced by the school students in relation to the acquisition of the receptive (listening and reading) or productive (speaking and writing) skills in English. Selection of materials for writing in English from the newspapers, comics, magazines, advertisements and preparation of an outline for teaching language items.

संदर्भ पुस्तकें :-

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

PC II-Pedagogy of English

Contact Hours: 4 periods per Week)

Examination Duration: 3 Hours

Maximum Marks:75

External 60 Internal: 15

Objectives:

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

- understand the nature and resources of language and issues related to language acquisition, language learning.
- acquire knowledge about the role, status and objectives of teaching English as a second language in India.
- develop the four basic skills i.e. listening, speaking, reading and writing in students.
- enrich their knowledge of English vocabulary, and structures,.
- improvise and use appropriate aids for teaching English.
- know, compare and analyse various methods of and approaches to teaching English as a second language.
- plan and teach lessons in English prose, poetry, grammar and composition related to the textbooks prescribed by different State Boards of Secondary Education.
- use various techniques for the evaluation of learner's achievement in English.
- identify and analyse errors to plan and execute remedial instruction.

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

Unit I. About Language and Language Teaching

- Nature, concept, importance and functions of language, the First, the Second and third language,
- Psychological, linguistic and pedagogical principles of teaching English as a second language.
- The objectives of teaching English at secondary level in India.

Unit II. Language Skills

- *Receptive skills: listening and reading skills*
- Developing listening skills through storytelling, dialogues, situational conversations, role play etc.
- Developing reading skills through Reading Aloud and Silent reading, Intensive and Extensive Reading, Skimming and Scanning
- *Productive Skills: speaking and writing*
- Developing speaking and writing skills through storytelling, dialogues, situational conversations, role plays, etc.
- Developing writing skills, process, mechanics and steps of writing: brainstorming, note-making, organizing thoughts, preparing first draft, editing and improving, finalizing.
- Writing and teaching of letters, applications, reports, stories, e-mails, paragraphs, CV/resume, précis, summary, notes, dialogues etc.

Unit III. Approaches and Methods

- A brief introduction to the major approaches and methods.
- Structural-Situational Approach, Communicative Approach, Constructivist Approach and Eclectic Approach.
- Grammar-Translation Method, Bilingual Method and Direct Method.
- Using role-play, group-discussion, debate, group-work, project etc for language teaching.;

Unit IV: Teaching-Learning Materials and Planning for Teaching

- Concept, Scope and Importance
- Audio-visual aids: (electronic and print media), radio, TV, films, mobile phones, computer, internet, realia, pictures, flashcards, flannel board, OHP, blackboard, models, tape recorder, charts, magazines, newspapers, class libraries, language labs, CALL programmes, language games, etc.
- Criteria of Analysis and Evaluation of textbooks.
- Lesson planning: Nature, objectives and needs; Lesson planning for LSRW skills, grammar, vocabulary, prose, poetry and drama at school level.

Unit V. Assessment and Evaluation

- Concept, Scope and Importance
- Types of Assessment and Evaluation in English
- Assessment of Language Skills (LSRW) and Language Content (Sounds, Vocabulary, Structure and Grammar), Communication Skills
- Error analysis and remedial instruction/work

Modes of Learning Engagement

Modes of Learning Engagement will be based on eclectic approach. It includes questioning, Lecture-cum-discussion, Demonstrations, Communicative activities, Situational teaching, Learning by Doing, organizing inquiry activities/open ended activities for learning English, Group work and discussion;

Use of ICT related to ELL/ELT, Group work on pedagogic analysis of content and planning lessons, and peer interaction. The emphasis will be on learner-centered teaching.

Scheme of Assessment

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

Practicum: Any two of the following

- Preparing a small dictionary of the difficult words used in the secondary textbooks.
- Preparing different visual-aids for teaching.
- Framing suitable exercises on a given topic /passage.
- Development of language games
- Preparation of 20 test items (5 each on the LSRW skills).
- Analysing errors committed by secondary students.
- Analysis and categorisation of exercises on grammar as given in the prescribed textbookof the school.
- A write-up on the problems faced by the school students in relation to the acquisition of thereceptive (listening and reading) or productive (speaking and writing) skills in English.
- Selection of materials for writing in English from the newspapers, comics, magazines,advertisements and preparation of an outline for teaching language items.

Suggested Readings

1. Bansal, R.K. and Harrison, J.B. *Spoken English for India*. Madras: Orient Longman Ltd.1972.
2. Baruah, T.C. *The English Teachers" Handbook*. New Delhi: Sterling Publishing Pvt. Ltd. 1985.
3. Bright, J. A. and McGregor, G. P. *Teaching English as Second Language*. London: Longman. 1970.
4. Brumfit, C.J. *Communicative Methodology in Language Teaching*. Cambridge: Cambridge University Press.1984.
5. Doff, A. *Teaching English*. Cambridge: Cambridge University Press.1988.
6. Freeman, Diane-Larsen. (2000). *Techniques and Principles in language Teaching*.Oxford: Oxford University Press.2000.
7. Gimson, A.C. (1980). *An Introduction to the Pronunciation of English*. London: EdwardArnold. 1980.
8. Hornby, A.S. *A Guide to Patterns and Usage in English*. Oxford: Oxford University Press.1968.
9. Lado, R. *Language Teaching*. New Delhi: Tata McGraw Hill Publishing.1971.
10. Mishra, A. K. et al. *Issues in Education at Elementary Level*. New Delhi: Lakshi Publishers.2013.
11. Paliwal, A.K. (). *Methodology of Teaching English as a Second Language*. Jaipur: Kalpana Publications. 2012.
12. Palmer, H.L. *The Principles of Language Study*. London: Oxford University Press. 1965.
13. Quirk, R.and Greenbaum, S. *A University Grammar of English*. London: Pearson Longman.1973.
14. Raimes, Ann. *Techniques in Teaching Writing*. Oxford: Oxford University Press. 2010.
15. Richards, J.C. and Rodgers, T.S. *Approaches andMethods in language Teaching* Cambridge. Cambridge University Press. 2014.
16. Roach, Peter. *English Phonetics and Phonology*. Cambridge: Cambridge University Press 1991.

संस्कृत शिक्षण का विज्ञान

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

Maximum Marks: 75
External:60 Internal: 15

उद्देश्य : –

1. भाषा कौशल एवं तृतीय भाषा शिक्षण के आधारभूत सिद्धान्त एवं उद्देश्यों को जान सकेंगे।
2. संस्कृत भाषा के विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण कर सकेंगे।
3. विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों एवं उपागमों का प्रयोग कर सकेंगे।
4. संस्कृत भाषा शिक्षण में दृश्य-श्रव्य सामग्री का निर्माण एवं प्रयोग कर सकेंगे।
5. संस्कृत शिक्षण में मूल्यांकन हेतु प्रश्न पत्र निर्माण कर कौशालाधारित परीक्षण कर सकेंगे।
6. छात्रों की अशुद्धियों का कौशलानुसार निदान एवं उपचार अध्यापन कर सकेंगे।

इकाई (1)

तृतीय भाषा शिक्षण के सिद्धान्त – महत्व प्रकार मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धान्त

(अ) भाषायी कौशल –

(1) अवबोध कौशल

(2) अभिव्यक्ति कौशल

(ब) उपकौशल एवं उनका महत्व

तृतीय भाषा के रूप में संस्कृत शिक्षण के उद्देश्य –

(1) माध्यमिक स्तर पर

(2) उच्च माध्यमिक स्तर पर

इकाई (2)

भाषायी कौशल शिक्षण : सम्प्रत्यय, महत्व, विधि, प्रविधि ।

(1) श्रवण कौशल – स्वर व्यंजन, बलाघात, स्वाराघात, आरोह, अवरोह, लय इत्यादि।

(2) कथन कौशल – स्वर, व्यंजन, बलाघात, स्वाराघात, आरोहावरोह लय इत्यादि एवं मौखिक अभिव्यक्ति

(3) पठन कौशल – अभिव्यक्ति कौशल, लेखन तकनीक के तत्व – (Mechanics of Writing) चारों कौशलों में सह-सम्बन्ध एवं समन्वयात्मक शिक्षण

इकाई (3)

तृतीय भाषा के रूप में संस्कृत शिक्षण की विधियों एवं प्रविधियों के सम्प्रत्यय, महत्व, प्रक्रिया, विशेषताएं एवं कमियां –

(1) प्रत्यक्ष विधि; क्पतमबज डमजीवकद्ध

(2) संग्रन्थन उपागम (Structural Approach)

(3) सम्प्रेषण उपागम (Communicative Approach)

(4) समग्र उपागम (Eclectic Approach)

उपर्युक्त विधियों का निम्नांकित दृष्टि से अध्ययन एवं प्रयोग :-

(1) तृतीय भाषा अधिगम मनोविज्ञान

(2) कक्षा-कक्ष वातावरण और परिस्थितियां

(3) संस्कृत भाषा की प्रकृति

(4) भाषा व्यवहार में प्रयोग

(5) भाषा शिक्षण के उद्देश्य

(6) मातृभाषा की भूमिका

(7) शिक्षक, छात्र, पाठ्य पुस्तक तथा दृश्य-श्रव्य सहायक सामग्री की भूमिका

(8) त्रुटियां एवं उपचारात्मक कार्य परीक्षण एवं मूल्यांकन

इकाई (4)

तृतीय भाषा (संस्कृत) शिक्षण में दृश्य-श्रव्य सामग्री

(क) सम्प्रत्यय, महत्व एवं सावधानियां

(ख) निम्नांकित का चयन, निर्माण एवं इनके प्रयोग के सिद्धान्त

अ. श्यामपट्ट, चित्र, चार्ट, शब्द चित्र, फ्लैटल बोर्ड, रेडियो, कम्प्यूटर, इन्टरनेट एवं ओ.एच.पी.बी. अभिनय, युग्म कार्य, समूह कार्य संस्कृत पाठ्य सामग्री का शिक्षण : निम्नांकित का सम्प्रत्यय, महत्व प्रयोग, विधि,

इकाई-5

तृतीय भाषा में मूल्यांकन का सम्प्रत्यय, व्याकरण, अनुवाद एवं भाषा कौशलों का मूल्यांकन

तृतीय भाषा के रूप में संस्कृत में मूल्यांकन – अर्थ, सम्प्रत्यय एवं महत्व प्रश्न पत्र निर्माण (ब्लू प्रिन्ट)

निदानात्मक एवं उपचारात्मक शिक्षण : सम्प्रत्यय, महत्व, शिक्षण एवं सामग्रीनिर्माण के सिद्धान्त।

संस्कृत में निम्नांकित का निदानात्मक एवं उपचारात्मक शिक्षण :-

(1) श्रवण सम्बन्धी

(3) पठन सम्बन्धी

(2) कथन सम्बन्धी

(4) लेखन सम्बन्धी

(5) व्याकरण सम्बन्धी सत्रीय

परीक्षा 10 अंक सत्रीय कार्य 10 अंक

(निम्नांकित में से कोई एक)

- माध्यमिक स्तर की किसी एक संस्कृत पाठ्य पुस्तक की समीक्षा।
- पाठ्य पुस्तक में सम्मिलित भाषागत अभ्यास कार्य की सूची बनाना एवं उनकी समीक्षा।
- संग्रन्थन उपागम पर आधारित अभ्यास कार्य की पांच तालिकाएं बनाना।
- विभिन्न कौशलों पर आधारित 20 प्रश्नों का निर्माण करना।
- रचनापाठ के लिए पांच चित्रों का निर्माण तथा उच्चारण सुधार हेतु पांच अभ्यासिकाएं बनाना।
- व्याकरण शिक्षण हेतु चित्र एवं अधिगम सामग्री का निर्माण (5 पृष्ठ)
- पत्र शिक्षण हेतु अभ्यास सामग्री का निर्माण (5 पृष्ठ)
- कहानी शिक्षण हेतु पांच चित्र एवं अधिगम सामग्री का निर्माण। (5 पृष्ठ)
- संवाद शिक्षण हेतु पांच चित्र एवं अधिगम सामग्री का निर्माण। (5 पृष्ठ)
- सम्प्रेषण उपागम आधारित शिक्षण सामग्री का निर्माण करना। (5 पृष्ठ)
- आगमन-निगमन उपागम पर आधारित व्याकरण शिक्षण सामग्री का निर्माण (5 पृष्ठ)

Damoon C. Howard, Postman, Neil, (1965) "The Uses of Languages", New York Holt. Rinehart and Winston Inc.

Freeman D.L. (2000) :Techniques and Principles in Language Teaching", (II edition) O.U.P.

Lado Robert (1961), "Language Teaching", London : Longman

Lado, Robert (1971) (HM Ed) "Language Teaching", New Delhi, Tata McGraw Hill Publishing House Co. Ltd.

शर्मा डॉ. रामविलास (2001) "ऐतिहासिक भाषा विज्ञान और हिन्दी भाषा" नई दिल्ली, राजकमल प्रकाशन 1 – बी, नेताजी सुभाष मार्ग।

शास्त्री डॉ. सूर्यदेव (1973) "मनोभाषिकी, पटना बिहार हिन्दी ग्रंथ अकादमी। 13. तिवारी,

भोलानाथ एवं श्रीवास्तव रवीन्द्रनाथ (1971) "भाषिकी", दिल्ली नेशनल पब्लिशिंग हाऊस।

त्रिपाठी रामसुरेश, (1972) "संस्कृत व्याकरण दर्शन", दिल्ली 6 राजकमल प्रकाशन प्रा.लि. 8 फैंज

Pedagogy Of Punjabi

Time Allowed: 3.00 Hours

Maximum Marks: 75 (External Theory: 60, Internal Assessment: 15)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

OBJECTIVES:

Pupil – teachers would be able to –

1. Develop awareness about basic concept related of Punjabi at the secondary level.
2. Impart Training in various skill e.g. language skill, use of teaching of evaluation, teaching skills (micro-teaching skill) etc.
3. Enable pupil teachers to use current method of teaching Punjabi.

Unit –I

- i The Nature And Importance Of language –its origin and development
- ii Origin and development of Punjabi language andthere script
- iii Roll of Punjabi as mother tongue in the education of child
- iv Aims and objectives of teaching of Punjabi at School Levels
- v General principles and maxims of teaching of Punjabi

Unit – II

- I. Development of language skill in Students of various schoolclasses
- II. listening skill
- III. Speaking skill iv readingskill
- IV. Writing skill
- V. Development of micro & Macro lesson based of skill of questioning, explanting, illustration and stimulus variation.
- VI. Construction of curriculum of Punjabi language
- VII. Critical appraisal of Punjabi curriculum at secondary school level Role And Qualities of Teacher of Punjabi Language.

Unit – III

1. Roll of language activities (Debates, Recitation, Story Telling, andSymposium) Methods of teaching:
2. Prose
3. poetry
4. composition
5. Grammar
6. Meaning, nature, types of lesson plans for each of the above aspects of Punjabi language As Herbert Method, Morison Method

Unit – IV

1. Methodology Of Various Teaching Methods As
 - (2) Project Methods
 - (3) Play way Method DiscussionMethods
 - (4) Correlation Method
 - (5) Observation Method

Audio-visual aids -Meaning, Types, Role & Importance
Construction & Importance of Punjabi text books

Unit – V

1. Concept of Evaluation
2. Modern Concept of evaluation in language
3. Different type of techniques and Questions in evaluation of Punjabi
4. Construction of Oral type tests short answer type tests Objective –
5. type tests Essay - type test Diagnostic test Blue Print

PC II-PEDAGOGY OF URDU

Contact Hours: 4 (periods per Week)

Maximum Marks: 75

Examination Duration: 3 Hours

External 60 Internal: 15

Learning Outcomes/Objective

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

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

Unit I Role and importance of Urdu language

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

Unit IITeaching Language Skills

Listening Skill; Speaking Skill; Reading Skill;(loud reading and silent reading, intensive and extensive reading, Writing Skill; Punctuation. Teaching Vocabulary;Co-curricular activities.

Unit III Approaches and Methods

Grammar translation method; Direct method; Bilingual approach; Communicative language

teaching; Eclectic approach; Audio-lingual method;

Unit IV Teaching Learning Material and Lesson Planning

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

Unit V Assessment and Evaluation

Concept, scope and importance

Types of assessment and evaluation

Assessment of language skills (LSRW) and language content (sounds, vocabulary, structure and grammar)

Error analysis and remedial teaching

Modes of Learning Engagement

Modes of Learning Engagement will be based on eclectic approach. It includes questioning, Lecture-cum-discussion, Demonstrations, Communicative activities, Situational teaching, Learning by Doing, organizing inquiry activities/open ended activities for learning English, Group work and discussion; Use of ICT related to ELL/ELT, Group work on pedagogic analysis of content and planning lessons, and peer interaction. The emphasis will be on learner-centered teaching.

Scheme of Assessment

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

Practicum: Any two of the following

- ☐ Preparing a small dictionary of the difficult words used in the secondary textbooks.
- ☐ Preparing different visual-aids for teaching.
- ☐ Framing suitable exercises on a given topic /passage.
- ☐ Development of language games
- ☐ Preparation of 20 test items (5 each on the LSRW skills).
- ☐ Analysing errors committed by secondary students.
- ☐ Analysis and categorisation of exercises on grammar as given in the prescribed textbook of the school.
- ☐ A write-up on the problems faced by the school students in relation to the acquisition of the receptive (listening and reading) or productive (speaking and writing) skills in English.

Selection of materials for writing in English from the newspapers, comics, magazines, advertisements and preparation of an outline for teaching language items.

Reference Book:

1. Urdu Zaban ki Tadrees – Moinuddin NCPUL, New Delhi.
2. Urdu Kaise Padhaen – Rasheed Hasan Khan.
3. Urdu Kaise Likhen - Rasheed Hasan Khan.
4. Insha Aur Talaffuz. - Rasheed Hasan Khan.
5. Tadreesiat part I, NCERT, New Delhi

PC II – PEDAGOGY OF SOCIAL SCIENCE

Contact Hours: 4 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

External: 60 Internal: 15

Objectives:

- ☐ develop an understanding of the nature and scope of social science relationship with natural and other sciences and acquaint student teachers with nature of different disciplines within and their interrelationship concerns with society.
- ☐ acquaint student teachers with different approaches to pedagogy of social sciences.
- ☐ examine different pedagogical issues in learning social sciences.
- ☐ plan lessons based on different approaches to facilitate learning of social sciences. develop learning materials on selected units to facilitate learning in social sciences. realize their role as facilitator in enhancing social sciences learning in the real classroom situation.
- ☐ develop professional outlook and humane approach among student teachers.

Unit I Social Science as an Integrating Area of Study: Context and Concern:

- ☐ Meaning, Nature and Scope of Social Science. Need and Importance of Social Science, Relationship of social interdisciplinarity, science with other sciences. Uniqueness of disciplines vis-a-vis
- ☐ Major Social Science Discipline in Schools- Place of Social Science in the School Curriculum. Need for strengthening teaching of social science.
- ☐ The values inherent in social science: aesthetic, moral, utilitarian, intellectual and environmental.
- Linking child's natural curiosity with natural phenomena; spatial and temporal context; important social and economic issues and concerns.

Unit II Approaches to Teaching Learning and Pedagogical Issues in Social Science Methods and

- ☐ **Approaches in teaching/learning of social science:** Observation, project method, field trip, role-play, dramatization, problem solving, exploratory, concept mapping, self-learning strategies, map based learning, Thematic approach, Multimedia approach and Interdisciplinary approach.
- ☐ **Pedagogical Issues:** Creating an interactive learning environment, encouraging cooperative, collaborative and participatory learning, Going beyond the text book, Bringing inclusiveness in teaching and learning, primacy of the learner.

Unit III Teaching Learning Resources and Pedagogical Planning in Social Science 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.
- ☐ **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.

Unit IV Social Science Curriculum and Text Book for Schools:

- ☐ **Social Science Curriculum:** Features, Issues and Concerns in Social Science Curriculum as reflected in NCF. Misconceptions in teaching- learning of social science.
- ☐ Content and Syllabus of Social Science - Aims and Objectives, Content organization and presentation by different state boards of Northern region; Case Studies: *Rajasthan*.
- ☐ **Social Science Text Book:** Analysis of Social Science Text Books from the perspective of the Child, Gender, Peace, and Environment. Need and Parameters for Text Book Analysis.
- ☐ Need for question paper analysis (Class test/ Board Exam); Analysis of Question Papers in the light of subject specific requirements in terms of understanding and skills; Development of different types of test items- objective and essay type questions in social science.
- ☐ Continuous and Comprehensive Evaluation (CCE) in Social Science.

Unit V Professional Development of Social Science Teacher

- ☐ Concept of Professional Development, Need for updating content and pedagogical competencies. Professional Norms and Ethics.
- ☐ Ways of Professional Development- participation in seminars and conferences, online sharing, distance learning, member of professional organizations, writing in reflective journals.
- ☐ Development of audio-video material in teaching of social sciences, Using library resources, magazines, journals and newspapers etc. in teaching and learning of social science.

- ☐ Planning and management of social science corner (resource room) in school. Planning for social science exhibition, quiz competition, field trips, celebration of important days like (Earth Day, World population day, Environment Day etc.).
- ☐ Planning and organization for social science fair and field visit.

Transactional Modalities

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

Tutorials/Practicum

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

Scheme of Assessment

- ☐ The term -end examination will be of 60 marks. Each Unit will carry a weight of 12 marks.
- ☐ Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight of five (05) marks.

Two assignments: one oral- presentation and one written- assignment. It will carry a weight of five (05) marks.

PEDAGOGY OF CIVICS/POLITICAL SCIENCE

Contact Hours: 4 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 75

External: 60 Internal: 15

Objectives:

- develop an understanding of the nature and scope of Civics/Pol. Science and its relationship with natural and other sciences.
- acquaint student teachers with nature of different disciplines within and their interrelationship concerns with society.
- acquaint student teachers with different approaches to pedagogy of Civics/Pol. Science.
- examine different pedagogical issues in learning Civics/Pol. Science.
- plan lessons based on different approaches to facilitate learning of Civics/Pol. Science.
- develop learning materials on selected units to facilitate learning in Civics/Pol. Science.
- realize their role as facilitator in enhancing Civics/Pol. Science learning in the real classroom situation.
- develop professional outlook and humane approach among student teachers.

Unit – 1: Nature, Scope and Objectives

- a) Concept, Nature and scope of Civics/Pol. Science.
- b) Contemporary Importance of Civics/Pol. Science.
- c) Aims and Objectives of teaching Civics/Pol. Science at different level (Elementary, Upper Primary, Secondary and Senior Secondary).
- d) Correlation of Civics/Pol. Science to other subjects.
- e) Role of Civics/Pol. Science in promoting International Understanding.

Unit – 2: Curriculum and planning

- a) Meaning and concept of curriculum
- b) Fundamental principles of formulation of curriculum in civics/Pol. Science.
- c) Critical appraisal of the existing syllabus.

d) Lesson Plan – Annual Plan, Unit plan and Daily lesson plan of teaching Civics/Pol. Science.

Unit – 3: *Methods and Approaches of Civics Teaching*

- i. Various methods of teaching civics/Pol. Science (Project, Problem Solving, Supervised Study, Lecture, Discussion and Brain Storming).
- ii. Innovative Practices in Civics/Pol. Science Teaching
- iii. Field Trip
- iv. Mock Session

Unit – 4: Instructional support system

- i. Community resources
- ii. Teaching aid in Civics/Pol. Science Teaching
- iii. Use of Print & Electronic Media
- iv. Techniques of interviewing

Unit – 5: Evaluation of Civics/Pol. Science Teaching

- A. Purpose and concept of evaluation
- B. Objectives based evaluation
- C. Preparation of achievement test –
 - i] Various types of question
 - ii] Blue Print
 - iii] Preparation of question paper.

Transactional Modalities :

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

Tutorials/Practicum :

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

Scheme of Assessment:

- The term -end examination will be of 60 marks. Each Unit will carry a weight of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight of five (05) marks.

Two assignments: one oral- presentation and one written- assignment. It will carry a weight of five (05) marks.

Books suggested:

1. Bining and Bining: Teaching of social studies in secondary schools. New York, McGraw Hill Book Co. 1952.
2. Harlikar : Teaching of Civics in India, Bombay, Padma Publication Ltd.
3. Cray Ryland W : Education for Democratic citizenship.
4. Michaelies: Social studies for children in a Democracy, New York Prentice Hall Inc. 1956.
5. Bourne, H.E.: Teaching of History and Civics, Bombay Longmans 1972.
6. बघेला एवं व्यास : नागरिक शास्त्र शिक्षण, राज. हिन्दी ग्रन्थ अकादमी, जयपुर
6. Tyagi G.S.D.: Nagrik Shashtra Ka Shikshan, Agra, vinod Pustak Mandir.
7. Prescribed books of Board of Secondary Education for Higher Secondary Classes.

PEDAGOGY OF HISTORY

Contact Hours: 4 periods per Week

Maximum Marks: 75 Examination

Duration: 3 Hours

External: 60 Internal: 15

Objectives:

- develop an understanding of the nature and scope of History and its relationship with natural and other sciences.
- acquaint student teachers with nature of different disciplines within and their interrelationship concerns with society.
- acquaint student teachers with different approaches to pedagogy of History.
- examine different pedagogical issues in learning History.
- plan lessons based on different approaches to facilitate learning of History.
- develop learning materials on selected units to facilitate learning in History.
- realize their role as facilitator in enhancing History learning in the real classroom situation.
- develop professional outlook and humane approach among student teachers.

Unit – 1: Nature, Scope and Objectives

- i. Meaning, nature and scope of history.
- ii. Importance of teaching history.
- iii. Aims and objective of teaching history at different levels,
- iv. Importance of studying local history national History and world history in the context of national integration and international brotherhood and global citizenship.
- v. Co-relation of History with other school subjects.

Unit – 2: Curriculum and planning

- a) Meaning and Concept of curriculum
- b) Fundamental principles of formulating curriculum in History and critical appraisals of the existing syllabus.
- c) Lesson Plan – Annual plan, Unit plan and Daily lesson plan of teaching History, qualities and professional growth of History teacher, his role in future prospective.

Unit – 3: *Methods and Approaches of History Teaching*

- a) Various methods of teaching History (Story Telling Biographical Dramatization time sense, source Project and Supervised study method)
- b) Resource Material.

Unit – 4: Instructional support system

- a. Audio – Visual aids in teaching history.
- b. Text book, teacher, co-curricular activities.
- c. Community Resource : Computer, T.V. History room
- d. Planning of historical excursion.
- e. Co-Curricular activities.

Unit – 5: Evaluation of *History Teaching*

- a. Concept and purpose of evaluation b Objectives based evaluation.

c Tools and techniques of evaluation in History teaching.

- (i) Various types of question (ii) Blue Print (iii) Content analysis.

Transactional Modalities:

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

Tutorials/Practicum:

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

Scheme of Assessment:

- The term -end examination will be of 60 marks. Each Unit will carry a weight of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight of five (05) marks.

Two assignments: one oral- presentation and one written- assignment. It will carry a weight of five (05) marks.

Books Suggested-

1. Baghela, Dixit: History Teaching Raj. Hindi Granth, Akadami Jaipur
2. B.D. Ghatge: History Teaching, Hariyana Granth Akadami Chandigarh.
3. Choudhary, K.P.: Effective teaching of history in India, NCERT
4. Ghosh K.D.: Creative teaching of History OUP 1951.
5. Ghatge V.D.: Suggestions for the Teaching of history in India.
6. Hill C.P.: Suggestions on the Teaching of History.
7. Johanson H.: Teaching of History in Elementary and Secondary Schools Macmillan.
8. NCERT : Handbook for History Teachers.
9. Tyagi : History Teaching, Vinod Publication, Agra
10. Verjeshwary, R. : Handbook for History Teacher in India.

PEDAGOGY OF ECONOMICS

Contact Hours: 4 periods per Week

Examination Duration: 3 Hours

Maximum Marks: 75

External: 60 Internal: 15

Objectives:

- develop an understanding of the nature and scope of Economics and its relationship with natural and other sciences.
- acquaint student teachers with nature of different disciplines within and their interrelationship concerns with society.
- acquaint student teachers with different approaches to pedagogy of Economics.
- Examine different pedagogical issues in learning Economics.
- plan lessons based on different approaches to facilitate learning of Economics.
- develop learning materials on selected units to facilitate learning in Economics.
- realize their role as facilitator in enhancing Economics learning in the real classroom situation.
- develop professional outlook and humane approach among student teachers.

Unit – 1: *Nature, Scope and objectives.*

1. Meaning, Nature, Scope of Economics.
2. Importance of Economics in School Curriculum.
3. Aims and Objectives of teaching Economics at different level.
4. Correlations of Economics with school Subject.

Unit – 2: *Curriculum and planning*

1. Concept and objectives of curriculum.
2. Fundamental Principles of formulation of curriculum in Economics.
3. Critical Appraisal of the existing syllabus.
4. Lesson Plan – Annual Plan, Unit and Daily Lesson Plan of teaching Economics.
5. Planning Outdoor activities.

Unit – 3: *Methods and Approaches to Teaching Economics.*

1. Various methods of teaching Economics – Project, Problem solving, Discussion, Analytic – Synthetic and Lecture Method.
2. Innovative Practices in Economics Teaching – Brain Storming, work shop.

Unit –4: *Instructional Support System*

1. Use of teaching aids in Economics.
2. Print and Non Print media, community resources, Lab. And Museum.
3. Economics teacher and his qualities.
4. Critical appraisal of Economics Text Book.

Unit-5: *Evaluation of teaching Economics*

1. Purpose and concept of evaluation.
2. Objective of base evaluation.
3. Preparation of achievement test –
 - i Various Types of Question
 - ii Blue Print
 - iii Preparation of question paper
 - iv Sessional works
 - v Bibliography

Transactional Modalities:

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

Tutorials/Practicum :

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

Scheme of Assessment:

- The term -end examination will be of 60 marks. Each Unit will carry a weight of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight of five (05) marks.

Two assignments: one oral- presentation and one written- assignment. It will carry a weight of five (05) marks.

Books Suggested:

1. Aggarwal, J.C., Teaching of Economics – A Practical Approach, Vinod Pustak Mandir, Agra, 2005.
2. Dr. N. Husen, Teacher's Manual in Economics, Regional College of Education, Ajmer.
3. Mukherjee, Sandhya, Teaching of Economics, Prakashan Kendra. Lucknow
4. Sharma, Seema, Modern Teaching Economics, Anmol Publication Pvt. Ltd., New Delhi- 2004.
5. Sexena, N.R., Mishra, B.K., Mohanty, R.K., Teaching of Economics, R. Lall Book Depot, Meerut, 2004.
6. Singh, Yogesh, Aratha Shaster Sikshan, Ashish Publication, New Delhi, 2005.
7. Yadav, Amita, Teaching of Economics, New Delhi: Anmol Pub., 2005.
- 8- हरनारायण सिंह एवं राजेन्द्रपाल सिंह, अर्थशास्त्र शिक्षण, लक्ष्मीनारायण अग्रवाल, आगरा।
9. श्री शुक्ल, अर्थशास्त्र शिक्षण, नन्दकिशोर एण्ड ब्रदर्स, बनारस
10. गुरुसरनदास त्यागी, अर्थशास्त्र शिक्षण, विनोद पुस्तक मंदिर, आगरा
11. डॉ. आर. पी. कथूरिया, अर्थशास्त्र शिक्षण, विकास प्रकाशन, भोपाल

PEDAGOGY OF GEOGRAPHY

Contact Hours: 4 periods per Week

Maximum Marks: 75 Examination

Duration: 3 Hours

External: 60 Internal: 15

Objectives:

- develop an understanding of the nature and scope of Geography and its relationship with natural and other sciences.
- acquaint student teachers with nature of different disciplines within and their interrelationship concerns with society.
- acquaint student teachers with different approaches to pedagogy of Geography.
- Examine different pedagogical issues in learning Geography.
- plan lessons based on different approaches to facilitate learning of Geography.
- develop learning materials on selected units to facilitate learning in Geography.
- realize their role as facilitator in enhancing Geography learning in the real classroom situation.
- develop professional outlook and humane approach among student teachers.

Unit – 1: Nature, Scope and Objectives

- a) Changing concept of Geography – Practical Geography.
- b) Its place and scope (importance).
- c) Aims and objectives of Geography teaching at secondary level, its role in developing international understanding.
- d) Correlation of Geography with social sciences, economics, civics, Natural Science, Environmental Science.

Unit – 2: Curriculum and planning

- (a) Characteristics of a good Geography Curriculum
- (b) Critical Appraisal of Geography Syllabus.
- (c) Planning Daily Lesson Plan & Unit Plan.
- (d) Geography Text Book.

- (e) Qualities, role & Professional growth of Geography Teacher

Unit – 3: *Methods and Approaches of Geography Teaching*

- (i) Regional method, Demonstration, Inductive, Deductive, Project, Comparative, Lab. Method. Field trips, local & Regional Geography.
- (ii) Other Innovative Practices – Programmed Learning, Computer, Geography Club, Geography Lab.

Unit – 4 : Instructional support system

- (a) Teaching aids and lab equipment
- (b) Geography Room/Laboratory & Museums.
- (c) Resource material and use of local resources in teaching Geography.
- (d) Co-Curricular activities.

Unit – 5: Evaluation of Geography Teaching

- (a) Tools Techniques of Evaluation in Geography.
- (b) Achievement Test
 - (i) Different Types of Questions.
 - (ii) Blue Print.
 - (iii) Preparation of Question Paper.
 - (iv) Diagnostic & Remedial Teaching in Geography.

Transactional Modalities :

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

Tutorials/Practicum:

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

Scheme of Assessment:

- The term -end examination will be of 60 marks. Each Unit will carry a weight of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight of five (05) marks.

Two assignments: one oral- presentation and one written- assignment. It will carry a weight of five (05) marks.

Book Suggested-

1. Source Book for teaching of Geography, UNESCO Publication.
2. Singh L.R.: Practical Geography, Allied Publications, Allahabad.
3. Monk House F.J.: Maps and Diagrams.
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PC 3: Learning to Function as a Teacher

Duration: Four weeks

Max. Marks: 50

Internal: 50

Objectives of the Course:

On completion of the Course, the student teachers will be able to:

- ☐ understand about the activities to be carried out during school internship programme. observe classroom teaching, various school activities and gain a feel of the multiple roles of a teacher.
- ☐ develop skill in content analysis, preparing TLM and observing classroom processes. plan and implement teaching learning activity for peers and actual classroom.

Pre-Internship Tasks:

(The Internship Committee formulated by the Institute will prepare a Schedule for execution of Pre-Internship Tasks)

During the four week duration, the student teachers are oriented to the school internship programme.

For the first two weeks, they will be provided training in core teaching skills, content analysis, preparing Teaching Learning Material (TLM), writing observation records, Reflective Journals, conducting Action Research and Case Study, organizing school activities and their reporting, developing Achievement Tests, administering and analyzing. Student teachers will also write lesson plans and take up peer teaching.

For the next two weeks, student teachers will be placed in the schools. They will observe the classes being handled by the regular teachers as well as their peers. Every student teacher will teach at least one lesson in each teaching subject and reflect on the teaching.

Modes of Learning Engagement:

Pre internship will be carried out both in the Institute and the School.

First two weeks they will be exposed to theoretical knowledge about internship and receive information on various activities that are required to be carried out by the student teachers.

Student teachers will get hands on experience on performing certain tasks which they are expected to perform in the school.

In the beginning they learn to teach in a simulated condition by teaching their peers.

Next two weeks, student teachers are attached to the school on full time basis, observe the teaching by the regular classroom teacher, teach at least one lesson in each teaching subject, involve in all the activities of the school and learn to understand the school.

Student teachers keep a record of all the work carried out by them in the school (Details to be worked out).

Modes of Assessment:

The assessment of the student teachers will be carried out on the basis of their day to day participation and performance by a group of teacher educators. The details of activities and the marks allotted are given below.

Activity	Marks
a. Content Analysis in each teaching subject	10
b. Preparation and use of TLM during Peer Teaching in each teaching subject	10
c. Observation Record	
Five classes of regular classroom teacher	
Five classes of peer	10
d. Actual classroom teaching	
One lesson in each teaching subject	20
Total-	50