

Semester - I

Sl. No.	Subject Code	Subject Name/Activities	Paper Code	Credits	Max. Marks	Internal Marks	Practical*	Theory (Ext.)	Periods Per Week (Hrs)
1		Student Induction Programme							2 weeks
2	FE	Evolution of Indian Education	FE-I	4	100	40	--	60	4
3	DC (Major) Any one Subject	English/Hindi/Gujarati/Marathi/Urdu/History/Geography/Political Science/Economics	DC-I	3+1	100	15	25	60	5
			DC-II	3+1	100	15	25	60	5
4	DCM (Minor) Other than Major	English/Hindi/Gujarati/Marathi/Urdu/History/Geography/Political Science/ Economics	DCM-I	3+1	100	15	25	60	5
5	AE & VAC-	Language – 1 (as per the 8th schedule of constitution of India)	AE & VAC-I	4	100	40	---	60	4
6	AE & VAC	Art Education (Performing and Visual)	AE & VAC-II	2	50	20	--	30	2
7	AE & VAC	Understanding India (India Ethos and Knowledge Systems)- I	AE&V AC-III	2	50	20	--	30	2
Total				24	600	165	75	360	27

*Except the Subject of Geography, the Practicals of other subjects are Internal

SEMESTER – I

ENGLISH

DC-I: Classical Literature

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hours + Practicum: 2 hours)

Maximum Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes: The Learner will

- appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes
- historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres
- trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
- grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time
- appreciate classical literature of Europe and pursue their interests in it
- examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives
- understand, analyze and appreciate various texts with comparative perspectives

Unit I- Valmiki-The Ramayana (Project Gutenberg Edition)

Book V- Canto XII to Canto XVI

Unit II- Bharatamuni- Natyashastra (Chapter 1 on the origin of drama) (Translated by Manomohan Ghosh)

Unit III- Kalidas- Shakuntala (Project Gutenberg Edition) Translated by A.A.Ryder

Unit IV- Homer-selections from the Illiad- Book 1 (Project Gutenberg Edition)

Unit V- Dante- selections from The Divine Comedy- Inferno, Canto I, II, III (Project Gutenberg Edition)

Practicum

1. Classical Mythology in Literature: Investigate the presence and use of classical mythology in literature from various cultures and time periods. Analyze how authors incorporate classical myths into their narratives and the symbolic meanings attached to them.
2. Classical Literature in Education: Examine the role of classical literature in education systems. Investigate how classical texts are taught, their significance in curriculum, and their impact on students' understanding of literature and culture.
3. Character Analysis in Classical Epics: Select a specific classical epic, such as Homer's "The Iliad" and conduct an in-depth character analysis of a central figure. Explore how their character development contributes to the overall themes of the epic.

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc.

Suggested Modes of Assessment- Internal and External examinations, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation, Rubrics and portfolio.

Suggested Readings

- Homer, The Iliad. Tr. E.V. Rieu. Harmondsworth: Penguin, 1985.
- Sophocles, Oedipus the King. Tr. Robert Fagles in Sophocles: The Three Theban Plays. Harmondsworth: Penguin, 1984.
- Richard Rutherford, Classical Literature: A Concise History. Oxford: Blackwell Publishing, 2005.
- Bharata, Natyashastra, tr. Manmohan Ghosh, vol. I, 2nd edn. Calcutta: Granthalaya, 1967.
- J.A.B. Van Buitenen, 'Dharma and Moksha', in Roy W. Perrett, ed., Indian Philosophy, vol. V, Theory of Value: A Collection of Readings (New York: Garland, 2000) pp. 33–40.
- A.V. Kieth, History of Sanskrit Literature. Oxford: OUP, 1920.
- A.K. Warder, Indian Kavya Literature, 8 Volumes. Delhi: Motilal Banarsidas, 2011

DC II- British Poetry and Drama- 14th to 16th Century

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hours + Practicum: 2 hours)

Maximum Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes

The Learner will

- understand the tradition of English literature from 14th to 16th centuries.
- develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested
- engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.

Unit I- Geoffrey Chaucer- The Wife of Bath's Tale

Unit II- Edmund Spenser- Selections from Amoretti:

Sonnet LXVII 'Like as a huntsman...'

Sonnet LVII 'Sweet warrior...'

Unit III- Christopher Marlowe- Doctor Faustus

Unit IV- William Shakespeare- Macbeth

Unit V- Ben Jonson- The Alchemist

Practicum

1. Poetry/ Drama Recitation- Students can select a poem from the course reading list and memorize it. They can then recite the poem to the class, focusing on understanding the poem's rhythm, tone, and imagery through performance.
2. Poetry/ Drama in Context: Have students research the historical, cultural, or biographical context of a specific poem or poet. This practicum helps students understand how external factors can influence poetic themes and styles.
3. Poetry/ Drama Study: Students in small groups study a specific poet to research in-depth. They can present their findings to the class, discussing the poet's life, works, and the thematic or stylistic elements that make their poetry distinctive.

4. Poetry/ Drama Performance: Students showcase their creative interpretations of poems through dramatic readings, multimedia presentations, or artistic performances inspired by the poetry.

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc

Suggested Modes of Assessment- Internal, External examination, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation

Suggested Readings

- Pico Della Mirandola, excerpts from the Oration on the Dignity of Man, in The Portable Renaissance Reader, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.
- John Calvin, 'Predestination and Free Will', in The Portable Renaissance Reader, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.
- Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of The Courtier, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.
- Philip Sidney, An Apology for Poetry, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.

HINDI/हिन्दी

प्रथम सत्र

DC- I: हिन्दी भाषा का विकास

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

इकाई-I: हिंदी भाषा के विकास की पूर्वपीठिका

- आर्य भाषाएँ -संस्कृत, पालि, प्राकृत .
- हिंदी का आरंभिक रूप -अपभ्रंश
- 'हिंदी' शब्द का अर्थ, प्रयोग एवं हिंदी भाषा का विकास

इकाई -II : हिंदी भाषा का क्षेत्र एवं विस्तार

- हिंदी के विविध रूप राष्ट्रभाषा, राजभाषा, संपर्क-भाषा, संचार भाषा,
- हिंदी का अखिल भारतीय एवं अंतर्राष्ट्रीय स्वरूप

इकाई-III: लिपि का इतिहास

- परिभाषा स्वरूप एवं आवश्यकता
- भाषा और लिपि का अंतःसंबंध

इकाई- IV: देवनागरी लिपि

- देवनागरी लिपि का परिचय एवं विकास
- देवनागरी लिपि का मानकीकरण
- देवनागरी लिपि की विशेषताएँ

DC- II: प्राचीन एवं मध्यकालीन हिन्दी काव्य

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

इकाई-I: विद्यापति: शिवप्रसाद सिंह 6 पद सं 1,2,3,4,5,8

इकाई-II: कबीर-कबीर ग्रंथावली, सं० श्यामसुंदर दास साखी:गुरुदेव कौ अंग - 3,4,7,11,15 ज्ञान विरह कौ अंग -5 पद (16,129)

इकाई-II: कबीर-कबीर ग्रंथावली, सं० श्यामसुंदर दास साखी:गुरुदेव कौ अंग - 3,4,7,11,15, ज्ञान विरह कौ अंग -5 पद (16,129)

इकाई-III: जायसी ग्रंथावली, सं० रामचन्द्र शुक्ल, नागमती विरह/नख शिख वर्णन

इकाई-IV: सूरदास,सूरसागर सार: सं डॉ.धीरेंद्र वर्मा, उद्धव संदेश (52,62, 82, 101,120)

इकाई-V: तुलसीदास: रामचरित मानस, सुंदर काण्ड

द्रुत पाठ- मीरा, बिहारी, घनानंद

अनुशंसित ग्रंथ:

- हिंदी साहित्य का आदिकाल - हजारी प्रसाद द्विवेदी, बिहार राष्ट्रभाषा परिषद, पटना
- कबीर - हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, दिल्ली
- विद्यापति - शिवप्रसाद सिंह, लोकभारती, इलाहाबाद
- विद्यापति पदावली, रामवृक्ष बेनीपुरी लोकभारती प्रकाशन
- जायसी - विजयदेव नारायण साही, हिंदुस्तानी एकेडेमी, इलाहाबाद
- सूफी मत : साधना और साहित्य - रामपूजन तिवारी, ज्ञानमंडल, वाराणसी
- जायसी - सं० सदानंद शाही, अभिव्यक्ति प्रकाशन, इलाहाबाद
- सूरदास - रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, काशी
- महाकवि सूरदास - नंददुलारे वाजपेयी, आत्माराम एंड संस, दिल्ली
- सूरसाहित्य - हजारी प्रसाद द्विवेदी, हिंदी ग्रंथ रत्नाकर, बम्बई
- तुलसीदास - रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, काशी वाराणसी
- भक्तिकाव्य और लोक जीवन - शिवकुमार मिश्र, दिल्ली
- लोकवादी तुलसीदास - विश्वनाथ त्रिपाठी, राधाकृष्ण प्रकाशन
- रीतिकाव्य की भूमिका - नगेन्द्र
- रीतिकालीन कवियों की प्रेमव्यंजना - बच्चन सिंह, नागरी प्रचारिणी सभा, काशी
- बिहारी का नया मूल्यांकन - बच्चन सिंह, लोकभारती, इलाहाबाद

GUJARATI/ગુજરાતી

DC- I: મધ્યકાલીન અને અર્વાચીન ગુજરાતી સાહિત્ય-પદ્ય

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

હેતુ-અધ્યયન નિષ્પત્તિ:

- વિદ્યાર્થીઓ મધ્યકાલીન સાહિત્યનો પરિચય મેળવશે
- વિદ્યાર્થીઓ આખ્યાનનું સ્વરૂપ, ઉદ્ભવ અને વિકાસ સમજે
- વિદ્યાર્થીઓ પદ્ય સાહિત્યનું કથાવસ્તુ, શૈલી, રચના વિષે સમજ કેળવે

પેપર-મધ્યકાલીન અને અર્વાચીન ગુજરાતી પદ્ય સાહિત્ય કૃતિઓનો અભ્યાસ

1. અભિમન્યુ આખ્યાન- પ્રેમાનંદ સં. હસુ યાજ્ઞિક
2. યુગવંદના- ઝવેરચંદ મેઘાણી

એકમ-1 આખ્યાન સાહિત્ય સ્વરૂપનો પરિચય, લક્ષણો અને વિકાસ

એકમ -2 પ્રેમાનંદકૃત અભિમન્યુ આખ્યાનનો અભ્યાસ

એકમ-3 યુગવંદના કાવ્યસંગ્રહનો અભ્યાસ

એકમ-4 ઝવેરચંદ મેઘાણી-કવન અને જીવન

એકમ-5 પદ્ય કૃતિઓનો સસન્દર્ભ પરિચય અભ્યાસ

પ્રેક્ટિકમ- આખ્યાન કાવ્ય સ્વરૂપનો ચિતાર, વર્તમાનમાં આખ્યાન કાવ્યની સ્થિતિ, યુગવંદના અને સમકાલીન કાવ્યો પર અભ્યાસ, ઝવેરચંદ મેઘાણી વિષે ઇ-કોન્ટેન્ટનો અભ્યાસ વગેરે

મૂલ્યાંકન -તપાસની વિગત: લેખિત, મૌખિક પ્રશ્નાવલી, ઇન્ટરવ્યુ, પ્રોજેક્ટ વગેરે દ્વારા મૂલ્યાંકન કરવામાં આવશે.

સંદર્ભ ગ્રંથ

- અભિમન્યુ આખ્યાન- પ્રેમાનંદ સં. હસુ યાજ્ઞિક
- યુગવંદના- ઝવેરચંદ મેઘાણી
- મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- ગુજરાતી સાહિત્યનાં પદ્ય સ્વરૂપો
- આખ્યાન સ્વરૂપ અને વિકાસ

DC- II: ગુજરાતી સાહિત્યમાં ગદ્ય કૃતિ -નવલકથા સરસ્વતીચંદ્ર-સંક્ષિપ્ત-ગોવર્ધનરામ ત્રિપાઠી

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

હેતુ-અધ્યયન નિષ્પત્તિ:

- વિદ્યાર્થીઓ વીનેશ અંતાણીના જીવનનો પરિચય મેળવશે
- વિદ્યાર્થીઓ નવલકથાનું સ્વરૂપ, ઉદ્ભવ અને વિકાસ સમજશે
- વિદ્યાર્થીઓ નવલકથાનું કથાવસ્તુ, પાત્ર, સંવાદ વિષે સમજ કેળવે
- એકમ-1 સરસ્વતીચંદ્ર નવલકથા(સંક્ષિપ્ત)નો અભ્યાસ
- એકમ-2 ગુજરાતી નવલકથા ગદ્ય સ્વરૂપ અને વિકાસ
- એકમ-3 ગોવર્ધનરામ ત્રિપાઠી નવલકથાકાર તરીકે અભ્યાસ
- એકમ -4 નવલકથા અને અન્ય ગદ્ય સ્વરૂપ વિષે વિચાર

મૂલ્યાંકન-તપાસની વિગત: લેખિત, મૌખિક પ્રશ્નાવલી, ઇન્ટરવ્યુ, પ્રોજેક્ટ વગેરે

પ્રેક્ટિકમ- સરસ્વતીચંદ્ર નવલકથા પર અભ્યાસ, નવલકથા સ્વરૂપ, સરસ્વતીચંદ્ર ફિલ્મ વિષે શોધ

સંદર્ભ ગ્રંથ

- મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો
- ગુજરાતી નવલકથા સ્વરૂપચર્યા અને વિકાસ
- નવલકથાકાર ગોવર્ધનરામ ત્રિપાઠી
- નવલકથા સ્વરૂપ અને વિકાસ
- નવલકથાની વિકાસયાત્રા, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ

MARATHI/मराठी
DC- I: मराठी भाषा व व्याकरण

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

युनिट -I

- भाषा: व्याख्या, संकल्पना व स्वरूप, भाषेची कार्ये
- बोली व प्रमाण भाषा : परस्परसंबंध, प्रमाण भाषेची आवश्यकता
- मराठीच्या विविध बोली

युनिट - II

- व्याकरण : व्याख्या, संकल्पना व स्वरूप, व्याकरणाची आवश्यकता
- वर्णमाला, स्वर: व्याख्या व प्रकार
- व्यंजन : व्याख्या व प्र कार

युनिट- III

- शब्दविचार : शब्द व्याख्या, शब्दाचे सामान्य रूप, शब्दाच्या जाती
- विभक्ती, प्रयोग, विकारी व अविकारी शब्द
- महाराष्ट्र शासनाने मान्य केलेल्या मराठी शुद्धलेखनाच्या नियमांचा अभ्यास

संदर्भ ग्रंथ –

- मराठी भाषेचा संसार - अशोक केळकर
- मराठी प्रमाण भाषेचे स्वरूप- सुहासिनी ईर्लेकर
- मराठी भाषिक अभ्यास- ऐतिहासिक आणि वर्णनात्मक –मु. श्री. कानडे
- भाषा आणि संस्कृती-ना. गो. कालेलकर
- झाडीबोली- हरिचन्द्र बोरकर
- नागपूर बोली-वसन्त व-हाडपान्डे
- मराठी भाषा-उगम आणि विकास- कृ. पा. कुलकर्णी
- सुगम मराठी व्याकरण व लेखन- मो.रा.वाळंबे
- मराठीचे व्याकरण- लीला गोविलकर
- मराठी शुद्ध लेखन प्रदीप- मो.रा. वाळंबे
- मराठी लेखन कोश-अरुण फडके
- भाषा: स्वरूप व सौन्दर्य- वा. के. लेले
- आधुनिक भाषाविज्ञान आणि मराठी भाषा- डॉ. दादा गोरे

DC- II: साहित्य विचार

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

युनिट – I

साहित्य : संकल्पना व स्वरूप,

- साहित्याचे प्रयोजन

युनिट - II

- ललित व ललितेत्तर साहित्य : संकल्पना व स्वरूप,
- ललित साहित्याची वैशिष्ट्ये

युनिट – III

- साहित्याची भाषा, साहित्याचा आस्वाद
- साहित्याची अभिरूची, साहित्याची सामाजिकता

संदर्भ ग्रंथ –

- कुलकर्णी अ. वा. साहित्य विचार, प्रतिमा प्रकाशन, पुणे
- माडखोलकर ग. त्र्य. - भारतीय साहित्य विचार
- नेमाडे भालचंद्र – मराठी भाषा आणि शैली
- गाड गीळ- स. रा. – काव्य शास्त्र प्रदीप
- ढवळे वि. ना.- साहित्याचे तत्व ज्ञान

HISTORY

DC- I: EARLY INDIAN HISTORY (EARLIEST TO 1200 CE)

Credits: 4

Contact hours per week: 5 hours per week (Theory: 3 hours+ Practicum: 2 hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes:

The students will:

- Understand Pre – Historic India, Harappa and Vedic cultures.
- Appreciate the developments during the Mauryan period.
- Appreciate the Dhamma Policy of Ashoka.
- Analyze the post Mauryan Society and cultural developments.
- Understand state, society and administration during the post- Gupta period.

UNIT I: Pre- Historic India:

- Sources: Literature, Epigraphic, Numismatics and Archaeological, Primary and Secondary sources of History
- Pre-Historic India- Palaeolithic, Mesolithic and Neolithic Age
- Indus- Saraswati Civilization: Socio-economic and Religious life, Art and Architecture.

UNIT II: The Vedic Age :

- The Rig Vedic Period - Political, Economic and Socio- Religious life
- Later Vedic Period - Political, Economic and Socio- Religious life

UNIT III: Mahajanapadas and The Rise of The Magadha And Maurya Empire:

- Sixteen Mahajanapadas- Political structure
- Rise of Magadha Empire
- Invasion of Alexander and Its Effects
- Political structure of the Mauryas
- Society and Economy of the Mauryan Age
- Asoka's Dhamma

UNIT IV: Post Mauryan Polity

- The Gupta Age, The Vardhana Dynasty
- The Kushans - Kanishka- Patronage to Buddhism
- The Guptas- Political System, State and Administrative Institutions
- Harshavardhana – Career and Achievements

UNIT V: History of South India, Rajputs

- Major Powers in the South- Cholas, Chalukyas, Pallavas- Political Achievements
- Chola Administration
- Rajputs – Rashtrakutas, Gurjars, Pratiharas, Parmars And Palas

Suggested mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through , videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment

Internal

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT, preparation, project work, Role play, Debate and Discussion

Practicum

The course of history has been designed to enable students to know that history is a critical discipline, a process of inquiry, a way of knowing about the past rather than just a collection of facts. The syllabus helps them to understand the process, through which a historian collects, chooses, scrutinizes and assembles different types of evidence to write history. Practical work in History will give students an opportunity to develop higher cognitive skills. It will take students to a life beyond textbooks and provide them a platform to refer materials, gather information, analyze it further to obtain relevant information and thereby construct their own knowledge. It will help them to decide what matter to keep and hence understand how history is constructed and studied. It will inculcate a spirit of inquiry, research and analysis in the learners.

The learners will be able to understand contemporary issues in context to our past. They will grow into caring, sensitive individuals capable of making informed, intelligent and independent choices. Experiential learning will enhance learning through exploration and will also be joyous. It will thereby develop lasting interest in history discipline.

Process

The Practicum will be assigned to the students individually and discussed at different stages right from assigning topic, identifying resources, draft review to finalization. Students will be facilitated in terms of providing relevant materials, suggesting websites, obtaining required permission for archives, historical sites, etc.

The practicum (one per semester) can culminate in the form of PowerPoint Presentation/ Exhibition/Skit/albums/files/song and dance or culture show /story telling /debate/panel discussion / paper presentation and so on. However, a practicum report shall also be required to be submitted. Practicum reports may be hand written or in printed form. It will ensure that the students submit original work.

List of Practicum

1. Numismatics and construction of History.(Model of Ancient coins may be made)
2. Role of Archaeology in the construction of History.
3. Literary sources of constructing Indian History.
4. Paleolithic Period - Reflections on Bhimbetka.(Paintings of Bhimbetka may also be made)
5. Town planning and Artifacts of the Harappa civilization. (A model of the miniature city of Indus Valley Civilization can also be made by using cardboards, wooden planks, sand etc.)
6. Asoka's Dhamma : Principles and Relevance in today's context.

Suggested Readings:

1. Agrawal, D.P. The Archaeology of India
2. Basham, A.L. The Wonder that was India
3. Chakrabarti, D.K. Archaeology of Ancient Indian Cities
4. Thapar, Romila History of Early India
5. Allchin, F.R. and B Origins of a Civilization: The Prehistory and Early Archaeology of South Asia
6. Jha, D.N. Ancient India in Historical Outline (1998.)
7. Aron Raymand - Introduction to the philosophy of History
8. Kosambi, D.D. Culture and Civilization of Ancient India
9. Ray, H.P. Monastery and Guild in India A Historical Outline
10. R.S Sharma, India's Ancient Past
11. Ray, Niharranjan Maurya and Post Maurya Art
12. Sharma, R.S. Aspects of Political Ideas and Institutions in Ancient India (1991)
13. Thapar, Romila Ashoka and the Decline of the Mauryas.
14. Yazdani, G. Early History of Deccan
15. Aspects of Political Ideas and Institutions in Ancient India (1991)
16. Tripathi, R.S. :Prachin Bharat Kaitihas
17. Pandey, Rajbali :Bharatiya Itihas Ki Bhumika
18. Chopra S.N. :Prachin Bharat Kaitihas Jharkhand
19. Choubey: Itihas darshan
20. Thapar Romilla: Itihas ki Punarvyakha
21. Pandey, Govindchandra: Itihas Swaroop avam Siddhant
22. Raychoudhary HC : Bharat Ka Rajnaitik Itihas
23. Kiran Kumar: Sindhu Sabhyata
24. Raymond and Bridget Allchin.1997. Origins of Civilization. Viking, New Delhi
25. G.LPossehl. 2003. The Indus Civilization. Vistaar, New Delhi.
26. Shereen Ratnagar. 2001. Understanding Harappa. Tulika, New Delhi.
27. B.D. Chattopadhyaya. The Origins of Rajputs. 2012

DC- II: IDEA OF BHARAT

Credits: 4

Contact hours per week: 5 hours per week (Theory: 3 hours+ Practicum: 2 hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes:

The students will:

- acquire knowledge regarding the primitive life and cultural status of the people of ancient India.
- gather knowledge about the society, culture, religion and political history of ancient India.
- acquire the knowledge of changing socio-cultural scenarios of India.

UNIT- I concept of Bharatvarsha; Understanding of Bharatvarsha; The glory of Indian Literature: Ved, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smriti, Puranas .

UNIT- II: Indian Knowledge Tradition, Darshan, Philosophy and Vasudhaiva Kutumbakam: Indian Conception of Time and Space

UNIT- III: Concept of state - Republics, Monarchy, Oligarchy and Janpada, Gram Swarajya

UNIT- IV: Development of Science and Technology ;Indian numeral system and Mathematics: Baudhayan, Aryabhata, Brahmagupta, Bhaskar Acharya, Varahamihira, Nagarjuna.

UNIT- V: Development of Medical Science : Ayurveda ; Susruta, Charak and Patanjali.

Suggested mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through , videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment

Internal

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT, preparation, project work, Role play, Debate and Discussion

Practicum

1. Research on the contribution of Baudhayan, Aryabhata, Brahmagupta, Bhaskar Acharya, Varahamihira, Nagarjuna
2. Research on Republics/ Panchayati raj system in ancient India
3. Research on any of the schools of medicine of ancient period : Ayurveda ; Susruta, Charak and Patanjali

Suggested Readings:

- A.I Basham: The Wonder that was India, Rupa, Delhi, 1994
- A.S Altekar, Education in Ancient India, Nand Kishore & Bros, Varanasi 1944
- Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing Pvt. Ltd, Delhi, 2014
- Bhagvadatt: बृहद् भारत का इतिहास, प्रणव प्रकाशन, नई दिल्ली
- Dharampal: The Beautiful Tree, Other India press, Delhi 1995
- Faith Robertson Elliott: Gender Family and Society, St. Martin press, New York, 1996
- G. Arrhenius: Evolution for space
- Govind Chandra Pandey : भारतीय संस्कृत, हिंदी ग्रंथ अकादमी, भोपाल, 2008
- Govind Chandra Pandey: वैदिक संस्कृत, लोक भारती प्रकाशन, तदल्ली
- Kapil Dev Dwivedi: वेदो मेतवज्ञान, तवश्वाभारती अनुसंधान पररषद, 2014
- Narendra Mohan: भारतीय संस्कृत तत, प्रभात प्रकाशन, तदल्ली, 2011
- Omprakash Pandey: दृष्टव्या जगत कायताथथ, प्रभात प्रकाशन, तदल्ली 2005
- Radha Kumud Mookerji: Indian Shipping, Pub. South Asia Books, 1999
- Rajbali Pandey: भारतीय पुरातलपी, लोक भारती प्रकाशन, इलाहाबाद, 1998
- Satish Chand Mittal: भारतीय संस्कृत तत के चार अध्याय, अखिल भारतीय इतिहास संकलन योजना, तदल्ली, 2018
- R.K Mookherjee: The Fundamental Unity of India

POLITICAL SCIENCE

DC- I: Political Theory-I

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hrs. + Practical: 2 hrs.)

Max. Marks: 100

Internal: 15

Practicum: 25

External Marks: 60 (Theory)

Course Objectives:

- Political theory begins with a few fundamental questions that have a bearing on the good life, and the ways in which we seek to collectively secure it.
- This course introduces the various ways of theorizing the 'political'.
- The idea is to introduce and assess the traditional as well as recent approaches to understanding politics. This course explains about the theories of origin of state and state actions.
- It focuses on various concepts of political theories.

Course Outcomes:

- This course will familiarize students with the basic concepts in political theory and encourage them to understand how they manifest in social practices.
- The course will also help students learn how we make use of these concepts in organizing our social living.
- To understand the nature of State and various theories of the origin of the State.
- To understand the significance of theorizing and of applying theory into practice.

Unit- I: Introduction of Political Science

- Definition, Nature and Scope of Political Science
- Relation with other Social Science : History, Economics, Sociology, Geography, Philosophy

Unit- II: Methods and Approaches

Normative Approaches:

- Philosophical,
- Historical,
- Legal and
- Institutional approaches

Empirical Approaches:

- System Approach
- Behaviourial Approach

Unit-III: State

- Meaning, Elements, Nature and Significance
- The State and Other Associations
- Rise and Growth of Modern Nation-state
- Nationalism and Internationalism
- Theories of origin of State: Divine theory,
- Force Theory,
- Evolutionary Theory,
- Social contract theories

Unit- IV: Sovereignty

- Idea of Sovereignty: Definition and Characteristics
- Historical Development
- Different Forms of Sovereignty: De Jure and De Facto Sovereignty, Political and Popular Sovereignty
- Monism: Jean Bodin and Austin's Theory of Sovereignty
- Pluralistic: Laski, MacIver and Barker's theory of Sovereignty

Unit- V: Political Ideologies-

- Modern Aspects of Politics : Liberal, Marxist, Anarchist and Conservative
- Traditional Aspects of Politics : Bhartiya, Hebrew, Greek, Christian, Islamic

Practicum- 1. Assignment on - How Political Science related to Economics and Geography.

2. Literature Review regarding Political Theory – 5 Marks

Students are to identify, read and write an overview of Books (Traditional Aspects of Politics) available in their College or Institution Library (Online and Offline) and submit along with their Assignment.

Suggested Readings:

1. Sibley, M. Q. (1970). *Political Ideas and Ideologies: A History of Political Thought*.
2. Mckinnon, C. (2008). *Introducing Issues in Political Theory*, New York: Oxford University Press.
3. Bhargava, R. & Acharya, A. (2008) (Ed.) *Political Theory: An Introduction*, New Delhi, Pearson Longman.
4. Varma, S. P. (1975). *Modern Political Theory*. Vikas Publishing House.
5. Ray, A., & Bhattacharya, M. (1962). *Political Theory: Ideas and Institutions*. Eastern Publishers.
6. Gauba, O. P. (2013). *An Introduction to Political Theory*, Macmillan.
7. Mahajan, V. D. (2006). *Political Theory*, S. Chand Publishing.
8. Appadorai, A. (1944). *The Substance of Politics*.
9. Ashirvatham, E. (2009). *Political Theory*, S. Chand, Delhi.
10. Elliott, W. Y. (1940). *The Pragmatic Revolt in Politics*: New York, The Macmillan.
11. Merriam, C. E. (1900). *History of the Theory of Sovereignty since Rousseau* (Vol. 12, No. 4). New York, Columbia University Press.
12. Agrawal, R. C. *Political Theory/ Rajneeti Shastrake Siddhant*
13. Ramaswamy, S. (2010). *Political Theory: Ideas and Concepts*. PHI Learning Pvt. Ltd..
14. Held, D. (1993). *Political Theory Today*. *Ethics*, 103(3).
15. Heywood, A., & Chin, C. (2023). *Political theory: An introduction*. Bloomsbury Publishing.
16. Maududi, S. A. A. L. (2000). The Political Theory of Islam. In *Modernist and Fundamentalist Debates in Islam: A Reader* (pp. 263-271). New York: Palgrave Macmillan US.
17. Coomaraswamy, A. K., (1993). *Spiritual Authority and Temporal Power in the Indian Theory of Government*. Indira Gandhi National Centre for the Arts.
18. Coomaraswamy, A. K. (1989). *What Is Civilization? and Other Essays*. Steiner Books.
19. Coomaraswamy, A. K. (1924). *The Dance of Śiva: Fourteen Indian Essays*. Sunwise Turn.
20. Oldmeadow, K., & Oldmeadow, H. (2000). *Traditionalism: Religion in the Light of the Perennial Philosophy*. Sri Lanka Institute of Traditional Studies.
21. Sedgwick, M. J. (2004). *Against the Modern World: Traditionalism and the Secret Intellectual History of the Twentieth Century*. Oxford University Press.
22. Singh, R. (2014). *Perspectives on Philosophy, Metaphysics and Political Theory*. Orient Books.
23. जौहरी, जे. सी. 1992 : (आधुनिक राजनीति विज्ञान के सिद्धांत, स्टर्लिंग प्रकाशन, नई दिल्ली.
24. दधीचि, नरेश (2015): *समसामयिक राजनीतिक सिद्धांत*, रावत प्रकाशन, जयपुर.

DC- II: Indian National Movement and Constitutional Development-I

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hrs. + Practical: 2 hrs.)

Max. Marks: 100

Internal: 15

Practicum: 25

External Marks: 60 (Theory)

Course Objectives:

The course aims to help students understand the birth and growth of nationalism in India in the specific historical context of the struggle against colonial rule in India. It looks at nationalism from different theoretical perspectives to emphasize its different dimensions, both as a movement and ideology. It focuses on rise and growth of Revolutionary movement in India. In the process, the course also tries to focus on the origin of various organizations and their impact on Indian National Movement.

Course Outcomes:

- Students will gain an understanding of the different theoretical perspectives on the emergence and development of nationalism in India
- Students will gain knowledge of the historical trajectory of the development of the nationalist movement in India.
- They will understand the contribution of various social movements in the independence struggle. They will develop awareness of the history of partition and the moment of independence that followed.

Unit- I: Rise of Nationalism

- Causes of Birth and Growth of Nationalism in India
- Emergence of Indian National Congress
- Objective of the Indian National Congress
- Phase of Moderates (1885-1905) and
- Phase of Extremist (1905-1920)

Unit- II: Revolutionary Movement in India.

- Rise and Growth of Revolutionary Movement
- Aims of Revolutionary Movement
- Eka and Kooka Movement,
- Revolutionary Movement in Maharashtra- Chapekar Bandhu, Vasudev Balwant Phadke, Vinayak Damodar Savarkar
- Revolutionary Movement in Bengal- Alipur Conspiracy Case, Aurobindo Ghosh, Varindra Kumar Ghosh, Ras Bihari Bose etc.
- Kamagata Maru and Gadar Party
- Chaouri Chaoura and Kakori Case, Sardar Bhagat Singh, Chandra Shekhar Ajud, Bhagwati Charan Bohra
- Subhas Chandra Bose and Azad Hind Fauj
- Home Rule Movement, Swaraj Party

Unit- III: Rise of Communalism and Revivalist Movement.

- Fundamentalist Wave : Wahabi Movement, Aligarh Movement, Demand for Communal Representation
- Origin of Muslim League, Communal Movement of Muslim League, Two-Nation Theory
- Rise of Hindu Revivalist Movement : Ramkrishna Mission, Arya Samaj, Theosophical Society, Hindu Mahasabha- their Impact on Indian National Movement,

Unit- IV: Constitutional experiments during Company Rule

- **Regulating Act 1773:** Circumstances for the Enactment of the Act, Main Provisions, Merits and Defects of the Regulating Act and its Significance.
- **Pitt's India Act 1784:** Main Provisions of Pitt's India Act- Its Impact and Importance.
- **Charter Acts-1793, 1813, 1833, 1853** (Main Provisions and its Importance)

Unit- V: Constitutional experiments in the era of British Crown

- Government of India Act 1858: Main Provisions, demerits and Significance.
- Indian Council Act 1861 and 1892 (Main Provisions, Importance and Drawbacks of these Acts.)

Practicum

1. Assignment-Comparative study of the role of Moderates and Extremists in national movement.
2. Organise A Group Discussion on Revivalist Movement in India

Suggested Readings:

1. Hasan, M. (2001). *Company to The Republic: A Story of Modern India*, New Delhi, Roli Publications.
2. Sunderlal, P. (2018). *British Rule in India*. SAGE Publishing India.
3. Chandra, B., Mukherjee, M., Mukherjee, A., Panikkar, K. N., & Mahajan, S. (2016). *India's Struggle for Independence*. Penguin, UK. (In Hindi also)
4. Chandra, B. (2008). *Indian National Movement: The Long-term Dynamics*. Har Anand Publications.
5. Abel, M. (2005). *Glimpses of Indian National Movement*. ICFAI Books.
6. Sharma, R. K. (Ed.). (2005). *History of Indian National Movement (1857-1947)*.
7. Sonali. S. Bandyopādhyāya, Ś. (2004). *From Plassey to Partition: A History of Modern India*. Orient Blackswan.
8. Punniyah, K. V. (1938). *The Constitutional History of India*.
9. Singh, G. N. (1959). *Landmarks in Indian Constitutional and National Development* (Vol. 1). Atma Ram..
10. Siwach, J. R. (1985). *Dynamics of Indian Government and Politics*. New Delhi. Sterling Publishers.
11. Tsebelis, G. (1995). *Decision Making in Political Systems: Veto players in Presidentialism, Parliamentarism, Multicameralism and Multipartyism*. British Journal of Political Science, 25(3), 298-325.
12. Narang, A. S. (1987). *Indian Government and Politics*. Geetanjali Publication, New Delhi.
13. Ghosh, P. (2020). *Indian Government and Politics*. PHI Learning Pvt. Ltd..
14. Austin, G. (2021). *The Indian constitution: Cornerstone of a Nation*.
15. Austin, G. (2003). *Working a Democratic Constitution: A History of the Indian Experience*.
16. Agrawal, R. C. & Bhatnagar Mahesh (2016). *Constitutional Development and National Movement of India*, S. Chand & Company Pvt. Ltd, Ram Nagar, New Delhi-110055
17. नारंग, ए.एस (2015) . भारतीय शासन एवं राजनीति , गीतांजलि प्रकाशन नई दिल्ली.
18. सईद , एस.एम (2015) . भारतीय राजनीतिक व्यवस्था , भारत बुक सेंटर , लखनऊ .

GEOGRAPHY

DC- I: Physical Geography

Credits: 4(3+1)

Contact hours: 5 hours per week (Theory: 3hrs. + Practical: 2 hrs.)

Max. Marks: 100

Internal: 15 marks

Practical: 25(External)
External: 60

Learning outcomes

Students will be able

- To explain and understand the solar system
- To understand various domains according to its physical features
- To differentiate different structures and functions of the atmosphere
- To understand the interrelationship between the lithosphere, hydrosphere, atmosphere and biosphere.
- To understand the impact of anthropogenic activities on the Earth system

Unit – I: Definition, Nature, and Scope of Physical Geography; Universe and Solar system.

Unit -II: Lithosphere: Earth's interior, Isostasy, Earth movement: endogenic (folding and faulting) and exogenic forces.

Unit – III: Atmosphere: composition and structure; Energy: Insolation and temperature, Motion in the atmosphere: pressure and circulation

Unit – IV: Hydrosphere: Hydrological cycle, Ocean water movement – Currents and Tides

Unit – V: Biosphere: Soil and vegetation – factors and spatial distribution

Suggested Readings

1. Alan H. Strahler and Arthur Strahler (1992). Modern Physical Geography Fourth Edition, John Wiley & Sons, Canada.
2. Barry, R.G. and Chorley, R.J. (2009). Atmosphere, Weather and Climate (9th edition). Routledge, New York, USA.
3. Christopherson, R.W. and Birkeland, G.H. (2012). Geosystems: An Introduction to Physical Geography (8th Edition). Pearson Education, New Jersey, USA.
4. Gupta, L.S. (2000). Jalvayu Vigyan (Hindi). Hindi Madhyam Karyanvayan Nidishalya, Delhi.
5. Lal, D.S. (2006). Jalvayu Vigyan (Hindi). Prayag Pustak Bhawan, Allahabad, India.
6. Sharma, V.K. (2010). Introduction to Process Geomorphology. CRC Press Taylor & Francis Group.
7. Singh, S. (2009). Bhautik Bhugol Ka Swarup (Hindi). Prayag Pustak. Allahabad, India.
8. Tarbuck, E.J., Lutgens, F.K. and Tasa, D. (2012). Earth Science, Thirteenth Edition. Prentice Hall, Delhi
9. Trujillo, A.P., and Thurman, H.V. (2017). Essentials of Oceanography. PHI., New Delhi

Practical: Fundamentals of Cartography Laboratory work

- Cartography – Nature and Scope; Scales – Concept and application; Graphical Construction of Plain, Comparative and Diagonal Scales.
- Map Projections – Classification, Properties and Uses; Graphical Construction of Polar Zenithal Stereographic, Bonne's, Conical and Mercator's Projections, and reference to Universal Transverse Mercator (UTM) Projection

DC – II: Human Geography

Credits: 4(3+1)

Contact hours: 5 hours per week (Theory:3 hrs. + Practical: 2 hrs.)

Max. Marks:100

Internal: 15 marks

Practical: 25(External)

External: 60

The Learning Outcomes of this course are as follows:

- Detailed exposure of contemporary relevance of cultural landscape.
- In – depth knowledge of space and society of cultural regions.
- Understanding the settlement pattern and population resource relationship.

Unit – I: Human Geography: Definition, Scope and Major Themes; Contemporary Relevance, Understanding Cultural Landscape.

Unit – II: Population: World Population Growth – Trends and Patterns, Population Composition (Residence, Literacy and Age)

Unit – III: Space and Society: Cultural Regions, Tribes, Religion and Language.

Unit – IV: Economic: Theory of agriculture location by Von Thunen, Central Place Theory of Christaller, Industrial location Theory by Weber, Smith

Unit – V: Human Development – Measurements (HDI and IHDI), Regional Variations

Suggested Readings

1. Chandna, RC (2017). Geography of Population. Kalyani Publishers, Ludhiana, India.
2. Hassan M.I. (2020). Population Geography – A Systematic Exposition. Routledge Taylor and Francis Group, New York.
3. Human Development Reports of United Nations Development Program.
4. Hussain Majid (2021). Human Geography. Rawat Publication.
5. Majid Hussain (2012). Manav Bhugol. Rawat Publication.
6. Maurya, S.D. (2012). Manav Bhugol. Sharda Pustak Bhawan, Allahabad, India
7. Patra, P. et. Al. (2021). Perspectives of Human Geography. Concept Publications, New Delhi.
8. Rubenstein, J.M. (2008). An Introduction to Human Geography: The Cultural Landscape. Pearson Prentice Hall, NJ
9. Saroha, J. (2021). Jansankhya Bhugol, Janankiki Evam Jansankhya Adhyan. M.K. Books, New Delhi.
10. Singh, S and Saroha, J. (2021). Human and Economic Geography. Pearson Publication.

Practical: Thematic Cartography Laboratory work

- Maps – Classification and Types; Principles of Map Design.
- Diagrammatic Data Presentation – Line, Bar, Pie and Circle.
- Thematic mapping techniques- properties, uses and limitations; Areal data- choropleth, chorosymmetric, Dot, Circle and Sphere; Point Data- Isopleths.
- Thematic Maps – Preparation and Interpretation.

Practical Record: A Thematic Atlas should be prepared on a specific theme with five plates of any state in India.

Suggested Reading

1. Anson R. and Ormelling F. J., 1994: International Cartographic Association: Basic Cartographic Vol. Pregmen Press.
2. Gupta K.K. and Tyagi, V. C., 1992: Working with Map, Survey of India, DST, New Delhi.
3. Mishra R.P. and Ramesh, A., 1989: Fundamentals of Cartography, Concept, New Delhi.
4. Monkhouse F. J. and Wilkinson H. R., 1973: Maps and Diagrams, Methuen, London.
5. Rhind D. W. and Taylor D. R. F., (eds.), 1989: Cartography: Past, Present and Future, Elsevier, International Cartographic Association.
6. Robinson A. H., 2009: Elements of Cartography, John Wiley and Sons, New York.
7. Sharma J. P., 2010: Prayogic Bhugol, Rastogi Publishers, Meerut.
8. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers.
9. Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi
10. Singh R L & Rana P B Singh(1991) Prayogtmak Bhugol ke Mool Tatva, Kalyani Publishers, New Delhi
11. Sharma, J P (2010) Prayogtmak Bhugol ki Rooprekha, Rastogi Publications, Meerut
12. Singh, R L & Dutta, P K (2012) Prayogatmak Bhugol, Central Book Depot, Allahabad

ECONOMICS

DC- I: Introduction to Economics

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes:

- To develop an understanding of basic concepts of Economics.
- To describe the brief overview of the central problem of an economy.
- To be able to explain the consumer behaviour

Unit – I :Economics: Different definitions; Scope and method of economics; The economic problem: scarcity and choice; Opportunity cost; Economic systems; Science of economics; The basic competitive model; Prices, property rights, and profits; Incentives and information; rationing.

Unit- II:Economic systems; reading and working with graphs; Deductive and Inductive method; Rationality, economical choice, need, want, demand, increase, and decrease in demand, expansion, and contraction in demand, Market demand

Unit- III:Central Problems of an Economy, Organisation of Economic Activities, Production Possibility Curve, Economic Methodologies and Economic Laws, Positive & Normative Economics

Unit- IV:Theory of Consumer Behaviour; Utility- Cardinal Utility Analysis, Ordinal Utility Analysis; Relationship between Total Utility and Marginal Utility.

Unit -V: Consumer's Budget, Budget Set and Budget Line, Changes in the Budget Set

Practicum:

1. Learners will be able to learn and comprehend the different Definitions of Economics given by various Economist as well as learn about the applications as well as nature of economics.
2. A brief overview regarding central problems of an economy will be given to students with practical examples.
3. Learners will be able to understand about consumer behaviours and how consumers reach at equilibrium level to satisfy their wants will be taught with help of diagrams, graphs etc.

Suggested Mode of Learning Engagements and Assessment

During the practicum classes assignments, projects, group discussion relating to mentioned topic in syllabus will also be carried out and knowledge of learners will be further enhanced with giving them practical implications of the topic

Suggested Readings

- Karl E. Case and Ray C. Fair, Principles of Economics, Pearson Education Inc., 8th Edition, 2007.
- N. Gregory Mankiw, Economics: Principles and Applications, India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited, 4th edition, 2007.
- Joseph E. Stiglitz and Carl E. Walsh, Economics, W.W. Norton & Company, Inc., New York, International Student Edition, 4th Edition, 2007.

DC- II: Indian Economy

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes:

- To present the overview of the pre & post-independence of Indian Economy.
- To develop an understanding of Human Capital.
- To understand and explain the Economic Problems of the Indian economy
- To understand and develop the paradigm shift adopted in India.

Unit – I:Economic Development since Independence; Impact of British Rule on Indian Economy; Features of Indian Economy; Human Capital: Demography and Growth Rate of Population; Migration; Human Development Index; Health & Education Infrastructure in India

Unit – II:Growth and Distribution: Poverty and Unemployment; Concept of Unemployment and its Types; Causes of Unemployment; Poverty in India, measures in poverty reduction, Poverty inequality and policy interventions.

Unit – III:Agrarian Structure and Technology; Policies and Performance in Agriculture Growth pricing and procurement. Policies and Performance in Industry growth; productivity; diversification; Recent Reforms in Agricultural Sector MSMEs; competition policy; foreign investment; Start-up India; Stand up India Make in India; Digital India; Asset Monetization, Product Link Incentive Scheme (PLI)

Unit – IV:Macroeconomic Policies and their Impact; Fiscal Policy; trade and investment policy; financial and monetary policies; labour regulation; Inflation

Unit – V:NITI Aayog in India – Structure, composition, objectives and functions

Practicum

1. Learners will be able to learn about the Pre and Post economic development of India by narrating of text to them in class.
2. Learners will also be able to understand the impact of various Economic indicators in an economy through in-depth discussions relating to the topic.
3. Learners will be made aware of the Economic Problems of Indian Economy and how these problems can be solved will be taught to the learners by giving them practical examples in class.

Suggested Mode of Learning Engagements and Assessment

During the practicum classes assignments, projects, group discussion relating to mentioned topic in syllabus will also be carried out and knowledge of learners will be further enhanced with giving them practical implications of the topic

Suggested Readings

- Pulapre Balakrishnan, 2007, The Recovery of India: Economic Growth in the Nehru Era, Economic and Political Weekly, November.
- Rakesh Mohan, 2008, —Growth Record of Indian Economy: 1950-2008. A Story of Sustained Savings and Investment, Economic and Political Weekly, May.
- S.L. Shetty, 2007, —India 's Savings Performance since the Advent of Planning, in K.L. Krishna and A. Vaidyanathan, editors, Institutions and Markets in India's Development.
- Himanshu, 2010, Towards New Poverty Lines for India, Economic and Political Weekly, January.
- Jean Dreze and Angus Deaton, 2009, Food and Nutrition in India: Facts and Interpretations, Economic and Political Weekly, February.
- Himanshu. 2011, —Employment Trends in India: A Re-examination, Economic and Political Weekly, September.
- Rama Baru et al, 2010, —Inequities in Access to Health Services in India: Caste, Class and Region, Economic and Political Weekly, September.

EDUCATION PART

FE- I: Evolution of Indian Education

Credits: 4

Contact Hours: 4 hrs. Per week

Maximum Marks: 100

Internal: 40

External: 60

About the Course

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

Learning Outcomes

After completion of this course, student teachers will be able to:
discuss genesis, vision, and evolution of education in ancient India to the contemporary India,
enable themselves to shape their educational perspective to act as an effective teacher.

UNIT – I: Ancient Indian Education: Vedic Period

- Understanding India of Ancient Times: Economic activities, cultural practices and social system
- Social Foundation of education during Vedic period
- Origin and development of formal education during the period
- Famous Educational institutions and Guru-Shishya Parampara
- Vedic education system: Critical understanding of aims, knowledge and educational practices and agencies.
- Relevance of Vedic educational practices to contemporary times

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

- Social development during Buddhist Period: Economic activities, development of commerce, cultural practices and social system
- Social Foundation of education during Buddhist period
- Origin and development of formal education during the period
- Educational Institutions: Nalanda, Taxila, Vikramshila, Vallabhi, Nadia.
- Buddhist education system: Critical understanding of aims, knowledge and educational practices and agencies.
- Relevance of Buddhist educational practices to contemporary times
- Comparative study of Vedic and Buddhist education system

UNIT – III: Education during Medieval Period

- Understanding India of Middle Ages: Economic activities, cultural practices, social system and political formation.
- Social Foundation of education
- Origin and development of Islamic education during this period
- Teaching and Learning Process.

UNIT – IV: Education during Colonial Period: British Education

- Understanding Colonial India: Economic activities, cultural practices, social system and political formation.
- The Orientalist and Anglicist Conflict
- Colonial Education in India through 1813 Act, 1835 Macaulay Minutes, 1854 Woods Dispatch act, 1882 Hunter Commission, 1943-44 Sargent Report
- Understanding Westernization of Indian Education
- British education system: Critical understanding of aims, knowledge and educational practices and agencies.

UNIT- V: Indigenous efforts in Education: Pre-Independence

- Swadeshi and Nationalist attempts of educational reforms with special reference to general contribution of Indian thinkers:
 - Dada Bai Naoroji
 - Pt. Madan Mohan Malviya
 - Sir Syed Ahamad Khan
 - Savitribai and Jyotiba Phule
 - Gopal Krishna Gokule
 - B R Ambedkar

UNIT- VI: Education in Independent India

- Overview of Constitutional values and educational provisions.
- Evolution of Education as a fundamental right in India: RTE act 2009.
- Overview of University Education Commission-1948, Secondary Education Commission-1952, Education Commission-1964
- Overview of educationa commission: 1968 and 1986,
- NEP 2020: vision and implementation for a vibrant India.
- Samagra Shiksha Abhiyan

Suggestive Practicum

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

Suggestive Mode of Transactions

The course content transaction will include the following:

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

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

- Altekar, A.S. (1965). Education in ancient India. Varanasi: Nand
- Apple, M. W. (2008). Can schooling contribute to a more just society? Education, Citizenship and Social Justice, 3(3), 239–261.
- Arnold, D. (1993). Colonizing the body: State medicine and epidemic disease in nineteenth century India. Berkley: University of California Press.
- Balagopalan, S. (2003) Understanding educational innovation in India: the case of Ekalavya. Education Dialogue 1(1): 97-121.
- Chandra, B. (2004) Gandhiji, Secularism and Communalism. Social Scientist, Vol. 32, No. 1/2pp. 3-29
- Dharampal. (1993). The beautiful tree: Indigenous Indian education in eighteenth century. New Delhi: Bibliography implex
- Dube, S.C. (1990, 2005) Indian Society. New Delhi: National Book Trust
- Ghosh, S.C. (2009). The history of education in modern India, 1757-2007. New Delhi: Orient Blackswan
- GOI. (1966). Report of the education commission: Education and national development. New Delhi: Ministry of Education.
- GOI. (1986). National policy of education. GOI. GOI. (1992, 1998). National policy on education, 1986 (modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
- GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
- Govinda, R. (ed). (2002) India education report: a profile of basic education. New Delhi: Oxford University Press.
- Ghosh, S. C. (2007). History of education in India. Rawat Publications.
- Hindustani Talimi Sangh. (1938). Basic national education: Report of the Zakir Hussain committee. Sagaon, Wardha: Hindustani Talimi Sangh.
- Letter to a teacher: By the school of Barbiana. (1970). Retrieved from <http://www.arvindguptatoys.com/arvindgupta/letter.pdf>
- Naik, J.P. (1979) Education Commission and After. A P H Publishing Corporation: New Delhi. Also available in Hindi
- Kothari, D. S. (1964). Education and national development: Report of the education commission, 1964-66. Available at www.mhrd.gov.in/
- National policy on Education (1986). Available at www.ncert.ac.in
- Acharya Ramamurthy Report (Programme of Action) (1990). Available at www.ncert.ac.in
- PROBE (1998) and PROBE 92011) Revisited available on www.academia.edu
- NCF-2005 available on www.ncert.ac.in 6. NCFTE: http://www.ncte-india.org/publicnotice/NCFTE_2010.pdf 7. Sachar Committee Report available at <http://ncm.nic.in/pdf/compilation.pdf>
- Savitribai Phule (2023). Reeta Ramamurthy Gupta, Harper Collins Publishers India.

AE&VAC- I: Language- I (As per the 8th Schedule of the Constitution of India)

Credits: 4

Contact Hours: 4 hrs. Per week

Maximum marks: 100

External: 60

Internal: 40

About the Course

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

Learning Outcomes

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

- Demonstrate knowledge and capacity for effective listening, speaking, reading, writing and critical thinking.
- Recognize the link between language and cognition and using linguistic knowledge and skills for effective communication of ideas and thoughts.
- Build inter-personal relationships and enhance social skills.
- Develop the connection between Regional/Native language(L1) and Foreign Language(L2)
- Development of Vocabulary in respect to L1.

UNIT - I: Understanding Language, Communication and Cognition

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

UNIT – II: Understanding Grammar& Phonetics

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

UNIT – III: Reading Skills

- Reading comprehension, types of reading, text, meaning and context, reading as an interactive process; strategies for making students active readers and developing critical reading skills; Understanding denotative and connotative aspects of a text, Vocabulary development through reading.
- Features that make texts complex, reading as an interactive process; Strategies for making students active readers and developing critical reading skills; Understanding denotative and connotative aspects of a text, Vocabulary development through reading.

- Reading discipline-based texts; vocabulary development
- Reading of different types of texts and literature: literary, non-literary, expository, narrative texts; prose, poetry, drama, novel, novella.
- Reading with punctuations: Concept of punctuations, use of punctuations.

UNIT – IV: Writing Skills

- Writing; Types of writing; writing for specific purposes (essays, letters, and reports).
- Language and style of Writing; Dealing with New Words (Academic Vocabulary Building)
- Summarizing and Paraphrasing techniques.
- Academic writing components; development of academic language; Activities to develop answer writing skills.
- Developing Critical, analytical, and interpretive thinking skills.

UNIT – V: Speaking Skills

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

UNIT – VI: Listening Skills

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

5.1.3 Suggestive Practicum

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

Suggestive Mode of Transaction

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

Suggestive Mode of Assessment

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

Suggestive Reading Materials

- Agrawal, V. (2015). *Sahi Hindi sundar Hindi*. Bhopal. Manjul Publishing House.
- Dabas, J. (2014). *Hindi Bhasha Shikshan*. New Delhi. Doaba House.
- IGNOU BES-145 *Hindi Shikshan Pravidhi (2017)*. New Delhi. Gullybaba Publishing House.
- Mahiya, K.R., Sharma, V. (2020). *Hindi Vyakran Mala*. Ajmer. Gyaan Vitaan.
- Manzar, O. (2008). *Teaching of Urdu language*. New Delhi. Shipra Publications.
- *Prasidh Sahityakaro ki anmol kahaniyaan (2019)*. Noida. Maple press.
- Rao, M. (2020). *Teach yourself Hindi*. New Delhi. Hindi Pocket Books.
- Wlimbe, R. (2014). *Sugam Marathi Vyakran*. Pune. Nitin Prakashan.

AE&VAC- II: Art Education (Performing and Visual) and Creative Expressions Exemplar 1 - Puppetry

Credits: 2

Contact Hours: 2 hrs. Per week

Maximum marks: 50

Internal: 20

External: 30

About the Course

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

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

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

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

Puppetry

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

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

Learning Outcomes

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

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

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

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

UNIT – II: Designing Puppets (6 Sessions)

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

UNIT – III: Performing the puppets (4 Sessions)

This unit will engage in performance of puppetry and the level of communication skills required to create a good engaging story and perform it with the help of puppets they have created. The performance will be expected to relate to some activity in the educational context. Students will perform the puppets they have designed. Initially each member will play their own puppets. Later they will play in pairs, later they will be formed into a small group and asked to prepare their own skits with the puppets. They conclude by performing in small groups. Their learning is consolidated and reflected.

Discussion is held on how different aspects of puppet making can be incorporated in class room processes of young children. Adapting the individual and group exercises done during the puppetry course will be discussed to be used in the classroom situation.

Pedagogy

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

Suggestive Mode of Assessment

Details to be determined by the faculty member as per applicable UGC norms.

Week wise break up of sessions			
Sl. no	Topics	Session flow	Remarks
1	Aesthetics and art, art in everyday life.	Based on their experience	
2	Importance of art. Appreciation of art.	Discussion	
3	Art for art sake. Art with social responsibility. art for social change	Debate	
4	The world of puppetry. Different forms of puppetry.	Presentations	
5	History of puppetry	Lecture	
6	Preparation- finger puppets	Hands on	
7	Preparation of masks	Hands on	
8	Preparing puppets	Hands on	
9	Performing individually	Practice	
10	Performing in pairs	Practice	
11	Performing in groups – 3, 4, 5.	Practice	
12	Assignments	Written.	

Suggestive Reading Materials

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

AE&VAC- III: Understanding India (Indian Ethos and Knowledge Systems)- I

Credits: 2

Contact Hours: 2 hrs. Per week

Maximum marks: 50

External: 30

Internal: 20

About the Course

At a time when the world finds itself deep in dynamism, led by technological innovations and environmental changes, there is a need for an inward-looking approach to building the young minds of a country. By looking inwards, one not only finds a sociological belongingness but also a spiritual and intellectual rooting in these changing times. The course provides an overview of India's heritage and knowledge traditions across key themes of economy, society, polity, law, environment, culture, ethics, science & technology, and philosophy. It places special emphasis on the application of these knowledge traditions, helping students to not only know and

appreciate India's heritage and knowledge traditions but also to independently evaluate them through a multidisciplinary lens. This evaluation would produce valuable lessons for obtaining transferable and 21st-century skills. The course requires no pre-requisite knowledge or understanding. Spread over two years, the course will establish foundational knowledge and build upon it. It will allow students to have a basic understanding of the traditions of India and how it has evolved over the years. The course is designed to enable student teachers to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens; to evaluate the diverse traditions of India to distinguish its achievements and limitations, and to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

Learning Outcomes

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

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

UNIT – I: Understanding India: Historical Evolution

- India as ancient civilization: Unique characteristics
- India as seat of Higher Learning Centre
- India as Society: Geographical Diversity, Linguistic Diversity, Religious Plurality
- India as Ancient Culture: Art and Literature Characteristics
- Fine arts (traditional art forms, contemporary arts, arts & spirituality, arts and Identity, and art and globalization);
- Performing Arts (Indian dance systems, traditional Indian pieces of music, visual arts, folk arts, etc.,).
- Need to revisit our ancient knowledge, traditions, and culture

UNIT – II: Indian Polity and Economy

- Kingship & types of government (oligarchies, republics); Local administration (village administration).
- Basis of Law: Dharma & its sources; Criminal Justice: police, jails, and punishments; Lessons from Chanakyaniti; Lessons for modern-day India: Towards a tradition-driven equitable and just polity and law system.
- Overview of the Indian Economy from the Stone Age to the Guptas: The new culture of Urbanization (including castes, guilds, and other economic institutions; Harappan civilization economy; growth of agriculture and proliferation of new occupations; growth of writing).
- Internal & external trade and commerce, including trade routes, Indo-roman contacts, and maritime trade of South India; Temple economy.
- Land ownership - land grants & property rights, land revenue systems.
- Understanding Arthashastra: Ideas & Criticism; Locating relevance of ancient Indian economic thought in modern-day Indian Economy.

UNIT – III: Environment & Health

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

Suggestive Practicum

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

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

in lectures and tutorials; interactions with family members, elders, neighbors, and other members of society about the evolution of local systems and economy etc.

Suggestive Mode of Transaction

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

Suggestive Mode of Assessment

The approaches to learning assessment will include, for example:

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

Suggestive Reading Materials

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

- Agrawal, P. K. (2020). *Indian culture art and heritage*. PrabhatPrakashan.
- Baliyan, S. (2000). *A compendium of Indian art and culture*. Oxford University Press.
- Bandhu, D. (1982). *Education for environmental planning and conservation*. Indian Environmental Society.
- Bedi, Y. (1967). *Handbook of Hygiene and public health*. Anand Publishing Comp.
- Bedy, Y. (1971). *Hygiene and Public Health*. Atma Tam & Sons.
- Botkin, D. B & Keller, E. A. (2000). *Environmental studies: The earth as a living plant*. Charles E. Merrill, Publishing Co.
- Davis, M. B. (1966). *Hygiene and Health Education*. Longmans green and company Ltd.
- Elizabeth, T. (2000) *Handbook of Hygiene*. Silver Shore Publication.
- Joseph, T. (2018) *Early Indians: The story of our ancestors and where we came from*. Juggernaut Books.
- NCF (2005). National focus group on Arts, music, dance and theatre. NCERT.
- NCF (2005). National focus group on heritage crafts. NCERT.
- Rathore, A.S. & Goswamy, G. (2018). *Rethinking Indian jurisprudence: An introduction to the philosophy of law*. Routledge.
- Sangroula, Y. (2012). *Jurisprudence the philosophy of law*. Loquiter Publishing Company PLC.
- Singh, U. (2021). *Ancient India: Culture of contradictions*. Rupa Publication.
- Singhania, N. (2021). *Indian art and culture*. McGrawhill.
- Tolba, M. K. (1982): *Development without destruction: Evolving environmental perception*. Tycooly International Publishing Ltd.
- White, M. (2009). *A philosophy of culture: The scope of holistic pragmatism*. Princeton University Press.
- <https://byjus.com/free-ias-prep/prehistoric-india-important-points/>
- <https://byjus.com/free-ias-prep/life-under-guptas-and-vakatakas-ancient-history-notes/>
- <https://www.khanacademy.org/humanities/world-history/ancient-medieval/early-indian-empires/a/the-maurya-and-gupta-empires>
- <https://www.khanacademy.org/humanities/world-history/ancient-medieval/early-indian-empires/a/the-maurya-and-gupta-empires>

SEMESTER – II

Sl. No.	Subject Code	Subject Name	Paper Code	Credits	Max. Marks	Internal Marks	Pract.*	Theory (Ext.)	Periods Per Week (Hrs)
1	DC (Major) Any one Subject	English/Hindi/Gujarati/Marathi/Urdu/History/Geography/Political Science/Economics	DC-III	3+1	100	15	25	60	5
			DC-IV	3+1	100	15	25	60	5
			SEC-I	2	50	10	--	40	2
			SEC-II	2	50	10	--	40	2
2	AE&VAC	Language – 2 (Other than Language – 1)	AE & VAC -IV	4	100	40	--	60	4
3	AE&VAC	Understanding India (India Ethos and Knowledge Systems)- II	AE & VAC-V	2	50	20	--	30	2
4	AE&VAC	Teacher and Society	AE & VAC-VI	2	50	20	--	30	2
Total				20	500	130	50	320	22

**** Except the Subject Geography, the Practical is Internal**

Semester- II

ENGLISH

DC III- Indian Writing in English

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hours + Practicum: 2 hours)

Maximum Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes

The Learner will

- appreciate the historical trajectory of various genres of IWE from colonial times till the present
- critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

Unit I- Literary Terms and Trends

Background of Indian English Literature, Themes and Contexts – Novel, poetry, short fiction and drama

Unit II- NOVELS : R.K. Narayan- The English Teacher

Unit III- POETRY

H.L.V. Derozio- 'To India – My Native Land'

Kamala Das- 'My Grandmother's House'

Nissim Ezekiel- 'Goodbye Party to Miss Pushpa TS',
Eunice de Souza- 'De Souza Prabhu'

Unit IV- SHORT FICTION: Mulk Raj Anand- 'Two Lady Rams'

Shashi Deshpande- 'The Intrusion'

Unit V- DRAMA : Mahesh Dattani- Dance Like a Man

Practicum

1. Poetry/ Drama Recitation- Students can select a poem from the course reading list and memorize it. They can then recite the poem to the class, focusing on understanding the poem's rhythm, tone, and imagery through performance.
2. Poetry/ Drama in Context: Have students research the historical, cultural, or biographical context of a specific poem or poet. This practicum helps students understand how external factors can influence poetic themes and styles.
3. Poetry/ Drama Study: Students in small groups study a specific poet to research in-depth. They can present their findings to the class, discussing the poet's life, works, and the thematic or stylistic elements that make their poetry distinctive.
4. Poetry/ Drama Performance: Students showcase their creative interpretations of poems through dramatic readings, multimedia presentations, or artistic performances inspired by the poetry.

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc

Suggested Modes of Assessment- Internal, External examination, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation

• Suggested Readings

- Raja Rao, Foreword to Kanthapura (New Delhi: OUP, 1989) pp. v–vi.
- Salman Rushdie, 'Commonwealth Literature does not exist', in Imaginary Homelands (London: Granta Books, 1991) pp. 61–70.
- Meenakshi Mukherjee, 'Divided by a Common Language', in The Perishable Empire (New Delhi: OUP, 2000) pp. 187–203.
- Bruce King, 'Introduction', in Modern Indian Poetry in English (New Delhi: OUP, 2nd edn, 2005) pp. 1–10.

DC IV- British Poetry and Drama- 17th to 18th Century

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hours + Practicum: 2 hours)

Maximum Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes

The Learner will

- identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- analyze literary devices forms and techniques in order to appreciate and interpret the texts

Unit I- John Donne- 'The Sunne Rising', 'Batter My Heart', 'The Flea'

Unit II- John Milton- Paradise Lost: Book 1

Unit III- John Webster- The Duchess of Malfi

Unit IV- Aphra Behn- The Rover

Unit V- Alexander Pope- The Rape of the Lock

Practicum

1. Poetry/ Drama Recitation- Students can select a poem from the course reading list and memorize it. They can then recite the poem to the class, focusing on understanding the poem's rhythm, tone, and imagery through performance.
2. Poetry/ Drama in Context: Have students research the historical, cultural, or biographical context of a specific poem or poet. This practicum helps students understand how external factors can influence poetic themes and styles.
3. Poetry/ Drama Study: Students in small groups study a specific poet to research in-depth. They can present their findings to the class, discussing the poet's life, works, and the thematic or stylistic elements that make their poetry distinctive.
4. Poetry/ Drama Performance: Students showcase their creative interpretations of poems through dramatic readings, multimedia presentations, or artistic performances inspired by the poetry.

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc

Suggested Modes of Assessment- Internal, External examination, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation

Suggested Readings

- The Holy Bible, Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22–4.
- Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
- Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.
- John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.

Skill Enhancement Course (SEC)

SEC- I

A. Soft Skills

Credits: 2

Contact Hours: 2.5 hours per week (Theory: 1.5 hours + Practicum: 1 hours)

Maximum Marks: 50

Internal: 10

External: 40

Learning Outcomes

The Learner will

- Describe the concept of soft skills and their importance in personal and professional life.
- Demonstrate self-awareness and self-regulation in various situations.
- Constructively give and receive feedback.
- Understand the dynamics of effective teamwork.
- Apply problem-solving techniques to address challenges.
- Demonstrate leadership skills in group settings.
- Demonstrate cultural sensitivity and inclusivity in interactions.
- Negotiate effectively to reach mutually beneficial agreements.

Unit I- Teamwork - Team organization Stages of team development and team building strategies Teamwork skills (e.g., communication, problem-solving, conflict resolution) Challenges to and supports for collaborative teams Understanding and supporting team's relationship with family members, students and peers, Team's role in planning and implementing

Unit II- Emotional Intelligence- Concept of Emotional Intelligence, Intrapersonal Awareness and management, conflict management

Unit III- Adaptability – adaptability and resilience, building self awareness, skills required

Unit IV- Leadership – strategies, recognizing traits, engaging strengths, creating a vision, conflict management

Unit V- Problem solving- negotiating, connecting with people, 21st century skills

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc

Suggested Modes of Assessment- Internal, External examination, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation

Suggested Readings

1. English and Soft Skills. S.P. Dhanavel. Orient BlackSwan 2013
2. English for Students of Commerce: Precis, Composition, Essays, Poems eds. Kaushik, et al.

B. Listening Skills

Credits: 2

Contact Hours: 2.5 hours per week (Theory: 1.5 hours + Practicum: 1 hours)

Maximum Marks: 50

Internal: 10

External: 40

Learning Outcomes

The Learner will

- Differentiate between hearing and listening
- Minimise the barriers of active listening
- Develop active listening strategies
- Evaluate and assess the listening skills

Unit 1: Understanding listening

What is listening? Listening vs Hearing

Importance of listening

Types of listening: Hearing, passive, active

Levels of listening: Ignoring, pretended, selective, attentive, empathic

Unit 2: Stages of listening

Speech decoding: sound, word and accent perception

Comprehending: decoding the message

Analysing: critically thinking about the message

Responding: giving feedback to the speaker

Recalling: remembering and using the message

Unit 3: Barriers of active listening

Environmental

Physiological

Psychological

Selective Listening

Negative Listening Attitudes

Personal Reactions

Poor Motivation

Unit 4: Strategies for Active Listening

Setting purpose for listening

Avoiding environmental, physical and psychological distractors

Focusing on verbal and nonverbal messages

Suspending judgements

Clarifying doubts

Unit 5: Assessment of listening

Active listening texts

How to prepare listening test

Conducting listening tests

Evaluating listening tests

Practicum:

1. Identify the Vowel
2. Identify the Consonant
3. Identify the Correct Word
4. The Tongue Twisters
5. The Contractions
6. Dictation
7. Focused Listening
8. Listen to Podcast/Audiobook
9. Listen and Answer
10. Listen and Write

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc

Suggested Modes of Assessment- Internal, External examination, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation

Suggested Readings

- Nunan, D., & Miller, L. (Eds.). (1995). New Ways in Teaching Listening. TESOL, Inc. USA.
- White, G. (1998). Listening. Oxford University Press.
- Ur, P. (1984). Teaching Listening Comprehension. Cambridge University Press.
- Nation, I.S.P. & Newton, J. (2009). Teaching ESL/EFL Listening and Speaking. New York: Routledge.

SEC- II

A. Business Communication

Credits: 2

Contact Hours: 2.5 hours per week (Theory: 1.5 hours + Practicum: 1 hours)

Maximum Marks: 50

Internal: 10

External: 40

Learning Outcomes

The Learner will

- Write reports for various purposes;
- Write minutes of meetings;
- Write emails, letters and social media texts;
- Use better English at workplace.

Unit I- Introduction to the essentials of Business Communication: Theory and practice

Citing references, and using bibliographical and research tools

Unit II- Writing a project report

Writing reports on field work/visits to industries, business concerns etc. /business negotiations.

Unit III- Summarizing annual report of companies

Writing minutes of meetings

Unit IV- E-correspondence

Spoken English for business communication

Unit V- Making oral presentations , Group Discussions, Interviews

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc

Suggested Modes of Assessment- Internal, External examination, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation

Suggested Readings:

Scot, O.; Contemporary Business Communication. Biztantra, New Delhi.

Lesikar, R.V. & Flatley, M.E.; Basic Business Communication Skills for Empowering the Internet Generation, Tata McGraw Hill Publishing Company Ltd. New Delhi.

Ludlow, R. & Panton, F.; The Essence of Effective Communications, Prentice Hall Of India Pvt. Ltd., New Delhi.

R. C. Bhatia, Business Communication, Ane Books Pvt Ltd, New Delhi

B. Speaking Skills

Credits: 2

Contact Hours: 2.5 hours per week (Theory: 1.5 hours + Practicum: 1 hours)

Maximum Marks: 50

Internal: 10

External: 40

Learning Outcomes

The Learner will

- Encode oral messages
- Use basic elements of speaking
- Use advanced elements of speaking
- Develop fluency in speaking
- Use occasional conversation in their day-to-day life

Unit- I: Understanding speaking skills- Speaking vs writing (productive skills), Encoding messages to convey message, Intelligibility, Familiarity with the content

Unit- II: Basic elements of speaking- Fluency, Accuracy of content and expression, Word selection & paraphrasing, Confidence

Unit- III: Advanced elements of speaking- Pronunciation, Stress and intonation, Pitch and juncture, Tone, Speed and pauses

Unit- IV: Developing Fluency in English speaking- Idea units, Contractions, Silent letters, Building an active speaking vocabulary

Unit- V: Occasional conversation- Introducing yourself and others, Asking questions, directions, help etc., Apologising, forgiveness etc. Expressing opinions, likes & dislikes, Expressing doubts & uncertainties

Practicum:

1. Pronounce of English Sounds
2. Pronunciation Drill of Words
3. Pronunciation Drill of Stress/accents
4. Pronunciation drill of Accent and Rhythm
5. Practice of Commonly Mispronounced Words
6. Pronunciation Drill of Junctures
7. Practice of Short Forms
8. Practice of Intonation Patterns
9. Pronunciation Drill of Phrases
10. Describe a Picture
11. Icebreaking
12. Greetings and Salutations

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc

Suggested Modes of Assessment- Internal, External examination, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation

Suggested Reading:

- Bygate, M. (1987). Speaking. Oxford: Oxford University Press.
- Klippel, F. (1984). Keep Talking: Communicative fluency activities for language teaching. Cambridge: Cambridge University Press.
- McClure, K. & Vargo, M. (2013). Q: Skills for Success: Listening and Speaking. Intro. Oxford University Press.
- Sethi, J. & Dhamija, P.V.). A Course in Phonetics and Spoken English. New Delhi. PHI Learning Private Limited.
- Tickoo, M.L. (2003). Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers. New Delhi. Orient Longman Private Limited.

HINDI/हिन्दी

DC- III: आधुनिक हिन्दी कविता

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)
Max. Marks: 100
Internal: 15
Practicum: 25
External: 60

प्रस्तावना:

आधुनिक काल में हिन्दी समाज की रचनात्मकता एवं संपर्क की मुख्यधारा खड़ी बोली हो गयी। आधुनिक भाव बोध, नवजागरण और स्वतंत्रता आंदोलन में हिन्दी कविता की संवेदना और शिल्प को गहराई से प्रभावित किया। पारंपरिक प्रबंधात्मकता एवं छंदात्मकता का क्षय हुआ और उसके स्थान पर मुक्त छंद के अनेक काव्यरूप उभर कर आये। आधुनिक हिन्दी कविता के विविध युगों और धाराओं में समानता, स्वतंत्रता और सामाजिक न्याय तथा जनतांत्रिकता जैसे मूल्यों के लिए संघर्ष तीव्रतर हुआ। कला, कला के लिए और कविता जीवन के लिए के भिन्न वैचारिक प्रस्थानों की अनुगूँज भी इस काल की कविता में सुनाई देती रही है

सीखने के प्रतिफल

वैश्विक स्तर के प्रमुख विचारों का प्रभाव भी पड़ा है जो हिन्दी कविता में सुनाई देती रही है। वैश्विक स्तर के प्रमुख विचारों का प्रभाव भी पड़ा है तथा हिन्दी कविता विश्व कविता की सहगामी बनी है। आधुनिक हिन्दी कविता जनतांत्रिकता के रचनात्मक विस्फोट की कविता है। इस पाठ्यक्रम का उद्देश्य विद्यार्थी को आधुनिक काल की कविता के आरंभ से समकालीन लेखन प्रवृत्तियों और रचनात्मकता से परिचित कराना है।

इकाई 1:

मैथिलीशरण गुप्त:

मातृभूमि, दोनों ओर प्रेम पलता है, कैकेयी का द्वंद्व

इकाई 2 :

जयशंकर प्रसाद

कामायनी का श्रद्धा सर्ग (संपूर्ण)

महादेवी वर्मा

मैं नीर भरी दुख की बदली, बीन भी हूँ तुम्हारी,

इकाई-3:

निराला-

राम की शक्तिपूजा

इकाई-4:

- नागार्जुन :यह तुम थी, अकाल और उसके बाद, शासन की बंदूक
- त्रिलोचन :चम्पा काले-काले अच्छर नहीं चीन्हती

इकाई-5:

- मुक्तिबोध-भूल-गलती
- अज्ञेय :असाध्य वीणा

अनुशासित ग्रंथ:

- अतीत का हंस - प्रभाकर श्रोत्रीय
- साकेत :एक अध्ययन - नगेन्द्र
- मैथिलीशरण गुप्त :प्रासंगिकता के अंतःसूत्र - कृष्णदत्त पालीवाल
- त्रयी :प्रसाद, निराला और पंत - जानकील्लभ शास्त्री
- छायावाद के आधार-स्तंभ - गंगाप्रसाद पांडेय
- छायावाद - नामवर सिंह
- छायावादी कवियों का सौंदर्य-विधान - सूर्य प्रसाद दीक्षित
- जयशंकर प्रसाद - नंददुलारे वाजपेयी
- कामायनी : एक पुनर्विचार - मुक्तिबोध
- कामायनी के अध्ययन की समस्याएँ - नगेन्द्र
- निराला की साहित्य साधना, भाग-2 - रामविलास शर्मा
- कवि निराला - नंददुलारे वाजपेयी
- निराला : आत्महंता आस्था - दूधनाथ सिंह
- निराला काव्य की छवियाँ - नंदकिशोर नवल
- लम्बी कविता का वितान -अरुणाभ सौरभ, विजया बुक्स दिल्ली

DC- IV:हिन्दी साहित्य का इतिहास आदिकाल से मध्य काल

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

पाठ्यांश:

इकाई- 1- हिंदी साहित्य के इतिहास-लेखन का इतिहास, कालविभाजन, आदिकालीन साहित्यिक परम्पराएं - सिद्ध और नाथ साहित्य, जैन साहित्य, प्रमुख रासो काव्य और उनकी प्रामाणिकता। अमीर खुसरो की हिंदी कविता, विद्यापति और उनकी पदावली, आदिकालीन हिंदी साहित्य की सामान्य विशेषताएँ ।

इकाई -2- भक्ति आंदोलन के उदय के सामाजिक-सांस्कृतिक कारण, प्रमुख निर्गुण संत, प्रमुख सगुण भक्त कवि, निर्गुण और सगुण भक्ति की मुख्य धाराएँ और उनकी शाखाएँ, भक्तिकाल की सामान्य विशेषताएँ ।

इकाई -3- भारत में सूफीमत का उदय और विकास, सूफीमत के सामान्य सिद्धांत, हिंदी के प्रमुख सूफी कवि और काव्यग्रंथ, सूफी काव्यधारा की सामान्य विशेषताएँ ।

इकाई -4- रीतिकाल - दरबारी संस्कृति और रीतिकाव्य के मूल स्रोत एवं सामान्य विशेषताएं । प्रमुख रीतिकालीन कवि; रीतिबद्ध, रीतिसिद्ध, रीतिमुक्त काव्यधारा

अनुशंसित ग्रंथ:

- हिंदी साहित्य का इतिहास - रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, काशी
- हिंदी साहित्य की भूमिका - हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, दिल्ली
- हिंदी साहित्य : उद्भव और विकास - हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, दिल्ली
- हिंदी साहित्य का आदिकाल - हजारी प्रसाद द्विवेदी, बिहार राष्ट्रभाषा परिषद, पटना
- हिंदी साहित्य का अतीत) भाग-एक- विश्वनाथ प्रसाद मिश्र, वाणी प्रकाशन
- हिंदी साहित्य का इतिहास - सं - नगेंद्र, मयूर पैपेरबैक, नोएडा
- हिंदी साहित्य और संवेदना का विकास - रामस्वरूप चतुर्वेदी, लोकभारती, इलाहाबाद
- साहित्य का इतिहास-दर्शन - नलिन विलोचन शर्मा, बिहार राष्ट्रभाषा परिषद, पटना
- हिंदी साहित्य का दूसरा इतिहास - बच्चन सिंह, नेशनल पब्लिशिंग हाउस, दिल्ली 10
- साहित्य और इतिहास दृष्टि - मैनेजर पांडेय, वाणी प्रकाशन दिल्ली
- हिंदी साहित्य के इतिहास की समस्याएं - अवधेश प्रधान, साहित्य वाणी, इलाहाबाद ।

SEC- I: SEC- I: हिन्दी सृजनात्मक लेखन

Credits: 2

Contact Hours: 2 hrs per week

Max. Marks: 50

Internal: 10

External: 40

Choose any one:

इकाई - I -सृजनात्मक लेखन :स्वरूप एवं सिद्धांत भाव एवं विचार की रचना में रूपांतरण की प्रक्रिया विविध अभिव्यक्ति-क्षेत्र :साहित्य, पत्रकारिता, विज्ञापन, विविध गद्य अभिव्यक्तियाँ

इकाई- II – साहित्य की विविध विधाओं का व्यावहारिक अध्ययन

मौखिक-लिखित, गद्य-पद्य, कथात्मक-कथेतर, नाट्य-पाठ !

इकाई- III- रचनात्मक लेखन :रचनाकौशल,विश्लेषण, रचना सौष्ठव :शब्द-शक्ति,प्रतीक और बिंब

इकाई- IV -

क. कथासाहित्य वस्तु, पात्र एवं परिवेश

ख. नाट्यसाहित्य :वस्तु, पात्र,परिवेश एवं रंगकर्म

ग. गद्य की अन्य विधाएँ :निबंध, संस्मरण, यात्रावृत्तांत,व्यंग्य आदि

इकाई – V - सूचना-तंत्र के लिए लेखन -प्रिंट माध्यम :फीचर-लेखन,पुस्तक-समीक्षा और साक्षात्कार

इलेक्ट्रॉनिक माध्यम :रेडियो,दूरदर्शन,फिल्म पटकथा लेखन,टेलीविजन पटकथा लेखन, सोशल मीडिया लेखन

SEC-I: नाटक एवं रंगमंच

नाटक एवं रंगमंच : परम्परा एवं प्रयोग

पाठ्य पुस्तकें-

1. जयशंकर प्रसाद – चन्द्रगुप्त
2. मोहन राकेश - आषाढ़ का एक दिन
3. भीष्म साहनी - माधवी
4. सुरेन्द्र वर्मा - आठवाँ सर्ग

पाठ्य विषय : पाँच इकाइयों में विभक्त होगा-

इकाई – I: चन्द्रगुप्त से व्याख्या एवं आलोचनात्मक प्रश्न

इकाई – II : आषाढ़ का एक दिन से व्याख्या एवं आलोचनात्मक प्रश्न

इकाई – III: माधवी से व्याख्या एवं आलोचनात्मक प्रश्न

इकाई – 4 : आठवाँ सर्ग से व्याख्या एवं आलोचनात्मक प्रश्न

इकाई- 5: रंगमंच की विकास यात्रा - स्वतंत्रता पूर्व हिंदी रंगमंच, स्वातंत्र्योत्तर हिंदी रंगमंच, आधुनिकताबोध और रंगमंच

सहायक ग्रंथ-

- हिन्दी नाटक - बच्चन सिंह, राधाकृष्ण प्रकाशन, नई दिल्ली
- रंग दर्शन - नेमिचन्द्र जैन, राधाकृष्ण प्रकाशन, नई दिल्ली
- नाट्यदर्पण - मोहन राकेश, राजकमल प्रकाशन, नई दिल्ली
- रंग यात्रा - सुरेश शर्मा, राष्ट्रीय नाट्य विद्यालय, बहावलपुर हाउस, भगवानदास रोड, नई, दिल्ली-110001
- मोहन राकेश और उनके नाटक - गिरीश रस्तोगी, लोकभारती प्रकाशन, इलाहाबाद
- आधुनिक नाटक का अग्रदूत : मोहन राकेश - गोविन्द चातक, राधाकृष्ण प्रकाशन, नई दिल्ली
- भीष्म साहनी : व्यक्ति और रचना - राजेश्वर सक्सेना, वाणी प्रकाशन, नई दिल्ली
- कहानी का रंगमंच - महेश आनन्द, वाणी प्रकाशन, नई दिल्ली

SEC- II: हिन्दी सिनेमा और साहित्य

Credits: 2

Contact Hours: 2 hrs per week

Max. Marks: 50

Internal: 10

External: 40

Choose any one:

- हिन्दी सिनेमा की विकास यात्रा हिन्दी सिनेमा का संक्षिप्त इतिहास : प्रारंभिक दौर का सिनेमा, स्वतंत्रता आन्दोलन और हिन्दी सिनेमा, भारतीय मध्यवर्ग और हिन्दी सिनेमा
- हिन्दी सिनेमा की प्रमुख प्रवृत्तियाँ, फिल्में एवं पटकथा लेखन
- सिनेमा निर्माण की प्रक्रिया - निर्देशन एवं अभिनय - आधारभूत तत्त्व
- सिनेमा का तकनीकी पक्ष : सिनेमा की भाषा, निर्देशन, पटकथा, छायांकन, सिने गीत एवं संगीत, स्थल चयन एवं सेट निर्माण संपादन
- साहित्य और सिनेमा : अंतर्संबंध, सिनेमा और उपन्यास, संवेदना का रूपान्तरण और तकनीक।

SEC- II: अनुवाद : सिद्धान्त और प्रविधि

- अनुवाद का अर्थ, स्वरूप एवं प्रकृति। अनुवाद कार्य की आवश्यकता एवं महत्व।
- अनुवाद-प्रक्रिया - स्रोत भाषा और लक्ष्य भाषा: विश्लेषण, पुनर्गठन एवं अंतरण, अर्थग्रहण और सम्प्रेषण की प्रक्रिया
- अनुवाद के उपकरण - शब्द कोश, थिसारस, पारिभाषिक कोश
- अनुवाद के प्रकार : शाब्दिक अनुवाद, भावानुवाद, छायानुवाद एवं सारानुवाद।
- अनुवाद के सामाजिक सांस्कृतिक संदर्भ
- सर्जनात्मक साहित्य के अनुवाद की अपेक्षाएँ।

अनुशंसित ग्रंथ-

- अनुवाद अध्ययन का परिदृश्य - देवशंकर नवीन, प्रकाशन विभाग
- अनुवाद सिद्धान्त और प्रयोग - गोपीनथन जी, कंदस्वामी, एस-लोकभारती
- अनुवाद विज्ञान - डॉ. नगेंद्र
- भोलानाथ तिवारी - भाषा विज्ञान कोश

GUJARATI/ગુજરાતી
DC- III: સ્વરૂપ: ખંડકાવ્ય : શ્રેષ્ઠ ગુજરાતી ખંડકાવ્યો

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

હેતુ-અધ્યયન નિષ્પત્તિ:

- વિદ્યાર્થીઓ મધ્યકાલીન સાહિત્યનો પરિચય મેળવશે
- વિદ્યાર્થીઓ આખ્યાનનું સ્વરૂપ, ઉદ્ભવ અને વિકાસ સમજે
- વિદ્યાર્થીઓ પદ્ય સાહિત્યનું કથાવસ્તુ, શૈલી, રચના વિષે સમજ કેળવે
- વિદ્યાર્થીઓ સાહિત્ય દ્વારા રસ નિષ્પત્તિ કેળવે.

સ્વરૂપ : ખંડકાવ્ય : શ્રેષ્ઠ ગુજરાતી ખંડકાવ્યો

એકમ-1 ગુજરાતી ખંડકાવ્ય સ્વરૂપનો અભ્યાસ

એકમ-2 ગુજરાતી ખંડકાવ્ય સ્વરૂપના સ્થિત્યનતરો

એકમ-3 કાન્ત, કલાપી અને ચિનુ મોદીનો ખંડકાવ્ય-કર્તા તરીકે અભ્યાસ

એકમ -4 ગુજરાતી ખંડકાવ્યો અને અન્ય ભાષાનાં ખંડકાવ્યો

મૂલ્યાંકન-તપાસની વિગત: લેખિત, મૌખિક પ્રશ્નાવલી, ઈન્ટરવ્યુ, પ્રોજેક્ટ વગેરે

સંદર્ભ ગ્રંથ

- મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- ગુજરાતી સાહિત્યનાં પદ્ય સ્વરૂપો, નવભારત પ્રકાશન, અમદાવાદ
- ખંડકાવ્ય: સ્વરૂપ અને વિકાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ

DC- IV: ગદ્ય: લઘુનવલ : પ્રિયજન - વીનેશ અંતાણી

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

હેતુ-અધ્યયન નિષ્પત્તિ:

- વિદ્યાર્થીઓ વીનેશ અંતાણીના જીવનનો પરિચય મેળવશે
- વિદ્યાર્થીઓ લઘુનવલનું સ્વરૂપ, ઉદ્ભવ અને વિકાસ સમજે
- વિદ્યાર્થીઓ લઘુનવલનું કથાવસ્તુ, પાત્ર, સંવાદ વિષે સમજ કેળવે
- વિદ્યાર્થીઓ લઘુનવલની ભાષા અને શબ્દ વૈવિધ્ય સમજે

એકમ-1 વીનેશ અંતાણીનું જીવન

એકમ-2 વીનેશ અંતાણીના કવનનો પરિચય

એકમ-3 લઘુનવલ સ્વરૂપ, લઘુનવલ ઉદ્ભવ અને વિકાસ

એકમ-4 લઘુનવલની નવલકથા અને ટૂંકી વાર્તા સાથે તુલના

મૂલ્યાંકન-તપાસની વિગત: લેખિત, મૌખિક પ્રશ્નાવલી, ઇન્ટર્વ્યુ, પ્રોજેક્ટ વગેરે

સંદર્ભ ગ્રંથ

- મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન,અમદાવાદ
- લઘુનવલ : સ્વરૂપ અને વિકાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ

SEC- I: સ્વરૂપ: આત્મકથા : મારી હકીકત, નર્મદ

Credits: 2

Contact Hours: 2 hrs per week

Max. Marks: 50

Internal: 10

External: 40

હેતુ-અધ્યયન નિષ્પત્તિ:

- વિદ્યાર્થીઓ મધ્યકાલીન સાહિત્યનો પરિચય મેળવશે
- વિદ્યાર્થીઓ આત્મકથા સ્વરૂપ, ઉદ્ભવ અને વિકાસ સમજે
- વિદ્યાર્થીઓ ગદ્ય સાહિત્યનું કથાવસ્તુ, શૈલી, રચના વિષે સમજ કેળવે

એકમ-1 વિદ્યાર્થીઓ આત્મકથા સ્વરૂપ વિષે જાણે.

એકમ-2 વિદ્યાર્થીઓ નર્મદની આત્મકથાનો વિવેચનાત્મક અભ્યાસ કરે.

એકમ-3. વિદ્યાર્થીઓમાં સર્જનાત્મક લેખન અને ડાયરી વિષે સમજ વિકશે.

મૂલ્યાંકન-તપાસની વિગત: લેખિત, મૌખિક પ્રશ્નાવલી, ઇન્ટર્વ્યુ, પ્રોજેક્ટ વગેરે

સંદર્ભ ગ્રંથ

- મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન,અમદાવાદ
- લઘુનવલ : સ્વરૂપ અને વિકાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ

SEC- II: દયારામનાં પદ

Credits: 2

Contact Hours: 2 hrs per week

Max. Marks: 50

Internal: 10

External: 40

હેતુ-અધ્યયન નિષ્પત્તિ:

- વિદ્યાર્થીઓ મધ્યકાલીન સાહિત્યનો પરિચય મેળવશે
- વિદ્યાર્થીઓ આત્મકથા સ્વરૂપ, ઉદ્ભવ અને વિકાસ સમજે
- વિદ્યાર્થીઓ ગદ્ય સાહિત્યનું કથાવસ્તુ, શૈલી, રચના વિષે સમજ કેળવે

એકમ-1_વિદ્યાર્થીઓ મધ્યકાલીન સાહિત્યમાં પદ સ્વરૂપ વિષે પરિચય મેળવશે

એકમ-2 વિદ્યાર્થીઓ પદ સાહિત્ય સ્વરૂપ, ઉદ્ભવ અને વિકાસ સમજે

એકમ-૩ વિદ્યાર્થીઓ દયારામનાં પદોની શૈલી, રચના વિષે સમજ કેળવે

પ્રેક્ટિકમ- ભાષા વિષે પ્રોજેક્ટ, ગુજરાતી ભાષા પર કરી, ટેકનોલોજી અને ભાષા

મૂલ્યાંકન-તપાસની વિગત: લેખિત, મૌખિક પ્રશ્નાવલી, ઇન્ટર્વ્યુ, પ્રોજેક્ટ વગેરે

સંદર્ભ ગ્રંથ

- મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન, અમદાવાદ
- ગુજરાતી ભાષાનું ધ્વનિ સ્વરૂપ અને વિચાર, પ્રબોધ પારેખ, ગુર્જર પ્રકાશન

MARATHI

DC- III: પ્રાચીન મરાઠી વાઙ્મયના ઇતિહાસ પ્રારંભ તે (1650)

Credits: 4

Contact hours per week: 5 hours per week (Theory: 3 hours+ Practicum: 2 hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

યુનિટ : 1

- વાઙ્મયઇતિહાસ : સંકલ્પના વસ્તુરૂપ
- મરાઠી ભાષેની પૂર્વપીઠિકા, શિલાલેખ, તામ્રપટ વ પ્રારંભીકે મરાઠીતીલ લેખન
- મરાઠીતીલ આદ્ય ગ્રંથ : વિવેકસિંધુ

યુનિટ 2 :

- સંતસાહિત્ય : પ્રેરણા વ સ્વરૂપ, સંતસાહિત્યની વૈશિષ્ટ્યે
- મહાનુભાવ પંથાકે સાહિત્ય, મહાનુભાવ ગ્રંથ : લીલાચરિત્ર, મહદંબેકે ધવલે,
- સંત જ્ઞાનેશ્વર, સંત નામદેવ, સંત ઇકનાથ યાકે સંતસાહિત્ય

યુનિટ : 3 વારકરી સંતમેળ્યાકી અભંગવાળી

- વારકરી સંતાંકી અભંગવાળી
- ગોરોબા કુંભાર, સાવતા માલી, ચોખામેળા યાંકે અભંગ
- જનાબાર્, કાન્હોપાત્રા યા સંત કવયિત્રીંકે અભંગ

સંદર્ભ ગ્રંથ-

- ઇમાનદાર હે. વિ. -સંત નામદેવ
- તુલપુલે- શ. ગો. પાંચ સંત કવી - વ્હિનસ પ્રકાશન, પુણે
- જોશી પ્ર ન મરાઠી વાડ.મયાકા વિવેચક ઇતિહાસ પ્રાચીન કાલ, પ્રસાદ પ્રકાશન, પુણે
- પ્રાચીન મરાઠી વાડ.મયાકા ઇતિહાસ- લ.રા. નસિરાબાદકર
- મહારાષ્ટ્ર સારસ્વત- વિ લ ભાવે
- પ્રાચીન મરાઠી વાડ.મયાકા ઇતિહાસ-અ ના દેશપાંડે

DC- IV : મરાઠી ભાષા આણિ ભાષાવિજ્ઞાન -ધ્વનીવિજ્ઞાન

Credits: 4

Contact hours per week: 5 hours per week (Theory: 3 hours+ Practicum: 2 hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

યુનિટ -1

- भाषाविज्ञान : व्याख्या, संकल्पना व स्वरूप
- भाषा व भाषाविज्ञान : परस्परसंबंध, पिजिन- क्रिओल

युनिट :2

- भाषा अभ्यासाच्या पद्धती
- भाषाविज्ञानाची अभ्यासक्षेत्रे

युनिट 3: ध्वनीविज्ञान

- मराठीतील ध्वनी, मुख विवरातील उच्चारण स्थाने व प्रयत्न
- भाषेची उच्चार प्रक्रिया

संदर्भ ग्रंथ

- पुंडे, दत्तात्रय, सुलभ भाषा विज्ञान, स्नेह वर्धन प्रकाशन, पुणे
- जोशी प्र न, सुबोध भाषा शास्त्र
- मालशे, स ग आणि इतर , भाषा विज्ञान परिचय

SEC: I - व्यावहारिक मराठी-I

Credits: 2

Contact Hours: 2 hrs per week

Max. Marks: 50

Internal: 10

External: 40

पत्रलेखन :

- पत्रलेखन : संकल्पना व स्वरूप
- पत्रलेखनाची आवश्यकता
- औपचारिक व अनौपचारिक पत्रव्यवहार

निबंधलेखन :

- निबंध : संकल्पना व स्वरूप
- निबंधाची रचना व घटक
- निबंधाचे प्रकार

सारांशलेखन :

- सारांशलेखन : संकल्पना व स्वरूप
- सारांशलेखनाचे तंत्र
- सारांशलेखनाचे प्रकार

संदर्भ ग्रंथ

- सुगम मराठी व्याकरण व लेखन - मो. रा. वाळंबे
- व्यावहारिक मराठी - प्रा.डॉ सयाजीराव मोकाशी , प्रा. डॉ सौ. रंजना नेमाडे
- भाषाशास्त्र व व्याकरण- डॉ.मोहन शेळके
- उपयोजित मराठी भाग १ व २ – डॉ मेदककर
- सुलभ शुद्ध लेखन – द. न. गोखले
- भाषा संचालनालय, महाराष्ट्र शासन मुंबई –शुद्ध लेखन नियमावली
- व्यावहारिक मराठी –डॉ कल्याण काळे , डॉ. दत्तात्रय पुंडे
- व्यावहारिक मराठी –डॉ. ल. रा. नशिराबादकर
- मराठी शुद्ध लेखन प्रदीप - मो. रा. वाळंबे
- व्याकरण आणि लेखन – प्रल्हाद लुलेकर
- सुबोध मराठी व्याकरण लेखन – डॉ. प्र.न.जोशी , श्री रा कृ. जोशी , श्री र . अ . कटावकर
- व्यावहारिक मराठी संपा – डॉ स्नेहल तावरे
- आधुनिक भाषाविज्ञान आणि भाषाशास्त्र – दादा गोरे

SEC: II - व्यावहारिक मराठी-II

Credits: 2

Contact Hours: 2 hrs per week
Max. Marks: 50
Internal: 10
External: 40

जाहिरात कौशल्य मुद्रित व दृक-श्राव्यः

- जाहिरातः संकल्पना व स्वरूप
- जाहिरातीची प्रभावक्षमता, जाहिरात लेखनाचे तंत्र, जाहिरात लेखनाची भाषा
- जाहिरातीचे प्रकार

ग्रंथ परीक्षण : स्वरूप व प्रक्रिया

- ग्रंथ परीक्षण : संकल्पना व स्वरूप, ग्रंथ परीक्षणाची आवश्यकता
- ग्रंथ परीक्षणलेखनाची पूर्वतयारी वाचन, आकलन, टिपणे
- ग्रंथ परीक्षणाची प्रक्रिया – (प्रास्ताविक, ग्रंथाचे एकंदर स्वरूप व मांडणी, ग्रंथाचे निराळेपण, गुणदोषात्मक विवेचन, मूल्यमापनात्मक अभिप्राय)

संदर्भ ग्रंथ

- मराठी भाषा : उपयोजन आणि सर्जन : संपा. डॉ. अनिल गवळी
- प्रसार माध्यमांसाठी लेखन कौशल्ये – य. च. म. मुक्त विद्यापीठ नाशिक
- व्यावहारिक मराठी – डॉ. लीला गोविलकर, डॉ. जयश्री पाटणकर
- व्यावहारिक मराठी - संपा – दत्तात्रय पुंडे, कल्याण काळे
- पत्रकारितेचे मूलतत्वे – प्रभाकर पाध्ये
- व्यावहारिक मराठी : संपा. स्नेहल तवारे
- भाषिक सर्जनशीलता : स्वरूप आणि प्रकार – य. च. मुक्त विद्यापीठ, नाशिक
- सृजनात्मक लेखन - पाटील आनंद
- व्यक्तिमत्व विकासासाठी संभाषण व लेखन कौशल्ये – संपा. पृथ्वीराज तौर, शैलेंद्र लेंडे, वंदना महाजन

HISTORY

DC-III: HISTORY OF WORLD CIVILIZATION (EARLIEST TIMES TO EARLY MEDIEVAL TIMES)

Credits: 4

Contact hours per week: 5 hours per week (Theory: 3 hours+ Practicum: 2 hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes:

The students will:

- acquire knowledge about the evolution of human society, and transformation of ancient civilizations like Mesopotamia, Greece, China, Roman, and Medieval Europe.
- acquire knowledge about the origin, features, nature and class composition of various societies.

UNIT- I: History of Early World Civilization

- Egyptian Civilization, : Culture and Society
- Mesopotamia Civilization: Sumerian, Babylonian and Assyrian: Culture and Society

UNIT II History of Chinese Civilization

- Chinese Civilization :
- Geography Origin and Development
- Cultural achievements
- Religious Development, Confucianism
- Science and Technology

UNIT III Classical Persian and Greece Civilization

- Persian Civilization: Political, Social and Economic conditions
- Persian war : Conflict over resources of iron
- Greece Civilization : The Peloponnesian War.
- Greece Culture and Society
- Introduction of Iron

UNIT IV- Roman Empire: Rise of Christianity

- Roman Empire : Political, Social and Economic conditions
- Rise, establishment and growth of Christianity

UNIT V Rise of Islam and The Arab Civilization

- Birth and expansion of Islam and its impact.
- The Arab civilization and its contribution.

Suggested mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through , videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment

Internal

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT, preparation, project work, Role play, Debate and Discussion

Practicum

Any one of the following or equivalent can be assigned to the students.

The practicum (one per semester) can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling /debate/panel discussion /paper presentation and so on. A practicum report shall be submitted and a presentation on the chosen topic will be made. Practicum reports may be handwritten or in printed form. It will ensure that the students submit original work. A viva will also be taken.

Speeches: rehearse speeches and give talks about a certain aspect of the Roman way of life;

1. Discuss the social life of Romans (Costume making: make our own togas, soldier's cape, helmet, greaves, sword and shields)
2. Prepare a newspaper on ancient Rome and the Roman Empire students create a newspaper based on the events of the Roman Empire.
3. Investigate Caesars case of assassination and give your verdict
4. The Historical Context of Feudalism: Origins and Evolution, the Rise and Fall of Feudalism.
5. Feudalism: The Rights and Responsibilities of Lords and Vassals.
6. The Military System of Feudalism: Knights and Chivalry.
7. Stories of Crusades, Impact on Europe
8. Ancient Greek Philosophers and their impact on modern Thought
9. Egyptian, Mesopotamian, Greek art and architecture.
10. Research on the Egyptian, Sumerian, Mesopotamian, Assyrian, Babylonian, Chinese social and cultural life, architecture, science and technology , script, religious beliefs, : Culture and Society
11. Research project on various aspects of Roman culture.
12. Research on Birth and expansion of Islam and its impact.
13. Research on The Arab civilization- social and cultural life, architecture, science and technology , script, religious beliefs, : Culture and Society

Parameters of Evaluation:

1. Research contribution : 5 marks
2. Written Report Assessment : 8 marks
3. Individual presentation /explanation: 8 marks
4. Viva-voce: 4 marks

Suggested Readings:

- Arnold J Toynbe: A study of History, Vol I to XII, 1934-1961, Reprint; OUP USA, 1988
- Childe, V.G.: What happened in History, Penguin Pub, 1967.
- Durrant Will: an age of Faith, 1950, reprint 1980.
- Durrant Will: Our Oriental Heritage: The Story of Civilization, II Volume.
- Frankfurt Henri: The Birth of Civilization to the Near East, Indians Uni, Press, 1951.
- Goyal, S.R: Vishwa Ki Pracheen Sabhyatayen, Kusumanjali Prakashan, 1963.

- Nicholas, David: The Evolution of the Medieval World, Society, Government and thought in Europe, 312-1500, Routledge, 1992.
- Ray, U.N.: Vishwa Sabhyata Ka Itihas, Lok Bharti Prakashan, 2017.
- Swain J.E: A History of World Civilization, McGraw Book, New York, 1938, reprint, S. Chand, New Delhi 2000.
- Trever, A. Albert: History of Ancient Civilization Harcourt, Brace, 1936.
- Wells, H.G: The Outline of History, George Newness Revised Edition 1971.
- Sharma, Manoj: History of World Civilization, Anmol Pub, New Delhi, 2005
- B.M. Fagan, People of the Earth, 1998

DC-IV: SOCIAL AND CULTURAL HISTORY OF ANCIENT INDIA

Credits: 4

Contact hours per week: 5 hours per week (Theory: 3 hours+ Practicum: 2 hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes:

The students will:

- Understand Vedic Philosophy, and philosophy of Jainism and Buddhism.
- Understand the various aspects of art and architecture of ancient period.

UNIT- I: Social and Economic life of North- west India from 600 B. C. to 320 B. C

- Vedic Cultures: Early Vedic and post -Vedic Literature and Vedic Polity, Society and Economy
- Vedic Philosophy: Vedanga, Upanishads, Epics, Smriti, Puranas.
- Epic literature and Culture

UNIT- II: Rise of New Religions

- Ajivikas
- Charvak
- Jainism
- Buddhism

UNIT- III: Social, Religious and Cultural life during the Maurya Period

- Mauryan Society, Religion
- Ashoka's Dhamma.
- Art and Architecture; Pillars, Rock edicts

UNIT- IV: Cultural developments in Kushan Period

- Sources : Numismatics and Indo – Greek Epigraphic
- Kanishka and the spread of Buddhism
- Art and architecture of the Kushana, Sunga and Satavahana period
- Mathura and Gandhara School of art

UNIT- V: Cultural Development during Gupta period

- Growth of art and architecture
- Flourishing of Literature
- Development in Science and Technology

Suggested mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through , videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment

External

Internal

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT, preparation, project work, Role play, Debate and Discussion

Practicum

Research on any of the following

1. Art and architecture of the Kushana, Sunga or Satavahana period Mathura or Gandhara School of art.

2. Understanding Vedic literature, Critical analysis of literature during the Maurya, Gupta , and Harshavardhan Period.
3. Temples during Gupta period- Rock cut ,structural temples.Sculpture during Gupta period.

Suggested Readings:

- Agarwal, D.P: The Archaeology of India, 1985
- Jayaswal, Vidula: Bhartiya Itihas Ke Adi Charna ki Roop Rekha, Delhi, 1987
- Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. I, Vedic Age.
- Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. II: The Age of Imperial Unity
- Pandey, Rajbali: Prachin Bharat, Vishwavidyalaya Prakashan, revised edition, Varanasi, 2010.
- Raychaudhary, H.C: Political History of Ancient India, rev Edition, 1996 by B.N Mukherjee
- Raychaudhary, H.C.: The History and Culture of Ancient India, Vol III: The Classical age
- Sankalia, HD: Prehistory and Prohistory of India and Pakistan, Poona 1974
- Sastri, K.A Nilakanta: A History of South India, from Prehistoric Times to the fall of Vijayanagar, Oxford University Press, 1955; Also, in Hindi Translation by Bihar Hindi Granth Academy.
- Singh, Kripa Shankar: Rigveda, Harrappa Sabhyata and Sanskrit Nirantarta, kitab Ghar publication, New Delhi, 2007
- Singh, Upinder: A history of Ancient and Early Medieval India, from Stone Age to early Medieval India. 2008, Pearson, New Delhi.
- Thapar, Romilla: Early India from the Beginnings to 1300, London, 2002

SKILL ENHANCEMENT COURSE (SEC)

Select any one:

SEC- I: Learning Script: Brahmi

Credits: 4

Contact hours per week: 2 hours per week Max. Marks: 50

Internal: 10

External: 40

Learning Outcomes

The students will recognize and read Brahmi characters including consonants, vowels and various diacritics used to represent different sounds and syllables

UNIT- I: Introduction to Brāhmī Inscriptions;Development of Brahmi Script

Unit- II: The Technique of taking estampage

UNIT- III: Learning and Transliteration of Alphabets

UNIT- IV: Translation of Important Brahmi Inscriptions – Matching multiple Translations

Suggested Mode of Learning Engagement

Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through, videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment

External

Internal

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT preparation, project work, Role play, Debate and Discussion

Practicum

Translating Brahmi script records in Hindi and English and interpreting them.

Suggested Readings

1. Brahmi : Rediscovering the Lost Script
2. Sharma Ram - Brahmi Script: Development in North-Western India and Central Asia
3. Gupta S P and Ramchandran KS -The Origin of Brahmi Script
4. Dr. David Froley & Dr. NaAnkita Roy & Malay Mandalvaratna S.Rajaram-Hidden Horizons

5. Typography of Devnagari
6. Upinder Singh.-A history of Ancient and Early Medieval India Understanding India : The Culture of India
7. S.K Gupta- The Indo – Aryan Languages
8. Subhashini Aryan-Unknown masterpieces
9. Dilip Rajgor-Palo linguistic Profile of Brahmi Script.
10. S.R. Goyal -An invention of the early Mauryan Period.
11. A.K. Singh -Development of Nagari Script
12. Narendra Prasad Rastogi -Origin of Brahmi Script
13. Narsimha - Brahmi Script its Paleography

E- Resources

- <https://github.com/Tejesh-Raut/Devanagari-to-Brahmi-script>
- www.ancientscripts.com

SEC-I: Learning Script: Arabic

Credits: 2

Contact hours per week: 2 hours per week

Max. Marks: 50

Internal: 10

External: 40

Learning Outcomes

The students will recognize and read Arabic characters including consonants, vowels and various diacritics used to represent different sounds and syllables

UNIT- I: Arabic and its socio – historical context

UNIT- II: Development of different scripts - Kufi, Nasdaq, Tughra, etc.

UNIT- III: Technique of taking estampage

UNIT- IV: Arabic Inscriptions: studying select Inscription and Transliteration

Suggested Mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through, videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment

External

Internal

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT preparation, project work, Role play, Debate and Discussion

Practicum

Translating Arabic script records in Hindi and English and interpreting them .

SEC- I

Orality and Oral Culture in India

Credits: 2

Contact hours per week: 2 hours per week

Max. Marks: 50

Internal: 10

External: 40

Learning Outcomes

The students will understand the orality and oral culture of India including how to understand variations of culture and it's practices.

Unit- I: Defining orality, History & Historiography of Orality

Unit- II: Life Histories: Sociological Aspects

Unit- III: Research Methodologies

Unit- IV: Documentation: Written & Visual

Suggested Mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through, videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment

External

Internal

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT preparation, project work, Role play, Debate and Discussion

Practicum : 10 Marks

Students will research, develop interview questions, conduct interviews and record personal experiences focused on themes such as Partition, national Movement from the central text. They then synthesize and present the information as an article, pamphlet, poster or other medium of their choice as a compelling story.

Suggested Readings:

1. Humphries: The Handbook of Oral History
2. H. Roberts. Ed. Doing Feminist Research, Routledge & Kegan Paul, London, 1981
3. M.F.D. Knowledge & Control, London, 1971
4. John Miles Foley, Oral Formulaic-Theory: An Introduction & Annotated Bibliography, New York & London: Garland, 1985
5. Veena Das, ed, Mirrors of Violence: Communities, Riots & Survivors in South Asia, Delhi, OUP, 1990
6. Prasad M. Mahadeva, Ideology of the Hindi Film: A Historical Construction, Delhi, OUP, 1998
7. Srirupa Roy, 'The Post Colonial State & Visual Representations of India' Contributions to Indian Sociology, 2006, 36, 1&2: 233- 26

SEC- II

Select any one

SEC- II: Learning Modi

Credits: 2

Contact hours per week: 2 hours per week

Max. Marks: 50

Internal: 10

External: 40

Learning Outcomes

The students will recognize and read Modi characters including consonants, vowels and various diacritics used to represent different sounds and syllables

UNIT- I: Introduction to Modi as a script of the documents

UNIT- II: Transliteration of select Modi Documents

UNIT III: Variants of Modi

UNIT- IV: Reading of historical records in Modi

Suggested Mode of Learning Engagement:

Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through , videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment

External

Internal

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT preparation, project work, Role play, Debate and Discussion

Practicum

Transliterating Modi script records in Hindi and English and interpreting them.

SEC-II: Learning Sanskrit

Credits: 2

Contact hours per week: 2 hours per week

Max. Marks: 50

Internal: 10

External: 40

Learning Outcomes

The students will recognize and read Sanskrit characters including consonants, vowels and various diacritics used to represent different sounds and syllables

UNIT- I: Introduction to Sanskrit Alphabets

UNIT- II: Reading of short Stories in Sanskrit

UNIT-III : Transliteration of Sanskrit alphabets

UNIT- IV: Reading of historical records in Sanskrit

Suggested Mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through , videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment**External****Internal**

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT preparation, project work, Role play, Debate and Discussion

Practicum: 10 Marks

Translating Sanskrit script records in Hindi and English and interpreting them .

Suggested Readings

- A Higher Sanskrit Grammar by M. R. Kale
- A Sanskrit Grammar for Students by A. A. MacDonnell
- Sanskrit Grammar by W. D. Whitney. Vedic Sanskrit
- A Vedic Grammar for Students by A. A. MacDonnell.
- Vedic Grammar by A. A. MacDonnell
- Monier Williams Online Dictionary [Sanskrit to English]
- Apte's Sanskrit-English Dictionary [Sanskrit to English]
- Monier Williams Online Dictionary [English to Sanskrit]
- Apte's English-Sanskrit Dictionary

SEC- II: History and Cinema

Credits: 2

Contact hours per week: 2 hours per week

Max. Marks: 50

Internal: 10

External: 40

Learning Outcomes:

- 1) Understanding Interconnections: Students will learn to analyze the interconnections between cinema and history, understanding how historical events, themes, and episodes are represented and interpreted through films.
- 2) Critical Evaluation of Representation: Students will develop the ability to critically evaluate the objectivity, accuracy, and moral values depicted in historical films, engaging in debates about cinematic modes of representation.
- 3) Cultural and Social Contexts: Through the study of various films, students will gain insights into the portrayal of historical romance, melodrama, music, language, folklore, and region, understanding how these elements reflect and shape cultural and social contexts.
- 4) Exploring Social Reform Themes: Students will explore how films address issues of class, caste, religion, and gender, as well as themes of nationalism, independence, partition, corruption, violence, war, and peace, thereby understanding cinema's role in social reform.
- 5) Film Analysis: Students will engage in discussions on specific historical films, analyzing how they portray various historical issues, themes, and events, and gaining a deeper understanding of the historical and cultural significance of these films.

- 6) Practical Filmmaking Skills: Through practicum activities, students will acquire practical skills in script writing, dialogue writing, enacting, costume designing, production, editing, and recording sound/music/video, culminating in the creation of their own historical film project.

Unit- I : Introduction to Indian Cinema and History

- Interconnections between Cinema and History
- Importance of Cinema to History
- Cinema as Archive of History

Unit- II: Debates on Cinematic Representation

- Accuracy in Depiction of Historical themes: Challenges and Responses
- Moral Values and depiction of historical themes.

Unit- III : How films showcase History

- Historical Romance and Melodrama
- Music, Language, Folklore, Region
- Historical Events
- Cities, Architecture, Fashion, Food, Etiquette

Unit- IV: Issues That Historical films portray

- Cinema and Social Reform: Class, Caste, Religion and Gender
- Nationalism in Pre- Independence and Post- Independence Cinema
- Partition
- *Discussion on the above issues with reference to undermentioned films:*
- Achhot Kanya
- Earth
- Gandhi
- Lagan
- Rang De Basanti
- Cinema, Modernity and the Post Colonial Subject (Gender, Corruption Violence, War and Peace)

Suggested Mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through , videos, PPT's field visits, seminars, workshops, project work.
Suggested Mode of assessment

External

Internal

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT preparation, project work, Role play, Debate and Discussion

Practicum: 10 Marks

Select a historical Theme / event / personality and prepare a movie on it, on under mentioned areas:

- Script writing
- Dialogue writing
- Enacting
- Costume designing
- Production
- Editing
- Recording sound/music/video

Suggested Readings:

1. Pierse Sorlin - The film in history Restaging the Past
2. Vanessa Schwartz - Film and History
3. Ed. Paul Grainge - Memory and popular film
4. Jonathan Stubbs - Historical film : A critical Introduction
5. Robert Rosenstone - Film as a Historical Research
6. Special Issue of Seminar on Cinema and History
7. Sohini Ghosh, "The Talwars and presumed guilt"
8. Abhijit Roy, "Live(li)ness and Network Publics in Post-Liberalization Indian Popular Films"
9. Sumita Chakraborty, "Culture/ Nation: Reclaiming the Past", National Identity in Indian Popular Cinema, 1947-1987. Austin: University of Texas Press, 18-52.

10. Ravi Vasudevan "Shifting Codes, Dissolving Identities: The Hindi Social Film of the 1950's as Popular Culture" in Ravi Vasudevan ed. Making Meaning in Indian Cinema Oxford University Press: 2000, 99-121
11. Madhava Prasad, "Introduction: The Ideology of Formal Subsumption", Ideology of Hindi Film: A Historical Construction. New Delhi: Oxford University Press, 1998, 1-28.

POLITICAL SCIENCE

DC- III: Political Theory–II

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hrs. + Practical: 2 hrs.)

Max. Marks: 100

Internal: 15

Practicum: 25

External Marks: 60 (Theory)

Course Objective:

- Political theory begins with a few fundamental questions that have a bearing on the good life, and the ways in which we seek to collectively secure it.
- This course introduces the various ways of theorizing the 'political'.
- The idea is to introduce and assess the traditional as well as recent approaches to understanding politics. This course explains about the theories of origin of state and state actions.
- It focuses on various concepts of political theories.

Learning Outcomes:

- This course will familiarize students with the basic concepts in political theory and encourage them to understand how they manifest in social practices.
- The course will also help students learn how we make use of these concepts in organizing our social living.
- To understand the nature of various political theories.

Unit- I: Concepts of Political Theory

- Citizenship-Citizenship Right
- Right- Classification of Rights Natural, Legal and Historical theory of Right
- Liberty-Nature, Scope, Dimensions, Liberal-Individualistic View of Liberty, Marxist Concept of Freedom
- Equality - Idea of Equality, Equality as Opportunity, Rational Grounds of Discrimination
- Justice- Development of Concept of Justice, classification of Justice

Unit- II: Idealism and Concept of Welfare State

- Idealistic Theory: Views of Plato and Aristotle, Kant, Hegel and Green
- Basic Features of Idealism, Criticism of Idealism.
- The Welfare State: The Origin and Development of the Welfare State, Purpose and Functions of the Welfare State, Hindrances to the Realisation of Welfare State

Unit- III: Forms of Government

- *Unitary and Federal Governments* : Unitary Government, Its Merits and Demerits, Federal Governments; Necessary conditions for the formation of a Federation, Distinction between Unitary and Federal Government, Merits and Demerits of Federal Government, Future of Federalism
- *Parliamentary and Presidential Government* : Parliamentary Government: Features of Parliamentary Government, Merits and Demerits of Parliamentary Government, Presidential Government, Sources of the Idea of Justice, Merits and Demerits of Presidential Government

Unit- IV: Democracy

- Meaning of Democracy
- Classical Notion of Democracy
- Concept of Liberal democracy
- Contemporary Theory of Democracy – Elitist Theory, Pluralist Theory, Theory of Participatory Democracy, Marxist Theory of Democracy, Concept of People's democracy, Radical Theory of Democracy, Concept of Deliberative Democracy

Unit- IV: Political Party, Public Opinion and Pressure Group

- Political Party; Definition, Importance, Functions and Its types.
- Public Opinion-Importance, Agencies for the formation and Expression of Public Opinion, Propaganda and Rumour
- Pressure Group and Interest Group. Definition, Techniques, Role, Characteristics and Types

Practicum:

1. Organised a mock Parliament to understand Parliamentary form of government.
2. Assignment
 - Teacher should assign one topic or related topic from the course content to each student. Students are to submit a written or typed assignment not exceeding 15 pages. Continuous review and discussion on the assigned topics should be done by teacher and students.

Suggested Readings:

1. Bellamy, R. P., & Ross, A. (Eds.).(1996). *A Textual Introduction to Social and Political Theory*. Manchester University Press.
2. Lowndes, V., Marsh, D., & Stoker, G. (Eds.).(2017). *Theory and Methods in Political Science*. Bloomsbury Publishing.
3. Vincent, A. (2004). *The Nature of Political Theory*. Oxford University Press, USA.
4. Mckinnon, C (2008). *Introducing Issues in Political Theory*, New York. Oxford University Press.
5. Bhargava, R.& Acharya, A. (2008) (Ed.), *Political Theory: An Introduction*, New Delhi, Pearson Longman.
6. Varma, S. P. (1975). *Modern political theory*. Vikas Publishing House.,
7. Ray, A., & Bhattacharya, M. (1962). *Political Theory: Ideas and Institutions*. Eastern Publishers.
8. Gauba, O. P. (2013). *An Introduction to Political Theory*. Macmillan.
9. Mahajan, V. D. (2006). *Political Theory*. S. Chand Publishing.
10. Appadorai, A. (1944). *The Substance of Politics*.
11. Ashirvatham, E. (2009). *Political Theory*, S. Chand, Delhi.
12. Elliott, W. Y. (1940). *The Pragmatic Revolt in Politics*, New York, The Macmillan.
13. Merriam, C. E. (1900). *History of the Theory of Sovereignty since Rousseau* (Vol. 12, No. 4). New York, Columbia U. P..
14. Ramaswamy, S. (2010). *Political Theory: Ideas and Concepts*. PHI Learning Pvt. Ltd..
15. Held, D. (1993). Political Theory Today. *Ethics*, 103(3).
16. Heywood, A., & Chin, C. (2023). *Political Theory: An Introduction*. Bloomsbury Publishing.
17. Singh, R. (2014). *Perspectives on Philosophy, Metaphysics and Political Theory*. Orient books.
18. जौहरी, जे.सी. 1992 : (आधुनिक राजनीति विज्ञान के सिद्धांत, स्टर्लिंग प्रकाशन नई दिल्ली).
19. दधीचि, नरेश. (2015): *समसामयिक राजनीतिक सिद्धांत*, रावत प्रकाशन जयपुर.

DC- IV: Indian National Movement and Constitutional Development-II**Credits: 4****Contact Hours: 5 hours per week (Theory: 3 hrs. + Practical: 2 hrs.)****Max. Marks: 100****Internal: 15****Practicum: 25****External Marks: 60 (Theory)****Course Objectives:**

The course aims to help students understand the birth and growth of nationalism in India in the specific historical context of the struggle against colonial rule in India. It looks at nationalism from different theoretical perspectives to emphasize its different dimensions, both as a movement and ideology. It focuses on rise and growth of Revolutionary movement in India. In the process, the course also tries to focus on the origin of various organizations and their impact on Indian National Movement.

Learning Outcomes:

- Students will gain an understanding of the different theoretical perspectives on the emergence and development of nationalism in India
- Students will gain knowledge of the historical trajectory of the development of the nationalist movement in India.
- They will understand the contribution of various social movements in the independence struggle. They will develop awareness of the history of partition and the moment of independence that followed.

Unit- I: Gandhi and Mass Mobilisation:

- Champaran Satyagrah
- Non Co-operation Movement,
- Civil Disobediance Movement,
- Dandi March-Salt-Satyagraha, Individual Satyagraha
- Quit India Movement (1942),

Unit- II: Role of Subhas Chandra Bose in Freedom Struggle

- Subhas Chandra Bose and Congress
- Crisis at Tripuri,
- Formation of Azad Hind Fauj (Indian National Army) and Its Role of Freedom struggle.
- Formation of Forward Block,

Unit- III: Constitutional Development During Freedom Movement

- Indian Council (Morley-Minto Reforms) Act 1909 : Main Provisions, Criticism, Importance and Causes of the failure of Morley-Minto Reforms Act
- Government of India Act 1919 : Main Provisions, Drawbacks and Importance of the Act.

Unit- IV: Constitutional Measures

- Simon Commission, 1927
- Nehru Report, 1928 : Main provisions and its significance
- Cripps Mission, 1940
- Cabinet Mission, 1946
- Objective Resolution, 1946

Unit- V: Constitutional Framework

- Government of India Act 1935: Main provisions, its Significance and role of making free India Constitution
- Indian Independence Act (1947)

Practicum:

1. Making Assignments Indian National Army
2. Make caricatures on all movements launched by Mahatma Gandhi.

Suggested Readings:

1. Majumdar, R. C. (Ed.). (1960). *The History and Culture of the Indian People* (Vol. 6). Bharatiya Vidya Bhavan.
2. Agrawal, R.C. & Bhatnagar Mahesh (2016). *Constitutional Development and National Movement of India*, S. Chand & Company Pvt. Ltd, Ram Nagar, New Delhi-110055
3. Hasan, M. (2001). *Company to the Republic: a Story of Modern India*, New Delhi, Roli Publications.
4. Sunderlal, P. (2018). *British Rule in India*. SAGE Publishing India.
5. Chandra, B., Mukherjee, M., Mukherjee, A., Panikkar, K. N., & Mahajan, S. (2016). *India's Struggle for Independence*. Penguin UK. (In Hindi also)
6. Chandra, B. (2008). *Indian National Movement: The long-term Dynamics*. Har Anand Publications.
7. Abel, M. (2005). *Glimpses of Indian National Movement*. ICFAI Books.
8. Sharma, R. K. (Ed.). (2005). *History of Indian National Movement (1857-1947)*.
9. Sonali S. Bandyopādhyāya, Ś. (2004). *From Plassey to Partition: A History of Modern India*. Orient Blackswan.
10. Punniyah, K. V. (1938). *The Constitutional History of India*.
11. Singh, G. N. (1959). *Landmarks in Indian Constitutional and National Development* (Vol. 1). Atma Ram.

Skill Enhancement Course(SEC)

Any one

SEC- I: Political Reporting

Credits: 2

Contact Hours: 2 hours per week

Max. Marks: 50

Internal: 10

External Marks: 40 (Theory)

Learning Outcomes:

Students at the successful completion of the course will be able to:

- Understand the need, scope and concepts in Political Reporting.
- Identify various sources for Political Reporting.
- Provide an overview of interpreting the political phenomena from the grass roots level to the Parliament.
- Develop insights and enhance skills in a professional manner in the age of mass media.
- Learn skills related to reporting, enlarge job opportunities and make it as a career.

Unit- I: Introduction to Political Reporting-Nature, The role of Mass Media in Political Reporting- Press, Radio and Television-State Meaning, Political Issues and Dynamics.

Unit- II: Organs of the Government-Union, State and Local Governments, Reporting on their working and assessment, Ethics for political reporter, Role and responsibilities of Press, Freedom of press and its limitations.

Unit- III: Political News-Meaning, Nature and Forms of Political News, Sources of Political News and its Limitations, Working of Lobbies and Pressure Groups in Political Reporting.

Unit- IV: Writing Reports, Background Information, Framing and crafting Political Stories, Laws, Rules and Regulations, Political Reporting in deadline situations- Reporting on Political Campaigns.

Unit- V: Political Reporting Skills- Interviewing-Types and Forms of Interviewing and Techniques, Questionnaire, Opinion Polls, Writing Blogs-Role in citizen's civic engagement, political communication and political participation

Suggested Readings

1. Raymond Kuhn, Political Journalism New Challenges, New York: New Practices, Rutledge, 2003
2. Gail Sedorkin and Judy McGregor, Interviewing – A Guide for Journalist and Writers, Crow's Nest, NSW: Allen and Unwin, 2002
3. R.T. Jangam, Political Analysis, New Delhi: Oxford and IBH Publication, 1997
4. J.C. Johari, Comparative Politics, New Delhi, Sterling Publishers, 2002
5. Robert A. Dahl, Modern Political Analysis, New Delhi : Prentice Hall of India, 2001
6. Davis Merrit, Public Journalism and Public Life, London, 2014
7. Erik Albaek, Arjen Van Dalen, Neel Jebril & Claes H. de Vreese, London, Cambridge University Press, 2014
8. Alok Mehta, Power, Press and Politics, 2021
9. Claes H. de Vreese, Frank Esser & David Nicolas Hopmann (editors), Comparing Political Journalism (Communication and Society)

Web resources suggested by the Teacher concerned and the College Librarian including reading material.

Co-Curricular Activities (*Training of students by the teacher : Total 10 hours*):

- **Mandatory:**
- **FOR TEACHER:** Training of students by teacher in the classroom for a total of not less than 10 hours on techniques on understanding political establishment, observing of procedures and practices, identifying sources of political reporting, framing and crafting of political stories, application of ICT in political writings, discuss about the components involved in political writings such as real world consequences, disturbances or peace, high taxes, jobs or unemployment, health care, use of social media and its impact on citizens political participation in political process i.e. political campaigns and democracy.
- **FOR STUDENT:** Students have to go to the field, observe activities related to political reporting such as news reporting, report on political meeting or incident and individually submit his / her observation as a hand-written Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.

- **Suggested Fieldwork/Project work Format:**

Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.

- Max marks for Fieldwork/Project work Report: 05
- Unit Tests /Internal Examinations
- **Suggested Co-Curricular Activities**
- Training of students by a related field expert.
- Reading Local Daily newspaper either print or online and visit political websites.
- Reading Editorial pages, blogs and websites for various ideological perspectives.
- Assignments (including technical assignments like identifying sources of political reporting).
- A few minutes of each class period shall be devoted to the past week's major political stories and their coverage.
- Seminars, Group discussions, Quiz, Debates etc.
- Preparation of videos on Political popular personalities.
- Collection of material/figures/photos related to political writings by experts covered in Dailies and magazines and organizing them in a systematic way in a file.
- Visits to press, media houses, governmental offices etc.
- Invited lectures and presentations on related topics by field experts such as political reporters, editors and professionals in political communication.

SEC- I: Public Opinion and Survey Research

Credits: 2

Contact Hours: 2 hours per week

Max. Marks: 50

Internal: 10

External Marks: 40 (Theory)

Course Objective

This course will introduce the students to the debates, principles and practices of public opinion polling in the context of democracies, with special reference to India. It will familiarize the students with how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, analysis and utilization of quantitative data.

Unit- I: Introduction to the course

Definition and characteristics of public opinion, conceptions and characteristic debates about its role in a democratic political system, uses for opinion poll

Unit- II: Measuring Public Opinion with Surveys: Representation and sampling

- a. What is sampling? Why do we need to sample? Sample design.
- b. Sampling error and non-response
- c. Types of sampling: Non random sampling (quota, purposive and snowball sampling); random sampling: simple and stratified

Unit- III: Survey Research

- a. Interviewing: Interview techniques pitfalls, different types of and forms of interview
- b. Questionnaire: Question wording; fairness and clarity.

Unit- IV: Quantitative Data Analysis

- a. Introduction to quantitative data analysis
- b. Basic concepts: Correlational research, causation and prediction, descriptive and inferential Statistics

Unit- V: Interpreting polls

Prediction in polling research: possibilities and pitfalls
Politics of interpreting polling

Suggested Readings

1. Essential Readings: R. Erikson and K. Tedin, (2011) American Public Opinion, 8th edition, New York: Pearson Longman Publishers., pp. 40-46.
2. G. Gallup, (1948) A guide to public opinion polls Princeton, Princeton University Press, 1948. Pp. 3-13. II
3. Essential Readings: G. Kalton, (1983) Introduction to Survey Sampling Beverly Hills, Sage Publication.
4. Lokniti Team (2009) 'National Election Study 2009: A Methodological Note', Economic and Political Weekly, Vol. XLIV (39)
5. Lokniti Team, (2004) 'National Election Study 2004', Economic and Political Weekly, Vol. XXXIX (51).
6. 'Asking About Numbers: Why and How', Political Analysis (2013), Vol. 21(1): 48-69, (first published online November 21, 2012)
7. H. Asher, (2001) 'Chapters 3 and 5', in Polling and the Public: What Every Citizen Should Know, Washington DC: Congressional Quarterly Press.
8. R. Erikson and K. Tedin, (2011) American Public Opinion, 8th edition, New York, Pearson Longman Publishers, pp. 40-46.
9. A. Agresti and B. Finlay, (2009) Statistical methods for the Social Sciences, 4th edition, Upper saddle river, NJ: Pearson-Prentice Hall
10. S. Kumar and P. Rai, (2013) 'Chapter 1', in Measuring Voting Behaviour in India, New Delhi: Sage.
11. R. Karandikar, C. Pyne and Y. Yadav, (2002) 'Predicting the 1998 Indian Parliamentary Elections', Electoral Studies, Vol. 21, pp.69-89.
12. M. McDermott and K. A. Frankovic, (2003) 'Horserace Polling and Survey Methods Effects: An Analysis of the 2000 Campaign', Public Opinion Quarterly 67, pp. 244-264.
13. K. Warren, (2001) 'Chapter 2', in In Defense of Public Opinion Polling, Boulder: Westview Press, pp. 45-80.
14. W. Cochran, (2007) 'Chapter 1', Sampling Techniques, John Wiley & Sons.
G. Gallup, (1948) A Guide to Public Opinion Polls. Princeton: Princeton University Press, pp. 14-20; 73-75.
15. D. Rowntree (2000) Statistics Without Tears: an Introduction for Non Mathematicians, Harmondsworth: Penguin.

1. Discussion of readings and Indian examples. 127
2. Groups of students to collect examples of and discuss various sample based studies across many fields: e.g. consumer behaviour, unemployment rates, educational standards, elections, medicinal trials etc.
3. Non-random sampling: The students have to identify one group of people or behaviour that is unique or rare and for which snowball sampling might be needed. They have to identify how they might make the initial contact with this group to start snowball rolling.
4. Give the students the electoral list of an area in Delhi (<http://ceodelhi.gov.in>). The students have to draw a random sample of n number of respondents.
5. For this activity, working with a partner will be helpful. The class should first decide on a topic of interest. Then each pair should construct a five-item self report questionnaire. Of the five items, there should be at least one nominal response, one ordinal response and one interval. After the common questionnaire is constructed putting together the questions from everyone, working in pairs, the questionnaire should be administered on 10 different individuals.
6. Give the students a questionnaire from any public opinion survey and ask them to identify the type of variables.

SEC-II

SEC- II: Legal Literacy- Rights Awareness

Any One

Credits: 2

Contact Hours: 2 hours per week

Max. Marks:50

Internal: 10

External Marks: 40 (Theory)

Learning Outcomes:

Students at the successful completion of the course will be able to;

- Acquaint student with the structure and manner of functioning of the legal system in India.
- Understand of the laws related to rights applicable in India.
- Provide an overview of access to courts and enforcement of rights.
- Develop an understanding of the formal and Alternate Dispute Redressal (ADR) mechanism that exist in India.

Unit- I: Brief understanding of Legal Literacy- Indian Constitution - Fundamental Rights and duties of Indian citizens other constitutional rights and enforcement of certain rights under Article 21 with emphasis on Public Interest Litigation.

Unit- II: Laws relating to criminal jurisdiction- Provisions relates to FIR, Arrest, Bail, Search and Seizure- Important offences under Indian Penal Code- Offences against Women, Children and Juvenile

Unit- III: Anti-terrorist laws- Implication of security and protection of Human Rights- Laws relating to Consumer rights and Cybercrimes.

Unit- IV: System of Courts and Tribunals and their jurisdiction in India-Civil and Criminal courts, Writ jurisdiction, specialized courts such as Juvenile courts, Mahila courts etc.

Unit- V: Lok Adalats and Conduct of Legal Literacy camps-Role of NGOs in promoting legal awareness.

Suggested Readings:

1. Basu, D.D, Introduction to Constitution of India, Nagpur, Lexis Nexis Butter worths, 2018.
2. Kashyap, S, Our Constitution: An Introduction to India's Constitution and Constitutional Laws, New Delhi, National Book Trust, 1994.
3. D.Srivastava, Sexual Harassment and Violence against Women in India : Constitutional and Legal Perspectives in C.Kumar and C.Chockalingam (eds) Human Rights, Justice and Constitutional Empowerment, Delhi, Oxford University Press, 2015.
4. B.L.Wadhera, Public Interest Litigation- A Handbook, Universal Publications, New Delhi, 2016.
5. Aggarwal, N., Women and Law in India, New Century Publishing House, New Delhi, 2019.
6. Kamala Sankaran and Ujwal Singh (eds), Creating Legal Awareness, Oxford University Press, New Delhi, 2017.
7. Indian Social Institute, New Delhi, Legal Literacy Booklets.
8. P.C.Rao and William Sheffield, Alternate Dispute Resolution: What it is and How it works, Universal Law Books and Publishers, New Delhi, 2012.
9. Parmanand Singh, Access to Justice and the Indian Supreme Court, 10 & 11, Delhi Law Review, 1981-82.

10. J.Kothari, Criminal Law on Domestic Violence, Economic and Political Weekly, 2005, Vol.40 (46), pp., .4843-4849.
11. Centre for Good Governance, Right to Information Act, 2005 : A Citizen's Guide
12. A.Pandey, Rights of the Consumer, New Delhi, Indian Social Institute, 2004.
13. Pandey, Laws relating to Criminal Justice : Challenges and Prospects in K.Sankaran and U.Singh, Towards Legal Literacy, New Delhi, Oxford University Press, 2008, pp.61-77.
14. S.K.Garg, Guide to Lok Adalats and Free Legal Services under Legal Services Authorities Act, New Delhi, 2018.
15. Web resources suggested by the Teacher concerned and the College Librarian including reading material.

Co-Curricular Activities (*Training of students by the teacher: Total 10 hours*):

A). Mandatory:

- **FOR TEACHER:** Training of students by teacher in the classroom for a total of not less than 10 hours on understanding various rights enshrined in the Constitution, preparation of FIR, conduct of moot court, identifying techniques of ADR mechanism (Negotiation, Arbitration and Conciliation), drafting of a Public Interest Litigation etc.,
- **FOR STUDENT:** Visit to either a court or a legal services authority set up by the LSA Act, observe the proceedings, interact with persons who are seeking legal remedy and interact/interview the advocates if possible and record their experiences and individually submit his / her observation as a hand-written Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.

• **Suggested Fieldwork/Project work Format:**

Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.

- Max marks for Fieldwork/Project work Report: 05
- Unit Tests /Internal Examinations
- **Suggested Co-Curricular Activities**
- Training of students by a related field expert.
- Reading Local Daily newspaper either print or online.
- Reading Editorial pages, blogs and websites for various ideological perspectives.
- Assignments.
- Discuss the debates around any recent Ordinance, Bill or Act in the Parliament or State Legislature.
- Discuss any contemporary practice or event that violates the equality and protection against discrimination laws.
- Seminars, Group discussions, Quiz, Debates etc.
- Witness any incident occurred in surroundings that would be considered offensive under the penal code and make a class-room presentation on it. Example: Offences relates to IPC, Consumer Protection Act, 1986, Filing a petition under RTI Act, 2005 etc.,
- Invited lectures and presentations on related topics by experts in jurisprudence and ADR Mechanism.
- Read the guidelines issued by Supreme Court in landmark cases relating to Child abuse, domestic violence, sexual harassment at work place.

SEC- II: Local Administration

Credits: 2

Contact Hours: 2 hours per week

Max. Marks: 50

Internal: 10

External Marks: 40 (Theory)

Learning Outcomes:

- Students at the successful completion of the course will be able to;
- Understand the existing context of Local Government Institutions in India.
- Have knowledge on the need of empowerment and autonomy of LGIs.
- Provide an overview on financial resources and constitutional provisions.
- Analyse the issues, problems and conflicts in Local Administration.
- Develop communication skills to interact with the elected members and officials.
- Enhance skills for observation, organizing, networking, documentation

Unit: 1

Local Government: Meaning, Nature and Importance, Thoughts on Local Governments by M.K.Gandhi, Jawaharlal Nehru and Dr.B.R.Ambedkar, Important Committees: Balwant Rai Mehta (1957), Ashok Mehta (1978), L.M.Singhvi(1986).

Unit: 2

Decentralization of powers (Political, Administrative and Economic) from the States to Local Institutions- 73rd and 74th Constitutional Amendment Acts-Empowering Local Governments- Decision making powers during crisis and disasters-Relationship between local government authorities and Central and State Government service providers-Role of District Collector in strengthening LGIs.

Unit: 3

Revenue raising avenues for Local Governments-Grants, Aid and support from Centre and State Governments-Public Private Partnerships-Concept of Local Development-Village as a unit, Role of Local Governments in implementation of welfare and developmental programmes i.e., (MGNREGS), (SGSY), (IAY) and (PURA).

Unit: 4

Challenges for Local Administration, Financial, administrative and Political Constraints-Public relations in Local Administration-Need for training for elected representatives and other stakeholders-Audit training and Participatory training.

Unit: 5

Preparation of Reports-Minutes and Documentation-Types of Reports, Content of Minutes- Methods of Documentation-Best practices of Reporting on functioning of Local Administration- Use of ICT in documentation.

Suggested Readings:

1. Basu, D.D, Introduction to Constitution of India, Nagpur, Lexis Nexis Butterworths, 2018
 2. Niraja Gopal Jayal, Representing India: Ethnic Diversity and Governance of Public Institutions, 2006, Palgrave Mc Millan Publications.
 3. R Venkata Ravi, Empowering Rural India: Experiments and Experiences, Kanishka Publishers, New Delhi, 2006.
 4. Sawalia Bihari Verma, Empowerment of the Panchayati Raj Institutions in India, Sarup and Sons, New Delhi, 2006.
 5. World Bank, Empowerment in Practice: Analysis and Implementation, World Bank Institute, Washington D.C.
 6. S.Chandrasekhar, Panchayati Raj and Financial Resources, Regal Publications, 2008, New Delhi.
 7. Rajesh Tondon and Mohini Kak (Eds), Citizen Participation and Democratic Governance, New Delhi, 2016.
 8. Anand Prakash, State and District Administration, Wisdom Press, New Delhi, 2008.
 9. N.Lalitha, Rural Development in India: Emerging Issues and Trends, Dominant Publishers, New Delhi, 2014.
- Web resources suggested by the Teacher concerned and the College Librarian including reading material.

Co-Curricular Activities(*Training of students by the teacher: Total 10 hours*):

Mandatory:

FOR TEACHER: Training of students by teacher in the classroom for a total of not less than 10 hours on techniques of identifying financial resources to local bodies, skilling on various components involved in auditing of accounts, analyzing the data of beneficiaries of welfare schemes by using statistical tools, preparation of minutes and reports, imparting technical skills with regard to communication and procedures and practices in documentation.

FOR STUDENT: Students have to visit to a Rural Local Government Institution, understand its profile, sources of revenue and expenditure, identify major issues and challenges, analyse its development and welfare initiatives, record the experiences, collecting data on implementation of poverty alleviation, employment generation schemes sponsored by governments and interpretation of data and indicate suggestions for better functioning **(or)**

Participate in regular Gram Sabha meeting observe and record the proceedings and outcome of the meeting, indicate suggestions for better functioning of Gram Sabha **(or)** students may take a village as a unit, make SWOC analysis and individually submit his / her observation as a hand-written Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.

Suggested Fieldwork/Project work Format:

Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process,

Findings, Conclusion and References.

Suggested Co-Curricular Activities

Training of students by a related field expert.

Reading Local Daily newspaper either print or online.

Reading Editorial pages, blogs and websites for various ideological perspectives.

Assignments.

Discuss the debates around any recent Ordinance, Bill or Act in the Parliament or State Legislature.

Carry out a resource mapping of a selected area.

Plan and organize a capacity building session for the stakeholders

Seminars, Group discussions, Quiz, Debates etc.

Invited lectures and presentations on related topics by experts in Local Administration.

Make visit to a Self-Help Group or NGO, interact with its members and record their experiences.

Conduct an interview with an important person at the District Level using a structured schedule (District Panchayat Officer / CEO of Zilla Parishad / District Collector) and document their interventions in local administration and record their experiences.

GEOGRAPHY

DC- III: Geomorphology

Credits: 4 (3+1)

Contact Hours: 5 hours per week (Theory: 3 hrs. + Practical: 2 hrs.)

Max. Marks: 100

Internal: 15

Practical: 25(External)

External Marks: 60

Learning outcomes

Students will be able

- To know the functioning of earth systems in real time and analyse how the natural and anthropogenic operating factors affects the development of landforms.
- To distinguish between the mechanisms that controls these processes.
- To assess the roles of structure, stage and time in shaping the landforms, interpret geomorphological maps and apply the knowledge in geographical research.

Unit- I: Geomorphology: Nature, Scope and Approaches.

Unit-II: Earth Movements: Plate Tectonics, Types of Folds and Faults, Earthquakes and Volcanoes.

Unit- III: Geomorphic Processes: Weathering, Mass Wasting, Cycle of Erosion (Davis and Penck).

Unit- IV: Evolution of Landforms (Erosional and Depositional): Fluvial, Karst, Aeolian, Glacial, and Coastal.

Unit- V: Evolution of Drainage System and Patterns

Suggested Readings

1. Bloom A. L., 2003: *Geomorphology: A Systematic Analysis of Late Cenozoic Landforms*, Prentice-Hall of India, New Delhi.
2. Bridges E. M., 1990: *World Geomorphology*, Cambridge University Press, Cambridge.
3. Christopherson, Robert W., (2011), *Geosystems: An Introduction to Physical Geography*, 8 Ed., Macmillan Publishing Company
4. Kale V. S. and Gupta A., 2001: *Introduction to Geomorphology*, Orient Longman, Hyderabad.
5. Knighton A. D., 1984: *Fluvial Forms and Processes*, Edward Arnold Publishers, London.
6. Richards K. S., 1982: *Rivers: Form and Processes in Alluvial Channels*, Methuen, London.
7. Selby, M.J., (2005), *Earth's Changing Surface*, Indian Edition, OUP
8. Skinner, Brian J. and Stephen C. Porter (2000), *The Dynamic Earth: An Introduction to physical Geology*, 4th Edition, John Wiley and Sons
9. Thornbury W. D., 1968: *Principles of Geomorphology*, Wiley.
10. Gautam, A (2010): *Bhautik Bhugol*, Rastogi Publications, Meerut
11. Tikkaa, R N (1989): *Bhautik Bhugol ka Swaroop*, Kedarnath Ram Nath, Meerut
12. Singh, S (2009): *Bhautik Bhugol ka Swaroop*, Prayag Pustak, Allahabad

Practical: Geomorphology Laboratory work

Syllabus

- Geological Map: Outcrop map, strike, dip; Conformable geological structure and their description.
- Toposheets: Survey of India Maps: nomenclature, indexing and numbering of topographical sheets, Relief features.
- Topographical Map – Interpretation of a Mountain area with the help of Cross and Longitudinal Profiles.
- Construction of relative relief map, slope map (after Wentworth), drainage density map on a delineated drainage basin
- Profile: Profiles (serial, superimposed, projected and composite).

Suggested Readings

1. Cuff J. D. and Mattson M. T., 1982: *Thematic Maps: Their Design and Production*, Methuen Young Books
2. Dent B. D., Torguson J. S., and Holder T. W., 2008: *Cartography: Thematic Map Design* (6th Edition), Mcgraw-Hill Higher Education
3. Gupta K. K. and Tyagi V. C., 1992: *Working with Maps*, Survey of India, DST, New Delhi.
4. Kraak M.-J. and Ormeling F., 2003: *Cartography: Visualization of Geo-Spatial Data*, Prentice-Hall.
5. Mishra R. P. and Ramesh A., 1989: *Fundamentals of Cartography*, Concept, New Delhi.
6. Sharma J. P., 2010: *Prayogic Bhugol*, Rastogi Publishers, Meerut.
7. Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
8. Slocum T. A., McMaster R. B. and Kessler F. C., 2008: *Thematic Cartography and Geovisualization*, (3rd Edition), Prentice Hall.
9. Tyner J. A., 2010: *Principles of Map Design*, The Guilford Press.
10. Sarkar, A. (2015) *Practical geography: A systematic approach*. Orient Black Swan Private Ltd., New Delhi
11. Singh, L R & Singh R (1977): *Manchitra or Prayogatamek Bhugol*, Central Book, Depot, Allahabad
12. Bhopal Singh R L and Dutta P K (2012) *Prayogatama Bhugol*, Central Book Depot, Allahabad

DC– IV: Population Geography

Credits: 4

Contact Hours: hours per week (Theory: 3hr. + Practical: 2 hrs.)

Max. Marks: 100

Internal: 15

Practical: 25(External)

External Marks: 60

Learning Objectives:

- It introduces the basic concepts of population geography to the students.
- An understanding of the importance and need of Demographic data.
- Spatial understanding of population dynamics.

Learning outcomes:

- The students would get an understanding of the distribution and trends of population growth in the developed and less developed countries, along with population theories.
- The students would get an understanding of the dynamics of the population.
- An Understanding of the implications of population composition in different regions of the world.

Unit- I: Population Geography: Nature and Scope, Sources of Data with special reference to India.

Unit- II: Population Size, Distribution and Growth – Determinants and Patterns; Theories of Growth – Malthusian Theory and Demographic Transition Theory.

Unit- III: Population Dynamics: Fertility, Mortality and Migration – Measures, Determinants and Implications;

Unit- IV: Population Composition and Characteristics – Age-Sex Composition; Rural and Urban Composition; Literacy.

Unit- V: Dynamic of population pyramids and women empowerment and Indian population policies.

Suggested Readings:

1. Barrett H. R., 1995: *Population Geography*, Oliver and Boyd.

2. Bhende A. and Kanitkar T., 2000: Principles of Population Studies, Himalaya Publishing House.
3. Chandna R. C. and Sidhu M. S., 1980: An Introduction to Population Geography, Kalyani Publishers.
4. Clarke J. I., 1965: Population Geography, Pergamon Press, Oxford.
5. Jones, H. R., 2000: Population Geography, 3rd ed. Paul Chapman, London.
6. Lutz W., Warren C. S. and Scherbov S., 2004: The End of the World Population Growth in the 21st Century, Earthscan
7. Newbold K. B., 2009: Population Geography: Tools and Issues, Rowman and Littlefield Publishers.
8. Pacione M., 1986: Population Geography: Progress and Prospect, Taylor and Francis.
9. Wilson M. G. A., 1968: Population Geography, Nelson.
10. Panda B P (1988): Janasankhya Bhugol, M P Hindi Granth Academy, Bhopal
11. Maurya S D (2009) Jansankhya Bhugol, Sharda Putak Bhawan, Allahabad
12. Chandna, R C (2006), Jansankhya Bhugol, Kalyani Publishers, Delhi

Practical: Population Geography Laboratory work

- Spatial distribution of population with the help of Geospatial technology
- Linear and exponential trends of growth rate of population
- Construction and interpretation of age-sex pyramid: Progressive and regressive
- Construction and interpretation of choropleths showing distribution of infant mortality rates
- Graphical representation and interpretation of spatial distribution of total fertility rate

SEC- I: Skill Enhancement Course

Select any one

Credits: 2

Contact Hours: 2 hours per week (Theory 1hr + Practical 2hrs)

Max. Marks: 50

Internal: 10

Practical: 10(External)

External Marks: 30

SEC- I: Environmental Impact and Risk Assessment

Learning Objectives:

- Gain insights into the concepts of environmental impact assessment and its relevance for sustainable development
- Acquire knowledge of the socio-ecological and economic perspectives of any developmental project.
- Evaluate methodologies to conduct and analyze EIA acceptable per prevalent regulation

Learning outcomes:

After the course, the students will be able to

- Conduct EIA of any developmental project and analyze its environmental and other implications
- Serve as consultant to different agencies working on EIA and a developmental plan
- Evolve strategies to ensure development and conservation hand-in-hand
- Formulate sustainable development strategies for any development plan varying in scale
- Identify and classify different development projects based on their sales and impacts on the environment

Syllabus:

Unit-I: Definition and scope of Environmental Impact Assessment (EIA) and Environmental Management Planning (EMP)

Unit-II: Legal and Policy Framework for Management: Air, Water, Forest. Environment Protection Act (EPA); Structure of governance and implementation strategies

Unit- III: Environmental appraisal: Concept and objectives; Stages of conducting EIA: Scoping and screening using Environmental Information System (EIS)

Unit-IV: Preparation of inventory and matrices; Methodologies for EIA: Impact assessment, risk assessment, cost-benefit analysis

Unit-V: Prediction scenarios and mitigation, assessing alternatives; EI monitoring and review

Practical: Environmental Impact and Risk Assessment Lab work

1. Environmental audit: Relevance and process
2. EIA/EMP case study of a metro rail project
3. EIA/EMP case study of a highway project/ river valley project.

Suggested Readings

- EIA 2020. Ministry of Environment, Forest and Climate Change, Draft Environment Impact Assessment Notification, 2020.

- Glasson, J. and Therivel, R., 2013. Introduction to Environmental Impact Assessment. Routledge.
- MacKinnon, A.J., Duinker, P.N. and Walker, T.R., 2018. The Application of Science in Environmental Impact Assessment. Routledge.
- Mareddy, A.R. (2017) Environmental Impact Assessment Theory and Practices, Butterworth Heinemann.
- Judith, P. 1999. Handbook of Environmental Impact Assessment. Blackwell Science.
- Lawrence, D.P., 2013. Impact assessment: practical solutions to recurrent problems and contemporary challenges. John Wiley & Sons.
- Marriott, B. 1997. Environmental Impact Assessment: A Practical Guide. McGraw-Hill, New York, USA.
- Petts, J. (1999). Handbook of Environmental Impact Assessment. Vol. 1, Blackwell Science.

SEC-I: Advanced Spatial Statistical Technique

Unit- I: Statistics and Statistical Data: Spatial and non-spatial; indices of inequality and disparity.

Unit- II: Probability theory, probability density functions with respect to Normal, Binomial and Poisson distributions and their geographical applications.

Unit- III: Sampling: Sampling plans for spatial and non-spatial data, sampling distributions; sampling estimates for large and small samples tests involving means and proportions.

Unit- IV: Correlation and Regression Analysis: Rank order correlation and product moment correlation; linear regression, residuals from regression, and simple curvilinear regression; Introduction to multi-variate analysis.

Unit- V: Time Series Analysis: Time Series processes; Smoothing time series; Time series components.

Note: Any Statistical Software Package (SPSS, MS Excel, etc.) may be used for practice.

Suggested Readings

1. Bart James E and Gerld M.Barber, 1996: Elementary Statistics for Geographers, The Guieford Press, London.
2. Eldon, D., 1983: Statistics in Geography: A Practical Approach, Blackwell, London.
3. Cressie, N.A.C., 1991: Statistics for Spatial Analysis, Wiley, New York.
4. Gregory, S., 1978: Statistical Methods and the Geographer (4th Edition), Longman, London.
5. Haining, R.P., 1990: Spatial Data Analysis in the Social and Environmental Science, Cambridge, University Press, Cambridge.
6. Mc Grew, Jr. and Cahrles, B. M., 1993: An Introduction to Statistical Problem Solving in Geography, W.C. Brocan Publishers, New Jersey.
7. Mathews, J.A., 1987: Quantitative and Statistical Approaches to Geography: A Practical Manual, Pergamon, Oxford.
8. S.K., 1998: Statistics for Geoscientists: Techniques and Applications, Concept Publishing Company, New Delhi.
9. Wei, W.S.,1990: Time Series Analysis: Variate and Multivariate Methods, Addison Wesley, Publishing.
10. Yeates, Mauris, 1974: An Introduction to Quantitative Analysis in Human Geography, Mc Grawhill, New York.

SEC- II: Skill Enhancement Course

Select any one

Credits: 2

Contact Hours: 2 hours per week (Theory 1hr + Practical 2hrs)

Max. Marks: 50

Internal: 10

Practical: 10(External)

External Marks: 30

SEC- II: Surveying Techniques

Learning Objectives:

- To study plane table surveying; theodolite survey techniques; prismatic compass; abney level etc

Learning Outcomes: students will be able

- To do plane table surveying, handle prismatic compass; abney level etc.
- To understand and handle theodolite surveying techniques

Unit- I: Nature and importance of surveying techniques

Unit – II: Basics of Plane table surveying; prismatic compass; Abney level and Indian clinometer, Chain and tape surveying

Unit – III: Field experimental Plane table surveying; prismatic compass; Abney level and Indian clinometer, Chain and tape surveying

Unit – IV: Basics of Theodolite Surveying: Surveying: meaning, classification, merits and demerits.

Unit- V: Field experimental theodolite surveying

Practical: Surveying techniques Laboratory work /Field

- Traverse survey using prismatic compass
- Profile survey using dumpy level
- Profile survey using Abney level
- Height determination of base accessible and inaccessible objects by theodolite (same vertical plane method)
- Viva voce based on laboratory notebook

Suggested Readings

1. Davis, R.E. and Foote, F.S. (1953): Surveying, 4th edition, McGraw Hill Publication, New York
2. Jones, P.A(1968): Fieldwork in Geography, Longmans, Green and Company Ltd., First Publication, London
3. Kanetker, T.P. and Kulkarni, S.V(1967): Surveying and Levelling, Vol I and II V.G. Prakashan, Poona.
4. Natrajan, V. (1976): Advanced Surveying, B.I. Publications., Mumbai.
5. Pugh, J.C. (1975): Surveying for Field Scientists, Methuen and Company Ltd., London.
6. Punmia, B.C. (1994): Surveying, Vol I, Laxmi Publications Private Ltd, New Delhi.
7. Sharma, J. P. (2001): Prayogik Bhugol., Rastogi Publication, Meerut 3rd. edition.
8. Shephard, F.A. (1968): Surveying Problems and Solutions, Edward Arnold (Publishers) Ltd, London
9. Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (Hindi and English editions), Kalyani Publishers, Ludhiana and New Delhi.
10. Venkatramaiah, C. (1997): A Text Book of Surveying, Universities Press, Hyderabad.

SEC- II: Field Study/Research Project

Principles of Field Training: Meaning and objectives of field training; Field as laboratory of geography; Contents of field training: physical, social, economic and cultural; Field training techniques; Field training-based report writing.

One week field observation study will be conducted in the mid of the semester. The study area will be selected by the concern teacher. The study area will be of geographical importance.

All the students of the class shall participate in a Study tour to an area of geographical interest, to be organized by the Department and submit the report in a neatly typed form with the certificate of the guide teacher.

However, if the institution is unable to organize any such study tour during the semester for some unavoidable reasons, research project shall be prepared by a student on any assigned topic under the guidance of a teacher.

Study tour report/Research Project shall be examined by two examiners (External and internal)

ECONOMICS

DC- III: Micro Economics

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes:

- To explain the fundamental principles of microeconomics, including scarcity, opportunity cost, demand and supply.
- To analyse how markets work, including the determinants of output and price market.
- To apply microeconomic concepts and models to real world issues

- To foster critical thinking by evaluating economic arguments, policies, and current events from a microeconomic perspective.

Unit – I: Cardinal Approach – Law of diminishing marginal utility, Law of Equimarginal ; Utility and their applications; Ordinal approach: Indifference curve analysis and its properties; Price, Income and Substitution effect Revealed Preference Theory of Demand; Price, Income and Substitution effect; Consumer's equilibrium (Hicks & Slutsky), Giffen, goods Consumer surplus.

Unit – II: Elasticity of demand- Price elasticity of demand, Income elasticity of demand, and Cross elasticity of demand; Measurement of the elasticity of demand;

Unit – III: Production function-short and long period; Law of variable proportion, Return to scale, Isoquant; Meaning, Properties, Marginal rate of technical substitution, Elasticity of Substitution, least cost combinations of inputs: Return to factors; Economics of scale;

Unit – IV: Cost: Meaning and types, Relationship between Average Cost and Marginal Cost; Concept of Revenue Short and Long run, Average cost curves , Total Revenue (TR), Marginal Revenue (MR), Average Revenue (AR) and relationship between AR and MR.

Unit – V: Classification of Market- Perfect and Imperfect Market; Determination of Equilibrium Price and Output under different market condition; Factor Pricing; Rent, Wage, Profit and Interest- Classical theory of Interest; Pigou, Welfare economics-Pigou.

Practicum

1. Learners will be explained about fundamental principles of microeconomics, including opportunity cost, demand and supply curve concepts with schedules and diagrams.
2. Learners will be taught about producers' equilibrium and consumer equilibrium through diagrams and schedules.
3. Learners will also be taught about the different Market structures present in the economy and will be able to differentiate amongst different market structures.

Suggested Mode of Learning Engagements and Assessment

During the practicum classes assignments, projects, group discussion relating to mentioned topic in syllabus will also be carried out and knowledge of learners will be further enhanced with giving them practical implications of the topic.

Suggested Readings

- Bernheim, B., Whinston, M. (2009). Microeconomics. Tata McGraw- Hill.
- Snyder, C., Nicholson, W. (2010). Fundamentals of microeconomics. Cengage Learning.
- Varian, H. (2010). Intermediate microeconomics: A modern approach, 8th ed. W. W. Norton.
- Koutsoyiannis (2013); Modern Micro economics, Bloomsbury Academic India, New Delhi.

DC- IV: Macro Economics

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes:

- Macro-economic variables and policies.
- The determination of output and employment in classical and Keynesian approaches.
- The consumption and investment function of an economy.
- The concept, measurement and effects of inflation and deflation
- Various theories of trade cycles and their applicability in the real world.

Unit – I: Macro Economics- Meaning and Definition of Macroeconomics Importance and Limitations; Interrelationship between Microeconomics and Subject matter of Macroeconomics; Circular Flow of Income; National Income: Definition; Methods of Measuring National Income, Social Accounting of National Income; Green Accounting; National Income and Economic Welfare

Unit – II: Income, Output and Employment: Classical and Keynesian theory of Employment, Applicability of Keynesian Economics in Developing countries.

Unit – III: Psychological Law of Consumption; Short Run and Long Run Consumption Function; Consumption Function- Marginal Propensity to Consume, Average Propensity to Consume, Marginal Propensity to

Save and Average Propensity to Save; Marginal Efficiency of Capital (MEC); Marginal Efficiency of Investment (MEI), Principle of Multiplier, Accelerator

Unit – IV: Inflation and Deflation: Meaning of Inflation, Deflation and Stagflation, Types and Effects of Inflation; Principles of Inflation- Demand Pull Inflation and Cost Push Inflation; Measures to Control Inflation; Effects of Deflation and Measures to Control Deflation; Phillips Curve.

Unit – V: Trade Cycle: Meaning and Phases of Trade Cycle; Monetary Theory; Hawtrey and Hayek Theory; Schumpeter's Innovation Theory; Keynesian Theory; Measures to Control The Trade Cycle

Practicum

1. Learners will be able to learn about the Macroeconomic variables and various concepts and policies which governs the economic system with examples.
2. Learners will also be able to enrich their knowledge by understanding various classical and Keynesian theories relating to income and output determination in society.
3. Learners will be practically be able to understand and apply the concept of trade cycles in present as well in future scenarios.

Suggested Mode of Learning Engagements and Assessment

During the practicum classes assignments, projects, group discussion relating to mentioned topic in syllabus will also be carried out and knowledge of learners will be further enhanced with giving them practical implications of the topic.

Suggested Readings

- Abel, A., Bernanke, B. (2016). Macroeconomics, 9th ed. Pearson Education.
- Blanchard, O. (2018). Macroeconomics, 7th ed. Pearson Education.
- Branson, W. (2013). Macroeconomics: Theory and policy, 3rd ed, East West Press.
- Dornbusch, R., Fischer, S., Startz, R. (2018). Macroeconomics, 12th ed. McGraw-Hill.
- Jones, C. (2016). Macroeconomics, 4th ed. W. W. Norton.
- Mankiw, N. (2016). Macroeconomics, 9th ed. Worth Publishers.
- Shapiro E. - Macro Economic Analysis, Galgotia Publications, New Delhi
- Jhingan M.L.-Macro Economics, Vrinda Publications, New Delhi London
- Allen R.G.D.-Macro Economic Theory-A Mathematical Treatment, Macmillan Press,
- Schaum's Series - Macro Economic Theory, McGrall Hill, Singapore
- Vaish M.C.-Macro Economic Theory, Vikas Publishing House Pvt. Ltd., New Delhi
- Mithani D.M.-Macro Economics, Himalaya Publishing Company, Mumbai
- Billington, R. (1997) Understanding Eastern Philosophy P.43, Routledge.
- Heim, M (2004) Theories of the Gift in South Asia, Hindu, Buddhist and Jain Refection on Dana, pp 4-5 Routledge
- Spengler, J.J. (1971) Indian Economic Thought. Duke University Press, Dur

SEC- I: Data Analysis

Credits: 2

Contact Hours: 2 hrs per week

Max. Marks: 50

Internal: 20

External: 30

Learning Outcomes: After completing this course, students will be able to:

- Understand and articulate various publicly available data sets
- Analysis of various real-world problems through available data, Visualize and represent data in various forms
- Use statistical software for storage, cleaning and organization of raw data
- Run various statistical software's.

Unit – I: Introduction to the course: How can the representation and I analysis of data help us about real-world problems and publicly available data sets

Unit – II: Data and its type, significance of data in economic analysis

Unit – III: Using Data: Available statistical software, steps in data storage, organisation and cleaning

Unit – IV: Visualisation and Representation: Alternative forms of presenting, summarising and presenting data

Unit – V: Simple estimation techniques and tests for statistical inference

Suggested Readings:

- Levine, D., Stephan, D., Szabat, K. (2017). Statistics for managers using Microsoft Excel, 8th ed. Pearson

- Tattar, P., Ramaiah, S., Manjunath, B. (2018). A course in statistics with R. Wiley.

OR

SEC- I: Contemporary Economics Issues

Credits: 2

Contact Hours: 2 hrs per week

Max. Marks: 50

Internals: 20

External: 30

Learning Outcomes

Students will have the capability to understand government policies and will in general be informed participants in economic decision making.

Unit – I: Concepts: Fiscal policy, areas of government spending in India; Capital and revenue expenditure, plan and non-plan expenditures; Deficits (fiscal, primary, revenue), impact of fiscal deficits on the economy; Capital receipts, revenue receipts, tax and non-tax revenue

Unit – II: Direct and Indirect taxes, need for rationalisation of tax structure, Goods and Services Tax (GST); Actual, revised and budget estimates Zero-base budgeting; Gender budgeting

Unit – III: Fiscal devolution and centre-state financial relations

Unit – IV: The economic survey; Analysis of current and past policy emphasis

Unit – V: Land Policy, Labour Laws, Investment, Forex.

Suggested Readings

- Centre for Budget and Governance Accountability. Recent reports.
- Chakraborty, P. (2015). Intergovernmental fiscal transfers in India: Emerging trends and realities. In P. Patnaik (ed.): Macroeconomics. Oxford University Press
- Dasgupta, D., De, S. (2012). Fiscal deficit. In The new Oxford companion to economics in India. Oxford University Press.
- Kapila, U. (2016). Fiscal and budgetary developments in Indian economy since independence. Academic Foundation.
- Ministry of Finance. Economic and social classification of the budget.
- Ministry of Finance. Economic survey (latest).
- Ministry of Finance. Finance Commission report (latest)
- Ministry of Finance. Union Budget.

SEC- II: Managerial Economics

Credits: 2

Contact Hours: 2 hrs per week

Max. Marks: 50

Internal: 20

External: 30

Learning Outcomes

- To understand fundamental managerial economic concepts.
- To recognize the significance of economic approaches in managerial decision-making.
- To apply economic theories to analyze and make informed business decisions.

Unit – I: Foundations of Managerial Economics- Economic Approach- Circular Flow Activity- Nature of the Firm- Objectives of Firms- Demand Analysis and Estimation- Individual, Market and Firm demand- Determinants of demand Elasticity measures- Decision making and demand forecasting.

Unit – II: Production functions: short and long run- Cost Functions- Determinants of Costs Cost Forecasting- Short Run and Long Run Costs.

Unit – III: Product Market: Classification, Determination of Price, Output in different market conditions.

Unit – IV: Baumol's Theory of Sales Maximization, Profit Maximization Theory.

Unit – V: National Income: Definition and methods of measurement, Fiscal and Monetary policy, Public Private Participation.

Suggested Readings

- Yogesh Maheswari, Managerial Economics, Phi Learning, Newdelhi, 2005 Gupta G.S.,
- Managerial Economics, Tata Mcgraw-Hill, New Delhi Moyer & Harris,
- Anagerial Economics, Cengage Learning, New Delhi, 2005 Geetika, Ghosh & Choudhury,
- Managerial Economics, Tata Mcgraw hill, New Delhi,

OR

SEC- II: Introduction to Rural Development

Credits: 2

Contact Hours: 2 hrs per week

Max. Marks: 50

Internal: 20

External: 30

Learning Outcomes: The Students will be able to:

- Define the basic concepts of constitution, fundamental rights and directive principles of state policy
- Explain the concept of good governance, administration
- Elucidate the role of rural governance and mechanism of decentralized from village level to district levels
- Sharpen the knowledge on e-governance initiatives and RTI act in rural development

Unit – I: Historical evolution of Rural Development in Indian Context; Rural Development: Introduction to Rural Society – Concept of village, aspects Concept, Definition Nature, Strategies and Scope of Rural Development; Need for Rural Development; Historical evolution of the concept of Rural Development in the Indian Context; Causes of Rural Backwardness.

Unit –II: Health: Concept and Components, Development, and Nutrition status in Rural India. Communicable diseases - Prevention and control. sanitation and Hygiene. Reproductive and child health programme (RCH). Planning Rural Health Care Services. Health Education. Accessibility of health facilities, Hospitals; Health schemes - Arogya Sree, Issues in Community Health-National Rural Health Mission; AYUSH programme; Right to Health Bill – 2021.

Unit – III Rural Housing: problems of Housing, Housing types, Low-cost houses, social, economic and psychological view, Status, National Housing and Habitat policy Schemes of housing policy, Indira Awaas Yojana Unit

Unit – IV Status of Rural Social Infrastructure: Drinking water and Rural, Toilets, Rural Electrification energy, Rural connectivity, Importance of Transport system in Rural Development; Rural Work Force, Problems of Unemployment and Under employment; Rural poverty; Global & Hunger Index (GHI) – 2021, India. Levels of Living of Rural People; Integrated Rural Development.

Unit – V: Decentralization and Rural Governance: Panchayati Raj Institutions and its role in Rural Governance, Administrative structure at village, Panchayat, Block and district levels, District Planning Committee

Suggested Readings

- Desai, V. A Study of Rural Economy.
- Jain, S. C. Rural Development.
- Das Kumar, B. Rural Development through Decentralization.
- Venkata Reddy, K. Rural Development in India: Poverty and Development.
- Khanna, B. S. Rural Development in South Asia: Policies, Programmes and Organizations.
- Chambers, R. Rural Development: Putting the Last First.
- Bendix, Reinhard, 1968, “Bureaucracy” in International Encyclopedia of the Social Sciences, Vols. 1 and 2, Mac-millan, London.
- Battacharya, Mohit 1979, Bureaucracy and Development Administration, Uppal Publishing House, New Delhi

EDUCATION PART

AE&VAC- IV: Language- 2 (Other than L1)-English

Credits: 4

Contact Hours: 4 hours per week

Maximum marks: 100

Internal: 40

External: 60

About the Course

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

Learning Outcomes

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

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

UNIT – I: Language, Society, and Learning

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

UNIT – II: Listening Skills

- Listening: concept of listening in second language
- Phonetic elements involved in listening at the receptive level (Monophthongs, diphthongs, pause, juncture, stress, accent, beat, intonation, rhythm).
- Authentic listening vs Graded listening.

UNIT – III: Understanding Grammar and Phonetics

- Word and meaning; parts of speech, grammatical categories; word formation: affixation, compounding, reduplication, vocabulary building.
- Sentence and its constituents: simple, complex, and compound sentences; Semantics and pragmatics: lexical meaning- synonymy, antonymy, meronymy, grammatical meaning, speech acts.
- Language and Punctuations: Concept and use of punctuations
- Phonetics: Organs of Speech, Classification of Speech sounds, Various Accents of English, Sounds of English: Vowels and Consonants,
- Implementation of Phonetics in the daily classroom: ways, methodologies and teaching aids.

UNIT – IV: Basic Communication Skills in L2

- Listening comprehension skills and Speaking skills.
- Reading and reading comprehension skills.
- Effective writing skills; effective presentation; summarizing and paraphrasing skills.
- Creative writing skills: essay writing, short story writing, letter writing, paragraph writing.

UNIT – V: Speech and Writing

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

UNIT- VI: Critical thinking skills

- Enhancing critical thinking abilities; critical interpretation, questioning and challenging your beliefs and value; developing ideas and evaluating on argument.
- Observing a problem, describing the problem, framing the problem, comparing and evaluating a problem.
- Components of critical thinking and reading; high order cognition development; critical thinking and

problem solving rational inquiry.

Suggestive Practicum

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

Suggestive Mode of Transaction

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

Suggestive Mode of Assessment

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

Suggestive Reading Materials

- Bansal, R.K., Harrison, J.B. (1972). Spoken English for India. Madras. Orient Longman Ltd.
- Baruah, T.C. (1985). The English Teacher's Handbook. New Delhi. Sterling Publishing Pvt. Ltd.
- Bright, J.A., McGregor, G.P. (1970). Teaching English as second language. London. Longman.
- Dave, M. (2021). Teaching English Language and Literature. New Delhi. Notion Press.
- Dhamija, P.V., Sethi, J. (2015). A course in Phonetics and Spoken English. Delhi. PHI learning Pvt. Ltd.
- Gimson, A.C. (1980). An Introduction to the pronunciation of English. London. Edward Arnold.
- Jamdan, R. (2021). Pedagogy of teaching English subject. New Delhi. Notion Press.
- Kohli, A.L. (2013). Techniques of teaching English. New Delhi. Dhanpat Rai Publishing Company.
- Krishnaswamy, N., Krishnaswamy, L. (2008). Story of English in India. New Delhi. Foundation Books.
- Palmer, H.L. (1965). The principles of Language Study. London. Oxford University Press.
- Position paper National Focus Group on Teaching of English (1928). New Delhi. NCERT.
- Ray, M. (2021). English Language Teaching: Recent Approaches. New Delhi. Atlantic.
- Tomkins, W. (1969). Indian Sign Language. New York. Dover Publications Inc.

AE&VAC- V: Understanding India (Indian Ethos and Knowledge Systems)-II

Credits: 2

Contact Hours: 2 hours per week

Maximum marks: 50

Internal: 20

External: 30

About the Course

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

Learning Outcomes

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

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

UNIT – I: Philosophy, Ethics & Values: Schools of Philosophy

- A. Brahmana and Shramana Sampradayas
- B. Vaisheshika, Nyaya, Samkhya, Yoga, Purva Mimamsa and Vedanta or Uttara Mimamsa (theory and the major thinkers)
- C. Ajivikas, Jain, Buddhist, and Charvak philosophies.
- D. Vedanta: philosophical systems (Advaita, Vishishtadvaita, Dvaita).
- E. Ethics, morality, and social dilemma (including self-leadership) and their relevance in today's time.
- F. Spirituality and Social Responsibility; Importance of Spirituality in current times.
- G. Using ethics in a technologically volatile world: leading an ethical and modern life.
- H. Practical Vedanta for well-being (mindfulness, inter-connectedness, society-self relationship, etc.).

UNIT – II: Culture and Linguistic Traditions

- A. Food (regional cuisines, ayurvedic diet, food and festival, vegetarianism, Jainism in food, food and hospitality, and globalization).
- B. Clothes (traditional Indian clothing, textile arts, religious costumes, clothing status, clothing, gender, globalization in clothing).
- C. The lifestyle of Yoga; adapting ancient lifestyle – A path towards longevity.
- D. History of linguistics in India (conceptualizing ancient Indian linguistics, oral traditions, etc.).
- E. Language as Culture: Evolution of Languages over the years & language as building blocks to different cultures and society
- F. Language: Identity, culture, and History.

UNIT – III: Science & Technology

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

Suggestive Practicum

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

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

Suggestive Mode of Transaction

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

Suggestive Mode of Assessment

The approaches to learning assessment will include, for example:

- Supporting the curiosity and interest of student teachers in the selected themes through a multi-modal approach, including regular assessments and actionable feedback that enable learners to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens.

- Enabling the student teachers to demonstrate critical analysis and independent thinking of the processes and events in the formulation & evolution of different traditions that help student teachers evaluate the diverse traditions of India to distinguish its achievements and limitations.
- Use of first-hand or second-hand experiences that enable student teachers to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

Suggestive Reading Materials

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

1. Altekar, (1975). *Education in Ancient India(7th Ed.)*. MonoharPrakashan.
2. Anca&Alexendra (2021). *Food Cultures across time: Flavours and endeavours*.Cambridge Scholars Publishing.
3. Best, R. (2000). *Education for spiritual, moral, social and cultural development*.Bloomsburry Publishing.
4. Bhatnagar, P. (2009). *Traditional Indian customs & textile*.Abhishek Publication.
5. Chatterjee. S &Datta, D. (1939).*An introduction to Indian Philosophy*.MotilalBanarasidass.
6. Furstenao, N. M. &SeAnne (2023). *Food and culture*. Cenege learning.
7. Joseph, T. (2018) Early Indians: The story of our ancestors and where we came from. Juggernaut Books.
8. Kabir, H. (1964). *Indian Philosophy of Education*. Asia Publishing House.
9. Mohammed, G. (1998). *The sacred origin of sports and culture*.Fons Vitae.
10. Mookerji, R.K. (1947). *Ancient Indian Education*. MacMillan and Co. Ltd.
11. NCF (2005). National focus group on Arts, music, dance and theatre. NCERT.
12. NCF (2005). National focus group on heritage crafts. NCERT.
13. Radhakrishnan, S. (2008). *Indain Philosophy*. Oxford.
14. Roche, Daneil (1996). *The culture of clothing: Dress and fashion in ancien Regime*. Cambridge University Press.
15. Sharma, R. P. &Srivastva, A. (2013). *Aspects of Spirituality and Education*.Kaveri Books.
16. Sharma, T. R. (2017).*The original philosophy of yoga*. VijyakumarGovindramHasanand
17. Singh, U. (2021). Ancient India: Culture of contradictions. Rupa Publication.
18. Walker, B. J. (2014). *Ethics and the autonomy of philosophy*. Pickwick Publications.

AE&VAC- VI: Teacher and Society

Credits: 2

Contact Hours: 2 hours per week

Maximum marks: 50

Internal: 20

External: 30

About the Course

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

The focus of the course on ‘Teacher & Society’ is on developing an understanding among student teachers of the roles of teachers in the emerging Indian society, including the changing roles of teachers in the context of the global flows of people, culture and resources that are shaping society, and the application of technologies that are constantly redefining not only the educational landscape but also the human relationships

and social norms which are continuously undergoing change which entails a recalibration of the teacher roles aligned to the current and future realities and preparing teachers for the volatile, uncertain, complex and ambiguous world. The course enables the students to understand the roles and obligations of teachers as an architect of the society based upon the cultural ethos, traditions, and diversity. The student teachers shall be equipped with the knowledge, capacities and value system that enables them to act as an agent for fostering national integration, a feeling of pride in the cultural heritage and achievements of India. This course also aims to ensure that student teachers understand their responsibility for producing a future generation that undertakes its responsibility as an awakened citizen who avoids wastage of national resources and takes up a proactive role for the emergence of India as a strong and disciplined nation.

In addition to these, the course also seeks to enable each of the student teachers to respond to the needs of students from diverse cultural, linguistic, social and economic backgrounds; to be sensitive to gender issues, promote tolerance and social cohesion, provide special attention to students with learning disabilities, learn and apply new pedagogies and technologies, keep pace with current educational developments and initiatives; and keep oneself professionally engaged to update/upgrade knowledge and practice. Student teachers will be encouraged to comprehend how societal structures, context and historical patterns shape teacher identities on one hand and how teacher identities, beliefs, values, convictions and commitment shape the ethics, culture, norms and values on the other; thus, impacting the larger societal thoughts and actions. The course also explores the relationship of the teacher with education development, community and society through different course units that talk of the teacher as a person and as a professional, the socio-cultural and technological contexts of the teacher and how they impact the teaching-learning process, the multiple roles, identities and expectations of a teacher. It invites the student teachers to be reflexive of one's thoughts, beliefs and actions and continuously take a gaze inside out so as to unbiasedly engage children in a reflective dialogue.

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

Learning Outcomes

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

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

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

- Exploring the wider Personal and General Social Context of Teacher: Biography of any eminent Teacher, Teacher Beliefs, Values and Aspirations, Diverse Identities, Social Contexts and Commitment to Learning and Education of a teacher.
- Exploring the Professional Teacher: Teachers' Qualifications, Attitude, Aptitude, Experience and Exposure.
- Qualities of teacher; The good Communicator, The visionary, The Reflective Practitioner and teacher as a life long learner.

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

- Teaching: One profession, many roles
- Teaching Character: Nurturing Teachers for Human Flourishing.
- Holistic Teacher Development: Nurturing the Panchakoshas.
- Current Philosophy of Teaching: A Reflective Dialogue.
- Developing an Ethic of Care in Teacher Education: Nurturing Teachers towards a pedagogy of care.
- Taxonomy of teacher behavior, performance appraisal of teachers.
- Concept, Determinants, Identification and Characteristics of teacher Effectiveness.

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

- Engaging in Critical Education: Dialogues on power relations associated with Gender, Class, Caste, Ethnicity; the reproduction of disadvantage and realizing the true human potential.
- Being a Critical Teacher: Raising debates around rapid technological advancement and impact on individual,

family and social life.

- The growing use of technology education changes in teachers' role and relations, changing relationships between the 'state' and the 'market' and their impact on formal education; the conceptualization of teacher, teaching and teacher roles,
- Globalization' and the reconstructed nationalism shaping the socio-political milieu and impact on social psyche, growing materialistic urge, sensory drives and the gradual deterioration of the individual and societal character.

Suggestive Practicum

- Take up a case study of any one teacher education Institution.
- Write a biography of any one of your favourite teachers/ Educationists.
- Select any one current practice in teacher education and trace the background of its formulation as a policy.

Suggestive Mode of Transaction

Lecture-cum-discussion, Assignment, Presentation by Student

Interaction through Multimedia Resources, Web based interaction etc

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

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

Suggestive Mode of Assessment

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

- Write your current teaching philosophy based on your beliefs and values.
- Choose any one area of immediate societal concern like environmental degradation, increasing crime against women, cybercrimes, bullying or any other and draw an action plan that you as a teacher would undertake to mobilize self, school and society towards betterment.
- 3Critical Reflections on popular debates around power relations associated with Gender, Ethnicity, Culture, Disability, Class, Poverty, and such others

These are just prototypes and institutes may choose either of these or think of other innovative assignments that would inculcate in the future teachers a sense of belonging for society.

Suggestive Reading Materials

- Education in emerging India society. N.R. Swaroop/AartiShashi Dorgan
- Education in Emerging India 2nd Edition. S. Gupta
- Principles of education and Education in the emerging India Society. B.N. Dash
- Ritika Chauhan (2013) Education and society, Sublime Publications.
- Sahoo P.K. et al (eds) (2010), Professionalism in Teacher Education, new Delhi, concept.
- Passi B.K. (eds) (1976), Becoming better Teacher, Ahmedabad, Sahitya Mudranalaya
- Flanders N.A. (1970) Analysing Teaching Behaviour, Reading Mass, Addison-Wesley
- Arora, G.L (2005) Teachers and their Teaching: Need for New Perspectives. Ravi Book, Delhi
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004), A guide to teaching Practice (5th edition). Routledge Falmer. London and New York
- NCTE (1998). Competency based and commitment-oriented teacher education for quality education: pre service education, NCTE, New Delhi.

SEMESTER – III

Sl. No.	Subject Code	Subject Name	Paper Code	Credits	Max. Marks	Internal Marks	Pract.*	Theory (Ext.)	Periods Per Week (Hrs)
1	FE	Child Development & Educational Psychology	FE-II	4	100	40	--	60	4
2	DC (Major) Any one Group	English/Hindi/Gujarati/Marathi/Urdu/History/Geography/Political Science/Economics	DC-V	3+1	100	15	25	24	5
			DC-VI	3+1	100	15	25	24	5
			DC-VII	3+1	100	15	25	24	5
3	DCM (Minor) Other than Major	English/Hindi/Gujarati/Marathi/Urdu/History/Geography/Political Science/Economics	DCM-II	4	100	15	25	60	5
4	CP	Content-cum-Pedagogy Courses (Secondary): General Pedagogy	CP-I	4	100	40	--	60	4
Total				24	600	140	100	360	28

* Except the Subject of Geography, the Practicals of other subjects are Internal

Semester - III

ENGLISH

DC V-British Literature- 19th to 20th Century

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hours + Practicum: 2 hours)

Maximum Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes

The Learner will

- identify and analyze the socio-economic-political contexts that inform the literature of the period
- comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres
- understand the conflict between self and society in different literary genres of the period
- link the rise of the novel to the expansion of Colonialism and Capitalism
- understand the transition from Romantic to Victorian in literature and culture
- link the Victorian temper to political contexts in English colonies
- link the changes in the English countryside to changes brought about in similar settings in India

Unit I- Literary Terms and Trends

Romanticism: Features, Romantic Imagination, Pantheism, Realism and self discovery, naturalism, industrialization, women's rights, Stream of consciousness, Imagism, Symbolism

Unit II- Wordsworth- I Wandered Lonely as a cloud

Tennyson- Ulysses

Browning- My last Duchess

Unit III- Yeats- The Second Coming

Eliot- The Love Song of J. Alfred Prufrock

Unit IV- Charles Dickens- David Copperfield

Unit V- Virginia Woolf- Mrs. Dalloway

Practicum

Poetry/ Drama Recitation- Students can select a poem from the course reading list and memorize it. They can then recite the poem to the class, focusing on understanding the poem's rhythm, tone, and imagery through performance.

Poetry/ Drama in Context: Have students research the historical, cultural, or biographical context of a specific poem or poet. This practicum helps students understand how external factors can influence poetic themes and styles.

Poetry/ Drama Study: Students in small groups study a specific poet to research in-depth. They can present their findings to the class, discussing the poet's life, works, and the thematic or stylistic elements that make their poetry distinctive.

Poetry/ Drama Performance: Students showcase their creative interpretations of poems through dramatic readings, multimedia presentations, or artistic performances inspired by the poetry.

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc

Suggested Modes of Assessment- Internal, External examination, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation

Suggested Readings

- Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.
- Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man* in *The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9.
- John Stuart Mill, *The Subjection of Women* in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.
- Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.
- T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.
- Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

DC VI - American Literature

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hours + Practicum: 2 hours)

Maximum Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes: The Learner will

- understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)
- understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.
- appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions
- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

Unit i- Literary terms and Trends

Imagism in American Poetry, Beat Poetry, Confessional Poetry, Expressionism in American Drama and Harlem Renaissance, Lost Generation, Great American dream

Unit II- Fiction

Ernest Hemingway- The Old Man and the Sea

Unit III- Drama Arthur Miller- All My Sons

Unit IV- Short Fiction and personal narrative

Edgar Allan Poe- 'The Purloined Letter'

William Faulkner- 'Dry September'

Unit V- Poetry

Sylvia Plath- Lady Lazarus

Emily Dickinson- Because I could not stop for Death

Robert Frost- Mending Wall

Maya Angelou- 'Still I Rise'

Practicum

1. Poetry/ Drama Recitation- Students can select a poem from the course reading list and memorize it. They can then recite the poem to the class, focusing on understanding the poem's rhythm, tone, and imagery through performance.
2. Poetry/ Drama in Context: Have students research the historical, cultural, or biographical context of a specific poem or poet. This practicum helps students understand how external factors can influence poetic themes and styles.
3. Poetry/ Drama Study: Students in small groups study a specific poet to research in-depth. They can present their findings to the class, discussing the poet's life, works, and the thematic or stylistic elements that make their poetry distinctive.
4. Poetry/ Drama Performance: Students showcase their creative interpretations of poems through dramatic readings, multimedia presentations, or artistic performances inspired by the poetry.

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc

Suggested Modes of Assessment- Internal, External examination, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation

Suggested Readings

- Hector St John Crevecoeur, 'What is an American', (Letter III) in Letters from an American Farmer (Harmondsworth: Penguin, 1982) pp. 66–105.
- Frederick Douglass, A Narrative of the life of Frederick Douglass Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
- Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in Walden (Oxford: OUP, 1997) chap. 12.
- Ralph Waldo Emerson, 'Self Reliance', in The Selected Writings of Ralph Waldo Emerson, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).
- Toni Morrison, 'Romancing the Shadow', in Playing in the Dark: Whiteness and Literary Imagination (London: Picador, 1993) pp. 29–39.

DC VII- Popular Literature

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hours + Practicum: 2 hours)

Maximum Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes

The Learner will

- trace the early history of print culture in England and the emergence of genre fiction and best sellers
- engage with debates on high and low culture, canonical and non-canonical literature articulate the characteristics of various genres of non-literary fiction
- investigate the role of popular fiction in the literary polysystem of various linguistic cultures
- demonstrate how popular literature belongs to its time
- Use various methods of literary analysis to interpret popular literature

Unit I- Children's Literature

Lewis Carroll- Through the Looking Glass

Unit II- Detective Fiction

Agatha Christie- The Murder of Roger Ackroyd

Unit III- Romance/Chick Lit

Daphne du Maurier- Rebecca

Unit IV- Graphic Fiction

Vishwajyoti Ghosh- This Side That Side: Restorying Partition

Unit V- Science Fiction

Isaac Asimov- "Nightfall"

Practicum

1. Poetry/ Drama Recitation- Students can select a poem from the course reading list and memorize it. They can then recite the poem to the class, focusing on understanding the poem's rhythm, tone, and imagery through performance.
2. Poetry/ Drama in Context: Have students research the historical, cultural, or biographical context of a specific poem or poet. This practicum helps students understand how external factors can influence poetic themes and styles.
3. Poetry/ Drama Study: Students in small groups study a specific poet to research in-depth. They can present their findings to the class, discussing the poet's life, works, and the thematic or stylistic elements that make their poetry distinctive.
4. Poetry/ Drama Performance: Students showcase their creative interpretations of poems through dramatic readings, multimedia presentations, or artistic performances inspired by the poetry.

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc

Suggested Modes of Assessment- Internal, External examination, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation

Suggested Readings

- Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby
- Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, vol. 45, 1978,
- Christopher Pawling, 'Popular Fiction: Ideology or Utopia?' in *Popular Fiction and Social Change*, ed. Christopher Pawling
- Tzevetan Todorov, 'The Typology of Detective Fiction', in *The Poetics of Prose*
- Darco Suvin, 'On Teaching SF Critically', in *Positions and Presuppositions in Science Fiction*
- Janice Radway, 'The Institutional Matrix, Publishing Romantic Fiction', in *Reading the Romance: Women, Patriarchy, and Popular Literature*
- Edmund Wilson, 'Who Cares Who Killed Roger Ackroyd?', *The New Yorker*, 20 June 1945.
- Hillary Chute, "Comics as Literature? Reading Graphic Narrative", *PMLA* 123(2)

HINDI/हिन्दी तीसरा सत्र DC- V: हिन्दी कथा साहित्य - I

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

इकाई-I: प्रेमचंद-गोदान/यशपाल :दिव्या

इकाई-II: उपन्यास :फणीश्वरनाथ रेणु : मैला आँचल / मन्नू भण्डारी : महाभोज

इकाई-III: कहानी :उसने कहा था: चंद्रधर शर्मा गुलेरी; यह मेरी मातृभूमि है/कफन : प्रेमचंद, पुरस्कार : जयशंकर प्रसाद; रोज़ :अज्ञेय

इकाई-IV: जिंदगी और जॉक :अमरकांत, राजा निरबंसिया :कमलेश्वर, यही सच है :मन्नू भंडारी, चीफ की दावत :भीष्म साहनी, तीसरी कसम : फणीश्वर नाथ रेणु

इकाई-V: परिदे :निर्मल वर्मा, वापसी : उषा प्रियवंदा,कोशी का घटवार :शेखर जोशी

अनुशंसित ग्रंथ:

- प्रेमचंद और उनका युग :रामविलास शर्मा
- प्रेमचंद : एक साहित्यिक विवेचन : नंददुलारे वाजपेयी
- आज का हिंदी उपन्यास :इन्द्रनाथ मदान
- मैला आँचल की रचना-प्रक्रिया : देवेश ठाकुर
- आधुनिक हिंदी उपन्यास : सं .नरेंद्र माहन
- क्रांति का विचार और हिंदी उपन्यास : प्रेम सिंह
- कहानी : नयी कहानी : नामवर सिंह
- नयी कहानी : संदर्भ और प्रकृति : देवीशंकर अवस्थी
- नयी कहानी की भूमिका : कमलेश्वर
- एक दुनिया समानांतर : राजेंद्र यादव
- नयी कहानी : प्रकृति और पाठ : सुरेंद्र चौधरी

DC- VI: भारतीय काव्य शास्त्र

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

इकाई-I: भारतीय काव्यशास्त्र की परंपरा और विभिन्न संप्रदाय एवं उनकी स्थापनाओं का सामान्य परिचय,

इकाई-II: काव्य हेतु, काव्य लक्षण और काव्य प्रयोजन,

इकाई-III: काव्यरूप :प्रबंधकाव्य, महाकाव्य, खण्डकाव्य, चरितकाव्य, मुक्तक, गीतिकाव्य एवं प्रगीत

इकाई-IV: रस :रस का स्वरूप, रस के अंग, रस के भेद

इकाई-V: शब्द शक्ति :अभिधा, लक्षणा, व्यंजना

इकाई-VI: अलंकार :स्वरूप और लक्षण, अलंकारों के भेद, काव्य में अलंकारों की उपयोगिता एवं भूमिका, प्रमुख अलंकार- अनुप्रास, श्लेष, वक्रोक्ति, यमक, उपमा, रूपक, उत्प्रेक्षा, अन्योक्ति एवं अतिशयोक्ति।

सहायक ग्रंथ:

- काव्य के तत्त्व -देवेन्द्रनाथ शर्मा
- भारतीय काव्यशास्त्र की भूमिका- डॉ .नगेंद्र
- रससिद्धांत :स्वरूप और विश्लेषण- आनंदप्रकाश दीक्षित
- रस मीमांसा- आचार्य रामचंद्र शुक्ल
- भारतीय काव्यशास्त्र की आचार्य परंपरा-राधावल्लभ त्रिपाठी
- साहित्य का स्वरूप-नित्यानंद तिवारी
- काव्यशास्त्र-भगीरथ मिश्र
- साहित्य सहचर-आचार्य हजारीप्रसाद द्विवेदी

DC- VII: हिंदी साहित्य का इतिहास आधुनिक काल

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

इकाई- I:

मध्यकालीन बोध तथा आधुनिक बोध :संक्रमण की परिस्थितियाँ नवजागरण और भारतेन्दुयुगीन नवजागरण की परिस्थितियाँ और भारतेन्दु युग; महावीर प्रसाद द्विवेदी :हिंदी पत्रकारिता और खड़ी बोली आंदोलन; स्वाधीनता आंदोलन और नवजागरणकालीन-चेतना का उत्कर्ष

इकाई- II:

- नाटक, निबंध और आलोचना
- कथा साहित्य
- नाटक
- निबंध और अन्य गद्य विधाएँ
- आलोचना

इकाई-3:

- छायावाद :परिवेश और प्रवृत्तियाँ
- उत्तर छायावाद :परिवेश और प्रवृत्तियाँ
- प्रगतिवाद :परिवेश और प्रवृत्तियाँ
- प्रयोगवाद :परिवेश और प्रवृत्तियाँ
- नयी कविता :परिवेश और प्रवृत्तियाँ
- अकविता : परिवेश और प्रवृत्तियाँ

इकाई- 4:

- साठोत्तरी कविता, नवगीत, नवें दशक की कविता, समकालीन कविता
- समकालीन कथा साहित्य :उपन्यास और कहानी
- आलोचना और अन्य गद्य-रूप

सहायक ग्रंथ:

- आधुनिक साहित्य की प्रवृत्तियाँ- नामवर सिंह
- भारतेन्दु और हिंदी नवजागरण की समस्याएँ-रामविलास शर्मा
- हिंदी साहित्य और संवेदना का विकास - रामस्वरूप चतुर्वेदी
- आधुनिक साहित्य- नंददुलारे वाजपेयी
- छायावाद- नामवर सिंह
- आधुनिक हिन्दी साहित्य का इतिहास -डॉ बच्चन सिंह
- तारसप्तक ; पहला संस्करण और दूसरा संस्करण और दूसरा सप्तक की भूमिकाएँ- संपा .अज्ञेय
- हिंदी नवगीत :उद्भव और विकास - राजेन्द्र गौतम
- हिंदी साहित्य का इतिहास- संपा .नगेन्द्र

GUJARATI
DC- V: ભાષા-વિચાર અને ભાષા વિજ્ઞાન

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

હેતુ-અધ્યયન નિષ્પત્તિ:

- વિદ્યાર્થીઓ મધ્યકાલીન સાહિત્યનો પરિચય મેળવશે
- વિદ્યાર્થીઓ ભાષાનું સ્વરૂપ, ઉદ્ભવ અને વિકાસ સમજે
- વિદ્યાર્થીઓ ભાષા સાહિત્યનું કથાવસ્તુ, શૈલી, રચના વિષે સમજ કેળવે

એકમ-1 ભાષાનો ઉદ્ભવ અને વિકાસક્રમ

એકમ-2 ભાષાકૂલ અને ગુજરાતી ભાષા

એકમ-3 ભાષાનું ધ્વનિ સ્વરૂપ અને ઉચ્ચારણ પ્રક્રિયા

એકમ-4 ભાષા વિજ્ઞાન અને ગુજરાતી ભાષાનો અભ્યાસ

પ્રેક્ટિકમ- ભાષા વિષે પ્રોજેક્ટ, ગુજરાતી ભાષા પર કરી, ટેકનોલોજી અને ભાષા મૂલ્યાંકન-તપાસની વિગત: લેખિત, મૌખિક પ્રશ્નાવલી, ઇન્ટર્વ્યુ, પ્રોજેક્ટ વગેરે

સંદર્ભ ગ્રંથ

- મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન, અમદાવાદ
- ગુજરાતી ભાષાનું ધ્વનિ સ્વરૂપ અને વિચાર, પ્રબોધ પારેખ, ગુર્જર પ્રકાશન

DC- VI: સેમેસ્ટર-III ભાષાનાં કૌશલ્ય, લેખન સજ્જતા અને સર્જનાત્મકતા

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

હેતુ-અધ્યયન નિષ્પત્તિ:

- વિદ્યાર્થીઓ ભાષા વિષે વિગતે પરિચય મેળવશે
- વિદ્યાર્થીઓ ભાષાનું સ્વરૂપ, ઉદ્ભવ અને વિકાસ સમજે
- વિદ્યાર્થીઓ ભાષા સાહિત્યનું કથાવસ્તુ, શૈલી, રચના વિષે સમજ કેળવે

પેપર-ભાષાનાં કૌશલ્ય, લેખન સજ્જતા અને સર્જનાત્મકતા

એકમ-1. ગુજરાતી ભાષાનાં વિવિધ કૌશલ્યોનો અભ્યાસ

એકમ-2 ગુજરાતી ભાષામાં લેખન સજ્જતાનો વિકાસ

એકમ- 3 ગુજરાતી ભાષામાં આવતાં વિરામ ચિન્હો અને જોડણી

એકમ-4 ગુજરાતી ભાષામાં સર્જનાત્મકતા

મૂલ્યાંકન-તપાસની વિગત: લેખિત, મૌખિક પ્રશ્નાવલી, ઇન્ટર્વ્યુ, પ્રોજેક્ટ વગેરે

સંદર્ભ ગ્રંથ

- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન, અમદાવાદ
- ગુજરાતી ભાષાનું ધ્વનિ સ્વરૂપ અને વિચાર, પ્રબોધ પારેખ, ગુર્જર પ્રકાશન
- ગુજરાતી વ્યાકરણ વ્યવસ્થા, ઊર્મિ દેસાઈ, ગુર્જર પ્રકાશન, અમદાવાદ
- ગુજરાતી વિરામ ચિન્હો, અરવિંદ ભંડારી, અમદાવાદ

DC- VII: સેમેસ્ટર-III દલપતરામનાં શ્રેષ્ઠ કાવ્યો-ચંદ્રકાંત ટોપીવાળા

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

હેતુ-અધ્યયન નિષ્પત્તિ:

- વિદ્યાર્થીઓ ભાષા વિષે વિગતે પરિચય મેળવશે
- વિદ્યાર્થીઓ ભાષાનું સ્વરૂપ, ઉદ્ભવ અને વિકાસ સમજે
- વિદ્યાર્થીઓ ભાષા સાહિત્યનું કથાવસ્તુ, શૈલી, રચના વિષે સમજ કેળવે

પેપર- દલપતરામનાં શ્રેષ્ઠ કાવ્યો-ચંદ્રકાંત ટોપીવાળા

એકમ-1 સુધારક યુગ અને કાવ્ય પરંપરાનો અભ્યાસ

એકમ-2 નર્મદ અને દલપતરામની કાવ્ય વિભાવના

એકમ-3 દલપતરામનાં કાવ્યોનો રસલક્ષી અભ્યાસ

એકમ-4 દલપતરામનું જીવન અને કવન

એકમ-5 ચંદ્રકાંત ટોપીવાળાએ કરેલ સંપાદન-અવલોકન

મૂલ્યાંકન-તપાસની વિગત: લેખિત, મૌખિક પ્રશ્નાવલી, ઇન્ટર્વ્યુ, પ્રોજેક્ટ વગેરે

સંદર્ભ ગ્રંથ

- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન, અમદાવાદ
- મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન, અમદાવાદ
- નર્મદની સમગ્ર કવિતા
- દલપતરામનાં શ્રેષ્ઠ કાવ્યો, સં. ચંદ્રકાંત ટોપીવાળા, ગુજરાત સાહિત્ય અકાદમી

MARATHI/ મરાઠી

DC- V: મધ્યયુગીન મરાઠી વાઙ્મયોના ઇતિહાસ (1650 – 1850)

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

યુનિટ- I

- સંત તુકારામ યાંચે સાહિત્ય

- संत रामदास यांचे साहित्य

युनिट - II

- पंडिती काव्य - संकल्पना व स्वरूप
- पंडिती काव्याचे गुणविशेष
- रघुनाथपंडित व मोरोपंत यांची कविता

युनिट- III

- मराठी बखरसाहित्य : प्रेरणा व स्वरूप
- बखरींचे प्रकार
- भाऊसाहेबाची बखर व आज्ञापत्र यांचे स्वरूप

युनिट - IV

- शाहिरी साहित्य- प्रेरणा व स्वरूप
- लावणी व पोवाडा यांची वैशिष्ट्ये
- रामजोशी व होनाजीबाळा यांचे शाहिरी साहित्य

संदर्भ ग्रंथ

- मराठी बखर वाड.मय – र. वि. हेरवाडकर
- मराठी लावणी-म. वा. धोंड
- संत साहित्याचे बीज प्रवाह- सतीश बडवे
- साहित्य : रंग आणि अंतरंग -निशिकांत मिरजकर
- महाराष्ट्रातील पांच सम्प्रदाय- प रा मोकाशी
- पंडित कवी-के. ना. वाटवे

DC- VI: स्वनविज्ञान आणि स्वनिमविज्ञान

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

युनिट 1

- स्वन : व्याख्या, संकल्पना व स्वरूप
- स्वनपरिवर्तन- संकल्पना व स्वरूप
- स्वनपरिवर्तनाची कारणे व प्रकार

युनिट २

- स्वनिम : व्याख्या, संकल्पना व स्वरूप
- मराठी भाषेतील स्वनिमव्यवस्था
- स्वनिमाचे प्रकार

युनिट ३

- मराठी स्वन, स्वनिम व स्वनांतर यांच्यातील परस्परसंबंध
- स्वनिमवर्गीकरण

संदर्भ ग्रंथ

- मराठीचा भाषिक अभ्यास – मु. श्री कानडे
- पुंडे, दत्तात्रय - सुलभ भाषा विज्ञान, स्नेहवर्धन प्रकाशन, पुणे
- जोशी प्र न - सुबोध भाषा शास्त्र
- मालशे, स ग आणि इतर - भाषाविज्ञान परिचय
- भाषा आणि भाषाशास्त्रे - श्री. न. गजेंद्रगडकर
- आधुनिक भाषाविज्ञान (संरचनावादी, सामान्य आणि सामाजिक) - कल्याण काळे, अंजली सोमण
- भाषाविज्ञान आणि मराठी भाषा- अनिल गवळी
- आधुनिक भाषाविज्ञान आणि मराठी भाषा - दादा गोरे

DC- VII: साहित्यप्रकार - कथा

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15
Practicum: 25
External: 60

युनिट - I

- कथासाहित्य- व्याख्या, संकल्पना व स्वरूप
- कथेची वैशिष्ट्ये
- कथेचे घटक

युनिट - II

- आधुनिक कथेचे प्रमुख प्रकार
(गूढ कथा, विनोदी कथा, रूपक कथा, विज्ञान कथा इत्यादि) मराठी कथेची वाटचाल

युनिट - III

कथा साहित्यकृतींचा अभ्यास :

- 1 भागलेला चांदोबा – गंगाधर गाडगीळ
- 2 राजधानी – नागनाथ कोत्तापल्ले
- 3 रिवणावायली मुंगी – राजन गवस

संदर्भ ग्रंथ

- मराठी कथा साहित्य- म. ना. अदवंत
- मराठी कथा : स्वरूप व आस्वाद- दा. वि. कुळकर्णी
- मराठी कथा : उगम आणि विकास -इंदुमती शेवडे
- मराठीतील कथारूपे- रा. ग. जाधव
- मराठीतील कथनरूपे -वसंत आबाजी डहाके
- कथा संकल्पना आणि समीक्षा-सुधा जोशी
- मराठी दलित कथा- अविनाश डोळस
- स्त्रियांचे कथालेखन- संपा. अरुणा ढेरे
- स्त्रियांची नवकथा- वाटा आणि वळणे
- भागलेला चांदोबा-गंगाधर गाडगीळ
- राजधानी- नागनाथ कोत्तापल्ले
- रिवणावायली मुंगी – राजन गवस

HISTORY

DC-V: MEDIEVAL INDIAN HISTORY (1206-1750 CE)

Credits: 4

Contact hours per week: 5 hours per week (Theory: 3 hours+ Practicum: 2 hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes

The students will:

- understand the processes of rise and establishment of the Slave, Tughlaq, Khilji's and Mughal Dynasties in India.
- understand the polity of Delhi – Sultanate
- understand the Nature and Character of a Mughal state

Unit- I: Turkish Invasion ;The Slave Dynasty

- Invasions of Ghaznavids and Ghorids and their Impact
- Slave Dynasty- Qutubuddin Aibak, Iltutmish, Razia Sultana, Balban- Theory of Kingship, Nobility

Unit- II: India under the Khiljis and Tughlaq

- Khilji Revolution, Mongol Invasions and measures to check during the reign of Alauddin Khilji
- Alauddin Khalji- Imperialist policy
- Grand schemes of Mohammad Bin Tughlaq
- Feroze Shah Tughlaq's; Role in the downfall of the Sultanate

- Timur's invasion and its impact.

Unit- III: India under the Mughals

- Babar, Humayun Establishment of Mughal Empire
- Shershah- Conquests
- Akbar – Conquests and Rajput policy

Unit- IV: Expansion of Mughal Empire

- Mughal empire under Jehangir, Shahjahan and Aurangzeb
- Causes of Decline of Mughal Empire

Unit- V: Marathas

- Marathas under Shivaji
- Marathas under Peshwa

Suggested mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through , videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment

External

Internal

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT, preparation, project work, Role play, Debate and Discussion

Practicum

The practicum (one per semester) can culminate in the form of PowerPoint

Presentation / Exhibition / Skit / albums / files / song and dance or culture show /story telling /debate/panel discussion /paper presentation and so on. A practicum report shall be submitted and a presentation on the chosen topic will be made. Practicum reports may be handwritten or in printed form. It will ensure that the students submit original work. A viva will also be taken.

Any one of the following or equivalent can be assigned to the students:

1. From the diaries of the Travelers; The experiences of Travelers who visited the subcontinent and how their accounts help us to understand the social political cultural and economic history of that region during the medieval period. Any one of the following may be chosen: Ibn Batuta /Al Biruni/Marco Polo/Nicolo Conti/Abdur Razaq/Francois Bernier/ Athanasius Nikitin/Duarte Barbosa/Jean-Baptiste Tavernier/Jesuit Roberto Nobili/Manucci/ Thomas Roe
2. Raziya: Understanding the dynamics of women rulers during the medieval period
3. Biographies/ Autobiographies as a source of construction of history; Issues and challenges
4. Akbar and Aurangzeb: A comparison and analysis of their religious policy.
5. Critical Evaluation of experiments of Mohammad Bin Tughlaq
6. Various aspects of social life during the sultanate period

Suggested Readings

- Tapan Ray Chaudhary and Irfan Habib (ed.)
- The Cambridge Economic History of India, Vol.I
- Peter Jackson: Delhi Sultanate: A Political and Military History
- Tara Chand: Influence of Islam on Indian Culture
- Satish Chandra: A History of Medieval India, 2 Volumes
- Irfan Habib: The Agrarian System of Mughal India 1556-1707,
- Irfan Habib (ed.) : Madhya Kaleen Bharat, (in Hindi), 8 Volumes,
- M. Athar Ali: Mughal Nobility under Aurangzeb,
- Shireen Moosvi: The Economy of the Mughal Empire
- S.A. Rizvi: Muslim Revivalist Movements in Northern India during 16th and 17th Centuries
- R.P. Tripathi: The Rise and Fall of the Mughal Empire, 2 vol. I
- H. Siddiqui: Some Aspects of Afghan Despotism
- P.J. Marshall: The Eighteenth Century in Indian History. Dey. U.N. -Mughal Government
- Hubibullah A.B.M.- Foundation of Muslim Rule in India,
- Habib & Nizami-Comprehensive History of India
- Majumdar, RC- An Advanced History of India Vol-II
- Choudhary & Dutta, Mehta-Advance Study in the Medieval History of India

- Pandey, A.B. Later Medieval India
- Prasad Ishwari- Medieval India

DC-VI: SOCIAL ECONOMIC AND CULTURAL LIFE FROM 1206 TO 1707

Credits: 4

Contact hours per week: 5 hours per week (Theory: 3 hours+ Practicum: 2 hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes

The students will:

- understand the social and economic life of Delhi – Sultanate and Mughal State.
- appreciate the architecture during the sultanate and the Mughal Period.

UNIT- I: Social , Economic and Administrative structure during the Sultanate Period

- Agrarian and Economic system during the Sultanate period
- Administrative ; Military System.
- Social life during the Sultanate period

UNIT- II: Social ,Economic and Administrative structure during the Mughal Period

- Agrarian and Economic system under the Mughals
- Administrative structure of the Mughals
- Social Life during the Mughal period.
- Religious policy of the Mughals

UNIT- III: Bhakti Movement and Monotheistic traditions

- Bhakti Movement Kabir, Nanak and Sri Chaitanya, Ramanujan
- Sufi Movement

UNIT- IV: Architecture during Sultanate period

- Main features of Sultanate period architecture Quwwat-ul-Islam Mosque, Qutub Minar, Moinuddin Chishti Dargah, Iltutmish's Tomb, Siri fort, Alai Darwaza

UNIT- V: Art and Architecture during Mughal period

- Main features of Mughal architecture. Jama masjid, Buland Darwaza, Lal Qila Delhi (Diwan –i-Am, Diwan-i- Khas.) The Taj Mahal, Fatehpur Sikri, Agra Fort
- Paintings : Ideas and Themes, prominent painters

Suggested mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through , videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment

External

Internal

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT, preparation, project work, Role play, Debate and Discussion

Practicum

The practicum (one per semester) can culminate in the form of Power Point Presentation/ Exhibition/Skit/albums/files/ song and dance or culture show/story telling/debate/panel discussion/paper presentation and so on. A practicum report shall be submitted and a presentation on the chosen topic will be made. Practicum reports may be handwritten or in printed form. It will ensure that the students submit original work. A viva will also be taken.

1. Architecture of Mughal/ Sultanate period Quwwat-ul-Islam Mosque, Qutub Minar, Dhair Din ka Jhopda, Moinuddin Chishti Dargah, Iltutmish's Tomb, Siri fort, Alai Darwaza, Jama masjid, Buland Darwaza, Fort of Delhi- Diwan –i-Am, Diwan-i- Khas. The Taj Mahal, Fatehpur Sikri, Agra Fort
2. Research on either Bhakti Movement, Sufi Movement or Sikh Movement and the role it played in people's life.

Suggested Readings:

- A.L. Srivastava: Delhi Sultanate (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017.
- A.L. Srivastava: The Mughal Empire (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017
- B.N.S. Yadav: Society and Culture in North India in the 12th century. Raka Prakashan, Prayagraj, 2012
- B.P. Majumdar: Socio-Economic History of Northern India, Firma K. L. Mukhopadhyay (1960)
- Babasaheb Purandare: Raja Shivchattrapati, Vol. I & II, Purandare Prakashan, 2020
- G.H. Ojha: Rajputane Ka Itihas, (Hindi) Vaidik Yantralaya, Ajmer, 1927
- G.N. Sharma: Mewar and the Mughal Emperors, Shiv Lal Agarwal, Agra, 1962
- Herman Kulke (ed.) The State in India (1000-1700), OUP, 1995
- Ishwari Prasad : Medieval India (English or Hindi version) 4th ed., Digitized 2006
- J.N. Sarkar: Life and Times of Shivaji, Orient Blackswan Pvt. Ltd., New Delhi, 2010
- K.A. Nilkantha Shastri: A History of South India, Oxford, 1997
- K.N. Chitnis: Socio- Economic History of Medieval India, Atlantic Publishers, 2018
- Majumdar, Raychaudhary & Dutta : An Advanced History of India, Laxmi Publications, 2016
- Mohammad Habib and K.A. Nizami, ed. : Comprehensive History of India, Vol. V, The Delhi Sultanate, PPH, 1992
- N.N. Acharya: The History of Medieval Assam from 13th to 17th centuries, Omsons Publications, 2003
- R.C. Majumdar & others (ed.): The History and Culture of the Indian People Vol. 6, the Delhi Sultanate, Bhartiya Vidya Bhawan, 2006
- R.C. Majumdar & others (ed.): The history and Culture of the Indian People Vol. 7, the Mughal Empire, Bhartiya Vidya Bhawan, 2006
- R.K. Bhardwaj, Hemu: Life and times of Hemchandra Vikramaditya, Hope India Publications, Gurgaon, 2004
- R.P. Tripathi : Rise and fall of the Mughal Empire (English or Hindi), Surjeet Publications, 2012
- S.R. Sharma : The Crescent in India: A Study in Medieval History, Bhartiya Kala Prakashan, 2005
- Ishwari Prasad : A Short History of Muslim Rule in India, Surjeet Publications, 2018
- Simon Digby, War Horses and Elephants in the Delhi Sultanate. OUP, 1971
- V.S. Bhargava: Marwar and the Mughal Emperors, Munshiram Manoharlal, 1966
- Rekha Pande: Religious Movements in Medieval India, Gyan Publishing House, 2005
- Satish Chandra: Uttar Mughal Kalin Bharat Ka Itihas, Minakshi Prakashan, 1974
- Dr. Satish Chandra Mittal: मुस्लिम शासक तथा भारतीय जन समाज, Suruchi Prakashan, 2014
- Irfan Habib : Social Distribution of landed property in Pre-British Period

DC- VII: GLIMPSES OF MODERN EUROPEAN HISTORY (1435-1900 CE)

Credits: 4

Contact hours per week: 5 hours per week (Theory: 3 hours+ Practicum: 2 hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes

The students will:

- understand the phenomenon that shaped the advent of the modern age- Growth of Science, and reasoning.
- understand the changes in the religious institutions and their impact on the social and political order.
- understand the processes that shaped the economic origin of the world
- understand the struggles against despotism that paved the way for establishment of democratic forms of Government in the World.
- understand the aspirations of the people that enabled unification of Germany and Italy.

Unit I Advent of The Modern Age

- What is Modernity ? vis-à-vis medieval period?
- Features of modernity : Rationalism, Individualism.
- Advent of Modernity.
- Renaissance; Impact on art , architecture, literature and Science

Unit II Religious Reform Movements, Rise of Democracy

- Reformation and Counter Reformation
- Struggle between Charles I and the Parliament
- English Revolution of 1688

Unit III Economic Origin of the Modern World ; Colonization of Africa

- Industrial Revolution and its impact
- Scramble for Africa

Unit IV The Age of Revolution and Reaction

- The American Revolution its course and significance
- The French Revolution- Causes, course of events
- Napoleon's rise and fall
- Vienna Congress, Concert of Europe and Holy alliance

Unit V Material Liberalism and Conservatism

- German Unification : Processes and Impact
- Italian Unification : Processes and Impact

Suggested mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through , videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment

External

Internal

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT, preparation, project work, Role play, Debate and Discussion

Practicum

The practicum (one per semester) can culminate in the form of PowerPoint Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling /debate/panel discussion /paper presentation and so on. A practicum report shall be submitted and a presentation on the chosen topic will be made. Practicum reports may be handwritten or in printed form. It will ensure that the students submit original work. A viva will also be taken.

Any one of the following or equivalent can be assigned to the students.

I. Great Artists of The Renaissance Period

Research on their life and achievements Explore the various contributions made by them (Any One):

- Leonardo Da Vinci (1452 – 1519)
- Michelangelo (1475 – 1564)
- Raphael (1483 – 1520)

II. Political Thinkers of the Renaissance Period

Identify the principles embodied in their work. How far is philosophy relevant in the contemporary world? (Any one)

- Niccolo Machiavelli (1469-1527)
- More (1478-1535)

III. Renaissance Scientists

Research on their life and achievements. What challenges did they face?

- Nicholas Copernicus
- Galileo
- Johannes Kepler

IV. Analyze the various aspects of the French Revolution. Refer to the primary sources (Available online) and secondary sources **OR prepare a dramatic presentation of the French Revolution.**

V. Napoleon: Analyze the causes responsible for his rise and fall. Draw an estimate of his life and achievements. What lessons can be learnt from Napoleon.

VI. Prepare a presentation on the various aspects of the Russian revolution.

VII. Trace the events leading to the rise of Japan after the Meiji restoration. What lessons should be drawn from Japan?

Parameters of Evaluation:

1. Research contribution : 5 marks
2. Written Report Assessment : 8 marks

3. Individual presentation /explanation: 8 marks
4. Viva-voce: 4 marks

Suggested Readings

- Robert J.M.-Europe 1880-1945 (Longman, 1989)
- E. Lipson-Europe in the 19th and 20th Century
- C.J.H. Hayes- Modern Europe(Surjeet Publication)
- Grant and Temperley,- Europe in the 19th and 20th Century (Also Hindi version)
- C.D.M. Ketelby – History of Modern Times
- Penderal Moon -Imperialism in World Politics
- Panikkar K.M.- Asia and Western Dominance.
- Fay, Origin of the World War
- E.J. Hobsbawn: The Age of Revolution.
- Lynn Hunt: Politics, Culture and Class in the French Revolution

POLITICAL SCIENCE **DC-V: Western Political Thought –I**

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hrs. + Practical: 2 hrs.)

Max. Marks: 100

Internal: 15

Practicum: 25

External Marks: 60 (Theory)

Course Objectives

This course goes back to Greek antiquity and familiarizes the students with the manner in which the political questions were first posed and answered normatively. The aim is to introduce to the students the questions, ideas and values of political philosophy addressed by political thinkers and juxtapose the same to contemporary political thinking. The course aims to provide a critical grasp of the philosophical issues at the heart of politics.

Course Outcomes

By the end of the course students would be able to:

- Understand how to read and decode the classics and use them to engage contemporary socio-political issues.
- Connect with historically written texts and their interpretations.
- Clearly present their own arguments and thoughts about contemporary issues and develop ideas to engage with the latter

Unit- I: Ancient Greek Political Tradition

- Main features of Greek Political Philosophy
- Ideas of Socartes

Plato's Views on

- Justice,
- Education,
- Communism,
- Ideal State

Unit II: Aristotle Thoughts on

- State,
- Citizenship
- Family Private Property and Slavery,
- Revolution,
- Concept of Mixed Constitution

Unit- III: Roman Political Thought

- Polybius-views on Cycle of Changes of Government,Mixed Constitution
- Cicero-Ideas of State,Government and Law

Unit- IV: Thought of Middle Age

- St.Augustine-Idea of Two-Cities
- St.Thomas Aquinas-Idea of State and Laws
- Marsiglio of Padua- State, Church- State Controversy

Unit- V: Beginning of Modern Age

Renaissance

Machiavelli- Human Nature and Prince, Statecraft, Religion & Morality
Jean Bodin- State, Sovereignty

Practicum:

1. Write a tutorial on the Plato's theory of Education,
2. Discussion on the Topics:
Machiavelli was the child of his age

Suggested Readings:

1. Coleman (2000) 'Introduction', in A History of Political Thought: From Ancient Greece to Early Christianity, Oxford: Blackwell Publishers, pp. 1-20.
2. Q. Skinner (2010) 'Preface', in The Foundations of Modern Political Thought Volume I, Cambridge: Cambridge University Press pp. ix-xv. S. Okin (1992) 'Philosopher Queens and Private Wives', in S. Okin Women in Western Political Thought, Princeton: Princeton University Press, pp. 28-50
3. R. Kraut (1996) 'The Defence of Justice in Plato's Republic', in R. Kraut (ed.) The Cambridge Companion to Plato. Cambridge: Cambridge University Press, pp. 311-337
4. T. Saunders (1996) 'Plato's Later Political Thought', in R. Kraut (ed.) The Cambridge Companion to Plato. Cambridge: Cambridge University Press, pp. 464-492.
5. J. Coleman (2000) 'Aristotle', in J. Coleman A History of Political Thought: From Ancient Greece to Early Christianity, Oxford: Blackwell Publishers, pp.120-186
6. D. Hutchinson (1995) 'Ethics', in J. Barnes (ed.), The Cambridge Companion to Aristotle Cambridge: Cambridge University Press, pp. 195-232.
7. Hampsher-Monk (2001) 'Thomas Hobbes', in A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx, Oxford: Blackwell Publishers, pp. 1-67. 82
8. A. Ryan (1996) 'Hobbes's political philosophy', in T. Sorell (ed.) Cambridge Companion to Hobbes. Cambridge: Cambridge University Press, pp. 208-245.
9. R. Ashcraft (1999) 'Locke's Political Philosophy', in V. Chappell (ed.) The Cambridge Companion to Locke, Cambridge. Cambridge University Press, pp. 226-251.
10. सी .एल .वेपर) 1954), राजदर्शन का स्वाध्ययन, इलाहबाद :किताबमहल.
11. जे .पी .सूद) 1969), पाश्चात्य राजनीतिक चिंतन, जय प्रकाश नाथ और कंपनी.
12. वर्मा ,के एन .राजदर्शन)खण्ड I, II & III(
13. तिवारी ,गंगादत्त :प्रमुख राजनीतिक चिन्तक
14. शर्मा ,पी.डी .पाश्चात्य राजनीतिक विचारों का इतिहास
15. झा, बी.के .: प्रमुख राजनीतिक चिन्तक बिहार हिंदी ग्रन्थ अकादमी ,पटना
16. वेदालंकार ,हरिदत्त :पाश्चात्य राजनीतिक चिंतन का इतिहास

DC- VI:-Constitution of India

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hrs. + Practical: 2 hrs.)

Max. Marks: 100

Internal: 15

Practicum: 25

External Marks: 60 (Theory)

Course objectives:

- The course introduces the students to the Indian constitution, its philosophical foundations and the government machinery.
- The course aims at enhancing the knowledge of fundamental rights and duties, and directive principles of state policy. This will serve as training in citizenship.
- This course throws light on Indian federal system and role and functions of the state government.

Course Outcomes:

- The course enlightens the students about the background and making of the constitution with its salient features.
- This course acquaints students with the constitutional design of the State and the structure and functions of the Union Government.
- The students will be aware about their fundamental rights and duties as Indian citizens.

- It further encourages a study of implementation of Directive Principles of state policy.

Unit- I: Making of the Constitution

- Composition and election of members of Constituent Assembly, The various Committees
- Working of the Constituent Assembly - The different Sessions, Objective Resolution and Other functions performed
- Criticism of the Constituent Assembly
- Enactment and enforcement of the Constitution

Unit- II: The Constitution of India

- Salient features of Indian Constitution
- Preamble – Provisions, Changes and Significance
- Fundamental Rights – Features, Provisions, Exceptions, Changes and Significances
- Directive Principle of State Policy – Features, Provisions, Changes and Significance
- Constitutional Amendment – Procedure and types of amendment, the Procedure of Amendment and Major Amendments, 42nd, 44th, 73rd, 74th and Criticism.

Unit- III: Organs of Government (The Legislature, Executive and Judiciary)

- **The Legislature:**
 1. The Parliament – Organization, Composition, System of election, Duration, Membership, Presiding Officers, Leaders in Parliament, Functioning of Parliament
 2. State Legislative Assembly – Organization, Composition, System of election, Duration, Membership, Leaders in State Legislature, Functioning of State Legislature
- **The Executive:**
 1. President – Election, Qualifications, Terms, Impeachment, Powers and Functions;
 2. Prime Minister and Council of Minister – Composition, Powers and Functions;
 3. Governor – Appointment, Powers and Function;
 4. Chief Minister and Council of Minister – Composition, Powers and Functions
- **Judiciary:** Structure of Judiciary, Significance and role of Judiciary, Supreme Court of India – Composition, Jurisdiction and Functioning
- CAG, Attorney General of India, Advocate General of the State

Unit- IV: Federalism and Decentralization

- Federal and Unitary features
- Centre- State Relations: Legislative, Administrative and Financial relations
- Emerging trends of Federalism
- Coalition Government
- Emergency Provisions
- Fifth and Sixth Schedules
- Panchayati Raj and Municipalities

Unit- V: Party Systems and Major Issues

- Nature of Indian Party System
- Election Commission of India
- Electoral Reforms
- Cast politics in India
- Role of Regional Parties
- Finance Commission,
- Niti Ayog
- Central Information Commission
- National Human Right Commission

Practicum:

1. Preamble words setting competition on plain paper.
2. Make a assignment on role and importance of Niti Ayog.

Suggested Readings:

1. Jayal, N. G., & Mehta, P. B. (2010). *The Oxford companion to politics in India*. Oxford University Press.
2. The Nehru Committee Report: An Anti-Separatist Manifesto (1928), The Committee Appointed by the All Parties' Conference, New Delhi: Michiko & Panjathan.
3. Shriman Narayan Agarwal (1946), Gandhian Constitution for Free India, Foreword by Mahatma Gandhi, Kitabistan, Allahabad.

4. Shiva Rao (1968), *The Framing of India's Constitution, A Study*, Indian Institute of Public Administration, New Delhi, printed by Government of India Press, Nasik, distributed by N.M. Tripathi Pvt. Ltd, Bombay.
5. A. Thiruvengadam (2017), *The Constitution of India, A Contextual Analysis*, Oxford: Bloomsbury.
6. S.K. Chaube (2009), *The Making and Working of the Indian Constitution*, Delhi: National Book Trust.
7. Madhav Khosla (2012), *The Indian Constitution*, New Delhi: Oxford University Press.
8. Subhash Kashyap (2017), *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, New Delhi: National Book Trust.
9. Saxena, R., & Singh, M. P. (2008). *Indian politics: contemporary issues and concerns*. Prentice-Hall of India.
10. Vanaik, A., & Bhargava, R. (Eds.). (2010). *Understanding Contemporary India: Critical Perspectives: Delhi University Reader*. Orient Blackswan.
11. Basu, D. D., Manohar, V. R., Banerjee, B. P., & Khan, S. A. (2015). *Introduction to the Constitution of India* (Vol. 163). Gurgaon: LexisNexis..
12. Austin, G. (1996). *The Indian constitution: Cornerstone of a nation*. Oxford, Oxford University Press.
13. Sharma, B. K. (2022). *Introduction to the Constitution of India*. PHI Learning Pvt. Ltd..
14. Pylee, M. V. (2009). *An introduction to the Constitution of India*. S. Chand Publishing.
15. Atul Kohli (ed.) *Indian Democracy; State-Society Interface* New Delhi; Orient Longman, 1989.
16. Atul Kohli (ed.), *The Success of India's Democracy*. New Delhi: Cambridge University Press, 2001.
17. Bidyut Charaborty and Rajendra Kumar Pandey, *Indian Government and Politics*, Sage Publications, New Delhi.
18. Bipan Chandra, Mridula Mukherjee and Aditya Mukherjee. *Ajadi Ke Baad Bharat 1947- 2000*, Hindi Madhyam Karyanyan Nideshalaya, Dilli Vishwavidhyalaya, 2002.
19. Ghanshyam Shah (ed.) *Social Movements and the State*, New Delhi: Sage, 2002.
20. K. K Ghai, *Indian Government and Politics*, Kalyani Publisher, New Delhi,
21. Kishore Sharma, *Introduction to the Constitution of India*, Prentice Hall of India Pvt. Ltd., New Delhi, 2002
22. M.V Pylee, *Constitutional Government in India*, S. Chand & Company, New Delhi, 1960
23. M.V Pylee, *An Introduction to the Constitution of India*, Vikas Publishing House, New Delhi, 1995.
24. M.P. Singh and Himanshu Roy, (eds.), *Indian Political System*, New Delhi: Manak, 2005.
25. R.C Agarwal, *Constitutional Development and National Movement in India*, S.Chand and Company, New Delhi, 1994.

DC-VII: Comparative Government and Politics

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hrs. + Practical: 2 hrs.)

Max. Marks: 100

Internal: 15

Practicum: 25

External Marks: 60 (Theory)

Course Objectives

The purpose of this course is to equip students to understand government and politics through a comparative perspective. The course aims at familiarising students with the manner in which comparison is used as a method to understand the historical transformations in governmental forms, regime types, and political systems. It also hopes to make students understand the different modalities through which power circulates and resides in society and the distinct mechanisms through which consent is elicited from the people.

Course Outcomes

On successful completion of the course, students would demonstrate:

- An in-depth understanding of nature and scope of comparative politics.
- Knowledge of regime forms as distinct from classification of political systems
- Knowledge of various kinds of electoral systems and party systems across countries
- An understanding of the manner in which power exists in society
- Analytical capacity to engage with contemporary debates on welfare, populism, and authoritarianism.

Unit- I: Introduction

- Meaning, nature, scope and significance of comparative government and politics
- Approaches - Political system approach, Political culture approach, New Institutionalism approach and Feminist approach
- Constitution and Constitutionalism

Theories of Representation:

- Electoral System
- First past the Post, Proportional representation, List System and Mixed System
- Party System: Single Party System, Bi-Party system and multi- Party system
- Structures of Power in Societies : Classical Elitist Theory, Mass Society- Theory Massman

Unit- II: Political System of United Kingdom

- Features of Parliamentary system of Government with special reference to Britain
- Evolution, Sources and features of British Constitution
- Parliament - Origin and growth, Composition, The House of Lords (Composition, Powers and Functioning) The House of Commons (Composition, Powers and Functioning)
- Crown - King/Queen and Crown, Powers and Functioning
- Prime Minister and the Cabinet - Growth, Position, Powers and Functioning
- Judiciary—Organizational structure and Features
- Party System - General Features, Origin of Parties and Two-party system, Conservative Party and Labour Party (Organization and Functioning)

Unit- III: Political System of USA

- Features of Presidential system of Government with special reference to USA
- Evolution and features of the US constitution
- The President - Election, Impeachment, Position, Powers and Functioning
- The Congress —Organizational structure, Senate (Composition, Powers and Functioning), House of Representatives (Composition, Powers and Functioning)
- Judiciary—Organizational structure, Features and Judicial Review
- Party system - General Features, Origin of Parties and Two-party system, Republican Party and Democrats Party (Organization and Functioning)

Unit IV: Political System of Switzerland

- Evolution and Salient features of Swiss Constitution of 1948, 1874 and special focus to the Swiss constitution of 1999-2000
- Federal Executive —Organizational structure, Powers and Functioning
- Federal Assembly – Organizational structure, Powers and Functioning of Council of States and National Council
- Judiciary - Organizational structure and Features
- Direct Democracy – Meaning, Devices of Direct Democracy (Landsgemeinde, Initiatives, and Referendum) and their working in Swiss political system
- Political parties – Origin and Features

Unit- V: Political System of People Republic of China

- Features of Unitary system of Government with special reference to China
- Evolution and Salient features of the Chinese Constitution of 1978 and 1982
- The National People's Congress – Organizational structure, Powers and Functioning; Standing Committee – Composition and Functioning
- The State Council - Organizational structure, Powers and Functioning
- Judiciary – Organizational structure and Features
- Origin, Composition and Role of Communist Party of China

Practicum

1. Survey of Literature on Comparative Government and Politics – 5 Marks

Students are to identify, read and write an overview of Books (related with Comparative Govt. and Politics) available in their College or Institution Library (Online and Offline) and submit along with their Assignment

2. Assignment – 10 Marks

- Teacher should assign one topic or related topic from the course content to each student. Students are to submit a written or typed assignment not exceeding 20 pages. Continuous review and discussion on the assigned topics should be done.

Suggested Readings:

1. A.H. Birch, British Systems of Government, George Allen and Unwin, London, 1980.
2. Anup Chand Kapur & K. K Mishra, Select Constitution, S.Chand, New Delhi, 2016.
3. C. Leys, Politics in Britain: An Introduction, Heinemann, London,
4. C. B Jena, Comparative Politics and Government (Hindi), Vikas Publishing House, New Delhi, 2015.
5. E.S. Griffith, The American System of Government, London, Methuen and Co, 1983.

6. H.C. Hutton, An Introduction to Chinese Politics, London: David and Charles, 1973.
7. H.G. Nicolas, The Nature of American Politics. Oxford, Clarendon, 1985.
8. H.J. Wierda (ed.) New Developments in Comparative Politics, Boulder Colorado: Westview Press, 1987.
9. J.C Johari, Comparative Politics, Sterling Publications Private Limited; UK (ed), 2019.
10. J. Blondel, An Introduction to Comparative Government, London: Weidenfeld and Nicolson, 1969.
11. J. Gettling, China Changes Face: The Road from Revolution 1949-89, Oxford University Press, 1989.
12. Judith Bara & Mark Pennington, Comparative Politics: Explaining Democratic System, Sage Publications.
13. Kailash Kant Tiwari, Taulnatmak Sarkarein aur Rajniti, Bhopal: Madhya Pradesh Hindi Grantha Akadami, 2007.
14. Manoranjan Mohanty, Chinese Revolution: Comparative perspectives on Transformation of Non-Western Societies, New Delhi: Ajanta, 1992.
15. R.C. Marcrides, The Study of Comparative Government, New York: Random House, 1955.

GEOGRAPHY

DC- V: Geography of India

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs + Practical: 2hrs)

Max. Marks: 100

Internal: 15

Practical: 25(External)

External: 60

Learning objective:

- To study the economic, and physical characteristics of India.
- To study demographic, social and cultural attributes
- To study regionalisation of India

Learning outcomes: Students will be able

- To explain physical characteristic of India
- To understand and examine the relationship between demographic social and culture of India
- To explain regionalisation of India

Unit- I: Physical

Physiographic Divisions, soil and vegetation, climate (characteristics and classification)

Unit- II: Population

Distribution and growth, Structure

Unit- III:Economic

Mineral and power resources distribution and utilisation of iron ore, coal, petroleum, gas; agricultural production and distribution of rice and wheat, industrial development: automobile and Information technology

Unit- IV: Social

Distribution of population by race, caste, religion, language, tribes and their correlates

Unit- V: Regionalisation of India

Physiographic (R. L. Singh), Socio – cultural (Sopher), Economic (Sengupta)

Suggested Readings

1. Deshpande C. D., 1992: India: A Regional Interpretation, ICSSR, New Delhi.
2. Johnson, B. L. C., ed. 2001. Geographical Dictionary of India. Vision Books, New Delhi.
3. Mandal R. B. (ed.), 1990: Patterns of Regional Geography – An International Perspective. Vol. 3 –Indian Perspective.
4. Sdyasuk Galina and P Sengupta (1967): Economic Regionalisation of India, Census of India
5. Sharma, T. C. 2003: India - Economic and Commercial Geography. Vikas Publ., New Delhi.
6. Singh R. L., 1971: India: A Regional Geography, National Geographical Society of India.
7. Singh, Jagdish 2003: India - A Comprehensive & Systematic Geography, Gyanodaya Prakashan, Gorakhpur.
8. Spate O. H. K. and Learmonth A. T. A., 1967: India and Pakistan: A General and Regional Geography, Methuen.
9. Tirtha, Ranjit 2002: Geography of India, Rawat Pubs., Jaipur & New Delhi.
10. Pathak, C. R. 2003: Spatial Structure and Processes of Development in India. Regional Science Assoc., Kolkata.
11. Tiwari, R.C. (2007) Geography of India. Prayag Pustak Bhawan, Allahabad
12. Sharma, T.C. (2013) Economic Geography of India. Rawat Publication, Jaipur

Practical: Geography of India Laboratory work

- Monthly temperature and rainfall graphs of five select stations from different physiographic regions of India
- Graphical representation of annual trends of production: Manufacturing goods over any two decades from India
- Spatial distribution of minerals mapping
- Mapping of major language in India (Census of India)
- Viva voce

DC- VI: Regional Planning and Development

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs + Practical: 2hrs)

Max. Marks: 100

Internal: 15

Practical: 25(External)

External: 60

Learning Objectives

- To introduce regional planning and its types of regions
- To study regional planning in India with reference to Agro Ecological Zones
- To learn theories and models related to regional planning
- To learn Measuring development in India

Learning Outcomes: Students will be able

- To explain regional planning and its types
- To understand theories and models related to regional planning
- To explain measures of development in India

Syllabus

Unit -I: Definition of Region, Evolution and Types of Regional Planning: Formal, Functional, and Planning Regions and Regional Planning.

Unit -II: Choice of a Region for Planning: Characteristics of an Ideal Planning Region; Delineation of Planning Region; Regionalization of India for Planning (Agro Ecological Zones)

Unit -III: Theories and Models for Regional Planning: Growth Pole Model of Perroux; Growth Centre Model in Indian Context

Unit -IV: Changing Concept of Development, Concept of Underdevelopment; Efficiency-Equity Debate

Unit -V: Measuring development: Indicators (Economic, Social and Environmental); Human Development Index

Suggested Readings:

1. Blij H. J. De, 1971: Geography: Regions and Concepts, John Wiley and Sons.
2. Claval P.I, 1998: An Introduction to Regional Geography, Blackwell Publishers, Oxford and Massachusetts.
3. Friedmann J. and Alonso W. (1975): Regional Policy - Readings in Theory and Applications, MIT Press, Massachusetts.
4. Gore C. G., 1984: Regions in Question: Space, Development Theory and Regional Policy, Methuen, London.
5. Gore C. G., Köhler G., Reich U-P. and Ziesemer T., 1996: Questioning Development; Essays on the Theory, Policies and Practice of Development Intervention, Metropolis- Verlag, Marburg.
6. Haynes J., 2008: Development Studies, Polity Short Introduction Series.
7. Johnson E. A. J., 1970: The Organization of Space in Developing Countries, MIT Press, Massachusetts.
8. Peet R., 1999: Theories of Development, The Guilford Press, New York.
9. UNDP 2001-04: Human Development Report, Oxford University Press.
10. World Bank 2001-05: World Development Report, Oxford University Press, New

Practical: Regional Planning and Development laboratory work

- Delineation of formal regions by weighted index method
- Delineation of functional regions by breaking point analysis
- Measurement of inequality by location quotient
- Preparation of an interview schedule for any Gram Panchayat member on a relevant development issue
- Viva voce

DC- VII: Political Geography

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs + Practical: 2hrs)

Max. Marks: 100

Internal: 15

Practical: 25(External)

External: 60

Learning Objectives:

- To understand the concept of Nation, State and its attributes
- To study the geopolitics of the past and the present
- To understand the electoral system and Gerrymandering
- To examine the political conflicts and politics of displacement

Learning Outcomes: Students will be able

- To understand and explain the concept of Nation, State and its entities
- To understand the electoral system in geographical perspective
- To understand and examine the geopolitics and conflicts

Unit- I: Introduction: Concepts, Approaches, Nature and Scope.

Unit- II: State, Nation and Nation State – Concept of Nation and State, Attributes of State – Frontiers, Boundaries, Shape, Size, Territory and Sovereignty, Concept of Nation State; Geopolitics; Theories (Heartland and Rimland)

Unit- III: Electoral Geography – Geography of Voting, Geographic Influences on Voting pattern, Geography of Representation, Gerrymandering.

Unit- IV: Political Geography of Resource Conflicts – Water Sharing Disputes, Disputes and Conflicts Related to Forest Rights and Minerals.

Unit- V: Politics of Displacement: Issues of relief, compensation and rehabilitation: with reference to Dams and Special Economic Zones

Suggested Readings

1. Agnew J., 2002: Making Political Geography, Arnold.
2. Agnew J., Mitchell K. and Toal G., 2003: A Companion to Political Geography, Blackwell.
3. Cox K. R., Low M. and Robinson J., 2008: The Sage Handbook of Political Geography, Sage Publications.
4. Cox K., 2002: Political Geography: Territory, State and Society, Wiley-Blackwell
5. Gallaher C., et al, 2009: Key Concepts in Political Geography, Sage Publications.
6. Glassner M., 1993: Political Geography, Wiley.
7. Jones M., 2004: An Introduction to Political Geography: Space, Place and Politics, Routledge.
8. Mathur H M and M M Cernea (eds.) Development, Displacement and Resettlement – Focus on Asian Experience, Vikas, Delhi
9. Painter J. and Jeffrey A., 2009: Political Geography, Sage Publications.
10. Taylor P. and Flint C., 2000: Political Geography, Pearson Education.
11. Verma M K (2004): Development, Displacement and Resettlement, Rawat Publications, Delhi
12. Hodder Dick, Sarah J Llyod and Keith S McLachlan (1998), Land Locked States of Africa and Asia (vo.2), Frank Cass

Practical: Political Geography Laboratory work and report

- Methods of digitizing boundaries (Survey of India) with geospatial technology
- One case study on the geopolitical challenges and issues (International and India)
- Following the completion of case study, students will present their reports, followed by peer and panel discussions.
- Assessment and evaluation will be based on the students critical thinking, problem-solving, analytical abilities, and communication skills, among other criteria.

Suggested Readings

1. Berry B. J. L. and Marble D. F. (eds.): Spatial Analysis – A Reader in Geography.
2. Ebdon D., 1977: Statistics in Geography: A Practical Approach.
3. Hammond P. and McCullagh P. S., 1978: Quantitative Techniques in Geography: An Introduction, Oxford University Press.
4. King L. S., 1969: Statistical Analysis in Geography, Prentice-Hall.

5. Mahmood A., 1977: Statistical Methods in Geographical Studies, Concept.
6. Pal S. K., 1998: Statistics for Geoscientists, Tata McGraw Hill, New Delhi.
7. Sarkar, A. (2013) Quantitative geography: techniques and presentations. Orient Black Swan Private Ltd., New Delhi
8. Silk J., 1979: Statistical Concepts in Geography, Allen and Unwin, London.
9. Spiegel M. R.: Statistics, Schaum's Outline Series.
10. Yeates M., 1974: An Introduction to Quantitative Analysis in Human Geography, McGraw Hill, New York.
11. Shinha, Indira (2007) Sankhyiki bhugol. Discovery Publishing House, New Delhi

ECONOMICS

DCM- V: Money and Banking

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internals: 15

Practicum: 25(External)

External: 60

Learning Outcomes:

- To understand the behaviour of the money.
- To understand the different Theories of Money
- To understand the working of various Financial Institutions
- To understand the working of the monetary policy
- To understand the policies and functions of RBI

Unit – I: Money: Meaning, Characteristics, Classification and Functions.

Unit – II: Demand for Money: Quantity Theory of Money; Cash Transaction Theory; Cash Balance Approach; Neo- Classical Theory.

Unit – III: Concept of Supply of Money, High-Powered Money Theory: Meaning and its determinants. Money Multiplier and its Determinants.

Unit – IV: Interest Rates; Different Theories of Interest Rates- Classical, Neo classical, Keynes and IS-LM.

Unit – V: Central Bank, Commercial Bank, Credit Creation, Fiscal and Monetary Policy.

Practicum

1. Learners will be taught about the Role and Functions of money in the economy by citing various examples related to present scenarios.
2. Learners will be enriched with the different theories of various Economist related to money demanded (Quantity theory of money) etc by giving them detailed explanation related to theories.
3. Learners will also learn about different concepts relating to money supply as well learn about the various financial institutes of money supply like RBI (Monetary policy) and government's (Fiscal Policy) with practical approach in class.

Suggested Mode of Learning Engagements and Assessment

During the practicum classes assignments, projects, group discussion relating to mentioned topic in syllabus will also be carried out and knowledge of learners will be further enhanced with giving them practical implications of the topic.

Suggested Readings

- Mishkin, F. S. (2018). The Economics of Money, Banking and Financial Markets (12th ed.). Pearson.
- Cecchetti, S. G., & Schoenholtz, K. L. (2019). Money, Banking, and Financial Markets (5th ed.). McGraw-Hill Education.
- Bernanke, B. S. (1983). Non-Monetary Effects of the Financial Crisis in the Propagation of the Great Depression. American Economic Review, 73(3), 257-276
- Goodhart, C. A. E. (1988). The Evolution of Central Banks. MIT Press Books, 1(1), 50-69

DC- VI: FINANCIAL MARKET

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25**External: 60****Learning Outcomes**

- To demonstrate a deep understanding about the functioning of financial markets.
- To gain knowledge about various financial instruments traded in the markets.
- To familiarize students with the regulatory mechanism.

Unit – I: Financial System: Historical background and Introduction of financial system in India, formal and informal financial sectors. Financial system and economic growth. Financial sectors reforms.

Unit – II: Money Market- Definition, Functions, structure and significance and Structure of Money Market, Tools of Money Market; New trends in Indian money market. Role of RBI and Commercial Bank in Indian Money Market.

Unit – III: Capital Market- Meaning and Components of Capital market, Securities market, Cash Markets Equity and Debts, Depositories. Function of Stock market, Stock brokers, Margin trading, Forward trading, Primary and Secondary market, NSE, BSE, NIFTY, SENSEX, OTCEL

Unit – IV: Securities Exchange Board of India (SEBI) as capital market regulators. Objectives, functions, powers and organisational structure of SEBI. SEBI Guideline on primary and secondary market. Listing procedure and legal requirement. Public issue pricing and marketing Stock Exchange and Investor Functionaries on Stock Exchange-Brokers, Sub Brokers, Market makers, Jobbers, Portfolio consultants, Institutional investors, Investor's protection- Grievances, Dealing and their removal, Grievance cells in Stock exchange, SEBI, Company law board, Press, Remedy through courts.

Unit – V: Financial Services- Introduction of Financial services industry in India. Merchant Banking: meaning and scope, Underwriting and regulatory framework of Merchant Banking in India. Leasing and hire purchase, Consumers and Housing finance, Venture Capital finance, factoring services, Concept function and types of Credit rating, Digital Payment System.

Practicum

1. Learners will equip themselves with the Historical Background of financial markets and will know about the financial system reforms in a practical way.
2. Learners will develop understanding about the functioning of financial markets and will also learn with examples regarding the various financial instruments traded in the financial market.
3. Students will also be Familiarized with the various regulatory Frameworks present in the financial market by explaining them in detail.

Suggested Mode of Learning Engagements and Assessment

During the practicum classes assignments, projects, group discussion relating to mentioned topic in syllabus will also be carried out and knowledge of learners will be further enhanced with giving them practical implications of the topic.

Suggested Readings

- Hull, J. C. (2017). Options, Futures, and Other Derivatives. Pearson.
- Fama, E. F. (1970). Efficient capital markets: A review of theory and empirical work. The Journal of Finance, 25(2), 383-417.
- Smith, J. (2022, March 15). Stock Market Soars to Record Highs. Financial Times, B1.

DC- VII: Mathematical Economics**Credits: 4****Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)****Max. Marks: 100****Internal: 15****Practicum: 25****External: 60****Learning Outcomes**

- To give an overview various mathematical techniques used in Economics.

- Students can successfully use mathematics in economics and business applications
- To analyse economic models by using formal mathematical methods.
- To help students gain an understanding of how to solve mathematical problems that are common to economic modelling
- To facilitate the ability of students to demonstrate the economic applications of differentiation and use it to formulate economic problems

Unit – I: Functions of one real variable Graphs; elementary types of functions: quadratic, polynomial, power, exponential, logarithmic; sequences and series: convergence, algebraic properties and applications; Continuous functions: characterisations, properties with respect to various operations and applications; Differentiable functions: characterisations, properties with respect to various operations and applications; Second and higher order derivatives: properties and applications in the field of economics.

Unit – II: Single-variable optimization Geometric properties of functions: convex functions, their characterisations and applications; local and global optima: geometric and calculus-based characterisations, and applications in economics

Unit –III: Matrices, Determinants, Minors, Cofactors and Inverse of Matrices, Solution of Simultaneous Equations using Inverse and Cramer's Rule; Matrices and their Applications in Economics.

Unit – IV: Partial Differentiation First Problems and Second order Derivatives, Total Differentiation. Economic Applications of Partial Differentiation. Homogenous Function. Euler's Theorem and its Application in Economics, Cobb-Douglas Production Function and its Properties.

Unit – V: Integral Calculus - Rules of Integration, Indefinite and Definite Integrals, Application of Integration in Finding Total Functions of Economic Variables from Marginal Functions-Consumer's and Producer's Surplus.

Practicum

1. Learners will be given overview related to the various mathematical techniques used in economics through the lecture method of teaching.
2. Learners will be able to use mathematics in economics and would apply these concepts in various business scenarios.
3. Learners will be able to analyse as well as will be able to construct economic models by using formal mathematical methods and will be able to solve mathematical problems that are common to economic modelling and will be able to apply these concepts in real life situations.

Suggested Mode of Learning Engagements and Assessment

During the practicum classes assignments, projects, group discussion relating to mentioned topic in syllabus will also be carried out and knowledge of learners will be further enhanced with giving them practical implications of the topic.

Suggested Readings

- Allen, R.G.D: Mathematical Analysis for Economists.
- Archibald, G. and Lipsey, R.G., Introduction to Mathematical Treatment of Economics.
- Ailchison, J. and Brown, J.A.C.: The Log-normal Distribution.
- Simon, C. and L. Blume, Mathematics for Economists, Norton, London, 1994
- Chiang, A. C., Fundamental Methods of Mathematical Economics, McGraw-Hill, 1984
- Sydsaeter, K. and P. J. Hammond, Mathematics for Economic Analysis, Pearson, Education Asia, 1995
- Dowling, Edward T. Introduction to Mathematical Economics. Tata McGraw-Hill
- Mathematics for Economics, third edition by Michael Hoy, John Livernois, Chris McKenna, Ray Rees and Thanasis Stengos, mitpress
- Renshaw, G. Maths for Economics (2nd Edition, Oxford University Press, 2009)

EDUCATION PART

FE- II: Child Development & Educational Psychology

Credits: 4

Contact Hours: 4

Maximum marks: 100

Internal: 40

External: 60

About the Course

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

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

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

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

Educational Psychology component of the course:

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

Learning Outcomes

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

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

UNIT – I: Learner Development

- Understanding the process of growth and Development of Learner (Five-fold development) : Meaning and significance
- Developmental characteristics of a learner during:
 - Infancy stage
 - Early Childhood stage
 - Middle to Late Childhood stage
 - Adolescence stage
- The Indian concept of self: Mind (manas), Intellect (buddhi), Memory (Smriti), Panch- koshiya Vikas.
- Educational Implications of Development

UNIT – II: Understanding Developmental Process at Infancy and Childhood Stage

- Development across domains:
 - Physical Development
 - Cognitive Development
 - Language Development
 - Socio-Emotional Development
 - Aesthetic Development
 - Moral Development.
- Factors affecting development of the child
- Holistic development of the child and role of education

UNIT – III: Understanding Developmental Process at Adolescence stage

- Development across domains:
 - Physical Development
 - Cognitive Development
 - Language Development
 - Socio-Emotional Development
 - Aesthetic Development

- Moral Development
- Experiences of adolescents in different Indian socio-cultural contexts
- Holistic development of the adolescents and role of education

UNIT – IV: Process of Learning

- Concept, meaning and significance of learning
- Approaches of learning and related Theories:
 - Behaviorist
 - Gestalt
 - Cognitivist
 - Constructivist
- How to Learn: Significance and Strategies

UNIT – V: Motivation and Classroom Management

- Concept, nature, and significance of motivation, Role of Motivation in learning, Intrinsic and Extrinsic Motivation, Strategies for Motivation.
- Classroom management:
 - Creating a positive learning environment
 - Planning space for learning
 - Managing behavioral problems in the classroom and school
- Group dynamics:
 - Classroom as a social group
 - Characteristics of group
 - Understanding group interaction-sociometry
 - Strategies to facilitate group learning.
- Involvement of Parents and community in the management of learning.

UNIT – VI: Psychological practicum

- Personality test
- Intelligence test
- Aptitude test

Suggestive Practicum

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

Suggestive Mode of Transaction

The course content transaction will include the following:

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

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials/ References:

- Aggarwal, J.C. (2009). Child Development and the process of Learning, Shipra Publication, Delhi.

- Chaube, S.P. (2007). Developmental Psychology, Neelkamal Publications, Pvt. Ltd, Hyderabad.
- Chauhan, S.S. (2007). Advance Educational Psychology, Vikas Publication, Delhi.
- Dandpani, S. (2001). Advance Educational Psychology, N. Delhi, Anmol Publications. Ainscow, M. (1999). Understanding the Development of Inclusive Schools, London, Falmer Press.
- Hegarty, S. and Mithu Alur (2002). Education and Children with Special Educational Needs -Segregation to Inclusion, N. Delhi, Sage Publication India Pvt. Ltd.
- Hurlock, E.B. (2009). Child Development, Tata McGraw-Hill Publishing Co. Ltd, New Delhi. Mangal, S.K. (2012). Advance Educational Psychology, PHI Learning Pvt Ltd. New Delhi.
- Nambissan, G.B. (2009). Exclusion and Discrimination in Schools: Experience of Dalit Children. Indian Institute of Dalit Students and UNICEF.
- NEP 2020
- Santrock, J.W. (2007). Educational Psychology, Tata McGraw-Hill Publishing Co. Ltd, New Delhi.
- Saraswathi, T.S. (Ed) 1999, Culture, Socialization and Human Development - Theory, Research and Application in India, Sage Publication, New Delhi.
- Sharma, N. (2003), Understanding Adolescence, NBT India.
- Sprinthal, N. and Sprinthal, R.C. (1990) Educational Psychology, McGraw-Hill, New Delhi. Woolfolk, A. (2013), Educational Psychology, Pearson Education, N. Delhi.
- Venkatesan, S. (2004), Children with Developmental Disabilities: A Training Guide for Parents, Teachers and Caregivers, Sage Publication, New Delhi.
- Whitebread, D. (2012) Developmental Psychology and Early Childhood Education, Sage Publication, New Delhi.
- Ysseldyke, JE, Algozzine, B. (1998), Special Education - A Practical Approach for Teachers, New Delhi, Kanishka Publishers Distributors.

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

CP-I: Content-cum-Pedagogy (Secondary): General Pedagogy

Credits: 4

Contact Hours: 4 hrs per week

Maximum marks: 100

Internal: 40

External: 60

About the Course

This course deals with diverse range of topics of basics of pedagogy at secondary stage that will equip student teachers with valuable knowledge, capacities and competencies. This course comprises four units and a practicum. This course prepares student teachers to understand secondary-stage learners and design teaching accordingly. This course also aims to equip teachers with the necessary tools, knowledge, and competencies to continuously evolve as professionals and create a positive and transformative impact on their students and society as a whole. In this course a strong foundation will be established by exploring the fundamental principles and concepts that support basics of pedagogy in the light aims and objectives of the curriculum. This course emphasizes understanding learners and their backgrounds comprehensively so that an engaging and supportive learning environment, that fosters a need for learning, can be created for facilitating learner's holistic development. This course is designed to equip student teachers with a wide array of teaching learning strategies. It also focuses on innovative and transformative approaches to education, aiming to create lifelong learners equipped to thrive in an ever-changing world. Through professional development opportunities, student teachers will be better prepared to meet the ever-changing demands of the educational landscape and inspire the next generation of learners.

Learning Outcomes

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

- build comprehensive understanding of secondary stage learners,
- assess the physical, mental, social, and emotional growth of secondary stage learners,
- develop skills to observe and recognize the unique capabilities and strengths of secondary stage learner,
- discuss the necessary knowledge and skills to implement effective teaching and learning strategies,
- create enriching and inclusive learning environments to foster values-based education,
- develop a deeper understanding of various pedagogical approaches and their impact on learners,
- determine the knowledge to make informed decisions about instructional practices,
- explain the crucial role of pedagogy in facilitating effective learning experiences for students,

- outline knowledge and skills necessary for continuous professional development.

UNIT – I: Understanding Secondary Stage Learners

- A. Understanding the learners and learner background
 - i. The physical, mental, social, and emotional growth of learners
 - ii. Thought processes and cognitive skills of learners.
 - iii. Psychological and social orientations of learners
 - iv. Social and academic lives of learners
 - v. Conflicts and challenges of secondary learners
 - vi. Characteristics of secondary stage learners
- B. Observing the unique capabilities of a child

UNIT – II: Strategies of Teaching and Learning

- A. Understanding teaching and learning strategies:
 - i. Concept, characteristics and functions of teaching
 - ii. Making abstract concepts enjoyable by relating them to real-life situations,
 - iii. Promoting multidisciplinary learning through integration of different disciplines
 - iv. Promoting learner participation and engagement in learning
 - v. Building values through art integrated activities, community engagement etc.
 - vi. Promoting multidisciplinary learning through integration of different disciplines
 - vii. Promoting health and social sensitivities
 - viii. Developing respect toward cultural heritage
 - ix. Making classrooms inclusive and joyful learning spaces
- B. Relationship between Aims and Values of Education, Curriculum and Pedagogy

UNIT – III: Pedagogical Approaches

- A. Pedagogical approaches: constructivist approach; collaborative approach; reflective approach; integrative approach, inquiry- based approach; other contemporary approaches, art-integrated learning, sports-integrated learning.
- B. Types of pedagogy: social pedagogy; critical pedagogy; culturally responsive pedagogy; Socratic pedagogy in inclusive setup.
- C. Role of pedagogy in effective learning: how does pedagogy impact the learner?

UNIT – IV: Continuous Professional Development of Teacher

- A. Meaning and need, professional and ethical competencies and need for updating content and pedagogical competencies to develop their professional competencies.
- B. Professional development activities: seminars, conferences, orientation programmes, workshops, online and offline courses, competitions, publications, development of teaching portfolio, capacity building programmes, and teacher exchange programmes.
- C. Development of professional competencies to deal with gender issues, equity and inclusion, ethical issues, environmental issues, human health and well-being, population, human rights, and various issues (emotional, mental, physical issues related to pandemic (for example covid-19).

Suggestive Practicum (Any Three)

1. Analyze NEP 2020 with reference to pedagogical aspects of the concerned subject.
2. Analyze and reflect on the qualities of an ‘Innovative Teacher’ in Context of National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM).
3. Explore different platforms such as National Teacher’s Portal, NISHTHA, DIKSHA, and SWAYAM for an online course and prepare a report.
4. Participate in a workshop or seminar to explore the concept of Continuous Professional Development (CPD), its significance in lifelong learning and prepare a write up on the findings.
5. Develop teaching learning strategies to address the needs of diverse learners in context of gender, equity and inclusion and prepare a PowerPoint presentation.
6. Raise awareness on the ethical and social challenges in education through field trip and create an e-portfolio.
7. Any other project assigned by HEI.

Suggestive Mode of Transaction

Lecture cum discussion, project-based method, problem solving method, experiential learning, art integrated learning, sports integrated learning, ICT integrated learning, interactive methods such as group discussions, peer tutoring, workshops, observations, and presentations.

Suggestive Mode of Assessment

Portfolio creation, written tests, classroom presentations, seminars, assignments, practicum, sessional, terminal semester examinations (As per UGC norms).

Suggestive Reading Materials

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India (English and Hindi)
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
- National Policy on Education 1968, 1986 and 2020.

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

SEMESTER – IV

Sl. No.	Subject Code	Subject Name	Paper Code	Credits	Max. Marks	Internal Marks	Pract.*	Theory (Ext.)	Periods Per Week (Hrs)
1	FE	Philosophical & Sociological Perspectives of Education – I	FE-III	4	100	40	--	60	4
2	DC (Major) Any one Group	English/Hindi/Gujarati/Marathi/Urdu/History/Geography/Political Science/Economics	DC-VIII	3+1	100	15	25	60	5
			DC-IX	3+1	100	15	25	60	5
			SEC-III	2	50	10	--	40	2
			SEC-IV	2	50	10	--	40	2
3	DCM (Minor) Other than Major	English/Hindi/Gujarati/Marathi/Urdu/History/Geography/Political Science/Economics	DCM-III	4	100	15	25	60	5
	CP	Content-cum-Pedagogy Courses (Secondary): Languages- I	CP-II	2	50	20	--	30	2

		Content-cum-Pedagogy Courses (Secondary): Social Sciences- I	CP-III	2	50	20	--	30	2
Total				24	600	145	75	380	27

* Except the Subject Geography, the Practical is Internal

Semester - IV

ENGLISH

DC- VIII: Modern Indian Writing in Translation

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hours + Practicum: 2 hours)

Maximum Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes

The Learner will

- appreciate the diversity of modern Indian literatures and the similarities between them
- understand and creatively engage with the notion of nation and nationalism
- appreciate the impact of literary movements on various Indian literatures
- critically engage with significant social issues like caste and gender
- understand the historical trajectories of Indian literatures

Unit I- Literary terms and Trends

Individual and Society, Women Empowerment, East-West Encounter, Urbanization and Indianness. Partition, colonization

Unit II- SHORT FICTION

Premchand- 'The Shroud', in Penguin Book of Classic Urdu Stories, ed. M.

Asaduddin (New Delhi: Penguin/Viking, 2006).

Ismat Chughtai- 'The Quilt', in Lifting the Veil: Selected Writings of Ismat Chughtai, tr. M. Asaduddin (New Delhi: Penguin Books, 2009).

Gurdial Singh- 'A Season of No Return', in Earthy Tones, tr. Rana Nayar (Delhi: Fiction House, 2002).

Unit III- POETRY

Rabindra Nath Tagore- 'Light, Oh Where is the Light?' and 'When My Play was with thee', in Gitanjali: A New Translation with an Introduction by William Radice (New Delhi: Penguin India, 2011).

G.M. Muktibodh- 'The Void', (tr. Vinay Dharwadker) and 'So Very Far', (tr. Tr. Vishnu Khare and Adil Jussawala), in The Oxford Anthology of Modern Indian Poetry, ed. Vinay Dharwadker and A.K. Ramanujam (New Delhi: OUP, 2000).

Amrita Pritam- 'I Say Unto Waris Shah', (tr. N.S. Tasneem) in Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems, ed. K.M. George, vol. 3 (Delhi: Sahitya Akademi, 1992).

Unit IV- DRAMA

Dharamveer Bharati- Andha Yug, tr. Alok Bhalla (New Delhi: OUP, 2009).

Unit V- FICTION

G. Kalyan Rao- Untouchable Spring, tr. Alladi Uma and M. Sridhar (Delhi: Orient BlackSwan, 2010)

Practicum

1. Poetry/ Drama Recitation- Students can select a poem from the course reading list and memorize it. They can then recite the poem to the class, focusing on understanding the poem's rhythm, tone, and imagery through performance.
2. Poetry/ Drama in Context: Have students research the historical, cultural, or biographical context of a specific poem or poet. This practicum helps students understand how external factors can influence poetic themes and styles.
3. Poetry/ Drama Study: Students in small groups study a specific poet to research in-depth. They can present their findings to the class, discussing the poet's life, works, and the thematic or stylistic elements that make their poetry distinctive.
4. Poetry/ Drama Performance: Students showcase their creative interpretations of poems through dramatic readings, multimedia presentations, or artistic performances inspired by the poetry

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc

Suggested Modes of Assessment- Internal, External examination, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation

• **Suggested Readings**

- Rabindranath Tagore, 'Nationalism in India,' in Nationalism (Delhi: Penguin Books, 2009) pp. 63-83.
- Namwar Singh, 'Decolonising the Indian Mind', tr. Harish Trivedi, Indian Literature, No. 151 (Sept./Oct. 1992).
- B.R. Ambedkar, 'Annihilation of Caste' in Dr. Babasaheb Ambedkar: Writings and Speeches, vol. 1 (Maharashtra: Education Department, Government of Maharashtra, 1979) chaps. 4, 6, and 14.
- Sujit Mukherjee, 'A Link Literature for India', in Translation as Discovery (Hyderabad: Orient Longman, 1994) pp. 34-45.
- G.N. Devy, 'Introduction', from After Amnesia in The G.N. Devy Reader (New Delhi: Orient BlackSwan, 2009) pp. 1-5.

DC- IX: Women's Writing

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hours + Practicum: 2 hours)

Maximum Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes

The Learner will

- recognise the importance of gender specificity in literature
- understand and appreciate the representation of female experience in literature
- explain the difference between the feminine and the feminist as opposed to the female
- examine and appreciate the role played by socio-cultural-economic contexts in defining woman
- link the status of woman to social discrimination and social change
- draw a location specific trajectory of female bonding or empowerment
- understand the complexity of social and biological constructions of manhood and womanhood
- examine the relationship of women to work and production

Unit I- Anne Sexton- Her Kind

Kamala Das- An Introduction

Unit II- Alice Walker- The Color Purple

Unit III- Mahashweta Devi- 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)

Unit IV- Mary Wollstonecraft- A Vindication of the Rights of Woman (New York: Norton, 1988) chap. 1, pp. 11-19; chap. 2, pp. 19-38.

Unit V- Ramabai Ranade- 'A Testimony of our Inexhaustible Treasures', in Pandita Ramabai Through Her Own Words: Selected Works, tr. Meera Kosambi (New Delhi: OUP, 2000) pp.295-324.

Practicum

1. Comparative Analysis of Women Authors: Compare and contrast the works of two or more women authors from different time periods or cultural backgrounds. Analyze their writing styles, themes, and the ways in which they address issues related to gender and identity.
2. Reception and Impact of Women's Writing: Investigate how the works of women authors have been received and reviewed by critics and readers over time. Analyze the impact of their writing on literature and society.
3. Women's Writing in a Global Context: Study the works of women authors from different countries and regions. Analyze how cultural, political, and social contexts influence their writing and the themes they explore.
4. Women's Writing and Social Change: Investigate how women authors have used their writing as a means of advocating for social change and gender equality. Analyze specific texts that have played a role in social and political movements.

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc

Suggested Modes of Assessment- Internal, External examination, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation

Suggested Readings

Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.
Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

SEC- III

A. Creative Writing

Credits: 2

Contact Hours: 2.5 hours per week (Theory: 1.5 hours + Practicum: 1 hours)

Maximum Marks: 50

Internal: 10

External: 40

Learning Outcomes

The Learner will

- Differentiate between various creative writing genres and forms.
- Cultivate the ability to draw inspiration from diverse sources, including personal experiences, literature, and the world around them.
- Analyze the elements of storytelling, including character development, dialogue, and conflict.
- Create a variety of poetic forms, exploring themes, metaphors, and rhythm.
- Participate in constructive peer review sessions to give and receive feedback effectively.
- Explore avenues for publishing creative writing, including literary journals and online platforms.

Unit I- What is Creative Writing- general features

Unit II- The Art and Craft of Writing Prose

Unit III- The Art and Craft of Writing Poetry

Unit IV- Writing for the Media, Radio and Television

Unit V- Preparing for Publication, Guided project work

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc

Suggested Modes of Assessment- Internal, External examination, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation

Suggested Readings

Creative writing: A Beginner's Manual by Anjana Neira Dev and Others, Published by Pearson, Delhi, 2009.

B. Reading Skills

Credits: 2

Contact Hours: 2.5 hours per week (Theory: 1.5 hours + Practicum: 1 hours)

Maximum Marks: 50

Internal: 10

External: 40

Learning Outcomes

The Learner will:

- Understand the ways in which active/effective reading strategies can be developed
- Acquire the methods by which effective reading lessons are developed
- Learn about designing an effective reading lesson and
- Reflect on assessing reading and its many purposes.

Unit 1: Reading skills and Sub-skills

Components of reading (phonemic awareness, fluency, vocabulary, comprehension), Types of Reading: Reading Aloud, Silent Reading, Process of Reading: Intensive Reading, Extensive Reading, Techniques of Reading: Skimming, Scanning

Unit 2: Developing Reading Speed- Barriers of Reading, Strategies to Remove the Barriers, Strategies to Develop Speed Reading

Unit 3: Close Reading Strategies- Finding the Main Ideas, Finding the Supporting Details, Text Marking, Text Annotation, Note making and Summarising

Unit 4: 5Rs of Reading- Read, Review, Recite, Reflect, Respond

Unit 5: Teaching Reading- Pre-reading Stage, While Reading Stage, Post Reading Stage, Reading Comprehension

Practicum

1. Silent Reading
2. Reading Aloud
3. Graded Reading
4. Group Reading
5. Timed Reading
6. Speed Reading
7. Sequential Reading
8. Skimming
9. Scanning
10. Text marking
11. Text annotation

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc

Suggested Modes of Assessment- Internal, External examination, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation

Suggested Readings

Chesla, E. (2000). *Read better, remember more* (2nd ed.). Learning Express, LLC, New York.

SEC- IV

A. Text and Performance

Credits: 2

Contact Hours: 2.5 hours per week (Theory: 1.5 hours + Practicum: 1 hours)

Maximum Marks: 50

Internal: 10

External: 40

Learning Outcomes

The Learner will:

- distinguish between a dramatic text and a performance text
- appreciate the evolution of drama in the West and in India in terms of both, form and content, from tradition to modernity, as well as have a thorough knowledge of
- different theatre styles in India and the West
- to appreciate the difference between drama and other genres
- develop a comprehensive understanding of the process of performance and the entire paraphernalia involved from theatrical space and lights/sound/costume to the use of
- voice and body
- learn a wide variety of skills from acting and directing to script writing, costume
- designing, prop making and technical skills like sound and light as well as
- production.
- display their knowledge of different aspects of text and performance through their
- production and not just through theoretical knowledge.

Unit I- Introduction

1. Introduction to theories of Performance

2. Historical overview of Western and Indian theatre
3. Forms and Periods: Classical, Contemporary, Stylized, Naturalist

Unit II- Theatrical Forms and Practices

1. Types of theatre, semiotics of performative spaces, e.g. proscenium 'in the round', amphitheatre, open-air, etc.
2. Voice, speech: body movement, gestures and techniques (traditional and contemporary), floor exercises: improvisation/characterization

Unit III- Theories of Drama

1. Theories and demonstrations of acting: Stanislavsky, Brecht
2. Bharata

Unit IV- Theatrical Production

Direction, production, stage props, costume, lighting, backstage support.

Unit V- Recording/archiving performance/case study of production/performance/impact of media on performance processes.

Practicum:

- a. Perspectives on theatre and performance
- b. Historical development of theatrical forms
- c. Folk traditions
- a. On the different types of performative space in practice
- b. Poetry reading, elocution, expressive gestures, and choreographed movement
- a. Acting short solo/ group performances followed by discussion and analysis with application of theoretical perspectives
- a. All aspects of production and performance; recording, archiving, interviewing performers and data collection.

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc

Suggested Modes of Assessment- Internal, External examination, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation

Suggested Readings:

Marco de Marinis, The Semiotics of Performance, Bloomington: Indiana University Press, 1993. Elaine Aston, Theatre of Sign System, Psychology Press, 1991.

B. Writing Skills

Credits: 2

Contact Hours: 2.5 hours per week (Theory: 1.5 hours + Practicum: 1 hours)

Maximum Marks: 50

Internal: 10

External: 40

Learning Outcomes

The Learner will:

- explain writing as a skill and its features as different from speaking;
- display their understanding of writing as a process and as a product;
- understand and explain the different stages involved in the writing process;
- write a piece of text/paragraph following all the processes.

Unit I-The Process of Writing (CODER)- Collecting ideas, Organizing the ideas, Drafting the Ideas, Editing the draft, Revising the draft

Unit II- Types of Writing- Formal and Informal Letters, CV

Unit III-Creative Writing- Short poems, Short stories

Unit IV- Academic Writing- Reports, Article Writing, Research papers

Unit V- Digital Writing- Emails, Social media text, Blogging

Practicum

1. Jumbled Words/Phrases
2. Sequencing of Sentences
3. Sentence Analysis

4. Brainstorming
5. Using Linking Words
6. Editing
7. Creating Stories Using Pictures/Scenes
8. E-mail Writing
9. Writing Formal Letters
10. Writing CV/Resume
11. Paragraph Writing
12. Blog Writing

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc

Suggested Modes of Assessment- Internal, External examination, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation

Suggested Reading

- Boyle, P. (2014, August). How to Write with Brevity, Including Examples from Famous Writers. Retrieved February 11, 2022 from <https://have-a-word.com/why-brevity-is-important/>
- Leki, I. (2010). Academic Writing: Exploring Processes and Strategies. Cambridge: CUP.
- Rizvi, M.A. (2018). Effective Technical Communication. Chennai: McGraw Hill Education (India) Private Limited.
- Savage, A. & Shafiei, M. (2007). Effective Academic Writing 1. Oxford: OUP

HINDI/हिन्दी

चतुर्थ सत्र

DC- VIII: हिन्दी कथा साहित्य – II

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

हिन्दी नाटक/एकांकी/निबंध

इकाई- I: आधे-अधूरे-मोहन राकेश /अंधा युग -धर्मवीर भारती

इकाई- II: एक घूँट एकांकी - जयशंकर प्रसाद, दीपदान - रामकुमार वर्मा

इकाई- III: रामचंद्र शुक्ल -करुणा/लोभ और प्रीति; हजारी प्रसाद द्विवेदी -अशोक के फूल/कुटज

अनुशंसित ग्रंथ:

- आधुनिक हिंदी नाटक और रंगमंच -संपा .नेमिचंद जैन
- हिंदी नाटक :उद्भव और विकास-दशरथ ओझा
- हिंदी नाटक का आत्मसंघर्ष - गिरीश रस्तोगी
- रंगमंच की कहानी -देवेंद्र राज अंकुर
- रंगमंच के माध्यम से शिक्षा -संपादक-डॉ अरुणाभ सौरभ

DC- IX: पाश्चात्य काव्य शास्त्र

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

इकाई-I:

1. प्लेटो की काव्य संबंधी मान्यताएँ
2. अरस्तू का अनुकरण सिद्धांत

इकाई-II:

1. लॉजानस की उदात्तता संबंधी अवधारणा
2. कॉलरिज का कल्पना सिद्धांत

इकाई-III:

1. क्रोचे का अभिव्यंजनावाद
2. आई.ए.रिचर्ड्स का संप्रेषण सिद्धांत

इकाई-IV:

1. टी.एस.इलियट के साहित्य संबंधी सिद्धांत
2. मार्क्सवादी समीक्षा
3. मनोवैज्ञानिक समीक्षा

इकाई-V:

1. स्वच्छंदतावाद
2. यथार्थवाद
3. संरचनावाद
4. आधुनिकतावाद
5. उत्तर-आधुनिकतावाद

अनुशंसित ग्रंथ

- पश्चात्य काव्य शास्त्र -देवेंद्र नाथ शर्मा
- पाश्चात्य काव्यशास्त्र :विजय बहादुर सिंह
- नई समीक्षा : नये संदर्भ : डॉ. नगेन्द्र
- काव्य चिंतन की पश्चिमी परंपरा : निर्मला जैन
- संरचनावाद, उत्तर-संरचनावाद एवं प्राच्य काव्यशास्त्र : गोपीचंद नारंग
- पाश्चात्य काव्यशास्त्र का इतिहास : तारकना

SEC- III

Credits: 2

Contact Hours: 2 hrs per week

Max. Marks: 50

Internal: 10

External: 40

Choose any one:

SEC- III: रचनात्मक लेखन

इकाई- I: रचनात्मक लेखन :अवधारणा, स्वरूप एवं सिद्धांत,भाव एवं विचार,रचना में रूपांतरण की प्रक्रिया, विविध अभिव्यक्ति-क्षेत्र :साहित्य, पत्रकारिता, विज्ञापन, विविध गद्य अभिव्यक्तियाँजनभाषण और लोकप्रिय संस्कृति लेखन के विविध रूप : मौखिक-लिखित, गद्य-पद्य, कथात्मक-कथेतर, नाट्य-पाठ्य,बाललेखन-प्रौढ़लेखन आदि।

इकाई- II: रचनात्मक लेखन :भाषा-संदर्भ अर्थ निर्मिति के आधार :शब्दार्थ- मीमांसा, शब्द के प्राक्-प्रयोग, नव्य-प्रयोग, शब्द की व्याकरणिक कोटि; भाषा की भंगिमाएँ :औपचारिक-अनौपचारिक, मौखिक-लिखित; मानकभाषिक संदर्भ : क्षेत्रीय, वर्ग-सापेक्ष, समूह-सापेक्ष; रचनात्मक लेखन :रचना-कौशल-विश्लेषण रचना-सौष्ठव :शब्द-शक्ति, प्रतीक, बिम्ब, अलंकरण और वक्रताएँ

इकाई- III: विविध विधाओं की आधारभूत संरचना का व्यावहारिक अध्ययन कविता : संवेदना, काव्यरूप, भाषा-सौष्ठव, छंद, लय, गति और तुक, कथासाहित्य: विषयवस्तु, पात्र, परिवेश एवं विमर्श; नाट्यसाहित्य : विषयवस्तु, पात्र, परिवेश एवं रंगकर्म विविध गद्य-विधाएँ :निबंध, संस्मरण, व्यंग्य आदि, बालसाहित्य की आधारभूत संरचना

इकाई- IV: सूचना-तंत्र के लिए लेखन -प्रिंट माध्यम :फीचर-लेखन, यात्रा-वृत्तांत, साक्षात्कार, पुस्तक-समीक्षा आदि; इलेक्ट्रॉनिक माध्यम :रेडियो, दूरदर्शन, फिल्म पटकथा लेखन, टेलीविजन पटकथा लेखन।

अनुशंसित ग्रंथ:

- साहित्य चिंतन :रचनात्मक आयाम- रघुवंश

- शैली- रामचंद्र मिश्र
- रचनात्मक लेखनसंपा .रमेश गौतम
- कला की जरूरत अन्सट पिफशर, अनु .रमेश उपाध्याय
- साहित्य का सौंदर्य चिंतनरवींद्रनाथ श्रीवास्तव
- सृजनशीलता और सौन्दर्य बोधनिशा अग्रवाल
- कविता-रचना-प्रक्रिया-कुमार विमल
- समकालीन कविता में छंद - अज्ञेय
- कविता से साक्षात्कार -मलयज
- कविता क्या है - विश्वनाथप्रसाद तिवारी
- एक कवि की नोटबुक -राजेश जोशी
- हिंदी साहित्य का छंद-विवेचन -गौरीशंकर मिश्र द्विजेंद्र
- अलंकार-धारणा :विकास और विश्लेषण- शोभाकांत मिश्र
- उपन्यास की संरचना - गोपाल राय
- उपन्यास सृजन की समस्याएँ- शमशेरसिंह नरूला
- हिंदी कहानी का शैली विज्ञान - बैकुंठनाथ ठाकुर

SEC-III: हिंदी की मौखिक और लोकसाहित्य परंपरा

इर्काइ- I: मौखिक साहित्य की अवधारणा :सामान्य परिचय, मौखिक साहित्य और लिखितसाहित्य का संबंध, साहित्य के विविध रूप- लोकगीत, लोककथा, लोकाथाएँ, लोकनाट्य, लोकोक्तियाँ,पहेलियाँ-बुझौवल और मुहावरे हिंदी प्रदेश की जनपदीय बोलियाँ और उनका साहित्य :सामान्यपरिचयद्वि मौखिक साहित्य और समाज।

इर्काइ- II: लोकगीत :वाचिक और मुद्रितसंस्कार गीत : सोहर, विवाह गीत, मंगलगीत इत्यादि।सोहर भोजपुरी :भोजपुरी संस्कार गीत - श्री हंस कुमार तिवारी - बिहार राष्ट्रभाषा परिषद,पृष्ठ-8, गीत संख्या-4, सोहर अवधी - हिंदी प्रदेश के लोकगीत -कृष्ण देव उपाध्याय - पृष्ठ -110, 111;साहित्य भवन, इलाहाबाद यज्ञोपवीत - भारतीय लोक-साहित्य परंपरा और परिदृश्य - विद्या सिन्हा, पृष्ठ 88 - 89 विवाह- भोजपुरी - भारतीय लोक साहित्य :परंपरा और परिदृश्य - विद्या सिन्हा, पृष्ठ 116त संबंधी गीत : बारहमासा, होली, चैती, कजरी इत्यादि। पाठ : हिंदी प्रदेश के लोकगीत : कृष्ण देव उपाध्याय, पृष्ठ 205 हरियाणा प्रदेश का लोक साहित्य : शंकर लाल यादव, पृष्ठ 231 वाचिक कविता : भोजपुरी :पं .विद्या निवास मिश्र, पृष्ठ 51 श्रम संबंधी गीत : कटनी, जँतसर, दँवनी, रोनी इत्यादि। कटनी के गीत, अवधी 2 गीत - हिंदी प्रदेश के लोकगीत :कृष्णदेव उपाध्यायपृष्ठ 134, 135 जंतसारी : भोजपुरी - भारतीय लोक साहित्य परंपरा और परिदृश्य, विद्या सिन्हा, पृष्ठ 140,141विविध गीत :घुघुति - कुमाउंनी : कविता कौमुदी : ग्रामगीत :पं .रामनरेश त्रिपाठी, पृष्ठ 802, 803

इर्काइ- 3: लोककथाएँ एवं लोकगाथाएँ विधा का सामान्य परिचय और प्रसिध लोककथाओ एवं लोकगाथाओ आल्हा, लोरिक, सारंगा-सदावृक्ष, बिहुला,राजस्थानी लोक कथा नं .2, हिंदी साहित्य का बृहत् इतिहास, पं .राहुल सांकृत्यायन,पृष्ठ 10, 11 सोलहवाँ भाग मालवी लोककथा नं . 2, हिंदी साहित्य का बृहत् इतिहास, पं .राहुल सांकृत्यायन, पृष्ठ 461 - 462अवधी लोक कथा नं .2, हिंदी साहित्य का बृहत् इतिहास, पं .राहुल सांकृत्यायन, पृष्ठ 187 - 188

इर्काइ- 4: लोकनाट्य :विधा का परिचय, विविध भाषा क्षेत्रों के विविध नाट्यरूप और शैलियाँ: रामलीला, रासलीला, मालवा का नाच राजस्थान का ख्याल, उत्तर प्रदेश की नौटंकी, भांड, रासलीला बिहार-बिदेसिया हरियाणा-सांग ; दूत पाठ :संक्षिप्त पद्मावत सांग रागिनी संख्या 1, 3, 6, 7, 8, 13, 14, 17, 18, 19, 28, 34, 37, 38, 43, 58,60, 67;लखमीचंद ग्रंथावली, सं .प्रो . पूरनचंद शर्मा , हरियाणा साहित्य अकादमी; बिदेसिया :भिखारी ठाकुर कृत लोकनाट्य

अनुशंसित ग्रंथ:

- हिंदी प्रदेश के लोकगीत - कृष्णदेव उपाध्याय
- हरियाणा प्रदेश का लोकसाहित्य - शंकर लाल यादव
- मीट माई पीपल- देवेन्द्र सत्यार्थी
- मालवी लोक-साहित्य का अध्ययन- श्याम परमार
- रसमंजरी - सुचिता रामदीनरु महात्मा गांधी संस्थान, मोरीशस
- हिंदी साहित्य का बृहत् इतिहास - पं .राहुल सांकृत्यायनरु सौलहवाँ भाग
- वाचिक कविता :भोजपुरी - पं .विद्यानिवास मिश्र
- भारतीय लोक साहित्य :परंपरा और परिदृश्य - विद्या सिन्हा
- कविता कौमुदी :ग्रामगीत - पं .रामनरेश त्रिपाठी
- लखमीचंद का काव्य-वैभव- हरिचन्द्र बंधु
- सूत्राधर - संजीव
- हिन्दी साहित्य को हरियाणा प्रदेश की देन- हरियाणा साहित्य अकादमी का प्रकाशन
- मध्यप्रदेश लोक कला अकादमी की पत्रिका- चौमासा

- चीनी लोककथाएँ- अनिल राय

SEC- IV

Credits: 2

Contact Hours: 2 hrs per week

Max. Marks: 50

Internal: 10

External: 40

Choose any one:

SEC- IV

लेखन कौशल: पटकथा तथा संवाद लेखन

इकाई- 1: पटकथा अवधारणा और स्वरूप

इकाई- 2: फीचर फिल्म, टी.वी. धारावाहिक एवं डॉक्यूमेंट्री की पटकथा

इकाई- 3: संवाद:सैद्धांतिकी और संरचना

इकाई- 4: फीचर फिल्म, टी.वी. धारावाहिक, कहानी, एवं डॉक्यूमेंट्री का संवाद-लेखन

सहायक ग्रंथ:

- पटकथा लेखन - मनोहर श्याम जोशी
- टेलीविजन लेखन - असगर वज़ाहत
- कथा-पटकथा- मन्नू भंडारी
- रेडियोलेखन- मधुकर गंगाधर
- फीचर लेखन- मनोहर प्रभाकर

लेखन कौशल: नाटक एवं रंगमंच

(भारतीय एवं पाश्चात्य रंगमंच सिद्धांत)

इकाई- 1: नाटक, नाटक के तत्त्व, नाटक की विशिष्टता, नाट्यतत्त्व, नाटक और रंगमंच का अंतःसंबंध

इकाई- 2: रंगकर्म:नाटककार, निर्देशक, अभिनेता, पार्श्वकर्म,रंग शिल्प,

इकाई- 3: नाट्यरूप- ;सामान्य परिचय, आधुनिक भारतीय नाट्यरूप- एकांकी, काव्य नाटक, रेडियो नाटक एवं नुक्कड़ नाटक गीति नाट्य, रेडियो नाटक,

इकाई- 4: लोक परंपरा और रंगमंच, नुक्कड़ नाटक, समकालीन नाटक और रंगमंच

सहायक ग्रंथ:

- रंगमंच- बलवंत गार्गी
- रंगमंच कला और दृष्टि- गोविंद चातक
- रंगदर्शन- नेमिचंद जैन
- रंगमंच देखना और जानना- लक्ष्मीनारायण लाल
- भरत और भारतीय नाट्यकला- सुरेंद्रनाथ दीक्षित
- नाट्यशास्त्र विश्वकोष- राधावल्लभ त्रिपाठी
- रंगकर्म- वीरेंद्र नारायण
- रंग-स्थापत्य - एच.वी. शर्मा
- भारतीय और पाश्चात्य रंगमंच- सीताराम चतुर्वेदी

GUJARATI

DC- VIII: ગ્રંથકાર ઉમાશંકર જોશી-અભ્યાસ

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

હેતુ -અધ્યયન નિષ્પત્તિ:

- ગાંધીયુગીન સાહિત્યનાં વિવિધ પરિમાણ વિષે જાણે.

- ઉમાશંકર જોશીને એક સર્જક તરીકે ઓળખે.
- સાહિત્યનાં વિવિધ સ્વરૂપો વિષે સમજે.

એકમ-1 ગાંધીયુગીન સાહિત્યનાં વિવિધ પરિમાણ

એકમ-2 ઉમાશંકર જોશી કર્તૃત્વ અને જીવન

એકમ- 3 ગ્રંથકાર તરીકે વિશેષતાઓ અને અવલોકન

મૂલ્યાંકન-તપાસની વિગત: લેખિત, મૌખિક પ્રશ્નાવલી, ઇન્ટર્વ્યુ, પ્રોજેક્ટ વગેરે

સંદર્ભ ગ્રંથ

- અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન, અમદાવાદ
- ઉમાશંકર જોશી: જીવન અને કવન
- સમગ્ર ઉમાશંકર જોશી-એક અભ્યાસ
- ગાંધીયુગની કવિતા,
- અર્વાચીન ગુજરાતી કવિતા, સુંદરમ

DC- IX: લોકસાહિત્ય અને લોકવાંગમય

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

હેતુ-અધ્યયન નિષ્પત્તિ:

- લોક સાહિત્યનાં વિવિધ પરિમાણ વિષે જાણે.
- લોકસર્જકોને એક ભાવક તરીકે ઓળખે.
- લોક સાહિત્યનાં વિવિધ સ્વરૂપો વિષે સમજે.

એકમ-1 લોકસાહિત્યની વિભાવના

એકમ-2 લોકસાહિત્ય અને લોકવાંગમયનો અભ્યાસ

એકમ-3 ગુજરાતી લોકસાહિત્યની ચર્યા- સૌરાષ્ટ્ર, દક્ષિણ, પૂર્વ-પશ્ચિમ અને મધ્ય ગુજરાત

એકમ-4 વર્તમાન ગુજરાતી લોકસાહિત્યની દશા અને દિશા

મૂલ્યાંકન-તપાસની વિગત: લેખિત, મૌખિક પ્રશ્નાવલી, ઇન્ટર્વ્યુ, પ્રોજેક્ટ વગેરે

સંદર્ભ ગ્રંથ

- મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- ગુજરાતનું લોકસાહિત્ય, હસુ યાજ્ઞિક, ગુજરાતી સાહિત્ય અકાદમી

- ગુજરાતી લોકસાહિત્યનો ઇતિહાસ, હસુ યાજ્ઞિક
- સૌરાષ્ટ્રનું લોકસાહિત્ય અને લોકવાંગમય, ઝવેરચંદ મેઘાણી
- ગુજરાતી લોકકથા અને લોકકલાઓ

SEC- III: Gujarati Dalit Sahitya

Credits: 2

Contact Hours: 2 hrs per week

Max. Marks: 50

Internal: 10

External: 40

હેતુ-અધ્યયન નિષ્પત્તિ:

- દલિત સાહિત્યનાં વિવિધ પરિમાણ વિષે જાણે.
- દલિત સર્જકોને એક ભાવક તરીકે ઓળખે.
- દલિત સાહિત્યનાં વિવિધ સ્વરૂપો વિષે સમજે.

એકમ-1 ગુજરાતી દલિત સાહિત્યની વિભાવના

એકમ-2 ગુજરાતી દલિત ગદ્ય અને પદ્યનાં મહત્વપૂર્ણ સર્જકો

એકમ-3 દલિત સાહિત્યની વિકાસયાત્રા

મૂલ્યાંકન-તપાસની વિગત: લેખિત, મૌખિક પ્રશ્નાવલી, ઇન્ટરવ્યુ, પ્રોજેક્ટ વગેરે

સંદર્ભ ગ્રંથ

- ગુજરાતી લોક સાહિત્યનાં ગદ્ય-પદ્ય સ્વરૂપો, નવભારત પ્રકાશન, અમદાવાદ
- મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- અર્વાચીન ગુજરાતી લોક સાહિત્યનો ઇતિહાસ, હસુ યાજ્ઞિક, ગ્રંથનિર્માણ બોર્ડ
- ગુજરાતી સાહિત્યનાં પદ્ય-ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન, અમદાવાદ
- દલપતરામનાં શ્રેષ્ઠ કાવ્યો, સં. ચંદ્રકાંત ટોપીવાળા, ગુજરાત સાહિત્ય અકાદમી
- અર્વાચીન સાહિત્યની પદ્ય કવિતા, જયંત પાઠક, ગુર્જર પ્રકાશન

SEC- IV: પેપર-4 લોકસાહિત્ય: લોકગીત, લોકકથા, લોકકલાઓ

Credits: 2

Contact Hours: 2 hrs per week

Max. Marks: 50

Internal: 10

External: 40

હેતુ-અધ્યયન નિષ્પત્તિ:

- લોક સાહિત્યનાં વિવિધ પરિમાણ વિષે જાણે.
- લોક સ્વરૂપોને એક ભાવક તરીકે ઓળખે.
- લોક સાહિત્યનાં વિવિધ સ્વરૂપો વિષે સમજે.

એકમ-1 ગુજરાતી લોકગીતોમાં ગુજરાતીપણું

એકમ-2 ગુજરાતી આદિવાસી અને ધૂમન્તજનોનાં લોકગીતો

એકમ-3 ગુજરાતી લોકકથાઓ-સંક્ષિપ્ત

એકમ-4 ગુજરાતની લોકકલાઓનો અભ્યાસ(સંક્ષિપ્ત)

મૂલ્યાંકન-લેખિત પરીક્ષા, મૌખિક પ્રશ્નાવલિ, પ્રોજેક્ટ અને પ્રેક્ટિકમ વગેરે

સંદર્ભ ગ્રંથ

- ગુજરાતી લોક સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન,અમદાવાદ
- મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન,અમદાવાદ
- નર્મદની સમગ્ર કવિતા
- દલપતરામનાં શ્રેષ્ઠ કાવ્યો, સં. ચંદ્રકાંત ટોપીવાળા, ગુજરાત સાહિત્ય અકાદમી
- અર્વાચીન સાહિત્યની પદ્ય કવિતા, જયંત પાઠક, ગુર્જર પ્રકાશન

MARATHI

DC- VIII: આધુનિક મરાઠી કવિતા

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

યુનિટ- 1: આધુનિક મરાઠી કવિતા

- કેશવસૂત યાંચી કવિતા – તુતારી, આમ્હી કોળ, નવા શિપાર્ડ

યુનિટ- ૨: મરાઠી નવકવિતા

- બા. સી. મર્દેકર યાંચી કવિતા
- ભંગૂ દે કાઠિણ્ય માણે
- દવાત આલીસ ભલ્યા પહાટે
- અજૂન યેતો વાસ ફુલાંચા

યુનિટ- ૩: મરાઠી ગ્રામીણ કવિતા

- ના. ધો. મહાનોર યાંચી કવિતા
હ્યા નભાને હ્યા ભુઈલા દાન દ્યાવે
પાવસાઘી હવા
- ઇન્દ્રજિત ભાલેરાવ યાંચી કવિતા
માઝ્યા ગાવાકડે ચલ માઝ્યા દોસ્તા
ઇથે રાબતો માઝા શેતકરી બાપ
બાપ
- કલ્પના દુધાઘ યાંચી કવિતા
ધગ અસતેચ આસપાસ
શબ્દાનં ન બોલતા
રોજ માતીત

યુનિટ- ૪: મરાઠી દલિત-આંબેડકરવાદી કવિતા

- નામદેવ ઢસાઘ
ત્યાંચી સનાતન દયા
આતા
યેથલા પ્રત્યેક હંગામ
- પ્રલ્હાદ ચેંદવળકર
ઑંડીટ
કોરડા ઉપદેશ
તૂ તો રાહિલા નાહીસ
- પ્રજ્ઞા પવાર

- चंद्र हाती यावा म्हणून
सलाम बॉम्बे
काळोखले मन
• वामन निंबाळकर
शब्दप्रभूनी
झडीतले दिवस
माय

संदर्भ ग्रंथ

- कविता : संकल्पना, निर्मिती आणि समीक्षा- वसंत पाटणकर
- काही अर्वाचीन कवी- जाणिवा आणि शैली-सुधीर रसाळ
- अर्वाचीन मराठी काव्यदर्शन- अक्षयकुमार काळे
- दलित कविता- म सु. पाटिल
- कविता आणि प्रतिमा- सुधीर रसाळ
- मराठी कविता: परम्परा आणि दर्शन-सम्पा- रवींद्र शोभणे
- कवितेचा शोध- वसंत पाटणकर
- ग्रामीण साहित्य: स्वरूप आणि समस्या-आनंद यादव
- ग्रामीण साहित्य: स्वरूप आणि शोध- नागनाथ कोतापल्ले
- ग्रामीण कथा- वासुदेव मुलाटे
- इंद्रजित भालेराव यांची कविता- प्रा. मारोती घुगे
- मराठी दलित कविता- संपा. बी. रंगराव
- स्वातंत्र्योत्तर मराठी कविता (१९६१ – ८०) – संपा. तु. शं. कुळकर्णी

DC- IX: साहित्य प्रकार - नाटक व कादंबरी

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

युनिट 1 नाटक :

- नाटक : व्याख्या, संकल्पना व स्वरूप
- नाटकाचे विविध घटक आणि वैशिष्ट्ये
- मराठी रंगभूमीची वाटचाल

युनिट २ कादंबरी :

- कादंबरी : व्याख्या, संकल्पना व स्वरूप
- कादंबरी या वाङ्मयप्रकाराचे विविध घटक आणि वैशिष्ट्ये
- मराठी कादंबरीची वाटचाल

युनिट ३ साहित्यकृतींचा अभ्यास :

- नाटक - नटसम्राट : वि.वा. शिरवाडकर
- कादंबरी - क्षिप्रा: शरच्चंद्र मुक्तिबोध

संदर्भ ग्रंथ

- कादंबरी – ल. ग. जोग
- गेल्या अर्ध शतकातील मराठी कादंबरी – सम्पा. - विलास खोले
- मराठी कादंबरीचा इतिहास- चंद्रकांत बांदिवडेकर
- कादंबरी : आशय आणि आविष्कार -दत्ता घोलप
- कादंबरी : एक साहित्य प्रकार-हरिचंद्र थोरात
- मराठी कादंबरी : आस्वाद यात्रा- संपा. विजया राजाध्यक्ष
- दलित रंगभूमी- भालचंद्र फडके
- नाटक : एक चिंतन- वसंत कानेटकर
- कालचे नाटककार- मु. श्री. कानडे

- मराठी नाटक आणि रंगभूमी (स्वातंत्र्योत्तर काळ) - वि. भा. देशपांडे
- मराठी नाट्यपद: स्वरूप आणि समीक्षा - अ. द. वेलणकर
- आगळी वेगळी नाट्यरूपे-रा. म. जाधव
- नाटक - नटसम्राट : वि. वा. शिरवाडकर
- कादंबरी-क्षिप्रा : शरच्चंद्र मुक्तिबोध

SEC: III - व्यावसायिक कौशल्य-I

Credits: 2

Contact Hours: 2 hrs per week

Max. Marks: 50

Internal: 10

External: 40

युनिट 1: वृत्तांत लेखन-

- वृत्तांत - व्याख्या, संकल्पना व स्वरूप
- वृत्तांतलेखनाचे प्रकार
- वृत्तांतलेखनाची प्रक्रिया

युनिट 2: अनुवाद -

- अनुवाद - व्याख्या, संकल्पना व स्वरूप
- अनुवादकाचे गुण व अनुवादाची पूर्वतयारी
- अनुवादप्रक्रिया, जाहिरातीच्या अनुवादाचे स्वरूप, बातमीच्या अनुवादाचे स्वरूप

संदर्भ ग्रंथ

- व्यावहारिक मराठी भाषा- शरदिनी मोहिते
- उपयोजित मराठी-सं. पा. डॉ. केतकी मोडक
- प्रसार माध्यमांसाठी लेखन कौशल्ये- य. च. म. मु. वि. नाशिक
- व्यावहारिक मराठी - सं. पा. स्नेहल तावरे
- मराठी भाषिक कौशल्ये विकास - पृथ्वीराज तौर
- भाषांतर - सदा कऱ्हाडे
- भाषांतरमीमांसा - सं. पा. कल्याण काळे, अंजली सोमण
- अनुवादमीमांसा - सं. पा. केशव तुपे
- भाषाचिंतन - केशव सखाराम देशमुख
- तौलनिक साहित्य - निशिकांत मिरजकर

SEC: IV - व्यावसायिक कौशल्य-II

Credits: 2

Contact Hours: 2 hrs per week

Max. Marks: 50

Internal: 10

External: 40

युनिट 1: संवादकला

- संवाद : व्याख्या, संकल्पना व स्वरूप
- संवादकौशल्ये (शब्दनिवड, उच्चार, भाषामाध्यम, अर्थगहनता इत्यादी)
- प्रसारमाध्यमांतील संवाद (दूरध्वनी, कॉल सेंटर्स इत्यादी)
- दोन व्यक्ती अथवा सभा/गटातील संवाद (मुलाखत)

युनिट 2: आधुनिक समाजमाध्यमांसाठी संवादकौशल्य :

- आधुनिक समाजमाध्यमे : संकल्पना व स्वरूप
- ई-मेल, ब्लॉग, फेसबुक, ट्विटर, व्हॉट्सअप, यूट्यूब या आधुनिक समाजमाध्यमांचा परिचय त्यांचा प्रारंभ व विकासाचा संक्षिप्त परिचय
- आधुनिक समाजमाध्यमांचे कार्य, त्यांची उपयुक्तता आणि ठळक वैशिष्ट्ये
- आधुनिक समाजमाध्यमांसाठी संवाद- फेसबुक व यूट्यूब या समाजमाध्यमांसाठी निवेदन (या माध्यमांनुसार व त्यावरील कार्यक्रमाच्या स्वरूपानुसार आवश्यक निवेदन कौशल्य)

संदर्भ ग्रंथ

- संवाद शास्त्र-श्रीपाद भालचंद्र जोशी
- व्यावहारिक उपयोजित मराठी व प्रसार माध्यमांची कार्य शैली
- बातमीचे कार्यक्षेत्र -य. च. म. मु. वि, नाशिक
- पत्रकारीतेचे स्वरूप -ल ना गोखले
- व्यावहारिक मराठी भाषा- शरदिनी मोहिते
- उप योजित मराठी-सम्पा- डॉ केतकी मोडक
- प्रसार माध्यमांसाठी लेखन कौशल्ये- य. च. म. मु. वि, नाशिक

HISTORY

DC- VIII: HISTORY OF INDIA (1750 -1857 CE)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes:

The students can:

- understand the reasons responsible for the advent of various European powers in India.
- analyze the processes responsible for the rise and establishment of the British Empire in India.
- understand the Revolutionary changes brought in the Indian society through the socio-religious movements started by Raja Rammohan Roy and Lord William Bentinck.
- understand British Colonial and Administrative policies.
- understand the Repercussions of the British Policies in the form of Revolts. The peasant movements, industrialization process and the development of education during British rule have to be studied in the right perspective.

Unit- I: Advent of The Europeans and the British conquest of India

- Portuguese, Dutch, French and English
- Anglo-French conflict in South India (Carnatic Wars)
- British supremacy in Bengal-Battles of Plassey and Buxar

Unit- II: Expansion of British Empire in India

- Anglo-Maratha relations
- Anglo-Mysore relations
- Anglo- Sikh relations
- Wellesley and the Subsidiary Alliance system.
- Doctrine of Lapse

Unit- III: Growth of Colonial Administration

- British land revenue settlements, Permanent Settlement, Ryotwari and Mahalwari
- Condition of peasants, rural indebtedness, commercialization of agriculture
- Decline of cottage industries and de-industrialization.
- Development of British administration- Civil services, Police, Army, Judiciary

Unit- IV: Popular Resistance to Company's Rule

- Peasants : Sanyasi, Pagal Panthis
- Tribals : Pahariyas, Bhil, Munda, Koli and Santhal Uprising

Unit- V: 1857 Revolt

- Revolt of 1857-Causes, Nature ,Results and Impact

Suggested mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through , videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment

External

Internal

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT, preparation, project work, Role play, Debate and Discussion

Practicum

The practicum (one per semester) can culminate in the form of PowerPoint Presentation/ Exhibition/Skit/ albums/files/song and dance or culture show/ story telling /debate/panel discussion /paper presentation and so on. A practicum report shall be submitted and a presentation on the chosen topic will be made. Practicum reports may be handwritten or in printed form. It will ensure that the students submit original work. A viva will also be taken.

Any one of the following or equivalent can be assigned to the students:

1. Impact of British Economic policies on India.
2. Development of British administration in India(In Central Provinces and Berar may also be taken as a case study. Primary sources pertaining to them are readily available.)
3. Tribal movements and their role in India's Freedom movement (With special reference to local leaders and their sacrifices. This will develop in learners the appreciation for the contribution of subaltern groups in the national struggle.)
4. The Revolt of 1857: Myth and Reality
5. The Revolt of 1857: Nature and Scope, Lessons and Relevance to Present India. (To explore the various perspectives of 1857 revolt (Primary and secondary literature to be used)
6. Role of the Prominent Heroes in the Revolt of 1857.
7. European Responses to the 1857 Rebellion in India.
8. Status of Women in British India: Challenges and responses.
9. Development of British revenue policies and their impact on Indian agriculture.
10. Socio- Religious Reform Movements: A post-colonial analysis
11. Muslim Reform movements and their Impact on Indian society.

Suggested Readings

- Sugata Bose and Ayesha Jalal: Modern South Asia: History, Culture, Political Economy, New Delhi, 1998
- Sekhar Bandyopadhyay from Plassey to Partition
- Barbara D Metcalf and T.R. Metcalf A Concise History of India, Cambridge, 2002
- C.A. Bayly: An Illustrated History of Modern India 1600 -1947, London 1990
- SumitSarkar Modern India(1885-1947), Macmillan, 1983
- MushirulHasan John Company to the Republic: A story ofModern India
- R.P. Dutt, India Today.
- Thomas Metcalf Ideologies of the Raj.
- R. Jeffery, J Masseloss, From Rebellion to the Republic.
- Bipan Chandra: Nationalism and Colonialism.
- UrvashiButalia The Other side of Silence.
- Francine Frankel India's Political Economy 1947- 1977.
- Parul Brass The Politics of India since Independence.
- Lloyd and Susan Rudolph In Pursuit of Laxmi: the PoliticalEconomy of the Indian State, Chicago, 1987
- Bipan Chandra, Aditya Mukherjee, India After Independence, Viking, 1999.
- Gail OmvedtDalits and Democratic Revolution.
- RamachandraGuhaThe Fissured Land
- Bipan Chandra, India's Struggle for Independence, 1857-1947(Delhi, Penguin, 1996)
- Desai A.R. Social Background of Indian Nationalism (Also Hindi Version)
- Dharma Kumar &Tapan Ray Chaudhuri, ed Cambridge Economic History of India Vol.II(Cambridge,1982),
- Dutt, R.C. India Under the Early British Rule and Victorian Age (Also Hindi Version)
- Mishra J P :Adhunik bharat ka Itihas
- Nagouri S L: Adhunik Bharat
- Jain M.S :Adhunik bharat ka Itihas
- Grover BL :: Adhunik bharat ka Itihas

DC- IX: THEMES IN THE HISTORY OF THE MODERN WORLD -II (1900-1945)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning outcomes:

The students will:

- understand international politics and diplomacy that culminated in World Wars.
- understand people's aspirations for self-rule through the Russian revolution, and rise of Fascism and Nazism.
- understand the process of imperialism in China and Japan. The response to imperialism in the form of the emergence of militarism in Japan.
- understand the processes and institutions for establishment of world peace.

Unit- I: International Politics and I World War

- Eastern Question and the Balkan wars (1912-13).
- World War I- Causes, Events and Aftermath. Wilson's fourteen points
- Paris Peace Conference.
- League of Nations

Unit- II: Establishment of Communism in Russia

- Russian Revolution 1917, Causes and results
- Impact on the world Politics

Unit- III: Imperialism and Anti- Imperialist Movements

- World Economic Depression of 1929.
- Rise of Fascism, Internal and Foreign policy of Mussolini
- Nazism- Internal and Foreign policy of Hitler.

Unit- IV: Imperialism in China and Japan

- Imperialism and colonialism in China and Japan.
- Japan -Meiji Restoration, Modernization of Japan,
- Sino-Japanese war (1894), Russo-Japanese war (1905).
- Boxer movement, Chinese Revolution-1911, Second Sino-Japanese War.

Unit- V: The Second World War

- Causes, events and effects of the World War II
- U.N.O: Formation and role in maintenance of world peace.

Suggested mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through , videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment

External

Internal

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT, preparation, project work, Role play, Debate and Discussion

Practicum

The practicum can culminate in the form of PowerPoint

Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling

/debate/panel discussion /paper presentation and so on. A practicum report shall be submitted and a presentation on the chosen topic will be made. Practicum report may be handwritten or in printed form. It will be ensured that the students submit original work. A viva will also be taken.

Any one of the following or equivalent can be assigned to the students.

1. The Impact of the First World War and Its Implications on the World today.
2. Political and Economic Impact of The First World War.
3. Political and Economic Impact of The Second World War.
4. The Young Turk Movement – Progressive, Rebellious and Revolutionary aspects.
5. The Russian Revolution- Contribution of Lenin.
6. Rise of Communism in Russia and its impact on world politics.
7. Unsung Heroes of World War I and II.
8. Nazi Ideology; Implications in Today's context.

9. UNO: Expectations and achievements in the contemporary world.
10. World Economic Depression: Lessons to be learnt.

Suggested Readings

- Maiti, History of Europe Delhi, 1977
- Hassal Balance of Power Delhi, 1980
- CJH Hayes, Political, Social, Cultural History of Europe, Delhi, 1990
- Riker, A Short History of Europe, London, 1980
- Gooch, History of Modern Europe, London, 1989
- Taylor, Struggle for Mastery of Europe, London, 1978
- D. Jhompson, Europe Since Napoleon, London, 1978
- Langsham, World Since 1914, London, 1977
- W. Churchill, The World Crises, London, 1955
- ArjunDev, History of Contemporary World, NCERT, New Delhi, 2004
- ArjunDev, The Story of Civilization, NCERT, New Delhi, 2004
- Agatha Ramm, Europe in the Twentieth Century, 1905 – 1970, Longman, London, 1971
- HAL Fisher, A History of Europe, From the early 18th Century to 1935, Cambridge, 1977
- E.Lipson, Europe in the 19th& 20th Centuries, Cambridge, 1979
- Carl L. Becker, A Survey of European Civilization Part-II, Massachusetts, USA, 1958
- Modern History of Europe, Cambridge, 1962 Beckmann, George M., Modernization of China and Japan (Harper & Row, 1962).
- Bianco, Lucien, Origins of the Chinese Revolution, 1915-1949 (London, OUP, 1971)
- Chesneaux, Jean, et al., China from Opium War to 1911 Revolution (Sussex, Harverter Press. 1976).
- Chesneaux, Jean, et al., China from the 1911 Revolution to Liberation (Delhi, Khosla Publishing, 986).139
- Andrew Porter, European Imperialism, 1876 -1914 (1994). 21. A.J.Temu&Roger Owen eds, Studies in the
- theory of Imperialism, 1970.
- E.F.Penrose,ed, European Imperialism the partition of Africa,1980.
- Lucian Bianco, Origins of the Chinese Revolution, 1915-1946.

Select any one

SEC- III: TRAVEL AND TOURISM

Credits: 2

Contact Hours: 2 hrs per week

Max. Marks: 50

Internal: 10

External: 40

Learning Outcomes:

The students can:

- understand about the Concept, Meaning, Definitions and Main Elements of Tourism.
- understand about the Nature, Model of nature of Tourism & Causes of Tourism
- understand about the Characteristics, Importance and Factors affecting the Development of Tourism.
- understand about the Types of Tourism especially Historical tourism; Cultural Tourism & Tourism for Entertainment.
- develop an understanding of the Nature, concepts, scope and new trends of Tourism

UNIT- I: Understanding Travel and Tourism

- History of Travel in India
 - i. Ancient Travellers and Medieval Travellers
 - ii. Inter-regional Travel
 - iii. Nature of this Travel
- Religious Visits
- Curiosity
- Economic Consideration
- Cash Economy and Travel for Merchandize
- What is Tourism ?
- Nature of Tourism / Definition of Tourism
- Modern Tourism and History

UNIT- II: Components of Travel and Tourism

- Organized Travel
- Travel Agencies
- Tour Operators
- Tourism Geography
- Important Places
- Regional Features
- Domestic and International Tourism

UNIT- III: Varieties of Tourism

- Historical Tourism
- Business Tourism
- Nature Tourism
- Contrived Tourism

UNIT- IV: Travel and Tourism in Madhya Pradesh

- Important Historical Destination
- Important Religious Destination
- Important Nature Destination
- Tourism and Sustainability

Suggested mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through , videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment**Internal**

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT, preparation, project work, Role play, Debate and Discussion

Suggested Readings

1. IGNOU Study Material*
2. Tourism Brochures of :*
 - a. Govt. of India
 - b. Govt. of Madhya Pradesh
 - c. Govt. of other states

Bernier, Francois, Travels in the Mughal Empire AD 1656-1668,

Foster, William, The early travels in India, Oxford, 1921, p. 134.

Foster, William, The embary of Sir Thomas Roe, Vol. – 1

Wheller, James Talboys & Michael Macmillan

Practicum

Research on various models of tourism prevalent in India.

- Prepare a model on any tourism (Medical tourism, Rural Tourism, Health tourism).
- Prepare a brochure and itinerary for any model of tourism along with the budget.
- Plan of tourism as a start-up.(Plan, Budget, Requirements, challenges and opportunities)

The practicum (one per semester) can culminate in the form of PowerPoint Presentation/Exhibition/Skit/albums/files/song and dance or culture show/story telling/debate/panel discussion /paper presentation and so on. A practicum report shall be submitted and a presentation on the chosen topic will be made. Practicum report may be handwritten or in printed form. It will be ensured that the students submit original work. A viva will also be taken.

OR

SEC III: UNDERSTANDING EPIGRAPHY

Credits: 2

Contact Hours: 2 hrs per week

Max. Marks: 50

Internal: 10

External: 40

Learning Outcomes:

Students will:

- understand the meaning, role and importance of epigraphy in constructing History

Unit I : Introduction to Epigraphy

Unit II. Types of Inscriptions

Unit III. Inscriptions as a source of History

Unit IV. Historiography of Epigraphy

Unit V. Case Studies / Site – Sanchi inscriptions

Suggested Mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through , videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment

External

Internal

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT preparation, project work, Role play, Debate and Discussion

Practicum

Reading and interpretation of ancient and medieval period inscriptions

Suggested Readings:

1. Salomon, Richard, Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the Other Indo-Aryan Languages, Oxford University Press, 1998, ISBN 978-0-19-509984-3
2. Murugaiyan, Appasamy & Parlier-Renault, Édith (2021) (Eds) Whispering of Inscriptions: South Indian Epigraphy and Art History: Papers from an International Symposium in memory of Professor Noboru Karashima (Paris, 12–13 October 2017). Oxford: Indica et Buddhica. (2 vols) v. 1, ISBN 978-0-473-56774-3. v. 2, ISBN 978-0-473-56777-4. (Open access PDFs)
3. A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the Other Indo- Aryan Languages ,Richard Saloman

SEC- IV: UNDERSTANDING ARCHIVES

Credits: 2

Contact Hours: 2 hrs per week

Max. Marks: 50

Internal: 10

External: 40

Learning Outcomes:

The students will:

- Know about the institutions that house and maintain documentary, visual and material remains of the past.
- explain their significance and how they work.
- be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges.

Unit- I: Meaning and history of development of Archives (with reference to India)

Unit- II: Types of archives

Unit- III: Archives and Society: Education and communication; Outreach activities of Archives

Unit- IV: Understanding the traditions of preservation in India. Collection policies, ethics and procedures.

Unit- V: Documentation: accessioning, indexing, cataloguing, digital documentation and de- accessioning
Preservation: curatorial care, preventive conservation, chemical preservation and restoration.

Suggested Mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through , videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment

External

Internal

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT preparation, project work, Role play, Debate and Discussion

Practicum

Visit National Archives and prepare a report on preservation and maintenance of records.

Suggested Readings

1. Saloni Mathur, India By Design: Colonial History and Cultural Display, University of California, 2007
2. Sengupta, S. Experiencing History Through Archives. Delhi: Munshiram Manoharlal.2004.
3. Guha, Thakurta, Tapati, Monuments, Objects, Histories: Institution of Art in Colonial India, New York, 2004
4. Kathpalia, Y. P. Conservation and Restoration of Archive Materials. UNESCO, 1973
5. Choudhary, R.D. Museums of India and their maladies. Calcutta: Agam Kala. 1988
6. Nair, S.M. Bio-Colonial India, New York, 2004
7. Kathpalia, Y. P. Conservation and Restoration of Archive Materials. UNESCO, 1973
8. Agrawal, O.P., Essentials of Conservation and Museology, Delhi

E- Resources

- <https://nationalarchives.nic.in/content/short-term-certificate-courses>
- <http://archivetools.weebly.com/course.html>

OR

SEC - IV: UNDERSTANDING NUMISMATICS

Credits: 2

Contact Hours: 2 hrs per week

Max. Marks: 50

Internal: 10

External: 40

Learning Outcomes:

Students will be able to :

- highlight the importance of Coins not only in corroborating Indian History but also in modifying it
- elucidate the information derived from coins across various streams of History i.e Polity, Economy, Religion, Culture, Technology, Trade & Commerce
- explain the interaction of Coins with the allied fields of Archaeology, Palaeography and Epigraphy resulting in generation of factual data to Historians
- introduce students to Numismatic methodologies such as Regio Specificity, Numismatic type continuity, Provenance study, Hoard Study

UNIT I : Definition and Importance of Numismatics

UNIT II: Methods of Coin Minting; Important terms related to numismatics

UNIT III: Coinage of Ancient period(Punch marked , Gupta and Indo- Greek)

UNIT IV: Coinage of Medieval period(Sultanate and Mughal period)

UNIT V: Coin analysis and grouping.

Suggested mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through , videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment

External

Internal

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT, preparation, project work, Role play, Debate and Discussion

Practicum

Preparing models of ancient / medieval period. Analyzing the tech of manufacturing ancient to Greek Medieval period. Constructing History

Suggested Readings

- 1.Aspects of Ancient Indian Numismatics Hardcover – 1 October 1995 by Prashant Srivastava
2. Chakraborty S K. Indian Numismatics- From the Earliest Times to the Rise of the Imperial Guptas
3. John S. Deyell Living without Silver The Monetary History of Early Medieval North India 4 November 1999*
4. Edward Thomas: The chronicles of the Pathan Kings of Delhi*

POLITICAL SCIENCE
DC- VIII: Indian Political Thought-I

Credits: 4

Contact Hours: 5 hours per week (Theory:3 hrs. + Practical:2 hrs.)

Max. Marks: 100

Internal: 15

Practicum: 25

External Marks: 60 (Theory)

Course Objectives

This paper introduces students to certain basic terms of ancient Indian thought. While drawing a historical trajectory of these concepts, students will also be familiarized with theories and philosophy of these ideas. Students will also get knowledge about the ancient institutions that were in place at that time, their functioning and their duties, broader norms, roles and responsibilities which guided the state and its important apparatuses.

Course outcomes:

- At the end of this course students would have acquired
- The knowledge of ideas of Indian political thought
- Acquaintance with institutions of Indian political thought
- Comprehensive understanding of Indian political thought
- Challenging the colonial mindset of underestimating India's rich historical past

Unit- I: Features of Ancient Indian Political Thought:

- Polity (*Rajshastra*) in Vedic Era
- Origin of form of *Dandniti*
- Originator of Bhartiya Rajshastra (Polity)-
Manu, Bhishma, Vishalaksha, Shukra, Kautilya, Somdev Suri
- Chandeshwar's *Rajniti-Ratnakar*

Unit- II: Political thought of Manu and Bhishma :

- Theory of origin of State,
- Seven Organ theory,
- Statecraft and Diplomacy
- Council of Ministers,
- Judiciary
- Dandniti (Power of State)-Origin and Importance

Unit- III: Shukra

- Origin of State ,
- Seven organ theory, Status, Qualification and Duties of King,
- functioning of Council of Ministers, Judiciary

Kautilya-Theory of origin of State,

- Seven Organ theory,
- Statecraft and Diplomacy (Mandal aur Shangun Sidhant)
- Council of Ministers,
- Espionage System
- Judiciary
- Dandniti (Power of State)-Origin and Importance

Unit- IV: Buddha and Jain Political Tradition

- Form of Gan and Sangh in Buddha and Jain Era
- Form of *Shodashmahajanpad* in Anguttar Nikay and Bhagwati Sutra
- Form and Nature VajjiSangh and Seven Principles of Dhamma

Unit- V: Judicial System in Ancient India

- Sources of Laws-Ved, Smritis (Sruti Smriti)Sutra and Ethics
- Judicial Administration-King, Judicial accountability, Right,
- Organisation of Courts- Parishad, Qualifications of Members, Functions, King and Council

Practicum:

Survey of Literature on Political System in Ancient India

- Students are to identify, read and write an overview of Books (related to Political System in Ancient India) available in their College or Institution Library (Online and Offline) and submit along with their Name.

Suggested Readings:

1. Ghosal UN. A History of Indian Political Ideas, Calcutta, Oxford University Press 1959.
2. Bhandarkar DR. Some Aspects of Ancient Indian Polity, Banarus 1929.
3. Basham L. The Wonder that was India, Calcutta, Rupa and Co 1967.
4. Altekar AS. State and Government in Ancient India, Delhi, Motilal Banarasidas 1992.
5. Ram Sharan Sharma. Aspects of Political Ideas and Institutions in Ancient India, Delhi, Motilal Banarasidas 1991.
6. Mackenzie Brown D. The White Umbrella. Jaico 1980.
7. Mabbett W. Truth, Myth and Politics in Ancient India. Thomson Press 1971.
8. Spellman JW. Political Theory of Ancient India Oxford 1964.
9. Appadorai. Indian Political Thinking, Oxford University Press 1971.
10. Annie Besant. India: Bound or Free, London, Theosophical Publishing Society 1926
11. Dhar Kauatilya S. The Arthashastra (Indian Institute of World Culture, transaction No. 28. S. Konow, Kautilya Studies, Oslo 1954.
12. Kosambi DD. Myth and Reality, Studies in the Formation of Indian Culture, Bombay 1962.
13. The Culture and History of Ancient India, London 1965.
14. Law NN. Studies in Ancient Indian Policy, London 1914. 16. Krishna Rao MV. Studies in Kautilya, Delhi 1959.
15. Ruben W. Studies in Ancient Indian Thought, Calcutta 1966.
16. Saletore BA. Ancient Indian Political Thought and Institutions, Calcutta 1963.
17. Kangle RP. The Kautilya Arthashastra, Delhi. Motilal Banarasidas, 1986;2.
18. Jayaswal KP. Hindu Polity – A Constitutional History of Indian in Hindu Times. Bangalore 1978, 14.
19. . Verma VP. Ancient & Medieval Indian Political Thought. Laxmi Narain Agarwal 1986.
20. Rout BC. Indian Political Tradition, Panchashila Publication 2003.
21. . Urmila Sharma, Sharma SK. Indian Political Thought, Atlantic Publishers & Distributors (P) Ltd 2014.
22. Nayak GC. Indian Political Tradition, Kalyani Publications, New Delhi 2009
23. Ray, B. N., & Misra, D. R. (2012). *Indian Political Thought: Readings and Reflections*. Kaveri Books.
24. Coomaraswamy, A. K., (1993). *Spiritual authority and temporal power in the Indian theory of government*. Indira Gandhi National Centre for the Arts.

DC- IX: Modern Western Political Thought - II

Contact Hours: 5 hours per week (Theory: 3 hrs. + Practical: 2 hrs.)

Max. Marks: 100

Internal: 15

Practicum: 25

External Marks: 60 (Theory)

Course Objectives:

This course introduces the students to the modern political thinking in the West. This would help them understand the manner in which ideas pertaining to ideal state, kingship, duties of the ruler and the ruled, rights, liberty, equality, and justice have evolved over a period of time.

Course outcomes: By the end of the course students would be able to:

- Understand how to read and decode the classics and use them to engage contemporary socio-political issues.
- Connect with historically written texts and their interpretations.
- Clearly present their own arguments and thoughts about contemporary issues and develop ideas to engage with the latter

Unit- I: State of Nature

Thomas Hobbes: State of Nature, Social Contract, State, Sovereignty

John Locke: State of Nature, Natural Rights and Law, Social Contract, Constitutional Government, Right of Revolution

Unit-II:

Jean- Jacques Rousseau: State of Nature,
Social Contract, General Will, Popular Sovereignty
Montesquieu: State, Separation of Powers,

Unit- III: Utilitarianism

Jeremy Bentham: State, Utilitarianism, Law and Punishment,

John Stuart Mill: Liberty, Representative Government

Unit- IV: Ideal State

Hegel: State, Freedom, Theory of Government,

T H Green: State, Freedom, Rights,

Unit-V: Conservatism & Scientific Socialism:

Edmund Burke: Idea of conservatism, views on French and American Revolution, Critics of company rule in India.

Marx: Dialectical Materialism, Historical Materialism, Theory of Surplus Value, Class and Class Struggle, Theory of State

Practicum:- 1. Students presentation on comparative study of Social Contract Theory of Hobbes, Lock, Rousseau
2. A debate on the relevance of Marxian view of State.

Suggested Readings:

1. K. Nelson, Brian, Western Political Thought: From Socrates to the Age of Ideology, Pearson. 1996
2. C. Macpherson, The Political Theory of Possessive Individualism: Hobbes to Locke. Oxford University Press, Ontario.
3. Kolakowski, Leszek, Main Currents of Marxism, Oxford University Press, 1978.
4. Okin, Susan Moller, Women in Western Political Thought, Princeton University Press,
5. Coleman (2000) 'Introduction', in A History of Political Thought: From Ancient Greece to Early Christianity, Oxford: Blackwell Publishers, pp. 1-20.
6. Q. Skinner (2010) 'Preface', in The Foundations of Modern Political Thought Volume I, Cambridge: Cambridge University Press pp. ix-xv. S. Okin (1992) 'Philosopher Queens and Private Wives', in S. Okin Women in Western Political Thought, Princeton: Princeton University Press, pp. 28-50
7. R. Kraut (1996) 'The Defence of Justice in Plato's Republic', in R. Kraut (ed.) The Cambridge Companion to Plato. Cambridge: Cambridge University Press, pp. 311-337
8. T. Saunders (1996) 'Plato's Later Political Thought', in R. Kraut (ed.) The Cambridge Companion to Plato. Cambridge: Cambridge University Press, pp. 464-492.
9. J. Coleman (2000) 'Aristotle', in J. Coleman A History of Political Thought: From Ancient Greece to Early Christianity, Oxford: Blackwell Publishers, pp.120-186
10. D. Hutchinson (1995) 'Ethics', in J. Barnes (ed.), The Cambridge Companion to Aristotle Cambridge: Cambridge University Press, pp. 195-232.
11. Hampsher-Monk (2001) 'Thomas Hobbes', in A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx, Oxford: Blackwell Publishers, pp. 1-67. 82
12. A. Ryan (1996) 'Hobbes's political philosophy', in T. Sorell (ed.) Cambridge Companion to Hobbes. Cambridge: Cambridge University Press, pp. 208-245.
13. R. Ashcraft (1999) 'Locke's Political Philosophy', in V. Chappell (ed.) The Cambridge Companion to Locke, Cambridge: Cambridge University Press, pp. 226-251.
14. सी.एल. वेपर (1954), राजदर्शन का स्वाध्ययन, इलाहाबाद :किताब महल.
15. जे.पी.सूद (1969), पाश्चात्य राजनीतिक चिंतन, जय प्रकाश नाथ और कंपनी.
16. वर्मा, के.एन. राजदर्शन (खण्ड I, II & III)
17. तिवारी, गंगादत्त :प्रमुख राजनीतिक चिन्तक
18. शर्मा, पी.डी. पाश्चात्य राजनीतिक विचारों का इतिहास
19. झाबी.के. प्रमुख राजनीतिक चिन्तक बिहार हिंदी ग्रन्थ अकादमी, पटना
20. वेदालंकार, हरिदत्त :पाश्चात्य राजनीतिक चिंतन का इतिहास

SEC- III

Any One

SEC- III: GEOPOLITICS: MODERN PERSPECTIVES

Contact Hours: 2 hours per week

Max. Marks: 50

Internal: 10

External Marks: 40 (Theory)

Course Objectives:

This course aims to familiarize the students with key concepts and issues of global politics by providing an overall frame that de-centres the Eurocentric notion of the origins and development of global politics and introduces students to the alternative locations of global politics through history as well as in the contemporary contexts.

Through the conceptual frames of geo-politics, geoeconomics and geo-strategy, students will learn about various dimensions of the contemporary dynamics of global politics.

Learning Outcomes:

At the end of the course, students would acquire • a basic clarity on the meaning, nature and significance of global politics. • ability to analyse global politics beyond its conventional Eurocentric accounts. • conceptual tools to understand its dynamics in the contemporary context. • an understanding of the debates on the changing nature of global politics in terms of de-globalization and post-globalization along with territorialization and deterritorialization. • the ability to understand the operational aspects of geo-politics, geo-economics, and geo-strategy in the context of global politics. •

UNIT-I: Modern Geo-politics

Imagination and Visualizing Global Space: Blocks, Worlds and Zones of identity and difference Epochs of Geopolitics (Imperial Geopolitics, Cold War Geopolitics, and the Geo-politics of the 'New World Order')

UNIT-II: Current Worldview

Twenty-First Century Geopolitics (End of History? The Clash of Civilizations?)

UNIT-III: National Identity and Geopolitical Visions (USA, Russia, India and Pakistan)

UNIT-IV: Challenges of Geopolitics: The Geopolitics of Global Dangers ('rogue states', the 'coming anarchy', diseases and disasters). The Geopolitics of Terror (with special reference to 11 September and its aftermath).

UNIT-V: New Trends in Geopolitics

Critical Geopolitics (anti-geopolitics, social movements and alternative political geographies). Gender and Geopolitics.

Practicum:

Project work on visualising Geopolitical blocks on Poster with colours and to present in presence of experts. Identify the NATO, EU, ASEAN, G & O Nation and so on organisation on the world map

Suggested Readings:

1. Andrew Herod, Gearoid O Tuathail and Susan M. Roberts (eds.), An Unruly World? Globalisation, Governance and Geography, London and New York: Routledge, 1998.
2. C. A. Smith, Zolner (ed.), Charles Zolner: On Geopolitics, Classical and Nuclear, Boston, Nijhoff, 1985.
3. David, Hooson (ed.), Geography and National Identity, Oxford, U.K. and Cambridge.
4. Geoffrey, Parker, Geopolitics : Past, Present and Future, London and Washington : Pinter, 1998.
5. Gertjan, Dijkink, National Identity and Geopolitical Visions, London, New York: Routledge, 1996.
6. Gearoid, O. Tuathail, Critical Geopolitics : The Politics of Writing Global Space, London and New York: Routledge, 1996.
7. Gearoid, O. Tuathail, Simon Dalby and Paul Routledge (ed.), The Geopolitics Reader, London and New York, Routledge, 1998.
8. Gearoid, O. Tuathail, Simon Dalby (eds.), Rethinking Geopolitics, London and New York: Routledge, 1998.
9. Sloan, G.R., Geopolitics in United States Strategic Policy, 1890-1987, Brighton Wheatsheaf Books, 1988.
10. Jan Nederveen Pieterse, World Orders in the Making: Humanitarian Intervention and Beyond, Houndmills, Macmillan, 1998.
11. Jan Nijman, The Geopolitics of Power and Conflict: Superpowers in the International Systems, London and New York: Belhaven Press, 1993.
12. John, Agnew and Stuart Corbridge, Mastering Space, Hegemony, Territory and Political Econ Geopolitics (see Special Issue on "11 September and its Aftermath: The Geopolitics of Terror

SEC- III: Public Policy in India

Credits: 2

Contact Hours: 2 hours per week

Max. Marks: 50

Internal: 10

External Marks: 40 (Theory)

Course Objectives

This course provides a theoretical and practical understanding of the concepts and methods that can be employed in the analysis of public policy. It uses the methods of political economy to understand policy as well as understand politics as it is shaped by economic changes. The course will be useful for students who seek an integrative link to their understanding of political science, economic theory and the practical world of development and social change.

Unit- I: Introduction to Policy Analysis

Unit- II: The Analysis of Policy in the Context of Theories of State

Unit- III: Political Economy and Policy: Interest Groups and Social Movements.

Unit- IV: Models of Policy Decision-Making

Unit- V: Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments of Modiean Vision

Suggested Readings

Essential Readings I. Introduction to Policy Analysis

1. Jenkins, B. (1997) 'Policy Analysis: Models and Approaches' in Hill, M. (1997), The Policy Process: A Reader (2nd Edition). London: Prentice Hall, pp. 30-40.
2. Dye, T.R. (2002) Understanding Public Policy. Tenth Edition. Delhi: Pearson, pp.1-9, 32-56 and 312-329.
3. Sapru, R.K.(1996) Public Policy : Formulation, Implementation and Evaluation. New Delhi: Sterling Publishers, pp. 26-46.
4. IGNOU. Public Policy Analysis. MPA-015. New Delhi: IGNOU, pp. 15-26 and 55-64.
5. Wildavsky, A.(2004), ' Rescuing Policy Analysis from PPBS' in Shafritz, J.M. & Hyde, A.C. (eds.) Classics of Public Administration. 5th Edition. Belmont: Wadsworth, pp.271-284.

II. The Analysis of Policy in the Context of Theories of State

1. Dunleavy, P. and O'Leary, B. (1987) Theories of the State. London: Routledge.
2. McClennan, G. (1997) 'The Evolution of Pluralist Theory' in Hill, M. (ed.) The Policy Process: A Reader. 2nd Edition. London: Prentice Hall, pp. 53-61.
3. Simmie, J. & King, R. (eds.) (1990) The State in Action: Public Policy and Politics. London: Printer Publication, pp.3-21 and 171-184.
4. Skocpol, T. et al (eds.) (1985) Bringing the State Back In. Cambridge: Cambridge University Press, pp. 3-43 and 343-366.
5. Dye, T.R. (2002) Understanding Public Policy. 10th Edition. Delhi: Pearson, pp.11-31.

III. Political Economy and Policy: Interest Groups and Social Movements.

1. Lukes, S. (1986) Power. Basil: Oxford , pp. 28-36.
2. Lukes, S. (1997) 'Three Distinctive Views of Power Compared', in Hill, M. (ed.), The Policy Process: A Reader. 2nd Edition. London: Prentice Hall, pp. 45-52.
3. Giddens, A. (1998) The Third Way: The Renewal of Social Democracy. Cambridge: Polity Press, pp. 27-64 and 99-118.

IV. Models of Policy Decision-Making

1. Hogwood, B. & Gunn, L. (1984) Policy Analysis for the Real World. U.K: Oxford University Press, pp. 42-62.
2. Sabatier, P.L. & Mazmanian, D. (1979) 'The Conditions of Effective Policy Implementation', in Policy Analysis, vol. 5, pp. 481-504.
3. Smith, G. & May, D. (1997) 'The Artificial Debate between Rationalist and Incrementalist Models of Decision-making', in Hill, M. The Policy Process: A Reader. 2nd Edition. London: Prentice Hall, pp. 163-174.
4. IGNOU. Public Policy Analysis. MPA-015, New Delhi: IGNOU, pp. 38-54.
5. Henry, N.(1999) Public Administration and Public Affairs. New Jersey: Prentice Hall, pp. 346-368.

V. Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments of Modiean Vision

1. Self, P. (1993) Government by the Market? The Politics of Public Choice. Basingstoke: MacMillan, pp. 1-20,70-105,113-146,198-231 and 262-277.
2. Girden,E.J.(1987) 'Economic Liberalisation in India: The New Electronics Policy' in Asian Survey. California University Press. Volume 27, No.11. Available at - www.jstor.org/stable/2644722.

SEC- IV

Any One

SEC- IV: E-Governance

Contact Hours: 2 hours per week

Max. Marks:50

Internal: 10

External Marks: 40 (Theory)

Learning Outcomes:

Students at the successful completion of the course will be able to:

- Acquaint student with the introduction to good governance and how it can be achieved by information and communication technology.
- Understand the growing needs of E-Governance, improving transparency in the system of governance
- Have understanding of various government schemes and E-Governance projects and initiatives.
- Provide the practical knowledge about the effective delivery of citizen services through online mode.
- Realize the issues and challenges of E-Governance.

Unit- I: Brief Introduction to Governance, E-Governance: Meaning, Definition, Nature, Scope, Objectives and Significance, Domains of E-Governance, E-Governance and Good Governance-Global trends in the growth of E-Governance.

Unit- II: E-Governance in India- National E-Governance Plan (NeGP), National Informatics Centre, Strategies for E-Governance, E-Governance Implementations: Required infrastructure of Network, Computing, Cloud Governance, Data System, Human Resources, Legal and Technological infrastructure- Major E-Governance Projects and Initiative.

Unit- III: Role of Information and Communication Technology in Administration, E-Governance, E-Office, Online filing of complaints, application registration, issuance of certificates, issuance of land records, online payments of fees, dues etc, E-tendering, E-Governance in Social security and welfare schemes.

Unit- IV: E-Governance under Information Technology Act: Legal Status for digital transactions, Public Private Partnership and expansion of E-Governance.

Unit- V: E-Governance-Transparency and Accountability at grass root level, Issues and Challenges: Digital Divide, Capacity Building, Cyber Security in Cyber Crimes, Socio-political implications, Issues of integration, Networking with NGOs.

Suggested Readings

1. B.Sreenivas Raj, E-Governance Techniques-Indian and Global Experiences, New Century Publications, New Delhi, 2008.
2. Subhash Bhatnagar, Unlocking E-Government Potential-Concepts, Cases and Practical Insights, Sage Publications, New Delhi, 2009.
3. Y.Parthasaradhi, E-Governance and Indian Society, Kanishka Publications, New Delhi, 2009.
4. R.P.Sinha, E-Governance in India, Initiatives and Issues in India, Centre for Public Policy, 2006. Anil Kumar Dhiman, E-Governance –Good Governance using ICTs, S.K.Book Agency, New Delhi, 2017.
5. Ashok Aggarwal, Governance-Case Studies, University Press India Pvt. Ltd, Hyderabad, 2017.
6. Web resources suggested by the Teacher concerned and the College Librarian including reading material.

Co-Curricular Activities (*Training of students by the teacher: Total 10 hours*):

Mandatory

- **FOR TEACHER:** Training of students by teacher in the classroom for a total of not less than 10 hours on techniques of application of ICT for getting services from the government departments, filing of grievances through online mode, making digital transactions for issuance of certificates or payment of fees, identifying components in e-governance and techniques to handle cyber security etc.,
- **FOR STUDENT:** Students have to visit urban or local administration offices and have practical study and assess the implementation of E-Governance initiatives, models, citizen centric services, citizen charter and interact with the beneficiaries about the fulfillment of their needs in time or not and if any lapses they noticed or visit to nearby government institution covering the various citizen centric services delivering through online mode and observe the citizen charter, mode of operation, time limitation, fees prescribed for services and observe the operation of Real Time Governance (RTG) in administration and record their experiences and individually submit his / her observation as a hand-written Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.

- Suggested Fieldwork/Project work Format:

Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.

- Max marks for Fieldwork/Project work Report: 05
- Unit Tests /Internal Examinations
- **Suggested Co-Curricular Activities**
- Training of students by a related field expert.
- Reading Daily newspaper either print or online about the misuse of technology which leads to cybercrimes.

- Reading articles, blogs and websites for various ideological perspectives.
- Assignments.
- Discuss the debates around any recent technological advancements.
- Discuss the case laws and judgments reported on E-Governance initiatives.
- Seminars, Group discussions, Quiz, Debates etc.
- Invited lectures and presentations on related topics by experts in Cyber Security especially the Police personnel associated with the cases of IT Act.

SEC- IV: Social Movement in India

Credits: 2

Contact Hours: 2 hours per week

Max. Marks: 50

Internal: 10

External Marks: 40 (Theory)

Course Objectives:

This paper introduces students to key social movements of India and debates in Indian politics. The course examines the major perspectives that shaped and informed the Indian Politics over the years. It also examines the politics of major social identities in Indian politics, viz, caste, class, tribe and gender.

Expected Outcomes:

- Understanding of key issues, movements and debates in Indian Politics
- Ability to examine and analyze the politics of identity in India.
-

Unit-I: Social Movements in India

Social Movements; Meaning and role of Social movements, Social Reform movements in Pre-independent India

Unit- II: New Social Movement

New Social Movements; Meaning and nature: Peasant and new farmers movement b) Feminist movement: early phase, 70s and onwards c) Ecological movements: Bishnoi, Chipko, Save Silent Valley, Jangal Bachao Andolan, Chaluvali and Green revolution

Unit – III: Variety of Movements

- Ideology Driven movement: JP movement, Naxal, Intefada, Anti corruption movement Futuristic movement: Seed sovereignty b) Mandir Movement c) sponsored movements and role of NGOs, MNCs, foreign governments and organizations d) Identity driven : Jaat Movement

Unit – IV: Movements of the deprived sections

Subaltern movement : Meaning and importance b) Dalit & Tribal movement c) Backward caste class movements and upper class response d) Movements of the displaced & Project affected e) Civil Liberties & Human Rights movement

Unit – V: Impact of Social Movement

Social Movements, Globalization & Political implications, Impact of Globalization on Social Movements b) Social Movements & its Political implications, theory encapsulating.

Practicum:

- Survey of Literature on Social Movement in Various Parts of India
- Playing a role play on any one Social Movement In India.

Recommended Readings:

- S. Kothari, Social Movements and Redefinition of Democracy, Boulder Colorado, West view Press, 199.
- T. K. Oomen, "Protest and Change, Studies in Social Movement, New Delhi, Sage, 1990.
- S. Ghose, The Renaissance to Militant Nationalism; Bombay, Bombay, Allied Publishers, 1969. In K. Jones, Socio Religions Reform Movement in British India, Cambridge Uni. Press, 1984.
- Omvedt G. New Social Movements in India, Sage, Delhi, 1999
- Alvi, Hamza (1965) : Peasants and Revolution, The Socialist Register, ed. By Ralph Miliband
- Aurora, G. S. (1981) : "Social Movements in India, A Review Article".
- Dhanagre, D. N. (1974): Peasant Movements in India, 1920-1950, Delhi Oxford University Press.
- Desai, A. R. (1978) Peasant Struggles in India, Bombay: Oxford University Press.
- Malik, S. G. (ed.) (1978) Indian Movements: Some Aspects of Dissent, Protest and Reform, Simla: Indian Institute of advanced Study
- L. K. Mahapatra, " Social Movements among Tribes of India", in K. Suresh Singh (ed.), Tribal Situation in India, Simla: Indian Institute of advanced Study, 1972,

11. M. S. A. Rao : Social Movements in India. (2008), Manohar Publishers

GEOGRAPHY

DC- VIII: Climatology

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practical: 2hrs)

Max. Marks: 100

Internal: 15

Practical: 25

External: 60

Learning objectives:

- Study various dimensions of climatology
- Analysis atmospheric moisture along with disturbance
- Study atmospheric pressure and winds
- Analysis the world climatic region

Learning Outcomes: students will be able;

- To explain in details the structure and functions of climate
- To understand the climatic phenomena
- Knowledge of the mechanism of monsoon and climatic classification

Unit- I: Climatology

Meaning and scope; Development and recent trends in climatology; Atmospheric Composition and Structure – Variation with Altitude, Latitude and Season.

Unit- II: Insolation and Temperature

Factors and Distribution, Heat Budget, Temperature Inversion.

Unit- III: Atmospheric Pressure and Winds

Planetary Winds, Forces affecting Winds, General Circulation, Jet Streams, Tropical Cyclones, Extra Tropical Cyclones, Monsoon - Origin and Mechanism

Unit- IV: Atmospheric Moisture

Evaporation, Humidity, Condensation, Fog and Clouds, Precipitation Types, Stability and Instability

Unit- V: Climate and Human Response

Climatic classification: Köppen and Thornthwaite; Climate change: causes, evidences, and solutions.

Suggested Readings

1. Barry, R.G. and Carleton, M. (2001): Synoptic and Dynamic Climatology, Routledge, London.
2. Chorley, R.J. (2001): Atmosphere, Weather and Climate. Methuen, London.
3. Critchfield, H.J. (2002): General Climatology. Prentice-Hall of India, New Delhi..
4. Finch, J. C. and Trewartha, G. T.: Elements of Weather and Climate. Prentice-Hall, London.
5. Kendrew, W.C. (1998): Climatology. Edward Arnold, London. 5th edition.
6. Lal, D.S.(1986): Climatology. Chaitanya Publications, Allahabad.
7. Oliver, J.E. and Hidore, J.J. (2003): Climatology: An Atmospheric Science, Pearson Education Private Ltd, Patparganj, Delhi.
8. Robinson, P. J. and Henderson, S. (1999): Contemporary Climatology, 2nd edition, Pearson Education Ltd., Harlow, UK.
9. Singh, M.B. (1998): Jalvayu Avam Samudra Vigyan. Tara Book Agency, Varanasi.
10. Singh, M.B. (1999): Jalvayu Avam Jal Vigyan. Tara Book Agency, Varanasi,
11. Singh, S. (2005): Climatology. Prayag Pustak Bhawan, Allahabad.
12. Singh, S. (2006): Jalvayu Vigyan. Prayag Pustak Bhawan, Allahabad.

Practical: Climatology laboratory work

- Weather Map: Weather symbols, representation of atmospheric features, interpretation of Indian daily weather maps
- Experimental:
 - Temperature instruments: simple thermometers; six's Max-Min thermometer; thermograph.
 - Humidity measurement: hygrometer; psychrometer; relative humidity; dew point
 - Precipitation: measurement of rainfall using rain gauge
 - Atmospheric pressure measurement: fortin's mercurial barometer; Aneroid barometer

DC- IX: Oceanography

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practical: 2hrs)

Max. Marks: 100

Internal: 15

Practical: 25

External: 60

Learning objectives:

- To study ocean bottom configuration
- To study properties and circulation of ocean water and diversity of marine life
- To study mineral and energy deposit in ocean topography

Learning Outcomes: students will be able

- To explain in details the scope of oceanography
- To explain in details the configuration of ocean topography
- To understand in details the properties and circulation and diverse marine life
- To understand geo-politic, mineral and energy etc

Syllabus:

Unit-I: Basic Concepts of Oceans: Meaning and scope of oceanography

Unit-II: Origin of oceans; Ocean basins: continental shelf, continental slope, deep sea plains, ocean deeps, submarine canyons.

Unit-III: Properties and Circulation: Physical and chemical properties of sea water: temperature, density, salinity; Circulation of ocean water: tides and currents.

Unit-IV: Marine Life and Deposits: Coral reefs: origin, types, characteristics and theories; Classification and distribution of marine deposits.

Unit-V: Human Ocean Relation: Mineral and energy resources; Geo-politics of Indian ocean; Maritime security; Global warming and sea level change

Suggested Readings

1. Sverdrup, Keith A., Duxbury, Alyn C., Duxbury, Alison B. (2006). Fundamentals of Oceanography, McGraw-Hill
2. Sverdrup, Harald Ulrik; Johnson, Martin Wiggo; Fleming, Richard H. (1942). The Oceans, Their Physics, Chemistry, and General Biology. New York: Prentice-Hall.
3. Cuchlaine A.M. King, (1965), Oceanography for geographers, Edward Arnold Ltd, London.
4. Gerhard Neumann, Willard J. Pierson, Jr. (1966), Principles of Physical Oceanography, Prentice-Hall, Inc. Englewood Cliffs, N.J.
5. Lal, D.S. (2009), Climatology and Oceanography, Sharda Pustak Bhavan, Allahabad.
6. McPherson, Kenneth. (1993). The Indian Ocean: A History of People and the Sea. Oxford: Oxford University Press.
7. Pearson, Michael. (2003). The Indian Ocean. Routledge, London.
8. Vatal, M., Sharma, R.C. (2011), Oceanography for Geographers, Chaitanya Publishing House, Allahabad.
9. Talley L.D., Pickard G.L., Emery W.J. and Swift J.H. (2011). Descriptive Physical Oceanography: An Introduction (Sixth Edition), Elsevier, Boston.

Practical: Oceanography Laboratory work

- Construction and interpretation of hydrographs and unit hydrographs. Derivation of phi index and W index
- Construction and interpretation of ombrothermic graph and hyetograph
- Construction of Thiessen polygon from precipitation data
- Water Quality Index; Water quality Analysis; Water Sample Collection Methods and Techniques; Determination of pH, TDS, EC etc of collected sample; Mapping

SEC-III: Skill Enhancement Course

Select any one

Credits: 2

Contact Hours: 3 hrs per week (Theory: 1hr +Practical: 2hrs)

Max. Marks:50

Internal: 10

Practical: 10

External: 30

SEC- III: Geographic Information System (GIS)

Learning objective:

- To learn GIS and map digitization
- To impart knowledge and differentiate GIS and Cartography, normal versus spatial data.

Learning Outcomes: The students will be able:

- To appreciate the basic principles and components of GIS
- To apply raster and vector data structure for GIS analysis
- To analyse the basic resources, land use and urban - related data using GIS software for meaningful interpretation.
- To apply GIS in various geographical studies

Unit – I:Geographical Information System (GIS): Definition, scope and specific characteristics; its development in the world and India; Relation of GIS with other collateral subjects like Cartography, Remote Sensing, Computer Science and Geography.

Unit – II:Basic concepts and essential elements of GIS – Map concepts; data types involved in GIS; types of data structures, their characteristics, and merits-demerits; Components of GIS. Methods of inputting data in GIS.

Unit –III:GIS software (Arcmap and QGIS): Paid and Open source. Integration of remote sensing data with GIS; Digital terrain modelling and its application in GIS; Spatial analysis in GIS.

Unit – IV:Generation Data Base Management System (DBMS), shapefile; point, line, polygon. Geo-referencing and preparation of maps

Unit – V:Preparation of Project

SEC- III: Sustainable Development

Learning objective:

- To study the components and historical background
- To study the National Strategies and International Experiences Millennium Development Goals
- To study the inclusive development and SDGs policies and programme

Learning outcome: students will be able;

- To understand and explain the historical background of sustainable development
- To understand the MDGs and SDGs
- To understand and appreciate inclusive development

Syllabus:

Unit-I: Sustainable Development: Definition, Components, Limitations and Historical Background.

Unit-II:The Millennium Development Goals: National Strategies and International Experiences

Unit-III:Sustainable Regional Development: Need and examples from different Ecosystems.

Unit-IV:Inclusive Development: Education, Health; Climate Change: The role of higher education in sustainable development; The human right to health; Poverty and disease; Policies and Global Cooperation for Climate Change

Unit-V: Sustainable Development Policies and Programmes: The proposal for SDGs at Rio+20; Illustrative SDGs; Goal-Based Development; Financing for Sustainable Development; Principles of Good Governance; National Environmental Policy, Clean Development Mechanism (CDM).

Suggested Reading

1. Agyeman, Julian, Robert D. Bullard and Bob Evans (Eds.) (2003) Just Sustainabilities: Development in an Unequal World. London: Earthscan. (Introduction and conclusion.).
2. Ayers, Jessica and David Dodman (2010) "Climate change adaptation and development I: the state of the debate". Progress in Development Studies 10 (2): 161-168.
3. Baker, Susan (2006) Sustainable Development. Milton Park, Abingdon, Oxon; New York, N.Y.: Routledge. (Chapter 2, "The concept of sustainable development").
4. Brosius, Peter (1997) "Endangered forest, endangered people: Environmentalist representations of indigenous knowledge", Human Ecology 25: 47-69.
5. Lohman, Larry (2003) "Re-imagining the population debate". Corner House Briefing 28.
6. Martínez-Alier, Joan et al (2010) "Sustainable de-growth: Mapping the context, criticisms and future prospects of an emergent paradigm" Ecological Economics 69: 1741-1747.
7. Merchant, Carolyn (Ed.) (1994) Ecology. Atlantic Highlands, N.J: Humanities Press. (Introduction, pp 1-25.)

8. Osorio, Leonardo et al (2005) "Debates on sustainable development: towards a holistic view of reality". Environment, Development and Sustainability 7: 501-518.
9. Robbins, Paul (2004) Political Ecology: A Critical Introduction. Blackwell Publishing.
10. Singh, R.B. (Eds.) (2001) Urban Sustainability in the Context of Global Change, Science pub., Inc., Enfield (NH), USA and Oxford & IBH Pub., New Delhi.

Practical: Sustainable Development Laboratory work

As part of the practicum students will conduct study on the following topic;

- Community Garden project:
 - Plan and establish a community garden that promotes sustainable agriculture practices.
 - Implement composting systems, rainwater harvesting, and organic gardening techniques
 - Engage with the community to raise awareness about sustainable food production.
- ii) waste reduction campaign:
 - Conduct a waste audit in a local community or on campus.
 - Develop and implement a waste reduction campaign, including recycling initiatives and educational programs.
 - Monitor and evaluate the impact of the campaign on waste reduction.
- iii) Energy Efficiency Audit:
 - Assess the energy consumption of a building, school, or community center.
 - Identify areas for improvement and propose energy – efficient solutions.
 - Implement energy-saving measures and track the reduction in energy consumption
- iv) Renewable Energy Project:
 - Explore the feasibility of implementing renewable energy source such as solar or wind power.
 - Develop a small-scale renewable energy project, such as installing solar panels on a community building.
 - Analyze the cost – effectiveness and environmental impact of the renewable energy project.
- v) Sustainable Transportation Project:
 - analyze transportation patterns in a community or on campus.
 - Develop and implement a plan to promote sustainable transportation options, such as cycling or carpooling.
 - Evaluate the effectiveness of the sustainable transportation initiatives.

Assessment and evaluation will be done based on project report and presentation

SEC- IV: Skill Enhancement Course

Select any one

Credits: 2

Contact Hours: 3 hrs per week (Theory: 1hr +Practical: 2hrs)

Max. Marks:50

Internal: 10

Practical: 10

External: 30

SEC- IV: Disaster Management

Learning objective:

- To study Hazards, Disasters, Risk and Vulnerability
- To study disaster in India and human made disaster
- To study Response and Mitigation NDMA

Learning outcome: Students will be able

- To assess the risk and vulnerability of hazards and disaster
- To identify disaster zone in India
- To respond and mitigate disaster

Disaster Management

Unit-I: Disasters: Definition and Concepts: Hazards, Disasters; Risk and Vulnerability; Classification

Unit-II: Disasters in India: (a) Flood, Drought ,Landslide: Causes, Impact, Distribution and Mapping.

Unit-III: Disasters in India: (b) Earthquake, Cyclone and Tsunami: Causes, Impact, Distribution and Mapping;

Unit-IV: Human made disasters (Fire, Accidents and Nuclear): Causes, Impact, Distribution and Mapping

Unit-V: Response and Mitigation to Disasters: Mitigation and Preparedness, NDMA and NIDM; Indigenous Knowledge and Community-Based Disaster Management; Do's and Don'ts During and Post Disasters

Reading List

1. Government of India. (1997) Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
2. Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.
3. Modh, S. (2010) Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
4. Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter 1, 2 and 3
5. Singh, R. B. (ed.), (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.
6. Sinha, A. (2001). Disaster Management: Lessons Drawn and Strategies for Future, New United Press, New Delhi.
7. Stoltman, J.P. et al. (2004) International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht.
8. Singh Jagbir (2007) "Disaster Management Future Challenges and Opportunities", 2007. Publisher- I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India (www.ikbooks.com).

Practical: Disaster Management Laboratory work

- Disaster mapping on earthquake, Landslide, Tropical Cyclone, Flood, Fire, Industrial accident, Environmental pollution
- Biohazard mapping
- One case study centered around disaster management and response.
 - Assessment and evaluation will be conducted based on the case study report and presentation.

SEC- IV: Fundamentals of Remote Sensing

Unit-I: Introduction to Remote Sensing: Electromagnetic Radiation and the Electromagnetic Spectrum; EMR interactions with the Earth's surface; Major Remote Sensing Systems and Free Sources of Remote Sensing Data, IRS Programme

Unit-II: Image Pre-processing: Geometric Corrections, Radiometric Corrections.

Unit-III: Terrain Modelling: Introduction to DEM and its Sources; DEM Visualization: Hill Shade, Viewshed; Extraction of Basin Characteristics from a DEM

Unit-IV: Image Enhancement: Visualizing Multispectral Images, Contrast Stretching, Filtering Techniques: Low Pass, High Pass, Directional Filters, Edge Enhancement

Unit-V: Estimation of Earth Surface Properties: Band Math: Addition, Subtraction, Ratio, Simple Model Building; Vegetation Indices: NDVI, Tasseled Cap, EVI; Supervised Classification; Unsupervised Classification; Land Cover Mapping and Accuracy Assessment; Change Detection

Suggested Readings

1. Campbell, J.B. and Wynne, R.H. (2011): Introduction to Remote Sensing, The Guilford Press, New York
2. Jensen, J.R. (006): Remote Sensing of the Environment: An Earth Resource Perspective, Prentice Hall, Upper Saddle River, New Jersey
3. Lillesand, T.M., Kiefer, R.W. and Chipman, J.W. (2008): Remote Sensing and Image Interpretation, John Wiley & Sons, New York
4. Sabins, F.F. (2008): Remote Sensing: Principles and Interpretation, Waveland Press Inc., Illinois
5. Sahu, K.C. (2007): Textbook of Remote Sensing and Geographical Information Systems, Atlantic Publishers, New Delhi

Practical: Remote Sensing Laboratory work

- Image georeferencing and enhancement. Preparation of spectral reflectance libraries of LULC features across different image bands of IRS L3 or Landsat OLI data
- Supervised image classification, class editing, and post-classification analysis
- Digitization of features and administrative boundaries. Data attachment, vector overlay, and preparation of annotated thematic maps

ECONOMICS

DC- VIII: ECONOMICS OF GROWTH, DEVELOPMENT AND PLANNING

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15
Practicum: 25
External: 60

Learning Outcomes

- Students should be able to explain and critically evaluate various economic growth theories
- Students will study the causes and consequences of income and wealth inequality and develop strategies for poverty reduction.

Unit – I: Economics of Development Concept and Approaches: Introduction to Economic Development and Economic Growth; Measurement of Economic Growth, Basic needs v/s Economic growth, Factors of Economic Growth.

Unit –II: Classical Theory of Development: Adam Smith , Ricardo,Marxian Theory, Schumpeterian Theory, Keynesian Theory,Rostow's Stages of Economic Growth, Surplus Labour Theory; Lewis Model.

Unit – III: Theories of Economic Growth: Harrod-Domar Models, Solow's Growth Model, Kaldor's Model of Growth.

Unit – IV: Urbanization and Informal sector's causes and effects of urbanization; HarrisTodaro Model of Migration and Unemployment; Policies for the urban informal sector, the micro-finance revolution, SEBI, Company law board, Press, Remedy through courts.

Unit – V: International aspects of development's trade strategies for development; inwardlooking and outward-looking financing of balance of payments, deficits, foreign direct investments, and multinational corporations, foreign portfolio investment, Role of IMF and World Bank, Stabilization and Structural adjustment programs

Practicum

1. Learners will be able to explain and critically evaluate the various economic theories of growth and development.
2. Learners will be practically explained through citing examples about the causes and consequences of income and wealth inequality and will be able to develop strategy to counter such macro problems.
3. Learners will be able to understand and acknowledge the dynamics of international trade at domestic as well as at world level.

Suggested Mode of Learning Engagements and Assessment

During the practicum classes assignments, projects, group discussion relating to mentioned topic in syllabus will also be carried out and knowledge of learners will be further enhanced with giving them practical implications of the topic.

Suggested Readings

- Todaro, M. P., & Smith, S. C. (2003). Economic Development (8th ed.). Delhi: Pearson Education.
- Misra, S. K., & Puri, P. (2005). Growth and Development. Mumbai: Himalaya Publishers.
- Thirlwall, A. P. (2005). Growth and Development (8th ed.). New York: Palgrave McMillan.
- Meier, G. M., & Rauch, J. E. (Year). Leading Issues in Economic Development (8th ed.). New Delhi: Oxford University Press
- Agresti, A. (2010): Analysis of Ordinal Categorical Data, 2nd Edition, Wiley.
- Freedman, D., Pisani, R. and Purves, R. (2014): Statistics, 4th Edition, W. W. Norton & Company

DC- IX: STATISTICS

Credits: 4

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes: After completing the course, the student shall be able to:

- Acquire a fair degree of proficiency in comprehending statistical data, processing and analysing it using descriptive statistical tools.
- Understand the relationship between two variables using concepts of correlation and regression and its use in identifying and predicting the variables.
- Develop an understanding of the index numbers and their utility in daily life and stock market.
- Become aware of the patterns revealed by the time series data and to use it to make predictions for the future.
- Gather knowledge about various probability concepts and distributions and their business applications.

Unit – I Statistical Methods: Definition and scope of Statistics, concepts of statistical population and sample. Data: quantitative and qualitative, Classification and Presentation of data.

Unit – II Measures of Central Tendency: mathematical and positional. Measures of Dispersion: range, quartile deviation, mean deviation, standard deviation, coefficient of variation, skewness and kurtosis.

Unit – III Correlation and Regression Analysis, Bi-variate distribution, Karl Pearson's simple co-efficient of correlation, Spearman's rank-correlation coefficient, properties of correlation analysis; Relationship between the correlation and regression analysis.

Unit – IV Index Number: Concept and limitation of Index Number; Methods of constructing index numbers- simple and weighted; Laspeyres's and Fisher's Index numbers; Uses and problems in construction of index number. Time Series Analysis Meaning and their components; Methods of semi-average, moving average, measurement of seasonal variations; preliminary adjustment before analyzing, uses and limitation.

Unit – V Definition, importance and concept of Probability; Rule of Probability- law of addition and multiplication; conditional probability

Practicum

1. Learners will be able to acquire fair degree of proficiency in comprehending statistical data processing and analysing it using descriptive statistical tools.
2. Learners will be able to understand the relationship between two variables using concepts of correlation and regression and its use in practical situations.
3. Learners will be able to develop understanding related to index numbers and their utility in daily life and stock market and will also learn various probability concepts.
4. During the practicum classes assignments, projects, group discussion relating to mentioned topic in syllabus will also be carried out and knowledge of learners will be further enhanced with giving them practical implications of the topic.

Suggested Readings

- Devore, J. (2012). Probability and statistics for engineers, 8th ed. Cengage Learning.
- Larsen, R., Marx, M. (2011). An introduction to mathematical statistics and its applications. Prentice Hall.
- Miller, I., Miller, M. (2017). J. Freund's mathematical statistics with applications, 8th ed. Pearson.
- Goon, A.M., Gupta, M.K. and Dasgupta, B. (2002): Fundamentals of Statistics, Vol. I& II, 8th Edn. The World Press, Kolkata.
- Miller, Irwin and Miller, Marylees (2006): John E. Freund's Mathematical Statistics with Applications, (7th Edn.), Pearson Education, Asia.
- Mood, A.M., Graybill, F.A. and Boes, D.C. (2007): Introduction to the Theory of Statistics, 3rd Edn. (Reprint), Tata McGraw-Hill Pub. Co. Ltd.
- Tukey, J.W. (1977): Exploratory Data Analysis, Addison-Wesley Publishing Co.

SEC- III: UNION BUDGET AND ECONOMIC SURVEY

Credits: 2

Contact Hours: 2 hrs per week

Max. Marks: 50

Internal: 10

External: 40

Learning Outcomes:

- Students will have the capability to understand government policies and will be informed participants in economic decision-making

Unit – I Fiscal policy, areas of government spending in India; Capital and revenue expenditure; plan and non-plan expenditures; Deficits (fiscal, primary, revenue), impact of fiscal deficits on the economy; Capital receipts, revenue receipts; tax and non-tax revenue; direct and indirect taxes; need for rationalization of tax structure

Unit – II Goods and Services Tax (GST); Actual, revised and budget estimates; zero-base budgeting; Gender budgeting; Fiscal devolution and centre-state financial relations

Unit – III The economic survey: Analysis of current and past policy emphasis.

Unit – IV The union budget: Need for the budget; understanding the process of budget making in India; Analysis of fiscal and revenue deficits; Analysis of sources of revenue and expected growth in revenue; tax simplification, improvement in administration, expansion of tax net and other measures to improve revenue receipts; Analysis of expenditure pattern and expected growth in expenditure; thrust areas of budget; sectors that have received higher/lower shares of expenditure, the reasons and consequences thereof; steps proposed to ensure effective spending

Unit – V Budgetary Expenditure Pattern: Analysis of expenditure pattern and expected growth in expenditure; thrust areas of budget; sectors that have received higher/lower shares of expenditure, the reasons and consequences thereof, steps proposed to ensure effective spending

Suggested Readings

- Centre for Budget and Governance Accountability. Recent reports.
- Chakraborty, P. (2015). Intergovernmental fiscal transfers in India: Emerging trends and realities Patnaik (ed.): Macroeconomics. Oxford University Press
- Ministry of Finance Economic and social classification of the budget.
- Ministry of Finance. Economic survey (latest).
- Ministry of Finance, Finance commission report (latest).
- Ministry of Finance. Union budget (latest)

OR

SEC- III: COMPARATIVE ECONOMIC DEVELOPMENT

Credits: 2

Contact Hours: 2 hrs per week

Max. Marks: 50

Internal: 10

External: 40

Learning Outcomes

- By analysing the history of industrialisation and economic transition, students will be able to visualise economic development in a historical perspective and assimilate material from a diverse range of opinions.
- It will help them to think in an interdisciplinary manner and therefore aid them in jobs where developing and presenting comparative perspectives are key tasks.

Unit – I Introduction and overview of the countries selected for case studies - Britain, Japan, USSR, and USA

Unit – II Agriculture, agrarian and land relations and agrarian surplus in industrialisation and economic development

Unit –III The industrialisation process: the industrial revolution in Britain and its impact on Indian economy.

Unit – IV The factory system and making of the industrial working-class

Unit – V The role of the state in industrial and developmental transition

Suggested Readings

- Davies, R. (1998). Soviet economic development from Lenin to Khrushchev. Chapters 1, 2, 3, 4, 5, 6, 7, 8. Cambridge University Press.
- Dobb, M. (1966). Soviet economic development since 1917. Chapter 17. Routledge.
- Hughes, J., Cain, L. (1994). American economic history, 4th ed. Chapters 2, 3, 7, 21. Harper Collins College Publishers.
- Hayami, Y. (1975). A century of agricultural growth in pre-war Japan: Its relevance to Asian development. Chapters 1, 3. University of Minnesota Press.
- Hobsbawm, E. (1968). Industry and empire: An economic history of Britain since 1750. Chapters 1, 2, 3, 5, 6, 12. Weidenfeld & Nicholson.
- Hobsbawm, E. (1984). Worlds of labour: Further studies in the history of labour. Chapter 11. Weidenfeld & Nicholson.
- Johnson, C. (1982). MITI and the Japanese miracle: The growth of industrial policy 1925-1975. Chapter 1. Stanford University Press.
- Macpherson, W. (1995). The economic development of Japan 1868-1941. Chapters 1, 2, 3, 4, 6. Cambridge University Press.

SEC- IV: INDIAN STOCK MARKET TRADING

Credits: 2

Contact Hours: 2 hrs per week

Max. Marks: 50

Internal: 10

External: 40

Learning Outcomes

- To analyze the dynamics of share market, its concept, participants, eligibility criteria etc.
- To describe broker client relationship and process involved in share trading
- To acknowledge the clearing and settlement process involved stock trading

Unit – I An overview of Share Market L – 08, Market Segments: Primary Market, Secondary Market. Key Indicators of Stock Market: Index, Market Capitalisation, Turnover. Participants-Investors: Hedgers, Speculators, Arbitraders,

Unit – II Stock Brokers: Eligibility. Members: Eligibility Criteria For Membership, Suspension & Expulsion of Membership, Sub-Brokers: Eligibility, Registration, Cancellation of Registration. (Examples From NSE)

Unit – III Broker-Clients Relations: Client Registration Documents, Unique Client Code, Margins from the Clients, Execution of Orders, Contract Note, Payments/Delivery of Securities to the Clients, Brokerage, Segregation of Bank Accounts, Segregation of Demat Accounts

Unit – IV Sub-Broker-Clients Relations: Relationship With Clients, Contract Notes, Securities/ Funds. NEAT SYSTEM: Order Types, Entering Orders, Order Modification, Order Cancellation, Order Matching, Trade Cancellation. MARKET PHASES, (Examples From NSE)

Unit – V Clearing And Settlement L-07, Terminologies used in Clearing and Settlement Process, Transaction Cycle, Settlement Agencies, Clearing and Settlement Process, Securities and Funds Settlement, Shortages Handling, Risks in Settlement,

Suggested Readings

- www.nseindia.com
- www.sebi.gov.in
- Rules, Regulations and Byelaws of NSEIL & NSCCL
- Indian Securities Market: A Review - NSEIL publication
- NSE Newsletter – NSEIL publication
- L. M. Bhole and J. Mahukud: Financial Institutions and Markets, Tata McGraw Hill, 5th edition, 2011.
- Larry Harris: Trading and Exchanges –Market Microstructure for practitioners, OUP Modules for NCFM, NSE.

OR

SEC- IV: INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

C Credits: 2

Contact Hours: 2 hrs per week

Max. Marks: 50

Internal: 10

External: 40

Learning Outcomes

- To understand the fundamental concepts of investment, speculation, gambling, and hedging, and differentiate between them.
- To understand the fundamental concepts of investment, speculation, gambling, and analyze the links between the economy and industry sectors and their implications for investment strategies.
- To understand the tools and concepts used in company analysis, including Porter's Five Force Model
- To assess the competitive position of a company within its industry and its attractiveness as an investment.

Unit – I Conceptual Framework: Concepts of Investment, Speculation, Gambling, Hedging, Securities, Security Analysis, Portfolio Portfolio Management and its Importance Modes of Investment (List), Features of Investment Avenues Guidelines for Investors in Stock Market

Unit – II Risk & Return Analysis: Concepts of Risk, Return, Uncertainty Risk and Return Relationship Components of Return – Risk Elements – Systematic and Unsystematic Risks.

Unit – III Economic Analysis: Tools - Gross Domestic Product, Monetary Policy and Liquidity, Inflation, Interest Rates, International Influences, Consumer Sentiment Industry Analysis: Standard industrial classification, Links between the economy and industry sectors, The stock market and the business cycle.

Unit – IV Company Analysis: Tools - Threat of New Entrants, Determinants of Entry Barriers, Threat of Substitute Products and Services, Determinants of Substitution Threats, Bargaining Power of Suppliers,

Determinants of Supplier Power, Customer Bargaining Power, Determinates of Customer Power, Existing Rivalry, Rivalry Determinants. Technical Analysis: Charting Tools – A very brief comparison of these charts Line charts/Line and Volume Charts, Bar Charts, Candlestick Chart and Point and Figure Chart

Unit – V Efficient Market Theory, Random Walk Theory, Portfolio Risk/Return, Traditional portfolio Selection, Capital Assets Pricing Model, Growth investing, Value investing.

Suggested Readings

- Amling, Frederic, Investment. Englewood Cliffs, New Jersey, Prentice Hall Inc, 1983.
- Bhalla, V.K. Investment Management: Security Analysis and Portfolio Management, 8th Ed., New Delhi, S Chand, 2001.
- Fischer, Donald E, and Jordan, Ronald J. Security Analysis and Portfolio Management, 6th Ed., New Delhi, Prentice Hall of India, 1995.
- Haugen, Robert H Modern Investment Theory, Englewood Cliffs New Jersey, Prentice Hall Inc, 1987.
- Hagan, Stanley S.C and Randail, Maury R Investment Analysis and Management. London, Allyn and Bacon, London, 1987.
- Sharpe, William F etc Investment, New Delhi, Prentice Hall of India, 1997.
- Ranganatham M., and Madhumathi R., Investment Analysis and Portfolio Management, Pearson Education.
- Avadhani V A, Securities Analysis and Portfolio Management, Himalaya Publishing House.

EDUCATION PART

Semester – IV

FE- III: Philosophical and Sociological Perspectives of Education-1

Credits: 4

Contact Hours: 4 hrs per week

Maximum Marks: 100

Internal: 40

External: 60

About the Course

The course aims at enabling student teachers to explore educational philosophy, including the concept, nature and scope; the aims of educational philosophy; relationship between philosophy and education; Indian philosophical traditions and their implications for education; some of the key philosophical schools of thought such as idealism, naturalism, pragmatism, progressivism and existentialism and their implication for educational practices. The course also would provide an analysis of the Western schools of philosophy and their approaches etc. Along with the philosophical perspectives, the course intends to initiate students into sociological bases of education and the role of education in socialization.

Learning Outcomes

After going through the lesson, students will be able to:

- To develop perspective on education
- Develop insights into the nature and purpose of Philosophy of education
- Understand and appreciate the relevance of philosophical thinking Ancient India to modern education
- Understand the different educational philosophies and their implications to educational practices
- To facilitate prospective teachers to engage themselves in peer groups for sharing of their real-life reflective experiences regarding socio-cultural and philosophical living and facilitate them to conceptualize the meaning of terms like philosophical, social and cultural traditions in Indian educational context.
- To orient and engage prospective teachers to read, observe and understand the vision of some great Indian and global educators and categorically reflect on vision/aim, process of education and the contemporary relevance.
- Develop critical understanding of the role of education in socialization

UNIT – I: Education and Philosophy

- Philosophy: Meaning and Nature
- Object of study in Philosophy
- Branches of Philosophy and their educational implications: Metaphysics (तत्त्वमीमांसा), Epistemology (ज्ञानमीमांसा), Axiology (मूल्यमीमांसा)
- Aims of studying philosophical perspective of education.

- Education: Meaning and Nature
- Education as a System, Process and an Opportunity
- Constituents of Education: Aims, Curriculum and Pedagogy (Methods)
- Relationship between Philosophy and Education

UNIT – II: Philosophical Perspectives of Education in India

- Theory of knowledge, or pramana-sashtra: perception (pratyaksha). Anumana, Upamana, Arthapathi, Anupalabdhi, Shabdha (testimony)
- Understanding the terms Darshana, Dharma, Mukti, Nirvana
- Brahmacharya and Vidyarambha- Upanayana, Pabja (Pabbaja), Upasampada and Bismillah
- Vedic and Vedantic, Buddhist, Jain, Sikh and Islamic Perspectives on:
 - Aims of education,
 - Knowledge and Curriculum and
 - Processes of education: Methods of Education and Assessment
 - Teacher-taught (Guru-shishya) roles and relationship

Unit-- III: Philosophical Perspectives of Education: Western

- Perspective of Idealism, Naturalism, Pragmatism and Existentialism on:
- Aims of Education
- Knowledge and Curriculum
- Processes of Education: Methods of education and Assessment
- Teacher- taught roles and relationship

UNIT – IV: Educational Thinkers

- Deliberations on aims, process and educational institutions developed on thoughts of following thinkers and practitioners:
- **Bharatiya:** Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo Ghosh, Gurudev Rabindra Nath Tagore, J. Krishnamurti, Mahamanav Madan Mohan Malaviya.
- **Western:** J. J. Rousseau, Maria Montessori, Friedrich Froebel, John Dewey.

UNIT—V: Education and Sociology

- Sociology and Education: Meaning and relationship; Implications of Sociology for aims, curriculum, and methods of Education
- Conceptual clarity of the terms: Community, Society, Institution, Social Interaction, Social Structure, Conflict, Social Group, Normative framework
- Society as a system; Education as sub-system; Their interrelationships
- Concept of Educational Sociology and Sociology of Education; Historical Development of Sociology of Education in India

UNIT--VI: Schooling, Socialization: and Identity Development

- Socialization: Meaning and purpose
- Agencies of socialization: Family, Community, Peer group, Mass and social media, School: changing roles of agencies in socialization in the context of technological revolution
- Identity: Meaning and development process
- Role socialization by agencies in identity formation
- Ascribed Identities v/s Acquired Identity
- Role of Schooling in Identity transformation: Intended and achieved: Critical Understanding
- Multiple Identities

Suggestive Practicum

1. Individual/group assignments/tasks in various forms like writing small paragraphs/brief notes, conceptualizations on specific terms etc.
2. Institutional visits in small groups in coordination to institutions related to different thinker/s and preparation of a report followed by individual/group presentation.
3. Sharing of student experiences (in groups) related to readings on great thinkers help them to reshape their concept and enable them to develop vision, mission and objectives for a school and their plan to accomplish the objectives in form of a group report.
4. Identification and reporting of Indian perspective related to educational aims, student-teacher characteristics, methods, evaluation procedure, convocation etc. based on critical study of life and thoughts of thinkers.

Suggestive Mode of Transaction

The course content transaction will include the following:

- Organized lectures using variety of media.

- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, engagement of in reading of primary or secondary sources of literature (Original texts, reference books etc.) related to different aspects of life and education of Great Educators, case studies, short term project work etc.
- Critically examining their experiences to carve out their world and life view and further analyze them from philosophical point of view to reshape their perspective. They will engage prospective teachers in the development of comparative educational charts related to vision, aims, process, institution etc. They will also lead to reading-based interactions and critical reflections related to process and significance of entry/admission rituals, convocation system etc.

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

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

1. Altekhar (1948). Education in Ancient India. Nand Kishor & Bros., Educational publishers, Benares
2. Archibald, R. (1974). *Philosophical analysis and education*. Oxford University Press.
3. Brubacher, J. S. (1950). *Modern Philosophies of Education*. McGraw Hill, Book Company, Inc.
4. Butler, T.D. (1968). *Four philosophies and their practice in education*. Harper and Row
5. Chaturvedi Badrinth. (2015). Swami Vivekananda: The Living Vedanta. Penguin Books, New Delhi.
6. Dewey, John. (2009). Democracy and Education. Aakaar Books, New Delhi.
7. Dhokalia, R. P. (2001). Eternal Human Values and World Religions. NCERT, New Delhi.
8. Eknath Easwaran. (1996). The Upanishads. Penguin Books, New Delhi.
9. Kabir, H. (1964). *Indian Philosophy of Education*. Asia Publishing House.
10. Kilpatric, W. H. (1951). *Philosophy of education*. Macmillan.
11. Kneller, G.F. (1967). *Foundations of education*. John Wiley: Sons Inc.
12. Kneller, G.F. (1964). Introduction to Philosophy of Education. John Wiley.
13. Mohanty, J. (1994). *Indian education in the emerging society*. Sterling Publisher Private Limited.
14. Radhakrishnan, S. (2008). *Indian Philosophy*. Oxford.
15. Radha Kumud Mukherjee. (1989). Ancient Indian Education. Motilal Banarasidas, New Delhi
16. Rusk, R. R. (1956). *The philosophical bases of education*. University of London Press
17. Russell, B. (2016). A history of Western Philosophy. Routledge Classics
18. Saxena, N.R.S. & Dutt, N.K. (2008). *Philosophical and sociological foundations of education*. Raj Printers.
19. Sudhakshina Rangaswami (ed.). (2012). The Roots of Vedanta. Penguin Books, New Delhi
20. Taneja, V. R. (1989). *Socio and philosophical approach to education*. Atlantic Publishing House.
21. Weber, C. O. (1960). *Basic Philosophies of Education*. New York.

CP- II: Content-cum-Pedagogy Courses (Secondary): Languages- I

Credits: 2

Contact Hours: 24 hrs. per week

Maximum Marks: 50

Internal: 20

External: 30

About the Course

Interventions from quality teachers are vital in view of the objectives of NEP 2020. Sound pedagogical content knowledge and teaching methods are the determinants of a teacher's quality and professionalism. Teacher education programme strongly emphasizes pedagogy, its principles, and the practices of teaching and learning. Research clearly shows that children pick up language very quickly. It is also a well-known fact that students learn and grasp abstract concepts more quickly through their mother tongue or local language. Therefore, for teaching-learning any language, maximum exposure of the language needs to be given. This course comprises of three units emphasizing the knowledge of developing the teaching skills of language for the student-teacher. The course also focuses on the understanding of nature, scope, importance, and functions of a language. It also deals with the historical/policy perspectives along with the approaches, methods of teaching the language for development of language skills among the children.

Learning Outcomes

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

- outline the aims and objectives of teaching Language at the secondary level,
- identify and relate values of the Language with other disciplines,
- summarize the historical perspective of the Language,
- discuss methods, approaches, and materials for teaching Language at the secondary stage in the Indian context,
- appraise the Language diversity of the surroundings.

UNIT – I: Nature, Scope, and Historical Perspective of Language

- A. Nature, scope, and importance of the Language; Linguistic features of the Language.
- B. Functions of Language, Language learning, and Language acquisition.
- C. Historical perspective of the Language with a special focus on inclusivity in classrooms to learn the Language, evolution of Language with the power dynamics.
- D. Language as discourse: Language - Identity and Gender.
- E. Recommendations/suggestions of various committees, commissions, and policies on teaching-learning the Language in school education.
- F. Universality of Languages.

UNIT - II

- A. Aims and objectives of teaching the Language (L1 and L2).
- B. Linkages of the Language with other school subjects.
- C. Linkages between literature and society.
- D. Place of the Language in school curriculum at the national and international scenario.
- E. Values of Language: functionality, fluency, coherence.

UNIT – III: Pedagogical Aspects of Language

- A. Approaches of teaching Language – inductive deductive, constructivist, experiential learning, art-integrated learning, blended learning, interdisciplinary and multidisciplinary approaches.
- B. Critical and analytical pedagogical concerns related to teaching Language with special focus on Higher-Order Thinking skills (HOTS).
- C. Methods of teaching Language: learner-centric and group-centric, lecture-cum-demonstration, grammar-cum-translation method, direct method, audio-lingual method, task-based learning, lexical approach, activity-based discussion, problem-solving, hands-on activity, concept-mapping, collaborative and cooperative learning.
- D. Capabilities of students in Language skills and reflection.

Suggestive Practicum (Any Three)

1. Prepare a report on any one Language of your neighborhood focusing on how it has evolved.
2. Enumerate values of the Language and prepare a write up.
3. Write an article on the recommendations of NEP 2020 in context to Language development.
4. Prepare relevant resource materials of the Language at the secondary level.
5. Prepare a report on various pedagogical activities to teach the Language.
6. Any other project assigned by the HEI.

Suggestive Mode of Transaction

Lecture-cum-discussion, project-based method, problem-solving method, experiential learning, inquiry approach, ICT integrated learning, interactive methods such as group discussions, peer tutoring, workshops, observations, and presentations.

Suggestive Mode of Assessment

Written tests, classroom presentations, seminars, assignments, practicum, sessional, and terminal semester examinations (As per UGC norms).

Suggestive Reading Materials

- National Curriculum Framework for School Education, Government of India
- National Education Policy 2020 (NEP 2020). Government of India. (English/ Hindi).
- National Policy on Education (With Modifications Undertaken In 1992). Ministry of Human Resource Development: New Delhi.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.

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

CP- III: Content-cum-Pedagogy Courses (Secondary): Social Sciences- I

Credits: 2

Contact Hours: 2 hrs. per week

Maximum Marks: 50

Internal: 20

External: 30

About the Course

The focus of the National Education Policy (NEP) 2020 is on the holistic development of students. To achieve the objectives, interventions from quality teachers are vital. Teacher education programme strongly emphasizes pedagogy, its principles, and the practices of teaching and learning. Sound pedagogical content knowledge and teaching methods are the determinants of a teacher's quality and professionalism. Pedagogical knowledge and approaches refer to the specialized knowledge of the teacher for creating an active, child-centered, and inclusive teaching-learning environment for the students and need to be developed among the student teachers. This pedagogical course in Social Sciences is intended to enhance the pedagogical content knowledge of student teachers through different learning approaches and methods. This course comprises three units and a practicum. The course is devoted to developing an understanding of the nature and scope of Social Sciences and the aims and objectives of teaching Social Sciences and its linkages with other disciplines. Historical/policy perspectives of Social Sciences are discussed in unit second. Critical, creative, and analytical pedagogical concerns in teaching Social Sciences with special reference to higher-order thinking are also placed in unit third.

Learning Outcomes

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

- explain the nature and scope of Social Sciences,
- examine the pedagogical aspects of the Social Sciences,
- elaborate the aims and objectives of the Social Sciences,
- analyze the historical perspective and inherent values in Social Sciences,
- identify the importance/significance of Social Sciences in daily life,
- develop learning objectives and outcomes,
- differentiate between Social Sciences and social studies,
- determine the suitability of the methods for teaching learning Social Sciences,
- apply approaches and strategies of teaching learning Social Sciences at the secondary stage.

UNIT – I: Nature, Scope, and Historical Perspective of Social Sciences

- A. Nature of Social Sciences.
- B. Historical development of Social Sciences, scope, and role of Social Sciences in daily life.
- C. Disciplines of Social Sciences and their interrelationship.
- D. Concept of Social Sciences and Social Studies.
- E. Recommendations and suggestions of various committees, commissions, and policies in reference to Social Sciences.

UNIT – II: Aims and Objectives of Teaching Social Sciences

- A. Aims and objectives of teaching Social Sciences at secondary stage.
- B. Learning outcomes and competencies of teaching Social Science at secondary stage.
- C. Linkages of Social Sciences with other subjects and its place in school curriculum.
- D. Values of Social Sciences such as intellectual, utilitarian, moral and aesthetic and environmental.

UNIT – III: Pedagogical Aspects of Social Sciences

- A. Implication of various approaches- inductive deductive, constructivist, experiential learning, art-integrated learning, sports integrated learning, field visit, discovery, project methods for learning of the selected chapters/concepts in Social Sciences textbooks.
- B. Moving towards more holistic, interdisciplinary, and multidisciplinary approaches of learning Social Sciences, learning exclusive of pre-conceptions and misconceptions, blended learning.
- C. Methods of teaching Social Sciences: learner-centric and group-centric, activity based, discussion, problem-solving, role play, inquiry approach, problem-solving, concept mapping, collaborative & cooperative learning approach, field based experiential learning and applications of suitable methods for learning the selected chapters/concepts in Social Sciences textbooks.
- D. Critical, creative and analytical pedagogical concerns in teaching the Social Sciences with special reference to higher-order thinking.

Suggestive Practicum (Any Three)

1. Develop write-ups on the teaching of Social Sciences using interdisciplinary and multidisciplinary approaches as suggested in NEP 2020.
2. Develop learning objectives and learning outcomes for the concepts of Social Sciences at the secondary stage.

3. Design an excursion activity to transact concepts of Social Sciences.
4. Prepare a detailed project on the curricular integration of skills, capacities, and values in Social Sciences.
5. Demonstrate different pedagogical approaches and strategies for transacting concepts of Social Sciences
6. Analyze the different recommendations of policies/commissions in context to Social Sciences.
7. Any other project assigned by HEI.

Mode of Transactions

Lectures with discussion, Hands-on activities, project approach, problem-solving, concept mapping, collaborative & cooperative approach, experiential learning, and toy/art/sports integrated learning.

Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

Suggestive Reading Material:

- NCERT Textbooks of Social Sciences for Classes IX - XII
- Epistemology of Social Sciences, the scientific status, values and Institutionalisation, Vol. XXXVI, UNESCO publications, (1984)
- National Policy on Education 1968, 1986 and 2020.

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

SEMESTER – V

Sl. No.	Subject Code	Subject Name	Paper Code	Credits	Max. Marks	Internal Marks	Pract.*	Theory (Ext.)	Periods Per Week (Hrs)
1	DC (Major) Any one Group	English/Hindi/Gujarati/Marathi/Urdu/History/Geography/Political Science/Economics	DC-X	3+1	100	15	25	60	5
			DC-XI	3+1	100	15	25	60	5
			DSE-I	3+1	100	15	25	60	5
2	CP	Content-cum-Pedagogy Courses (Secondary): Languages- II	CP-IV	2	50	20	--	30	2
3	CP	Content-cum-Pedagogy Courses (Secondary): Social Sciences- II	CP-V	2	50	20	--	30	2
4	AE&VAC	ICT in Education	AE & VAC-VII	2	50	20	--	30	2
5	SE	Pre-Internship Practice (Demonstration Lessons, Peer Teaching) As per CP	SE-I	2	50	50	--	--	4
Total				20	500	155	75	270	25

*** Except the Subject Geography, the Practical is Internal**

Semester - V
ENGLISH
DC X- Literary Criticism and Critical Theory

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hours + Practicum: 2 hours)

Maximum Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes

The Learner will

- Demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories
- Demonstrate an understanding of key concepts in literary theory
- Explain to others the meaning, significance, and value of specific literary theoretical works
- Use literary theoretical concepts to develop your own interpretations of literary texts
- Analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments
- Think critically about a range of literary theories
- Write in an insightful and informed way about specific literary theoretical work

Unit I- Aristotle- Concept of Tragedy

Bharatmuni- Rasa Theory

Unit II- William Wordsworth- Preface to the Lyrical Ballads

S.T. Coleridge- Biographia Literaria, Chapter XIII

Unit III- Matthew Arnold- Study of Poetry

T.S Eliot- Tradition and the Individual Talent

Unit IV- Jacques Derrida- Structure, Sign and Play

Stanley Fish- Is there a Text in this Class

Unit V- Edward Said- Orientalism- Chapter 1

Elaine Showalter- Towards a Feminist Poetics

Practicum

1. Comparative Analysis: students compare literary works using different critical lenses or theories. They can present their analyses to the class, highlighting how different theories can yield diverse interpretations of the same text.
2. Authorial Perspective: students select a literary work and analyze it from the perspective of its author. Encourage them to consider the author's life, beliefs, and experiences and how these elements may have influenced the text's creation.
3. Reader Response Experiment: students conduct a reader response experiment by asking individuals from diverse backgrounds to read a specific text and record their interpretations and emotional responses. Students can then analyze the varied responses and discuss how different readers bring their own perspectives to the text.

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc

Suggested Modes of Assessment- Internal, External examination, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation

Suggested Readings

- Hans Bertens : Literary Theory – The Basics, Routledge.
- David Lodge : Modern criticism and Theory
- S. Ramaswami and V S Sethuraman – The English Critical Tradition, MacMillan.
- T S Dorsch – Classical Literary Criticism, Penguin Books.
- Raymond Williams – keywords, Fontana Paperbacks.

- Wordsworth and Coleridge – Lyrical Ballads 1805, Macdonald and Evans.
- Terry Eagleton, Literary Theory: An Introduction (Oxford: Blackwell, 2008).
- Peter Barry, Beginning Theory (Manchester: Manchester University Press, 2002).
- Wimsatt and Brooks – Literary Criticism – A short History (Vol. I,II, III and IV)

DC XI- Post-Colonial Literature

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hours + Practicum: 2 hours)

Maximum Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes

The Learner will

- understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule
- understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation
- see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
- appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations
- critically engage with issues of racism and imperialism during and after colonial occupation
- appreciate the changing role and status of English in postcolonial literatures
- link colonialism to modernity

Unit I- Literary terms and trends

- Nationalism and Nationality
- De-colonization, Globalization and Literature
- Race, Region, Religion
- Postcolonialism and Resistance
- Literature and Identity Politics

Unit II- Poetry

- Derek Walcott- 'A Far Cry from Africa'
- Mamang Dai- 'Small Towns and the River'
- Pablo Neruda- 'Tonight I can Write'

Unit III- Short Fiction

- Bessie Head- 'The Collector of Treasures'
- Grace Ogot- 'The Green Leaves'

Unit IV- Fiction

- Chinua Achebe- Things Fall Apart

Unit V- Drama

Girish Karnad- Hayavadana

Practicum

1. Colonial History and Its Impact on Postcolonial Literature: Investigate the historical context of a specific region or country during the colonial period and how it is reflected in postcolonial literature. Analyze the ways in which postcolonial authors engage with and respond to their colonial past.
2. Comparative Analysis of Postcolonial Novels: Compare and contrast the works of two or more postcolonial novelists from different regions. Examine how they tackle common themes such as colonialism, nationalism, or cultural identity.

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc

Suggested Modes of Assessment- Internal, External examination, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation

Suggested Readings

Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.

Ngugi wa Thiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.

Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).

Discipline Specific Elective (DSE)- I

A. Literature and Cinema

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hours + Practicum: 2 hours)

Maximum Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes

The Learner will

- demonstrate a systematic and historically-grounded knowledge of literature and cinema as expressive arts
- identify and illustrate the distinction between literary and cinematic arts of storytelling
- identify and describe the difference between cinematic and literary images
- examine different theories of adaptation and link them to contexts of expression and reception
- organize different sets of activities to identify and make use of skills that distinguish the medium of cinema from that of literature
- present a coherent view of the relationship between written and cinematic texts
- communicate the role of location in adaptation

Unit I- Literary Terms and Trend

Theories of Adaptation

Transformation and Transposition

The 'Two Ways of Seeing'

Adaptation as Interpretation

Classics in Fiction and Film

Unit II- James Monaco- 'The language of film: signs and syntax', in *How To Read a Film: The World of Movies, Media & Multimedia* (New York: OUP, 2009) chap. 3, pp.170–249.

Unit III- William Shakespeare- *Romeo and Juliet*, and its adaptations: *Romeo & Juliet* (1968; dir. Franco Zeffirelli, Paramount); and *Romeo + Juliet* (1996; dir. Baz Luhrmann, 20th Century Fox).

Unit IV- Bapsi Sidhwa- *Ice Candy Man* and its adaptation *Earth* (1998; dir. Deepa Mehta, Cracking the Earth Films Incorp.);

Amrita Pritam, *Pinjar: The Skeleton and Other Stories*, tr. Khushwant Singh (New Delhi: Tara Press, 2009) and its adaptation: *Pinjar* (2003; dir. C.P. Dwivedi, Lucky Star Entertainment).

Unit V- Ian Fleming- *From Russia with Love*, and its adaptation: *From Russia with Love* (1963; dir. Terence Young, Eon Productions).

Practicum

1. Location and Adaptation in Indian Cinema
2. Indian Cinema based on Western Texts
3. Indian Movies based on Western Movies
4. Project, Assignment, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, etc.

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc

Suggested Modes of Assessment- Internal, External examination, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation

Suggested Readings

Linda Hutcheon, 'On the Art of Adaptation', *Daedalus*, vol. 133, (2004).
 Thomas Leitch, 'Adaptation Studies at Crossroads', *Adaptation*, 2008, vol. 1, no. 1, pp. 63–77.
 Poonam Trivedi, 'Filmi Shakespeare', *Litfilm Quarterly*, vol. 35, issue 2, 2007.
 Tony Bennett and Janet Woollacott, 'Figures of Bond', in *Popular Fiction: Technology, Ideology, Production*, Reading, ed. Tony Bennet (London and New York: Routledge, 1990).

B. European Drama

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hours + Practicum: 2 hours)

Maximum Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes

The Learner will

- demonstrate an awareness of the emergence of Realism and literary movements in Europe in the Nineteenth Century by engaging with key texts of European Realism.
- gain a deeper understanding of the social, economic and political conditions which gave rise to this movement.
- recognize the diversity within this broad literary movement while discerning the
- underlying affinities and patterns.
- examine modern reassessments of European Realism
- show an awareness of rich and complex legacy of Nineteenth Century European
- Realism, identify the challenges it faced and explore the causes of its decline in the Twentieth Century.

Unit I- Terms and Trends- Theatre of the Absurd, surrealism, Existentialism, Theatre and the Modern World The Independent Theatre Movement: Naturalism Modern Acting Aestheticism and Symbolism Theatre and the Avant-Garde

Unit II- Fyodor Dostoyevsky- Notes from the Underground

Unit III- Guy de Maupassant- The Necklace, Two friends, The Piece of String

Unit IV- Henrik Ibsen- A Doll's House

Unit V- Samuel Beckett- Waiting for Godot

Practicum

1. Poetry/ Drama Recitation- Students can select a poem from the course reading list and memorize it. They can then recite the poem to the class, focusing on understanding the poem's rhythm, tone, and imagery through performance.
2. Poetry/ Drama in Context: Have students research the historical, cultural, or biographical context of a specific poem or poet. This practicum helps students understand how external factors can influence poetic themes and styles.
3. Poetry/ Drama Study: Students in small groups study a specific poet to research in-depth. They can present their findings to the class, discussing the poet's life, works, and the thematic or stylistic elements that make their poetry distinctive.
4. Poetry/ Drama Performance: Students showcase their creative interpretations of poems through dramatic readings, multimedia presentations, or artistic performances inspired by the poetry
5. Project, Assignment, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, etc.

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc

Suggested Modes of Assessment- Internal, External examination, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation

Suggested Readings

Constantin Stanislavski, chap. 8, 'Faith and the Sense of Truth', In *An Actor Prepares*, tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.
 Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.

George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp.303–24.
 Leo Tolstoy 'Man as a Creature of History' in *War and Peace* Ed Richard Ellman et.al. *The Modern Tradition* Oxford. OUP 1965 (pp 246- 54)
 Honore de Balzac 'Society as Historical Organism' from the Preface to *The Human Comedy* in *ibid* (pp 265 – 67)
 George Lukac, 'Balzac and Stendhal' in *Studies in European Realism*. London, Merlin Press 1972 (pp65 -85)
 Harry Levin, *Gates of Horn: Study of Five French Realists*. George Steiner 'Tolstoy or Dostoyevsky'

C. Biographical Writings

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hours + Practicum: 2 hours)

Maximum Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes

The Learner will

- map the social-historical-political-economic contexts of Travel Writing from regional, national and global perspectives
- explain the origin and reception of Travel Writing in chosen locations
- appreciate and analyze the relationship of Travel Writing to colonialism
- see the link between Travel Writing and history writing: Travel Writing as an
- alternative history or supplement to historical writing
- see the link between travel writing and translation
- demonstrate a familiarity with kinds of writing which seek to represent and make sense of the experiences of the individual.
- understand the relationship between self and history, truth, claims and fiction in private and public spheres.
- explain the working of memory, politics of memory and its role in constructing identity.
- explain and analyze how life writing provides alternatives to existing ways of writing history.
- examine the status of life writing as a literary form and the history of its reception
- appreciate the emergence of life writing non-western context.

Unit I- Ibn Batuta- 'The Court of Muhammad bin Tughlaq', Khuswant Singh's City

Improbable: Writings on Delhi, Penguin Publisher/ Verrier Elwin: From A

Philosophy for NEFA ('A Pilgrimage to Tawang')

Unit II- William Dalrymple- *City of Djinns* (Prologue, Chapters I and II) Penguin Books

Unit III- M K Gandhi- *Autobiography: The Story of my Experiments with Truth* (5 – 15) Ahmedabad, Navjivan Press)

Unit IV- Ramchandra Guha- *Savaging the Civilized New Delhi*, Permanent Black 1999 (first three chapters)

Unit V- Anne Frank- *The Diary of Young Girl* (first five entries)

Practicum

1. Poetry/ Drama Recitation- Students can select a poem from the course reading list and memorize it. They can then recite the poem to the class, focusing on understanding the poem's rhythm, tone, and imagery through performance.
2. Poetry/ Drama in Context: Have students research the historical, cultural, or biographical context of a specific poem or poet. This practicum helps students understand how external factors can influence poetic themes and styles.
3. Poetry/ Drama Study: Students in small groups study a specific poet to research in-depth. They can present their findings to the class, discussing the poet's life, works, and the thematic or stylistic elements that make their poetry distinctive.
4. Poetry/ Drama Performance: Students showcase their creative interpretations of poems through dramatic readings, multimedia presentations, or artistic performances inspired by the poetry

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc

Suggested Modes of Assessment- Internal, External examination, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation

Suggested Readings

- Roy Pascal, Design and Truth in Autobiography
- James Olney, 'A Theory of Autobiography' in Metaphors of Self Princeton University Press 1972 (pp 3 – 50)
- Laura Marcus The Law of Genre in Autobiographical Discourse Manchester University Press 1994 (pp 229 – 74)
- Linda Anderson, 'Introduction' in Autobiography London, Routledge 2001 (pp 1 – 17)
- Mary G Mason, 'The Other Voice' Autobiographies of Women Writers in Life/Lines
- Theorizing Womens' Autobiography. Ed Bella Brodzki and Celeste Shenck Cornell University Press 1988 (pp 19 – 44)
- Rajkumar, Dalit Personal Narratives, Hyderabad, Orient Blackswan

सत्र - V

HINDI/हिन्दी

DC- X: प्रयोजन मूलक हिन्दी

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

खंड -क:

इकाई- I: मातृभाषा एवं अन्य भाषा के रूप में हिंदी; सम्पर्क भाषा, राजभाषा के रूप में हिंदी; बोलचाल की सामान्य हिंदी; मानक हिंदी और साहित्यिक हिंदी; संविधान में हिंदी

इकाई- II: हिंदी भाषा की सामाजिक शैलियां: हिन्दी, उर्दू और हिन्दुस्तानी

इकाई- III: हिंदी भाषा का उद्भव और विकास, मानक हिंदी की भाषा-प्रयुक्ति की संकल्पना, क्षेत्र, साहित्यिक हिंदी बनाम प्रयोजनमूलक हिंदी

इकाई- IV: प्रयोजनमूलक हिन्दी के प्रमुख प्रकार

कार्यालयी हिंदी और उसके प्रमुख लक्षण, वैज्ञानिक हिन्दी और उसके प्रमुख लक्षण, वृत्तिपरक हिन्दी, व्यावसायिक हिंदी और उसके लक्षण, संचार माध्यम आकाशवाणी, दूरदर्शन, चलचित्र की हिंदी और उसके प्रमुख लक्षण ।

खंड) ग:

भाषा व्यवहार: सरकारी पत्राचार, टिप्पणी तथा मसौदा-लेखन, सरकारी अथवा व्यावसायिक हिंदी में सार-लेखन, हिंदी में पारिभाषिक शब्द-निर्माण की प्रवृत्तियाँ, विज्ञान प्रस्तुति, वृत्तिपरक लेखन ।

अनुशंसित ग्रंथ:

- प्रयोजनमूलक हिंदी - डॉ.दंगल झाल्टे ।
- कार्यालय कार्यबोध - हरिबाबू बंसल ।
- कामकाजी हिंदी - डॉ.कैलाशचन्द्र भाटिया ।
- हिन्दी, उर्दू और हिन्दुस्तानी, पद्म सिंह शर्मा ।
- व्यावहारिक हिंदी - कृष्ण विकल ।
- हिंदी का सामाजिक संदर्भ - डॉ.रवीन्द्रनाथ श्रीवास्तव एवं रमानाथ सहाय केन्द्रीय हिंदी संस्थान, आगरा।
- राष्ट्रभाषा और हिंदी - डॉ.राजेन्द्र मोहन भटनागर, केन्द्रीय हिन्दी संस्थान, आगरा
- भाषा आन्दोलन - सेठ गोविन्ददास, हिंदी साहित्य सम्मेलन, प्रयाग ।
- हिंदी भाषा की सामाजिक भूमिका - डॉ.भोलानाथ तिवारी एवं मुकुल प्रियदर्शनी, दक्षिण भारत हिंदी प्रचार सभा, मद्रास ।
- सरकारी कार्यालयों में हिंदी का प्रयोग - गोपीनाथ श्रीवास्तव, लोकभारती प्रकाशन, इलाहाबाद ।
- प्रयोजनमूलक हिन्दी - डॉ.रवीन्द्रनाथ श्रीवास्तव, केन्द्रीय हिंदी संस्थान, आगरा ।
- प्रशासनिक हिंदी निपुता - हरिबाबू कंसल, प्रभात प्रकाशन, दिल्ली ।
- आवेदन प्रारूप - डॉ.एस.एन.चतुर्वेदी, अक्षर प्रकाशन, दिल्ली ।

DC- XI: हिन्दी आलोचना

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

इकाई- I: हिन्दी आलोचना की परम्परा का विकास : भारतेन्दु युग- से बालमुकुन्द गुप्त तक

इकाई- II: द्विवेदीयुगीन आलोचना के पाठों का अध्ययन : महावीरप्रसाद द्विवेदी, आचार्य रामचंद्र शुक्ल काव्य में लोकमंगल

इकाई- III: नंद दुलारे वाजपेयी, हजारीप्रसाद द्विवेदी और नगेन्द्र की आलोचना दृष्टि

इकाई- IV: अज्ञेय, मुक्तिबोध की आलोचना दृष्टि

इकाई- V: रामविलास शर्मा, नामवर सिंह की आलोचना दृष्टि

सहायक ग्रंथ:

- चिन्तामणि, भाग-1,2 - आचार्य रामचंद्र शुक्ल
- आस्था के चरण - नगेन्द्र
- कविता के नये प्रतिमान - नामवर सिंह
- पाश्चात्य साहित्य-चिंतन - निर्मला जैन
- हिंदी आलोचना के बीज शब्द - बच्चन सिंह
- एक साहित्यिक की डायरी - मुक्तिबोध
- आलोचना से आगे - सुधीश पचौरी
- हिंदी गद्य, विन्यास और विकास - रामस्वरूप चतुर्वेदी
- दूसरी परंपरा की खोज - नामवर सिंह
- हिंदी आलोचना - विश्वनाथ त्रिपाठी
- आलोचना का नया पाठ - गोपेश्वर सिंह
- संकलित निबंध - नलिन विलोचन शर्मा
- हिंदी आलोचना का विकास - नंदकिशोर नवल
- आस्था और सौन्दर्य - रामविलास शर्मा

DSE-I

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Choose any one:

हिन्दी सिनेमा एवं साहित्य हिंदी सिनेमा और उसका अध्ययन

इकाई- I: कला विधा के रूप में सिनेमा और उसकी सैद्धान्तिकी

इकाई- II: हिन्दी सिनेमा :उद्भव और विकास

इकाई- III: सिनेमा में कैमरे की भूमिका

इकाई- IV: नयी तकनीक और सिनेमा- सम्भावनाएँ और चुनौतियाँ;संदर्भ : मुगले आजम, मदन इंडिया, दीवार, पीके

सहायक ग्रंथ:

- फिल्म निर्देशन :कुलदीप सिन्हा
- हिंदी सिनेमा का इतिहास - मनमोहन चड्ढा
- नया सिनेमा- ब्रजेश्वर मदान
- भारतीय सिने सिद्धांत - अनुपम ओझा
- सिनेमा :कल, आज, कल- विनोद भारद्वाज
- हिंदी सिनेमा के सौ वर्ष- प्रकाशन विभाग
- हिंदी सिनेमा के सौ वर्ष- प्रह्लाद अग्रवाल
- राजकपूर :आधी हकीकत, आधा फसाना- प्रह्लाद अग्रवाल
- सिनेमा का जादुई सपफर- प्रताप सिंह
- मोहम्मद रफी :पैगम्बर-ए-मौसिकी- शिया इमाम
- नौशाद :शर्मा जो आपफताब बना- शिया इमाम
- सिनेमा के बारे में जावेद अख्तर से बातचीत- नसरीन मुन्नी कबीर

- गुरुदत्त- विमल मित्रा
- सत्यजीत रे- महेंद्र मिश्र
- कैमरा मेरी तीसरी आँख- राधू कर्माकर
- धुनो की यात्रा- पंकज राग

आधुनिक भारतीय साहित्य भारतीय साहित्य की संक्षिप्त रूपरेखा

इकाई- I: भारतीय अस्मिता का स्वरूप : भौगोलिक, भाषिक और सांस्कृतिक भारत की भौगोलिक, भाषिक और सांस्कृतिक विविधता, भौगोलिक विविधता में एकता के अंतः सूत्रा : भाषा, संस्कृति और साहित्य का अंतर्संबंध भारतीय साहित्य की संकल्पना, भारतीय साहित्य के आधार-तत्त्व भारतीय साहित्य का सामासिक स्वरूप

इकाई- II: भारतीय साहित्य का परिचय: वैदिक साहित्य, लौकिक संस्कृत साहित्य, पालि, प्राकृत एवं अपभ्रंश साहित्य, प्राचीन तमिल साहित्य

इकाई- III: भारतीय साहित्य (उपन्यास)- संस्कार-यू आर अनंतमूर्ति /जंगल के दावेदार-महाश्वेता देवी

इकाई- IV: भारतीय साहित्य का सामान्य परिचय, आधुनिक भारतीय साहित्य, भारतीय साहित्य के प्रमुख आंदोलन- भक्ति आंदोलन, नवजागरण एवं राष्ट्रीय आंदोलन, स्वाधीनता आंदोलन, स्वातंत्र्योत्तर भारतीय साहित्य, उत्तर आधुनिक संदर्भ अथवा

भारतीय नाटक-

आगरा बाज़ार -हबीब तनवीर /घासीराम कोतवाल -विजय तेंदुलकर

सहायक ग्रंथ

- आज का भारतीय साहित्य- प्रभाकर माचवे
- वैदिक संस्कृति का विकास- तर्कतीर्थ लक्ष्मण शास्त्री
- भारतीय साहित्य का समेकित इतिहास- डॉ .नगेंद्र
- भारतीय साहित्य कोश- डॉ .नगेंद्र
- भाषा, साहित्य और संस्कृति- संपा .विमलेशकांति वर्मा
- बांग्ला साहित्य का इतिहास- सुकुमार सेनरु अनु .निर्मला जैन
- मलयालम साहित्य का इतिहास- पी.के .परमेश्वरन नायर
- कन्नड़ साहित्य का इतिहास - एस .मुगली
- तमिल साहित्य का इतिहास- मु .वरदराजन
- साहित्य अकादमी द्वारा भारतीय लेखकों पर बनी सी.डी.
- उर्दू भाषा और साहित्य- पिफराक गोरखपुरी
- भारतीय साहित्य- दिल्ली विश्वविद्यालय का प्रकाशन
- भारतीय भाषाओ साहित्य का रूपदर्शन- गौरीशंकर पंड्या
- अखिल भारतीय साहित्य :विविध आयाम- संपा .सतीश कुमार रोहरा

भाषा शिक्षण

इकाई- 1: भाषा-शिक्षण की अवधारणा, भाषा शिक्षण :अभिप्राय तथा उद्देश्य भाषा शिक्षण का राष्ट्रीय, सामाजिक, शैक्षिक और भाषिक संदर्भ शिक्षण, प्रशिक्षण, अर्जन और अधिगम

इकाई- 2: भाषा शिक्षण की आधारभूत संकल्पनाएँ ;जे.एस .ब्रूनर, वॉड गोत्स्की, हिलगार्ड, पियाजे, प्रथम भाषा, मातृभाषा तथा अन्य भाषा ; द्वितीय एवं विदेशी की संकल्पना मातृभाषा, द्वितीय भाषा और विदेशी भाषा के शिक्षण में अंतरसामान्य और विशिष्ट प्रयोजन के लिए भाषा शिक्षण;

इकाई- 3: हिंदी शिक्षणभाषा कौशल-श्रवण, भाषण, वाचन, लेखनहिंदी का मातृभाषा के रूप में शिक्षण ; स्कूली शिक्षा, उच्च शिक्षा, दूरस्थ शिक्षा; द्वितीय भाषा के रूप में हिंदी शिक्षण, विदेशी भाषा के रूप में भारत तथा विदेशों में हिंदी भाषा शिक्षण

इकाई- 4: भाषा परीक्षण और मूल्यांकन, भाषा परीक्षण की संकल्पना, भाषा मूल्यांकन की संकल्पना, भाषा परीक्षण के विविध प्रकार, मूल्यांकन के प्रकार

सहायक ग्रंथ:

- भाषा शिक्षण- रवींद्रनाथ श्रीवास्तव
- अन्य भाषा-शिक्षण के कुछ पक्ष- संपा .अमर बहादुर सिंह
- भाषा-शिक्षण तथा भाषाविज्ञान- संपा .ब्रजेश्वर वर्मा
- भाषा-शिक्षण- लक्ष्मीनारायण शर्मा
- हिंदी शिक्षण :अंतर्राष्ट्रीय परिप्रेक्ष्य- संपा .सतीश कुमार रोहरा, सूरजभान सिंह

- હિંદી ભાષા-શિક્ષણ- ભોલાનાથ તિવારી
- અનુપ્રયુક્ત ભાષાવિજ્ઞાન- સંપા .રવીંદ્રનાથ શ્રીવાસ્તવ, ભોલાનાથ તિવારી, કૃષ્ણકુમાર ગોસ્વામી

GUJARATI

DC- X: અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ(સંક્ષિપ્ત)

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

હેતુ-અધ્યયન નિષ્પત્તિ:

- ગુજરાતી સાહિત્યનાં વિવિધ પરિમાણ વિષે જાણે.
- ગુજરાતી સાહિત્યના ઇતિહાસ અને સ્વરૂપોને એક ભાવક તરીકે ઓળખે.
- અર્વાચીન સાહિત્યનાં વિવિધ પરિમાણ અને સ્વરૂપો વિષે સમજે.

એકમ-1 અર્વાચીન ગુજરાતી સાહિત્યને ઘડનાર પરિબળો

એકમ-2 અર્વાચીન સાહિત્યના ઇતિહાસનો વિવેચનાત્મક અભ્યાસ

એકમ-3 અર્વાચીન સાહિત્યના મહત્વપૂર્ણ સર્જકો

એકમ-4 અર્વાચીન સાહિત્યનાં વ્યાવર્તક લક્ષણો

મૂલ્યાંકન-લેખિત પરીક્ષા, મૌખિક પ્રશ્નાવલિ, પ્રોજેક્ટ અને પ્રેક્ટિકમ વગેરે

સંદર્ભ ગ્રંથ

- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન,અમદાવાદ
- મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન,અમદાવાદ
- નર્મદની સમગ્ર કવિતા
- દલપતરામનાં શ્રેષ્ઠ કાવ્યો, સં. ચંદ્રકાંત ટોપીવાળા, ગુજરાત સાહિત્ય અકાદમી
- અર્વાચીન સાહિત્યની પદ્ય કવિતા, જયંત પાઠક, ગુર્જર પ્રકાશન

DC- XI: ગુજરાતી નાટક-સ્વરૂપ અને વિકાસ

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

હેતુ-અધ્યયન નિષ્પત્તિ:

- ગુજરાતી સાહિત્યનાં વિવિધ પરિમાણ વિષે જાણે.
- ગુજરાતી સાહિત્યના નાટક સ્વરૂપને એક ભાવક તરીકે ઓળખે.

- અર્વાચીન નાટક સાહિત્યનાં વિવિધ પરિમાણ અને વિકાસ વિષે સમજે.

એકમ-1 ગુજરાતી ગદ્ય સ્વરૂપ:નાટક

એકમ-2 નાટક સ્વરૂપના લક્ષણો

એકમ-3 ગુજરાતી નાટક અને નાટકકારો(સંક્ષિપ્ત)

એકમ-4 ગુજરાતી અને ભારતીય નાટક-તુલના(સંક્ષિપ્ત)

મૂલ્યાંકન-લેખિત પરીક્ષા, મૌખિક પ્રશ્નાવલિ, પ્રોજેક્ટ અને પ્રેક્ટિકમ વગેરે

સંદર્ભ ગ્રંથ

- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન,અમદાવાદ
- મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન,અમદાવાદ
- ગુજરાતી નાટકો, સતીશ વ્યાસ, નવભારત પ્રકાશન
- યં. ચી. મહેતા અને અન્ય નાટકકાર
- ગુજરાત સાહિત્ય અકાદમીની યુટ્યુબ ચેનલ

DSE- I: ગુજરાતી ભવાઈ અને લોકનાટ્ય

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

હેતુ -અધ્યયન નિષ્પત્તિ:

- ગુજરાતી સાહિત્યનાં વિવિધ પરિમાણ વિષે જાણે.
- ગુજરાતી સાહિત્યના નાટક સ્વરૂપને એક ભાવક તરીકે ઓળખે.
- અર્વાચીન નાટક સાહિત્યનાં વિવિધ પરિમાણ અને વિકાસ વિષે સમજે.

પેપર- ગુજરાતી ભવાઈ અને લોકનાટ્ય

એકમ-1 ગુજરાતી લોકનાટ્યની વિભાવના અને વિકાસ

એકમ-2 ગુજરાતી ભવાઈની સ્વરૂપગત વિશેષતાઓ

એકમ-3 ગુજરાતી ભવાઈ અને અન્ય લોકનાટ્ય-ચર્યા

એકમ-4 વર્તમાન ગુજરાતી ભવાઈ અને એનું ભવિષ્ય

મૂલ્યાંકન-લેખિત પરીક્ષા, મૌખિક પ્રશ્નાવલિ, પ્રોજેક્ટ અને પ્રેક્ટિકમ વગેરે

સંદર્ભ ગ્રંથ

- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન,અમદાવાદ
- મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન,અમદાવાદ

- ગુજરાતી ભવાઈ અને લોકનાટ્ય, હસુ યાજ્ઞિક, નવભારત પ્રકાશન
- યં. ચી. મહેતા અને અન્ય નાટકકાર

MARATHI DC- X: મરાઠી સમીક્ષા

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

યુનિટ 1

- સમીક્ષા : વ્યાખ્યા, સંકલ્પના વસ્તુરૂપ
- સમીક્ષેચી ઉદ્દિષ્ટે વ મહત્વ, સમીક્ષકાચે કાર્ય
- સમીક્ષા પ્રક્રિયા

યુનિટ 2

- સમીક્ષેચે પ્રકાર – સૈદ્ધાંતિક વ ઉપયોજિત
- આસ્વાદક સમીક્ષા, સમાજશાસ્ત્રીય સમીક્ષા, ચરિત્રાત્મક સમીક્ષા

યુનિટ 3

- મરાઠીતીલ મહત્ત્વપૂર્ણ સમીક્ષક
- મરાઠી સમીક્ષેચી વાટચાલ

સંદર્ભ ગ્રંથ

- આધુનિક સમીક્ષા સિદ્ધાંત- મિલિંદ માલશે, અશોક જોશી
- સમીક્ષેચી નવી રૂપે -ગંગાધર પાટિલ
- વિસાવ્યા શતકાતીલ મરાઠી સમીક્ષા – સંપા. વિલાસ ખોલે
- સમીક્ષેચ્યા નવ્યા સંકલ્પના –ડૉ. મનોહર જાધવ
- સાહિત્ય પ્રકૃતી આણિ પ્રવૃત્તી –ડૉ. ગંગાધર પાનતાવળે
- સાહિત્ય , સ્વરૂપ આણિ સમીક્ષા –વા . લ. કુલકર્ણી
- સમીક્ષેચી નવી રૂપે –ગંગાધર પાટીલ

DC- XI: રૂપિમ વિચાર

યુનિટ 1

- રૂપિમ : વ્યાખ્યા, સંકલ્પના વ સ્વરૂપ
- મરાઠીતીલ રૂપિમવ્યવસ્થા

યુનિટ 2

- રૂપિકા, રૂપિમ વ રૂપિકાન્તર યાંચ્યાતીલ પરસ્પરસમ્બન્ધ
- રૂપિકાચે પ્રકાર

યુનિટ 3

- રૂપિમાંચે વિતરણ- પુરક વિનિયોગ, વ્યવ્છેદક , વૈકલ્પિક વિનિયોગ

સંદર્ભ ગ્રંથ

- મરાઠીચા ભાષિક અભ્યાસ –મુ. શ્રી કાનડે
- પુંડે, દત્તાત્રય, સુલભ ભાષા વિજ્ઞાન, સ્નેહવર્ધન પ્રકાશન, પુણે
- જોશી પ્ર. ન, સુબોધ ભાષા શાસ્ત્ર
- માલશે, સ. ગ. આણિ ઇતર , ભાષાવિજ્ઞાન પરિચય
- ભાષા આણિ ભાષાશાસ્ત્રે- શ્રી. ન. ગર્જેદ્રગડકર
- આધુનિક ભાષાવિજ્ઞાન (સંરચનાવાદી, સામાન્ય આણિ સામાજિક)- કલ્યાણ કાલે, અંજલી સોમળ
- ભાષાવિજ્ઞાન આણિ મરાઠી ભાષા- અનિલ ગવઝી
- આધુનિક ભાષાવિજ્ઞાન આણિ મરાઠી ભાષા-દાદા ગોરે

DISCIPLINE SPECIFIC ELECTIVE (DSE) I - સાહિત્ય પ્રવાહ

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

1.दलित-आंबेडकरवादी साहित्यप्रवाह

युनिट १-

- दलित साहित्य- प्रेरणा, संकल्पना, स्वरूप, दलित साहित्याची वैशिष्ट्ये
- दलित साहित्यचळवळीची पार्श्वभूमी
- दलित साहित्याची वाटचाल

युनिट २- साहित्य अभ्यास -

१ कविता - यशवंत मनोहर : जपून रे माज्या फिनिक्स पक्ष्यांनो, कालचा पाऊस आमच्या गावात आलाच नाही

२ कादंबरी - बाबुराव बागूल : सूड

३ कथा - अण्णाभाऊ साठे : स्मशानातील सोनं

४ एकांकिका - घोटभर पाणी : प्रेमानन्द गज्वी

संदर्भ ग्रंथ

- दलित साहित्य- वेदना आणि विद्रोह – भालचंद्र फडके
- दलित साहित्य : सिध्दांत आणि स्वरूप-यशवंत मनोहर
- दलित साहित्य- आजचे क्रांतिविज्ञान -भालचंद्र फडके
- दलित साहित्य : स्वरूप व भूमिका –वामन निंबाळकर
- संदर्भ दलित चळवळीचा –भा. ल. भोळे
- आंबेडकरवादी मराठी साहित्य – यशवंत मनोहर

2. स्त्री साहित्य प्रवाह

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

युनिट १

- स्त्रीसाहित्य - प्रेरणा, संकल्पना व स्वरूप
- स्त्रीप्रधान, स्त्रीकेन्द्री आणि स्त्रीवादी साहित्य – तात्विक चर्चा

युनिट २ साहित्य अभ्यास -

- कादंबरी - गौरी देशपांडे : उत्खनन

युनिट 3 साहित्य अभ्यास-

- कथा - विभावरी शिरूरकर : कळ्यांचे निःश्वास
- वैचारिक लेखन – ताराबाई शिंदे : स्त्री-पुरुष तुलना

संदर्भ ग्रंथ

- कादंबरी - गौरी देशपांडे : उत्खनन
- कथा - विभावरी शिरूरकर: कळ्यांचे निःश्वास
- वैचारिक लेखन – ताराबाई शिंदे : स्त्री-पुरुष तुलना
- १९८० नंतरचे स्त्री-निर्मित कथनपर साहित्य – संपा. पुष्पलता राजापुरे-तापस
- स्त्रीवाद, साहित्य आणि समीक्षा – वंदना भागवत
- स्त्रीवाद आणि मराठी साहित्य – वंदना महाजन
- स्त्रीलिखित साहित्य : संदर्भ आणि चिकित्सा – संपा. आशुतोष पाटील

3. आदिवासी साहित्यप्रवाह

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

युनिट १

- आदिवासी साहित्य- प्रेरणा, संकल्पना व स्वरूप
- साहित्यचळवळ, आदिवासी साहित्याचे प्रेरणास्त्रोत

युनिट २

- साहित्यअभ्यास – आदिवासी मराठी कविता
- उषाकिरणआत्राम-

युनिट ३

- भिवा फरारी (कादंबरी) –नजुबाई गावीत
- भाकर (कथासंग्रह) – बाबाराव मडावी

संदर्भ ग्रंथ

- आदिवासी साहित्य- स्वरूप आणि समीक्षा- विनायक तुमराम
- आदिवासी मराठी साहित्य: एक अभ्यास- ज्ञानेश्वर वाल्हेकर
- आदिवासी साहित्य- दिशा आणि दर्शन -विनयक तुमराम
- आदिवासी साहित्य- चिंतन आणि चिकित्सा-तुकाराम रोंगटे
- आदिवासी कवींची कविता – संपा. हर्षल गेडाम
- आदिवासी : समाज, संस्कृती आणि साहित्य – संपा. वैजनाथ अनमुलवाड
- आदिवासी संस्कृती : भाषा आणि संस्कृती – पुष्पा गावीत

4. बालसाहित्य प्रवाह

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

युनिट १-

- बालसाहित्य- प्रेरणा,संकल्पना, स्वरूप व बालसाहित्याची वैशिष्ट्ये
- मराठी बालसाहित्याचा इतिहास, बालमानसशास्त्र व बालसाहित्य
- बालसाहित्याचे प्रकार , बालसाहित्याचे प्रयोजन

युनिट २-बालसाहित्याचा अभ्यास-

- जोकर बनला किंगमेकर - संजय वाघ

युनिट ३ बालसाहित्य अभ्यास

- हरवलेल्या खेळण्याचे राज्य (बालनाट्य) - सई परांजपे
- बालकथा – छंद घेई आनंद – एकनाथ आव्हाड

संदर्भ ग्रंथ

- जोकर बनला किंग मेकर- संजय वाघ
- हरवलेल्या खेळण्याचे राज्य (बालनाट्य)- सई परांजपे
- बालकथा – छंद घेई आनंद –एकनाथ आव्हाड
- साहित्यकारण – पृथ्वीराज तौर
- बालसाहित्य : आकलन आणि समीक्षा – विद्या सुर्वे-बोरसे

5. विज्ञान साहित्यप्रवाह

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

युनिट १-

- विज्ञान साहित्य- प्रेरणा, संकल्पना व स्वरूप
- विज्ञान साहित्याचे प्रयोजन , विज्ञान साहित्यशैली

युनिट २-विज्ञान साहित्य अभ्यास:

- वामन परत न आला (विज्ञान कादंबरी)- जयंत नारळीकर

युनिट ३-विज्ञान साहित्य अभ्यास:

- संगणकाची सावली (विज्ञान कथा) - सुबोध जावडेकर

संदर्भ ग्रंथ

- मराठी विज्ञान साहित्याचा इतिहास – जयंत श्रीधर एरंडे
- संगणकाची सावली (विज्ञान कथा)-सुबोध जावडेकर
- वामन परत न आला (विज्ञान कादंबरी)- जयंत नारळीकर
- मराठी विज्ञान साहित्य – म. सु. पगारे
- मराठी विज्ञान साहित्य : समीक्षा व संशोधन - फुला बागुल
- मराठी विज्ञान साहित्याचा इतिहास – जयंत एरंडे

HISTORY

DC- X: HISTORY OF MADHYA PRADESH

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes:

The students will:

- understand the importance of regional history
- understand the geographical features of Madhya Pradesh
- understand the political developments of ancient, medieval and modern period
- understand the rise and growth of national movement in Madhya Pradesh
- understand the social, cultural, and economic history of Madhya Pradesh

Unit- I: Geographical features of Madhya Pradesh, Topography, Forests, Mineral Resources

Unit- II: Ancient Period

- Pre-Historic accounts
- References of Regions in Ancient India (Maurya, Shunga and Gupta)
- Economy of ancient Madhya Pradesh

Unit- III: Medieval Period

- Political History
- Identifiable dynasties and their centers and sources of information
- Early Medieval States (with special reference to Kalchuri, Chandelas and Parmar dynasties) and disputes (Gujarat and Mewar)
- Advent of Mughals and consolidation of political boundaries
- Economic and Social conditions

Unit- IV: Modern Period

- Madhya Pradesh and the British Rule : Administrative Boundaries; Native States
- Emergence of National Movement : Non-Cooperation Movement, Civil Disobedience Movement, Quit India
- Independence and Reorganisation of State : Formation of Madhya Pradesh
- Disputes between Delhi and Jabalpur : Case for Jabalpur and its outcome

Unit- V: Socio-Cultural Profile

- Literature
- Architecture
- Art
- Trade and Commerce

Suggested mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through , videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment

External

Internal

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT, preparation, project work, Role play, Debate and Discussion

Practicum

The practicum can culminate in the form of PowerPoint

Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling

/debate/panel discussion /paper presentation and so on. A practicum report shall be submitted and a presentation on the chosen topic will be made. Practicum report may be handwritten or in printed form. It will be ensured that the students submit original work. A viva will also be taken.

Suggested Readings

- राजकुमार शर्मा, सुरेश मिश्र, जे.पी. मिश्र; मध्य प्रदेश का इतिहास) तीन खंड(, वैज्ञानिक एवं तकनीकी शब्दावली आयोग एवं मध्य प्रदेश हिन्दी ग्रंथ अकादमी भोपाल
- Pranab Kumar Bhattacharya; Historical Geography of Madhya Pradesh – Motilal Banarsidaas Publication
- डॉ. श्याम कुमार पाण्डेय, उर्मिला प्रकाश मिश्र मध्य प्रदेश के शैल चित्र
- Swati Mandal Adhikaari; Some Parmar temples from Madhya Pradesh
- Ram Bakshi, S.R. Bakshi Madhya Pradesh through Ages; Sapup and Sons (New Delhi)
- R.D. Bajpai Cultural History of Madhya Pradesh: India (Vol. 1)
- Kailash Chand Jain Madhya Pradesh Through the Ages, from the Earliest Times to 1305 A.D; BR Publications
- D.P. Mishra History of Freedom Movement : Madhya Pradesh
- D. E. U. Baker Baghelkhand or The Tiger's Lair: Religion and the Nation in Indian History; OUP India Publications
- David Baker A serious time: forest satyagraha in Madhya Pradesh, 1930

DC- XI: RESEARCH METHODOLOGY IN HISTORY

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes:

The students will:

- develop understanding on various kinds of research, objectives of doing research, research process, research designs and sampling.
- have basic knowledge on qualitative research techniques.

Unit- I

- Research: Meaning, Qualitative, Quantitative Research
- Choice of subject, Synopsis
- Chapterization
- Note Taking

Unit- II

- Referencing
- Indexing & Bibliography

- Thesis writing & appendix
- Historical Imagination

Unit- III

- Sources in context: written, oral, visual and archaeological
- Historical Facts & Interpretation
- Authenticity of Sources
- Evaluation of Evidence

Unit- IV

- Causation and generalization
- Bias and objectivity in History

Unit- V

- Study and analysis of Researches in History

Suggested mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through , videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment

External

Internal

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT, preparation, project work, Role play, Debate and Discussion

Practicum

Write a research paper on any historical event from ancient, medieval or modern India.

Suggested Readings

- E.H Carr: What is History, Penguin,2008
- Marc Bloch, The Historian's Craft (Introduction and Chapter I: History, Men and Time), Manchester University Press, 1992
- E. Sreedharan, A Text book of Historiography 500 BC to AD 2000, Orient Longman, 2004
- Arthur Marwick, New Nature of History: Knowledge, Evidence and Language (Chapter V: The Historian at Work: Forget 'Facts', Foreground Sources), Lyceum Books Incorporated, 2001.
- Arthur Marwick, The Nature of History (Chapter IV: History, Science and Social Science), London: Macmillan, 1989.
- Thomson, D. Renier, G.J : The Aims of History (London: James and Hudson, 1969); History: Its Purpose and Methods (London: George Allen & Unwin, 1950
- Postan, M.M: Fact and Relevance: Essay on Historical Method: Cambridge university, Press, 1971
- Hockett, H.C: The Critical Method in Historical Research and Writing (New York: Macmillan, 1966)
- Ali B. Sheikh: History: Its Theory and Method, Macmillan India Limited, New Delhi, 1978.
- Bajaj Satish K: Research Methodology in History, new Delhi, 2000
- Vinay Mohan Sharma: Shodh Pravidhi, national Publishing House, Delhi, 1973.
- Kumar Ranjit: Research Methodology: A step by step guide for beginners, Sage Publication, 2004.
- Kothari, C.R. Research Methodology; Methods and Techniques, New Age International, 2004

DSE- I: History and Global Citizenship

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes:

The students will:

- develop understanding on Global Citizenship and its importance in understanding History
- Understand importance of Peace, Respect for multiculturalism , sustainable development ,human rights and social justice and gender equity in historical contexts.

Unit- I: Local, National and Global Citizenship

- Meaning and Importance of Citizenship
- National and Global Citizenship
- Importance of Global Citizenship Education

Unit- II: Peace education through Historical contexts

- Global Citizenship and Peace Education
- Education about Violent past and preventing violent extremism
- Historical Dialogue and Reconciliation
- Constructing Historical Narratives

Unit III: Multiculturalism, Human Rights, Social Justice: Historical Contexts

- Understanding Respect for multiculturalism through History
- Understanding Respect for Human Rights
- Understanding Respect for Education for just and democratic societies

Unit- IV: Sustainable Development, Gender and Historical contexts

- Understanding Gender Sensitivity through History
- Understanding Sustainable Development Through History

Unit- V: Pedagogical Processes in Teaching History

- Pedagogical processes for embedding GCED in Teaching- learning
- Embedding GCED in History Lessons
- Check list for GCED enabled lessons

Suggested mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through , videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment

External

Internal

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT, preparation, project work, Role play, Debate and Discussion

Practicum

The practicum will culminate in the form of PowerPoint Presentation/ Exhibition/Skit/albums/files/song and dance or culture show/story telling /debate/ panel discussion /paper presentation and so on. A practicum report shall be submitted and a presentation on the chosen topic will be made. Practicum report may be handwritten or in printed form. It will be ensured that the students submit original work. A viva will also be taken.

Any one of the following or equivalent can be assigned to the students.

1. Construct a historical narrative on Partition stories /accounts based on oral history.
2. Research on how multicultural societies existed in ancient , medieval and modern india. Explore the possibilities of peaceful coexistence and conflicts.
3. Evaluate how human rights have been violated from events in history of Europe and world.
4. Analyze the gender issues in Ancient, medieval or modern India or Europe. How does it affect societies- politically, socially and culturally?
5. How can preventing violent extremism be brought in classroom discussion. Cite examples from German Holocaust, Sino- Japanese war , India- Pakistan partition.

OR

DSE- I: HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Unit- I: Development of Science and Technology in Pre- history period

Unit- II: Development in different branches of Science and Technology in ancient India an Overview

Unit- III: Development of Science and Technology :Baudhayan, Aryabhata, Brahmagupta, Bhaskar Acharya, Varahamihira, Nagarjuna.

Unit- IV: Development of Medical Science : Ayurveda

Unit- V: Medical Science of Ancient India (Yoga): Susruta, Charak, Yoga & Patanjali.

Suggested mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through , videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment

External

Internal

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT, preparation, project work, Role play, Debate and Discussion

Practicum

The practicum (one per semester) can culminate in the form of PowerPoint Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling /debate/panel discussion /paper presentation and so on. A practicum report shall be submitted and a presentation on the chosen topic will be made. Practicum report may be handwritten or in printed form. It will be ensured that the students submit original work. A viva will also be taken.

Any one of the following or equivalent can be assigned to the students.

Research on the contribution of any one of the following

Baudhayan, Aryabhata, Brahmagupta, Bhaskar Acharya, Varahamihira, Nagarjuna, Susruta, Charak and Patanjali.

Suggested Readings

1. Acharya , P. K ., Dictionary of Hindu Architecture. London, 1927
2. Bose , D. M ., Sen , S. N., and Subba rayappa , B. V. (Eds.), A Concise History of Science in India. Indian National Science Academy, New Delhi, 1971.
3. Chatterji, Sunm Kumar (E d.), The Cultural Heritage of India. Vol. V. The Ramakrishna Mission Institute of Culture, Calcutta, 1978.
4. Chattopadhyaya , Debiprasad (Ed.), Studies in the History of Science in India (2 Vols.). Editorial Enterprises, New Delhi, 1982.
5. Dampier, W. C., History of Science and its Relations with Philosophy and Religion. 4th Edn. Cam bridge, 1961.
6. Forbes, George, History of Astronomy. Watts & Co., London, 1909. Forbes , R . J ., Metallurgy in Antiquity. Leyden, 1950.

POLITICAL SCIENCE

DC-X: Indian Political Thought-II

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hrs. + Practical: 2 hrs.)

Max. Marks: 100

Internal: 15

Practicum: 25

External Marks: 60 (Theory)

Course Objectives

The objective of this course is to study important themes through individual thinkers. The course has been designed to give students a glimpse of the richness and diversity within Indian political thought. The thinkers have been consciously selected to represent a wide spectrum of ideologies and vantage points within the modern Indian thought tradition. Selected extracts from original texts are also included to be discussed in the class. This will help students to have experience in understanding how these thinkers build up their arguments and develop their views on the respective themes.

Course outcomes

After studying this course, the students will be able to: • Develop critical understanding about modern Indian thought. • Thematically explore ideas in order to locate the topical debates on important subjects on a historical trajectory • Reflect over the diverse possibilities exhibited in the writings of the respective thinkers. • Think about issues and debates in contemporary India from multiple vantage points including its historical significance in the Indian tradition.

Unit- I: Ideas of Modern India

- Indian Renaissance and Ideas of Modern India - Raja Ram Mohan Roy,
- Mahadeo Govind Ranade,

Unit- II: Civilisational Imagination

- Ravindra Nath Tagore
- Gopal Krishna Gokhale
- M.K. Gandhi,

Unit- III: Ideas of Nationalism

- Swami Vivekananda,
- Bankim Chandra Chatterjee
- Bal Gangadhar Tilak and
- Aurobindo Ghosh,

Unit- IV: Social Imaginations

- Ideas of M N Roy,
- Ram Manohar Lohia and
- Jai Prakash Narayan
- B.R. Ambedkar

Unit- V: Cultural Imaginations

- V D Savarkar,
- M S Golwalkar
- Pandit Deen Dayal Upadhyay

Practicum

1. Assignment on Comparative study among all thinkers any one Unit
2. A Presentation will be made on Bal Gangadhar Tilak Political Ideas.

Suggested Readings:

1. V. Mehta and T. Pantham (2006) 'A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations, History of Science, Philosophy and Culture in Indian civilization' Vol. 10, Part: 7 (New Delhi: Sage Publications), pp. xxvii-ixi.
2. D. Dalton (1982) 'Continuity of Innovation', in Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi (Gurgaon: Academic Press), pp. 1-28.
3. R. Guha (2010) "Prologue: Thinking Through India", in Makers of Modern India, Penguin Books. pp.1-22
4. Sen, Amiya P. (2011), 'Vivekanand: Cultural Nationalism', in M. P. Singh and Himanshu Roy (ed.), Indian Political Thought: Themes and Thinkers (Delhi: Pearson)
5. Tagore: M. Radhakrishnan and Devasmita (2003), 'Nationalism is a great menace: Tagore and Nationalism', in P. Hogan, Colin and L. Pandit (ed.) Rabindranath Tagore: Universality and Tradition (London: Rosemont), pp. 29-39.
6. Guha, R (2010), "The Rooted Cosmopolitan" in the Makers of Modern India, Penguin, pp 185- 20
7. Parekh, B. (1991), 'Nehru and the National Philosophy of India', Economic and Political Weekly, vol. 26 (1/2), pp. 35-48
8. Yadav, Y. (2010), 'What is Living and What is Dead in Ram Manohar Lohia?' Economic and Political Weekly, vol. XLV (40), pp. 107.
9. Deendayal Upadhyay (1964), Integral Humanism, Bharatiya Jana Sangha, Delhi.
10. Ambedkar, B.R. (2017) "The Challenges before the Parliamentary Democracy in India and their Remedies", in B.L.Munekar, The Essential Ambedkar, Rupa,
11. Mukherjee, S. (2014), 'The Social Implications of the Political Thought of Raja Rammohun Roy', Sydney Studies in Society and Culture, pp. 11-40.

12. O' Hanlon, Rosalind (2002) A comparison between women and men: Tarabai Shinde and the critique of Gender Relations in Colonial India Oxford University Press: New Delhi – Introduction
13. Savarkar, Vinayak Damodar. Essentials of Hindutva, 1922-23, available at: http://savarkar.org/en/encyc/2017/5/23/2_12_12_04_essentials_of_hindutva.v001.pdf_1.pdf
14. Sampath, Vikram (2021) Savarkar: A Contested Legacy, 1924-1966, Penguin Random House India: Gurugram
15. Ray, B. N., & Misra, D. R. (2012). *Indian Political Thought: Readings and Reflections*. Kaveri Books.Coomaraswamy,
16. Coomaraswamy, A. K., (1993). *Spiritual authority and temporal power in the Indian theory of government*.Indira Gandhi National Centre for the Arts.
17. Coomaraswamy, A. K. (1989). *What Is Civilization?: And Other Essays*. Steiner Books.
18. Coomaraswamy, A. K. (1924). *The dance of Śiva: fourteen Indian essays*. Sunwise Turn.
19. Pantham, T., & Deutsch, K. L. (2017). *Aadhunik Bhartatil Rajkiya Vichar*. SAGE Publishing India.
20. Chakrabarty, B., & Pandey, R. K. (2023). *Modern Indian political thought: Text and context*.Taylor & Francis.
21. Mohapatra, S., & Singh, A. (2021). *Indian Political Thought A reader*.
22. Mehta, V. R. (1992). *Foundations of Indian Political Thought: An Interpretation: from Manu to the Present Day*.Manohar Publications.
23. Golvarkar,M.S.: Bunch of Thoughts, Global Academics Publishers and Distributors,2022

DC-XI: Principles of Public Administration

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hrs. + Practical: 2 hrs.)

Max. Marks: 100

Internal: 15

Practicum: 25

External Marks: 60 (Theory)

Course Objectives:

The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the non-mainstream trends, including feminism and perspectives from the Global South on public administration

Course Outcomes:

On completion of this course, the student can be expected to

- Have a comprehensive understanding of the conceptual roots of the discipline of Public Administration
- Understand how theorising is done in this discipline
- Understand how new perspectives like that of gender influence the orientation of both theory and practice in the discipline
- Introduces students to the evolution of the discipline and its changing contours through a study of Governance, Good Governance and responsive administration.
- Students will specially come to know about administrative control, public corporation and independent regulatory commissions

Unit- I: Introduction

- Nature, Scope and Significance of Public Administration,
- Evaluation of Public Public Administration As A Discipline
- Approaches to the Study of Public Administration,
- New Public Administration, Public and Private Administration.

Unit- II: Principles of Organization

- Bases of Organization,
- Principles of Organization:-Scientific Management, Classical,Human Relation,Decision Making and Ecological Theory
- Max Weber's Theory of Bureaucracy

Unit- III: Control over Administration

- The Chief Executive,
- Hierarchy,Span of Control

- Line-Staff and Auxiliary Agencies,
- The Department: Public Corporations, Independent Regulatory Commissions
- Delegate Legislation

Unit- III: Personnel and Financial Administration:

Personnel Administration:

- Recruitment, Training and Promotion;
- Position Classification;
- Public Relations

Financial Administration;

- Budget – Concept, Principles and Types
- Budget – a Tool of Legislative Control
- Budgetary Process– Preparation, Enactment, Voting, Finance Bill
- Performance Budgeting – Meaning and Advantages
- Audit- Role of CAG

Unit– V: Development Administration,

- Concept of Development Administration
- Citizens Administration, Administrative Accountability, Good Governance
- Administrative Law and Central Administrative Tribunal,
- Central Information Commission,CVC, CBI, Lokpal and Lokayuktas

Practicum

1. Assignments on Formation of Budget and Budget : A tool of Legislative Control.
2. A presentation on the topic ‘Role of CIC,CVC in Controlling corruption.

Suggested Readings:

1. D. Gvishiani (1972) Organisation and Management, Moscow: Progress Publishers. F. Taylor (2004), ‘Scientific Management’, in J. Shafritz, and A. Hyde (eds.) Classics of Public Administration, 5th Edition.
2. Belmont: Wadsworth. P. Mouzelis (2003), ‘The Ideal Type of Bureaucracy’ in B. Chakrabarty, And M. Bhattacharya (eds), Public Administration: A Reader, New Delhi: OUP.
3. D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satymnarayana (eds.) (2010), Administrative Thinkers, Sterling Publishers.
4. M. Weber (1946), ‘Bureaucracy’, in C. Mills, and H. Gerth, From Max Weber: Essays in Sociology Oxford: Oxford University Press. Warren G. Bennis (1973), Beyond Bureaucracy, Mc Graw Hill.
5. R. Arora (2003) ‘Riggs’ Administrative Ecology’ in B. Chakrabarty and M. Bhattacharya (eds), Public Administration: A reader, New Delhi, Oxford University Press. F. Riggs (1964) Administration in Developing Countries: The Theory of Prismatic Society Boston: Houghton Mifflin
6. S.P. Osborne, & K. Mclaughlin, New Public Management in Context in S.P. Osborne, K. Mclaughlin& E. Ferlie (eds). New Public Management: Current Trends and Future Prospects, Routledge, London and New York, 2002, pp.7-33.
7. Manoharan and M. Holzer, E-Governance and Civic Engagement: Factors and Determinants of E-Democracy, IGI Global: PA, USA, 2012.
8. S. Dhal, E-Governance and Citizen Engagement: New Directions in Public Administration, New Delhi: Sage Publishers, 2022
9. Bhattacharya, M. (2011). *New horizons of public administration*.Jawahar Publishers & Distributors.
10. Sarkar, S. (2018). *Public administration in India*. PHI Learning Pvt. Ltd..

DSE- I (a) : Political Sociology

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hrs. + Practical: 2 hrs.)

Max. Marks: 100

Internal: 15

Practicum: 25

External Marks: 60 (Theory)

Unit –I: Emergence, Nature and Scope of Political Sociology

Approaches to the Study of Political Sociology: A) Behavioral Approach A) Systems Approach B) Marxist Approach

Unit-II: Political Socialization . Political Participation

Political Power: Concept of Elites and Masses, Leadership

Unit-III: Political Culture

Political Modernization, Features of Modern and Traditional Political Systems

Unit-IV: Political Parties

Functions and Type and Pressure Groups-its Type

Unit-V: Public Opinion, Mass-media and Communication

Mass Society – Emergence, Features and Impact on Politics

Practicum

Survey of Literature on Political Sociology – 5 Marks

- Students are to identify, read and write an overview of Books (Political Sociology) available in their College or Institution Library (Online and Offline) and submit along with their Assignment

2. Power Point Presentation – 10 Marks

- Teacher should assign one topic or related topic from the course content to each student. Students are to give presentation using Power Point. Continuous review and discussion on the assigned topics should be done.

Suggested Readings:

1. Ashraf, A., & Sharma, L. N. (1983). *Political Sociology: a new grammar of politics*. Universities Press.
2. Rathore, L. S. (1967). *Political Sociology* MeenakshiPrakashan, Meerut.
3. Mukhopadhyay, A. K. (1977). *Political sociology: an introductory analysis*. Colcutta, K.P.Bagchi,
4. Rush, M., & Althoff, P. (1971). *An introduction to political sociology*. Prentice Hall, New York.
5. Dowse, R. E., & Hughes, J. A. (1972). *Political sociology*. John Wiley & Sons London, Eisenstadl, S.N. (ed.), *Political Sociology*, Rawat Publications, Jaipur, 1989 Lipset, S.M. (1972). *Politics and Social Sciences*, Willey Eastern, New Delhi Lipset, S.M. (1972). *Political Man: The Social bases of Politics*, Doubleday, New York,
6. Dahl, Robert Lipset, S.M. (1976). *Modern Political Analysis*, Prentice Hall, New Jersey ,
7. Almond and Coleman (ed.), *Politics of the Development Areas*, New Jersey, Princeton University Press. □
8. Kmathan, Sarita, *Political Sociology*, Consortium Books Pvt. Ltd. New Delhi 2011

DSE-I (b) State Politics in India

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hrs. + Practical: 2 hrs.)

Max. Marks: 100

Internal: 15

Practicum: 25

External Marks: 60 (Theory)

Course Objectives:

This course situates the study of state politics as one of the key domains of Indian politics. It aims to introduce the students to 'state politics' in India as a significant site where key idioms, processes and practices of democratic politics are produced. Discussing the relevance of the theme, the course focusses on various theories on state politics, the historical and constitutional context that shaped state reorganisation including linguistic demands and other recent demands for smaller states. The course also focuses on the rise of regional parties and movements as the means through which state politics unfolds. It subsequently looks at the political economy of development in the states through a detailed analysis of agrarian change, with specific focus on the rise of the agrarian capitalist class, rural markets, agrarian movements, regional business and economic reforms in the states.

Course Outcomes:

On successful completion of the course, the students would demonstrate:

- Knowledge of the historical context and legal framework of the emergence of state politics in India
- Understanding of the phenomenon of state formation and reorganisation as part of both national and regional politics in India
- Awareness of the nature of agrarian politics in India and the political economy of states in India • Knowledge of electoral politics and political leadership in states in India.

Unit- I

Evolution of State Politics, Determinants of State Politics, Formation and re-organisation of States, Constitutional Provision of State in India

Unit-II

Centre-State Relation(Legislative, Administrative and Financial)
Politics of Tension in Centre and States

Unit-III

Art.370 and Jammu and Kashmir, Demand of Autonomy, Recommendations of Sarkaria Commission, Regional Movements and Aspirant States,

Unit-IV

Paradigm of Communal Politics, Ethnic and Linguistic Minorities, Mandal Commission and Reservation

Unit-V

Contemporary Issues –Agrarian Movement, Backwards Movement and Dalit Movements in U P, Naxal Movement

Practicum

1. Assignment on constitutional provisions of centre-state relationship
2. Make a presentation on Sarkaria commission.

Suggested Readings:

1. Kumar, A. (2016) Introduction, in Rethinking State Politics in India-Regions Within Regions, Taylor and Francis.
2. Pai, Sudha (1989) 'Towards a theoretical framework for the study of state politics in India: Some observations, The Indian Journal of Political Science, Jan. - March, Vol. 50, No. 1, pp. 94-109
3. Tillin, L. (2013) 'National and Subnational Comparative Politics: Why, What and How,' Studies in Indian Politics, Vol.1, No.02, pp.235-240.
4. Snyder, R. (2001) 'Scaling Down: The Subnational Comparative Method,' Studies in Comparative International Development, Spring 2001, Vol. 36, No. 1, pp. 93-110.
5. Mawdsley, E. (2002). Redrawing the body politic: federalism, regionalism and the creation of new states in India. Commonwealth & Comparative Politics, Vol. 40, No.3, pp. 34-54.
6. Sarangi, A. and Pai, S. (2011), Introduction: Contextualising Reorganisation, in Sarangi, A. and Pai, S (eds) Interrogating Reorganisation of States-Culture, Identity and Politics in India, Routledge, New Delhi.
7. Tillin, Louise (2011), Reorganising the Hindi Heartland in 2000: The Deep Regional Politics of State Formation, in Sarangi, A. and Pai, S (eds) Interrogating Reorganisation of States-Culture, Identity and Politics in India, Routledge, New Delhi.
8. Singh, M.P. (2008) 'Reorganisation of States in India,' Economic and Political Weekly, Vol. 43, No.11 (March 15-21) pp.70-75.
9. Tillin, Louise (2013).Remapping India: New states and their political origins.Hurst Publishers. Samaddar, R. (2020). Rule, Governmental Rationality and Reorganisation of States, in Sarangi, A. and Pai, S (eds) Interrogating Reorganisation of States (pp. 48-65). Routledge India.
10. Nag, Sajal (2011) 'Linguistic Provinces' to 'Homelands': Shifting Paradigms of State-making in Post-colonial India, in Sarangi, A. and Pai, S. (eds) Interrogating Reorganisation of States-Culture, Identity and Politics in India, Routledge, New Delhi.
11. Bhalla G.S. 1994 (ed.) Economic Liberalisation and Indian Agriculture, Institute for Studies in Industrial Development, New Delhi:
12. Frankel, F. and Rao, M.S.A. (1989 and 1990) (eds.) Dominance and State Power in India Oxford University Press, New Delhi 2 Vols. 198
13. Pai, S. (2009)'Agrarian Mobilization and Farmers' Movements in India' in Oxford Companion to Indian Politics (eds.) Pratap Bhanu Mehta and Niraja Gopal Jayal. Oxford: Oxford University Press.
14. Auerbach, A. M., Bussell, J., Chauchard, S., Jensenius, F. R., Nellis, G., Schneider, M.,& Ziegfeld, A. (2022). Rethinking the study of electoral politics in the developing world: Reflections on the Indian case. Perspectives on Politics, 20(1), 250-264.
15. Roy, H., Singh, M.P. and Chouhan, A.P.S. (2017) State Politics in India, Primus Books.
16. Narain, I. (1965) (ed.) State Politics in India Meerut, Meenakshi Prakashan
17. Weiner, M. (1961).State Politics in India: Report on a Seminar. *Asian Survey*, 35-40.

GEOGRAPHY

DC- X: Environmental Geography

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practical: 2hrs)

Max. Marks: 100
Internal: 15
Practical: 25(External)
External: 60

Learning Objective:

- To study human-environment relationship
- To study the function of ecosystem
- To study various environmental policies in India and International

Learning outcome; students will be able

- To understand the importance of human-environment relation
- To explain structure and functions of ecosystem
- To comprehend different policies related to environment

Syllabus:

Unit-I: Environmental Geography – Concept, Approaches and Scope

Unit-II: Human-Environment Relationships – Historical Progression, Adaptation in different Biomes.

Unit-III: Ecosystem – Concept, Structure and Functions

Unit-IV: Environmental Problems in Tropical, Temperate and Polar Ecosystems

Unit-V: Environmental Programmes and Policies – Global, National and Local levels

Suggested Readings

1. Chandna R. C., 2002: Environmental Geography, Kalyani, Ludhiana.
2. Cunningham W. P. and Cunningham M. A., 2004: Principles of Environmental Science: Inquiry and Applications, Tata Macgraw Hill, New Delhi.
3. Goudie A., 2001: The Nature of the Environment, Blackwell, Oxford.
4. Singh, R.B. (Eds.) (2009) Biogeography and Biodiversity. Rawat Publication, Jaipur
5. Miller G. T., 2004: Environmental Science: Working with the Earth, Thomson BrooksCole, Singapore.
6. MoEF, 2006: National Environmental Policy-2006, Ministry of Environment and Forests, Government of India.
7. Singh, R.B. and Hietala, R. (Eds.) (2014) Livelihood security in Northwestern Himalaya: Case studies from changing socio-economic environments in Himachal Pradesh, India. Advances in Geographical and Environmental Studies, Springer
8. Odum, E. P. et al, 2005: Fundamentals of Ecology, Cengage Learning India.
9. Singh S., 1997: Environmental Geography, Prayag Pustak Bhawan. Allahabad.
10. UNEP, 2007: Global Environment Outlook: GEO4: Environment For Development, United Nations Environment Programme.
11. Singh, M., Singh, R.B. and Hassan, M.I. (Eds.) (2014) Climate change and biodiversity: Proceedings of IGU Rohtak Conference, Volume 1. Advances in Geographical and Environmental Studies, Springer
12. Singh, R.B. (1998) Ecological Techniques and Approaches to Vulnerable Environment, New Delhi, Oxford & IBH Pub..
13. Singh, Savindra 2001. Paryavaran Bhugol, Prayag Pustak Bhawan, Allahabad. (in Hindi)

Practical: Environmental Geography Laboratory work

- Preparation of check-list for Environmental Impact Assessment for urban / industrial development projects
- Quality assessment of water using portable tester: pH, salinity, and hardness
- Interpretation of changes in air quality using multi-seasonal and multi-city or multi locational (within a single city) CPCB / WBPCB data
- Mapping of environmental Impact Assessment
- Assessment and Evaluation will be based on the quality of their lab work, presentation, active participation in peer discussions, and other relevant components.

DC- XI: Evolution of Geographical Thought

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practical: 2hrs)

Max. Marks: 100

Internal: 15

Practical: 25(External)

External: 60

Learning Objective:

- To study the evolution and paradigms in Geography
- To study various debates, involve in the evolution geography
- To study the evolution of various school of thought in Geography

Learning outcome: Students will be able

- To understand both ancient and modern geography
- To explain the evolution of different school of thought in Geography and how it shapes the modern geography
- To comprehend various debates in geography

Syllabus:

1. History of Geography, Major paradigms in Geography
2. Pre-Modern – Early Origins of Geographical Thinking with reference to the Classical and Medieval Philosophies.
3. Modern – Evolution of Geographical Thinking and Disciplinary Trends in Germany, France, Britain, United States of America.
4. Debates – Environmental Determinism and Possibilism, Systematic and Regional, Ideographic and Nomenclature.
5. Trends – Quantitative Revolution and its Impact, Behaviouralism, Systems Approach, Radicalism, Feminism; Towards Post Modernism – Changing Concept of Space in Geography, Future of Geography.

Suggested Readings

1. Arentsen M., Stam R. and Thuijss R., 2000: Post-modern Approaches to Space, ebook.
2. Bhat, L.S. (2009) Geography in India (Selected Themes). Pearson
3. Bonnett A., 2008: What is Geography? Sage.
4. Dikshit R. D., 1997: Geographical Thought: A Contextual History of Ideas, Prentice– Hall India.
5. Hartshorn R., 1959: Perspectives of Nature of Geography, Rand MacNally and Co.
6. Holt-Jensen A., 2011: Geography: History and Its Concepts: A Students Guide, SAGE.
7. Johnston R. J., (Ed.): Dictionary of Human Geography, Routledge.
8. Johnston R. J., 1997: Geography and Geographers, Anglo-American Human Geography since 1945, Arnold, London.
9. Kapur A., 2001: Indian Geography Voice of Concern, Concept Publications.
10. Martin Geoffrey J., 2005: All Possible Worlds: A History of Geographical Ideas, Oxford.
11. Soja, Edward 1989. Post-modern Geographies, Verso, London. Reprinted 1997: Rawat Publ., Jaipur and New Delhi.

Practical: Evolution of Geographical Thought laboratory work

- Changing perception of maps of the world: Ptolemy and Mercator
- Mapping voyages: Columbus, Vasco da Gama, Magellan, and James Cook
- Presentation on any selected paradigm in geographical thought by using poster and Maps
- A Book Review within 1000 - 1500 words.
- Viva voce based on laboratory notebook

Disciplinary Specialised Elective (DSE)-I: Settlement Geography**Credits: 4 (3+1)****Contact Hours: 5 hrs per week (Theory: 3hrs +Practical: 2hrs)****Max. Marks: 100****Internal: 15****Practical: 25(External)****External: 60****Learning objective:**

- To understand human settlement
- To study various type of human settlement
- To study human settlement and environment
- To study evolution of types of settlement

Learning outcome: Students will be able

- To explain human settlement and its relation with environment
- To explain land use and land cover

- To differentiate between urban and rural settlement
- To explain theories, involved in settlement

Syllabus

1. Definition, Nature and scope, Criteria for delimitation
2. Urban Settlements: Census categories, Metropolitan concept, City-region and Conurbation, Urban Landuse
3. Urban Landuse and Morphology: Classical models - Burgess, Homer-Hoyt, Harris and Ullman
4. Rural Settlements: Site and situation, nature and characteristics, Types and patterns of rural settlement, Morphology of rural settlement in the Indian context
5. Regional Settlement Hierarchy: Primate City, Rank-Size Rule, Central Place Theory; Settlement Classification based on situation and functions

Suggested Reading

1. Daniel, P. (2002): Geography of Settlement. Rawat Publications., Jaipur and New Delhi.
2. Ghosh, S. (1999): A Geography of Settlements. Orient Longman, Kolkata.
3. Hudson, F. S. (1976): A Geography of Settlements. MacDonald and Evans, New York.
4. Singh, R.L. (eds.) (1973): Rural Settlements in Monsoon Asia, National Geographical Society of India, Varanasi.
5. Singh, R. L., Singh, K.N. and Singh, Rana P.B., (eds.) (1975): Readings in Rural Settlement Geography, National Geographical Society of India, Varanasi.
6. Singh, R.Y. (2005): Geography of Settlements. Rawat Publications, Jaipur and New Delhi.
7. Tiwari, R. C. (2000): Settlement Geography; in Hindi. Prayag Pustak Bhawan Allahabad.
8. Wood, M. (2005): Rural Geography: Processes, Responses and Experiences of Rural Restructuring. Sage Publication, London.
9. Dutt, A. Allen, K, Noble, G., Venugopal G. and Subbiah S. (eds.) (2003): Challenges to Asian Urbanisation in the 21st Century. Kluwer Academic Publishers, Dordrecht and London.
10. Pacione, M. (2005): Urban Geography: A Global Perspective, Routledge, London and New York.
11. Ramachandran, R., (1991): Urbanisation and Urban Systems in India. Oxford University Press, Delhi.
12. Rao, B. P. and Sharma, N. (2007): Nagariya Bhoogol, Vasundhara Prakashan, Gorakhpur.
13. Singh, O. P. (1987): Nagariya Bhoogol, Tara Book Agency, Varanasi
14. Stanley, B., Jack, W. and Donald, Z. (eds.) (2003): Cities of the World. Rowman and Littlefield, New York and Oxford.

Practical: Settlement Geography Laboratory work

- Urban and rural land use mapping with the help of Geospatial technology.
 - Cartograms representing roof materials used in rural houses of any state of India in the census years 1991, 2001, and 2011
 - Accessibility mapping using detour index from Survey of India 1:50k topographical maps
 - Nearest neighbor analysis from Survey of India 1:50k topographical maps of plain region (c. 5' x 5')
- The assessment and evaluation of the project will be based on the excellence of the research conducted and the quality of the presentation delivered by the students.

ECONOMICS **DC- X: PUBLIC FINANCE**

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internals: 15

Practicum: 25

External: 60

Learning Outcomes:

- To analyze the nature public finance.
- To understand the concepts and scope of public finance
- To know the role Finance Commission in India.
- To analyze the Internal and External sources of Finance

Unit – I Public Finance: Meaning, Nature, Scope and Importance, Difference between public and private finance, principles of maximum social advantage, Musgrave's view on the principles of maximum social advantage,

criticism of the principles of maximum social advantage, Role of state in public finance, Public Goods versus Private Goods, Deficit

Unit – II Financing Public Debt; Meaning and Sources of public borrowing, Effects of public debt, Methods of Redemptions of public debt, Debt burden and Deficit financing in India. Concept of Financial Administration, Meaning of Public Budget, Kinds of budget, Economic and functional classification of budget, Preparation and passing of budget in India.

Unit – III Meaning and sources of public revenue; Taxation- Meaning, classification, canons and effects of taxations; Division of tax burden; Theory of Taxation Benefits and ability to pay principle of taxations; Impact and Incidence of Taxes and Taxable capacity; Major's trends in tax revenue of central and state government in India.

Unit – IV Meaning and classifications of public expenditure; Cannon and Effect of Public expenditure; Causes of growth of public expenditure; Trends in growth of public expenditure in India. Theories of Public expenditure- Wagner's law of increasing state activity, Peacock-Wiseman hypothesis

Unit – V Constitution and Function of Finance Commission, Recommendation of Latest Finance Commission, 13th Finance Commission accepted communication, Review of Indian Tax System, Budgeting Process and Financial Control in India, Sources of Income of Central Government, NITI Ayog; GST; Internal and External financing, IMF, World Bank, ADB, BRICS

Practicum

1. Learners will be able to understand the concept of Public Finance its meaning, nature and scope and will understand its working with practical examples.
2. Learners will enhance their knowledge regarding the various theories relating to public expenditure and their implications in present scenario.
3. Learners will also learn about the role of finance commission in India and will also learn about the various internal and external sources of finance.

Suggested Mode of Learning Engagements and Assessment

During the practicum classes assignments, projects, group discussion relating to mentioned topic in syllabus will also be carried out and knowledge of learners will be further enhanced with giving them practical implications of the topic.

Suggested Readings

- American Economic Association. (1995). Readings in Fiscal Policy. George Allen and Unwin.
- Auerbach, A. J., & Feidstern, M. (Eds.) (1985). Handbook of Public Economics, Vol. 1. North Holland.
- Edminister, R. O. (1986). Financial Institutions, Markets, and Management. McGraw-Hill.
- Goldsmith, R. W. (1969). Financial Structure and Development. Yale University Press.
- Gupta, S. B. . Monetary Economics.
- Jha, R. (1998). Modern Public Economics. Routledge.
- Lekhi, R. K. . Public Finance.
- Mithani, D. M.

DC- XI: INTRODUCTION TO ECONOMETRICS

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internals: 15

Practicum: 25

External: 60

Learning Outcomes:

- Students will learn to estimate linear models using ordinary least squares and make inferences about population parameters.
- They will also understand the biases created through mis-specified models, such as those that occur when variables are omitted.

Unit – I Introduction: Meaning, Scope and Methodologies, Ordinary Least Square, Classical Linear- Regression Model, CLRM, BLUE Property.

Unit – II Multicollinearity: Definition of Multicollinearity, Consequences of Multicollinearity, Tests for Multicollinearity, Remedial Measures, Illustrative Examples

Unit – III Heteroscedasticity: Definition of Heteroscedasticity, Consequences of Heteroscedasticity, Detection of Heteroscedasticity, Remedial Measures.

Unit – IV Autocorrelation: Definition of Autocorrelation - Specification of Autocorrelation Relationship, Consequences of Autocorrelation, Various Tests for Autocorrelation, Remedial Measures

Unit – V Specification Analysis Omission of a relevant variable; inclusion of irrelevant variable; specification tests

Practicum

1. Students will be able to estimate linear models using ordinary least squares and will be able to make inferences using population parameters.
2. Students will be able to understand the biases created through mis-specified models, such as those that occur when variables are omitted
3. During the practicum classes assignments, projects, group discussion relating to mentioned topic in syllabus will also be carried out and knowledge of learners will be further enhanced with giving them practical implications of the topic

Suggested Readings

- Jeffrey M Wooldridge: Introductory Econometrics: A Modern Approach, South Western Cengage Learning 2008.
- G S Maddala: Econometrics, McGraw Hill International Edition.
- J Johnston: Econometric Methods (3rd Edition) McGraw Hill International Edition.
- Christopher Dougherty: Introduction to Econometrics (3rd Edition) Oxford University Press.
- D N Gujarati: Basic Econometrics (4th Edition) McGraw Hill International Edition.
- William H Green: Econometric Analysis (5th Edition) Pearson Education, Delhi.
- Dougherty, C. (2011). Introduction to econometrics, 4th ed. Oxford University Press. 20
- Gujarati, D. (2014). Econometrics by example, 2nd ed. Palgrave Macmillan.
- . Gujarati, D., Porter, D. (2010). Essentials of econometrics, 4th ed. McGrawHill.
- 10. Kmenta, J. (2008). Elements of econometrics. Khosla Publishing House.
- 11. Maddala, G., Lahiri, K. (2009). Introduction to econometrics, 4th ed. Wiley.
- 12. Wooldridge, J. (2014). Introduction to econometrics: A modern approach, 5th ed. Cengage

SEMESTER – V DISCIPLINE SPECIFIC ELECTIVE (DSE)

DSE – I: LABOUR ECONOMICS

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internals: 15

Practicum: 25

External: 60

Learning Outcomes:

- Students will be able to apply economic principles to analyze labour market phenomena.
- Students will be able to explain the key determinants of wages and employment.
- Students will be able to evaluate the effects of labour market policies and institutions.
- Students will be able to assess contemporary labour market challenges and propose solutions.
- Students will be able to communicate labour economics concepts effectively.

Unit – I Labour Market and Policies Labour Market- Nature and Characteristics, Demand for Labour in relation to size and pattern of investment, Choice of technologies and labour policies Supply of Labour, Growth of Labour Force, Labour Market Policies, Mobility and Productivity.

Unit – II Employment and Wage Determination Employment and Development relationship poverty and unemployment, Unemployment- Types, concepts and measurement, Employment Policy

Unit – III Wage Determination- Classical, Neo-classical and Bargaining theories; Concepts of minimum wage and efficiency wage; non-wage component of labour remuneration, Productivity and wage relationship

Unit – IV Industrial and Agricultural Labour Industrial Labour- Theories of labour movement, growth, pattern and structure of labour unions in India, Industrial Disputes and their settlements, trends in collective bargaining, Indian Labour laws in the context of international labour standard Agricultural Labour Markets-

Rural labour supply, Interlocking of factor markets, nature and trends in rural employment, Agricultural wages in India, Non-agricultural rural employment

Unit – V Social Security and Reforms State and Social Security- Concepts and evolution, Social assistance and insurance, Review and Appraisal of State Policies, Special Problems- Child labour, discrimination, bonded labour, Labour market Reforms Exit Policy, safety requirements, National Commission on Labour, Globalisation and labour markets, mobility of labour

Practicum

1. Learners will be able to apply economic principles to analyse labour market phenomena.
2. Learners will be able to explain the key determinants of wages and employment with examples.
3. Learners will be able to evaluate and analyse the labour market policies and institutions in a more comprehensive and practical way through their practicum classes.
4. Learners will be able to communicate labour economic concepts effectively and efficiently in their classes through examples.

Suggested Mode of Learning Engagements and Assessment

During the practicum classes assignments, projects, group discussion relating to mentioned topic in syllabus will also be carried out and knowledge of learners will be further enhanced with giving them practical implications of the topic.

Suggested Readings:

- Keynes, J. M. (1935). The General Theory of Employment, Interest and Money. Atlantic Publishers and Distributors (P) Ltd.
- Akerlof, G. A., & Yellen, J. L. (1986). Efficiency Wage Models of the Labour Market. Cambridge University Press.
- Chakravarty, S. (Ed.). (1990). The Balance between Industry and Agriculture in Economic Development: Volume 3, Manpower and Transfers. Macmillan Press.
- Banerjee, D., & Goldfield, M. (Eds.). (2007). Labour, Globalisation and the State: Workers, Women and Migrants Confront Neoliberalism. Routledge.
- Marx, K. (1976). Wage, Labour and Capital & Value, Price and Profit. International Publishers.

OR

DSE – I: PUBLIC ECONOMICS

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

External: 60

Practicum: 25

Learning Outcomes:

- To introduce students to the main theoretical and empirical concepts in public economics,
- To familiarise students with the main issues in government revenues and expenditure.
- To understanding the usefulness and problems related to taxation and government expenditure

Unit – I Introduction: Meaning and scope of Public Economics; Role of Public economics in the development of country; Public and Private finance, difference between Public and Private finance; Public Goods, Private Goods, Social good and Merit Goods;

Unit – II Taxation : Meaning , types and classification of tax, Canons of Taxation Impact and incidences of taxes; Benefit and Ability to Pay tax; Theory of Optimal Taxation; The problem of Double Taxation.

Unit – III Meaning and classification of Public Expenditure; Wagner’s Law of Increasing State Activities; Wiseman- Peacock Hypothesis; Pure Theory of Public Expenditure; Structure and Growth of Public Expenditure; Social Cost-Benefit Analysis; Estimation of Costs; Principal of maximum social advantage; Types of Public debt and methods of redemption of public debt.

Unit – IV Finance Commission and Planning Commission; Centre State Financial Relations in India; Problems of States’ Resources and Indebtedness; Transfer of resources from Union and States to Local Bodies. Fiscal and Monetary Policy.

Unit – V Financial Reforms; Types and objectives of budget; Budgeting and Zero-Base Budgeting. Outcome of Budget and performances; Tax Reforms.

Practicum

- 1 Learners will be introduced to the main theoretical and empirical concepts in public economics through lecture method in class.
- 2 Students will be familiarized with the fiscal policy of government which includes revenue and expenditure pattern of government in more comprehensive and in a practical manner.
- 3 Students will be able to understand the usefulness and problems related to taxation and government expenditure in a more logical correct manner in their practical classes.

Suggested Mode of Learning Engagements and Assessment

During the practicum classes assignments, projects, group discussion relating to mentioned topic in syllabus will also be carried out and knowledge of learners will be further enhanced with giving them practical implications of the topic.

Suggested Readings

- Shome, P. (Ed.) (1995), Tax Policy : Handbook, Tax Division, Fiscal Affairs Department, International Monetary Fund, Washington D.C.
- Tripathy R.N. Public Finance in Underdeveloped Countries.
- Rajesh K.Jha (2012) Public Finance. Pearson Publication New Delhi
- Dr. Joshi P.L. Zero Base Budgeting Technology in Government, Dhruv and Deep Books, Bombay.
- Dr.Tyagi B.P., Public Finance, Jai Prakash Nath Pub..Meerut (UP).
- Mithani D.M. Principles of Public Finance and Fiscal Policy Himalaya Publishing House, New Delhi.
- Ruddar Datt and K.P.M. Sundharam (2006), Indian Economy, S.C.Chand and Company Ltd, New Delhi.
- Ashutosh Ravavikar, Fiscal Deficit and Inflation in India, Macmillan India Ltd. New Delhi

OR

DSE – I: POLITICAL ECONOMY

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes:

- Students learn to assimilate from a diverse range of opinions and crystallize their own thought processes and standpoints.
- To enable them to comprehend a larger view of the world around us by analysing the existing social and political structures and their links with the economic processes.
- The exposure to interdisciplinary thinking further enables the students for pursuing studies in diverse related areas such as development studies, economic sociology, and critical geography.
- To prepare the students to face the practical world of work, where economics, business, civil society organisations, social institutions and politics often cohabit in a complex.

Unit – I: Prospective of Political economy; Analysing Social Change in Historical Perspective; The method of historical materialism; the transition from feudalism to capitalism; capitalism as a historical process – alternative perspectives

Unit – II: Capitalism as an Evolving Economic System Basic features; accumulation and crisis; monopoly and crony capitalism— alternative perspectives

Unit – III: The State in Capitalism The state and the economy – contestation and mutual interdependence; the state as an arena of conflict; imperialism – the basic foundations

Unit – IV: The changing role of finance and the dynamics of Capital accumulation and the shifts in corporate structure. Financialization; it's nature and consequences

Unit – V: Broader Perspectives (Gender and Environment); Dimensions of Gender in Work, accumulation and globalization, political economic issues in environment, sustainability and inequality

Practicum

1. Learners will be able to assimilate from a diverse range of opinions and crystallize their own thoughts and standpoints on political topics in their practicum class.

2. Learners will be able to comprehend a larger view of world around them by analysing the existing social and political structures and their links with the economic processes.
3. Learners in their practicum class will be guided towards the scope of political economy in real world and will enable them to choose diverse fields in which political economy concepts can be practically applied.

Suggested Mode of Learning Engagements and Assessment

During the practicum classes assignments, projects, group discussion relating to mentioned topic in syllabus will also be carried out and knowledge of learners will be further enhanced with giving them practical implications of the topic.

Suggested Readings:

- Baran, P. (1973). The political economy of growth. Chapter 3. Pelican.
- 2. Gurley, J. (1978). The materialist conception of history. In R. Edwards, M. Reich, T. Weisskopf (eds.): The capitalist system, 2nd ed. Prentice-Hall.
- 3. Habib, I. (1995). Capitalism in history. Social Scientist, 23, 15-31.
- 4. Harvey, D. (2014). Seventeen contradictions and the end of capitalism. Chapter 3. Oxford University Press. 36
- 5. Heilbroner, R. (1985). The nature and logic of capitalism. Chapter 4. W. W. Norton.
- 6. Heilbroner, R. (1987). Capitalism. In The New Palgrave Dictionary of Modern Economics. Macmillan. Also reprinted in Heilbroner R. (1978). Behind the veil of economics. W. W. Norton.
- 7. Heinrich, M. (2012). An introduction to the three volumes of Karl Marx's Capital. (English translation by A. Locascio). Monthly Review Press.
- 8. Hunt, E. (2004). History of economic thought. Chapter 1. Shilpi Publications.
- 9. Kalecki, M. (1972). Political aspects of full employment. In E. Hunt, J. Schwarz (eds.): A critique of economic theory. Penguin Books.
- 10. Lange, O. (1963). Political economy, Vol. 1. Chapters 1 and 2. Macmillan.
- 11. Dore, Ronald (2008). "Financialization of the Global Economy", Industrial and Corporate Change, Volume 17, Number 6, pp. 1097–1112.
- 12. Gottfried, Heidi (2013). Gender, Work and Economy – Unpacking the Global Economy, Polity. [Chapter 10 "Gender, Global Labor Markets, Commodity Chains and Mobilities"]
- 13. Sen, Amartya K. (1990): "Gender and Cooperative Conflicts" in Irene Tinker (ed) Persistent Inequalities – Women and World Development, OUP.
- 14. Boyce, J. K. (2002). The Political Economy of the Environment, Edward Elgar. [Chapter 4 "Inequality as a cause of environmental degradation"]].

OR

DSE – I: LAW AND ECONOMICS

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes:

- To familiarise students with the economic approach towards thinking about the law and public policy
- Students will able to recognise the law as an important organising force that influences the actions of private citizens as well as government agencies.
- Students will enhance critical thinking and an inter-disciplinary approach towards the law, economics, and policymaking

Unit – I: Law and economics: efficiency criteria in welfare economics; Coase theorem; prisoners' dilemma. Contracts; role of contracts for the functioning of markets; efficient contracts; damages measures and their efficiency properties.

Unit – II: Coase theorem; legal remedies for breach of property rights and their economic effects; liability for accidents and harms; product liability; efficiency of liability rules; efficiency-compensation trade-off. Litigation - its causes and consequences; benefits of legal certainty

Unit – III: Law and public policy; land and property; market and non-market mechanisms for allocation and transfer of land; land markets; eminent domain – the land acquisition law; land-pooling

Unit – IV: Contracts for provisions of public goods: procurement contracts; government provisions vs. public-private partnerships; cost-quality trade-off.

Unit – V: Intellectual Property Rights (IPRs): patents, copyright and trademarks. Cost and benefits of private IPRs; individual rights vs. common good

Practicum

1. Learners will be familiarized with the economic approach towards thinking about the law and public policy in a rational manner.
2. Students in their practicum class will be taught to recognise the law as an important organising force that influences the actions of private citizens as well as government agencies.
3. Learners will be able to enhance their critical thinking and inter-disciplinary approach towards the law, economics and policy making.

Suggested Mode of Learning Engagements and Assessment

During the practicum classes assignments, projects, group discussion relating to mentioned topic in syllabus will also be carried out and knowledge of learners will be further enhanced with giving them practical implications of the topic.

Suggested Readings:

- Cooter, R., Ulen, T. (2013). Law and economics. Pearson.
- Hart, O. (2003). Incomplete contracts and public ownership: Application to public-private partnerships. The Economic Journal, 113, 69-76.
- Miceli, T. (2012). The theory of eminent domain: Private property, public use, 2nd ed. Cambridge University Press.

EDUCATION PART

Semester- V

CP- IV: Content-cum-Pedagogy Courses (Secondary): Languages- II

Credit: 2

Contact Hours: 2 hrs. per week

Maximum Marks: 50

Internal: 20

External: 30

About the Course

Building on the previous level's knowledge of the philosophy of the Language, the course will introduce students to the core knowledge of pedagogy and planning in Language education at the secondary level. It is designed to make student-teacher aware of the teaching-learning aids and other resources available as well as created for making Language learning meaningful and joyful. It will also help them to know the effectiveness of such resources and the impact on the children's Language skills. It also focuses on textbook analysis and planning for teaching Language and Literature and its pedagogical issues in the light of NEP 2020. Student teachers are expected to identify various concepts and processes. Accordingly, they are expected to develop lesson plans based on learning outcomes and experiential learning for classroom and online teaching.

Learning Outcomes

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

- explain teaching-learning materials related to Language education with reference to NEP 2020,
- apply different types of teaching-learning aids during classroom teaching,
- make use of multimedia in Language teaching. Acquire knowledge about Language through online resources,
- develop lesson plan for effective teaching of Language,
- summarize the meaning and need of how to learn concepts of Language,
- identify the role of a teacher in facilitating learning of the Language.

UNIT – I: Teaching Learning Resources

- A. Teaching learning aids/materials: concept, role, and importance in classroom teaching learning of Language.
- B. Types of teaching learning aids/ materials: print media such as textbook, scrambled books, teachers' manual/ handbook and other print materials., non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classroom teaching learning (reflective journals, charts, 2-D and 3-D models, games, toys, flash cards, worksheets, multimedia etc.)
- C. Identification and use of teaching aids/teaching learning materials from the environment.

D. Language laboratory – types, design, management, and practices; Virtual laboratories, teaching learning kits, subject clubs, fairs, exhibitions, educational parks, excursions, community resources and pooling of resources.

UNIT – II: Content Analysis and Planning for Teaching Language

- A. Concept, types and importance of unit and lesson planning.
- B. Pedagogical analysis of content taking examples from topics of Language textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning, and evaluating learning experiences in an inclusive setup.
- C. Developing unit plans and lesson plans based on learning outcomes and experiential learning (art integrated) of Languages.

UNIT – III: ICT Integration and Application

- A. Scope and importance of using ICT in learning process of Languages.
- B. Use of ICT in the classroom: artificial intelligence, machine learning, smart boards, for enhancing learning.
- C. Tools, software and platform for teaching learning of Language at secondary stage.
- D. Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching using digital resources and multimedia.

Suggestive Practicum (Any Three)

1. Prepare a teaching learning resource for developing Language skills.
2. Develop an e-content on any one topic from Language textbooks at secondary stage.
3. Develop a list of Literature which can play instrumental role in curriculum enrichment.
4. Prepare a write-up on pedagogical aspects of Language teaching in reference to NEP 2020.
5. Prepare outcome-based lesson plans on Prose, Poetry, and Grammar of Language.
6. Any other project assigned by the HEL.

Suggestive Mode of Transaction

Lecture-cum-discussion, project-based method, problem-solving method, experiential learning, inquiry approach, ICT integrated learning, interactive methods such as group discussions, peer tutoring, team teaching, workshops, observations and presentations.

Suggestive Mode of Assessment

Written tests, classroom presentations, seminars, assignments, practicum, sessional, terminal semester examinations will be used to assess the course outcomes (As per UGC norms).

Suggestive Reading Materials

- National Curriculum Framework for School Education, Government of India
- National Education Policy 2020 (NEP 2020). Government of India. (English/ Hindi).
- National Policy on Education (With Modifications Undertaken In 1992). Ministry of Human Resource Development: New Delhi.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.

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

CP- V: Content-cum-Pedagogy Courses (Secondary): Social Sciences- II

Credit: 2

Contact Hours: 2 hrs. per week

Maximum Marks: 50

Internal: 20

External: 30

About the Course

This course comprises three units and the practicum. The course is devoted to introducing various teaching aids material types and uses for teaching the concepts of Social Sciences at secondary stage. Enough space is provided to discuss different types of teaching aids/materials for teaching learning concepts of Social Sciences. It focuses on learning resources in Social Sciences to enable student teachers to make use of available learning resources and also process to generate new resources for teaching learning the concepts of Social Sciences. It also focuses on textbook analysis and planning for teaching Social Sciences and its pedagogical issues in the light of NEP 2020. Student teachers are expected to identify various concepts and processes, list learning outcomes, find out about various activities. Accordingly, they are expected to develop lesson plan based on learning outcomes and experiential learning for classroom and online teaching. Pedagogy must evolve to make education more

experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and enjoyable. This pedagogical course of Social Sciences enhances the pedagogical knowledge and skills of prospective teachers through different learning approaches. Student teachers are expected to identify various concepts and processes, list learning and behavioral outcomes, find out about various activities and experiments, and identify relevant evaluation techniques and strategies. It focuses on psychological, sociological and philosophical perspective of Social Sciences. In this course student teachers will learn how to plan different types of activities in online and offline mode. It emphasizes on how to integrate and use ICT in Social Sciences' classroom.

Learning Outcomes

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

- utilize online and other resources in the teaching-learning process of Social Sciences,
- prepare lesson plans based on learning outcomes,
- identify learning resources from the local environment and apply the concepts of Social Sciences in daily life,
- utilize teaching learning resources effectively in teaching Social Sciences content at the secondary stage,
- prepare ICT integrated lesson plans for online classroom teaching using digital resources and multimedia.

UNIT – I: Teaching Learning Resources

- A. Teaching learning aids/materials: concept, definition, role, and importance in classroom teaching learning Social Sciences.
- B. Types of teaching learning aids/ materials: print media such as textbook, teachers' manual/ handbook and other print materials, non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classroom teaching learning (reflective journals, charts, 2-D and 3-D models, games, toys, flash cards, worksheets, multimedia etc.)
- C. Identification and use of learning resources in Social Sciences from the local environment
- D. Social Sciences projects, clubs, fairs, exhibitions and visits places of historical and geographical importance, Social Sciences laboratory and museum as a learning resource including virtual laboratories, community resources and pooling of learning resources.

UNIT – II: Content Analysis and Planning for Teaching Social Sciences

- A. Concept, types and importance of unit and lesson planning.
- B. Pedagogical analysis of content taking examples from topics of subject textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning and evaluating learning experiences in an inclusive setup.
- C. Developing unit plans and lesson plans based on learning outcomes and experiential learning (art and sports integration) of Social Sciences.
- D. Need for enrichment of content knowledge in Social Sciences.

UNIT – III: ICT Integration and Application

- A. Scope and importance of using ICT in learning process of Social Sciences.
- B. Use of ICT in the classroom: Artificial Intelligence, machine learning, smart boards for student development.
- C. Tools, software, and platform for teaching learning of Social Science at secondary stage.
- D. Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching using digital resources and multimedia.

Suggestive Practicum (Any Three)

1. Prepare one working model/toy/game on the concepts of Social Sciences.
2. Create an e-content on any two concepts of Social Sciences at secondary stage.
3. Prepare a lesson plan keeping in view blended learning approach for the concepts of Social Sciences followed by presentation in the class.
4. Select a topic for teaching learning of Social Science and develop a write up (name of unit, name of theme/topic, learning outcomes, material used and procedure).
5. Identify and use learning resources from the surroundings in Social Sciences and write a detailed report.
6. Prepare lesson plans based on learning outcomes and experiential learning by selecting two topics from the Social Sciences textbooks at secondary stage.
7. Any other project assigned by HEI.

Suggestive Mode of Transaction

Lectures, hands-on activities, discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning, art integrated learning, sport integrated learning.

Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

Suggestive Reading Material

- *National Policy on Education, 1968, 1986 and 2020*
- NCERT (2023) *National Curriculum Framework of School Education (Draft)*
- NCTE (2009) *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. NCTE, New Delhi.
- UNESCO, (1984) *Epistemology of Social Science, the Scientific Status, Values and Institutionalization*, Vol. XXXVI, UNESCO Publications.

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

AE&VAC- VII: Information and Communication Technology (ICT) in Education

Credits: 2

Contact Hours: 2 hrs per week

Maximum Marks: 50

Internal: 20

External: 30

About the Course

The present course focuses on moving beyond computer literacy and ICT-aided learning, to help student teachers interpret and adapt ICTs in line with educational aims and principles. The paper will orient the learners about the need for and importance of ICT in education. It will describe the importance of opensource software in education. Students will be given exposure to the various approaches and stages towards the use of ICT in education. Students are expected to develop reasonably good ICT skills in terms of the use of various computer software and ICT tools.

Learning Outcomes

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

- explain the concept, nature, and scope of ICT in education,
- describe the importance of open-source software in education,
- list and explain various approaches to the adoption and use of ICT in education,
- describe the importance of various emerging technologies in education,
- See relationship between the social, economic, and ethical issues associated with the use of ICT,
- list out the challenges of educational technology in India,
- use various technological tools for improving teaching-learning- assessment processes.

UNIT – I: Educational Technology

- Concept of Educational Technology
- Relationship between Education and Technology.
- Concept of Technology of Education and Technology in Education.
- Meaning, Nature, and significance of Technology in Education.
- Historical Development of use of Technology in Education.
- Principles of using Technology in Education.

UNIT – II: Instructional Design and Communication

- Meaning and Uses of Systems Approach in instructional design,
- Models of Development of Instructional Design: ADDIE, ASSURE, Dick and Carey Model Mason's,
- Concept and importance of Communication
- Models of communication: Shannon and Weaver, Newcomb, Schramm,
- Flanders' Interaction Analysis Category System (FIACS),

UNIT – III: Introduction to ICT in Education

- Meaning, Nature, importance: Information Technology, Communication Technology, Information and Communication Technology (ICT) and Instructional Technology,
- ICT in Education: Scope of ICT- Teaching, learning, Research and Publication, Educational Administration and Assessment,

- Technology and Engagement: Internet, Collaborative learning through Online Discussion Forums, group assignments and Peer reviews,
- Hardware and Software: meaning, difference and types.
- System software and Application software.

Suggestive Practicum

- Prepare an assessment tool on any one chapter of the textbook.
- Explore any one online platform for MOOCs and prepare a report highlighting its structure and courses.

Suggestive Mode of Transaction

The pedagogy for the course ICT in Education should be designed to ensure that students have a good understanding of how to use technology for improving teaching-learning-assessment processes. It should provide a balance between theoretical knowledge and practical skills. The approaches to curriculum transaction may include the following:

- Active learning encourages student teachers to participate in discussions, brainstorming sessions, and problem-solving activities that help them develop critical thinking and problem-solving skills.
- Collaborative learning involves group projects and tasks that encourage student teachers to work collaboratively and learn from each other.
- Experiential learning involving Hands-on activities, field trips, and real-life scenarios that will give student teachers the opportunity to apply their knowledge and skills in a practical setting.
- Use of multimedia tools such as videos, interactive simulations, and animations that help enhance learning and make it more engaging.
- Self-directed and self-managed learning activities that encourage students to take charge of their learning process through independent research, self-reflection, and self-assessment which can promote lifelong learning.

Suggestive Mode of Assessment

The assessment for the course ICT in Education should evaluate students' knowledge, capacities, and attitudes towards the use of technology in education. The assessment methods will include the following:

- Project-based assessments involving projects that require student teachers to create an instructional/learning resource that incorporates ICT tools and then assess the quality of the resource.
- Peer assessment helps students develop their critical thinking and evaluative capacities through group tasks requiring assessment by a group of the work of another group.
- Reflective journals requiring student teachers to maintain a reflective journal and to reflect on their learning experience involving the use of ICT tools in education.
- Online quizzes and tests involving online quizzes and tests that can assess students' knowledge of the theoretical aspects of ICT in education.
- Observation and feedback involving observation of performance of student teachers during classroom activities and providing feedback that help assess their practical skills in using ICT tools for improving teaching-learning-assessment processes.

Suggested Reading Materials

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

SE- I: Pre-Internship Practice

Credit: 2

Contact Hours: 2 hrs. per week

Maximum Marks: 50

Internal: 50

About the Course

Pre-Internship is a vital component of the Teacher Education Programme. It is a prerequisite for the student teachers to experience a simulated classroom environment to prepare them for real-life situations. Student teachers get exposure in a conducive, guided environment to manage a classroom and learn pedagogic and classroom management skills and get an opportunity to have hands-on experience.

Learning Objectives

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

- Acquainted with various pedagogic practices, classroom management skills, assessment tools and learning standards,
- Get experience of conducting classes by observing lessons transacted by teacher educators (demonstration lessons),
- Develop lesson plans to transact them using appropriate pedagogies and learning resources,
- Develop and practice teaching skills in a guided environment to be an effective teacher,
- Be prepared for the school internship.

Suggestive Mode of Transaction

- Demonstration lesson (minimum 1 in each pedagogical subject)
- Peer Group teaching and peer observation (minimum 5 in each pedagogical subject)
- Observation of lessons by teacher educators during peer group teaching
- Reflective group discussions/workshops/seminars
- Preparation and presentation of the video content illustrating best classroom practices.

Content

The pre-internship will include activities relating to the stage-specific pedagogy courses, ability enhancement and value-added courses and foundation courses transacted during previous semesters. It will also include knowledge of pedagogy, formats of lesson plans, different ICT tools, schooling systems in India, principles of classroom management, assessment, and other relevant content.

Activities to be conducted

- Observation of lessons transacted by teacher educators to identify pedagogic skills.
- Exposure to various types of lesson plans through workshops.
- Development of relevant Teaching Learning Materials (TLMs).
- Participation in screening and discussion of educational videos on pedagogy and assessment.
- Learning about inclusiveness in school education
- Orientation for Action Research/case study
- Orientation of student teachers to different pedagogic approaches like storytelling, art-integrated, sports-integrated, project-based, and ICT-integrated for developing critical thinking, attention to life aspirations, and greater flexibility and classroom management skills.
- Designing guided activities, including a laboratory for each class/subject based on learning outcomes.
- Study Secondary Stage Learning Standards in the NCF
- Content analysis and development of the unit plan, concept map and lesson plan.
- Discussion on unit plan and lesson plan with teacher educators/experts
- Preparation of a Portfolio (for self-work) that the student-teacher will use to keep all her/his work.
- Participate in discussions/reflective sessions for conceptualizing teaching-learning practices.
- Exploring available learning resources and educational videos
- Developing local, low-cost, and innovative TLMs
- Reading and reflecting on inspiring books on pedagogic practices

Assessment

Competence/Artifact	Method of assessment	Assessed By	Credits	Marks
Classroom teaching skills and assessment tools (including learning standards)	Simulated Presentation	Teacher-Educator	1	25
Reflective group discussions/workshop	Observations	Teacher-Educator	0.5	10
Artefacts (Lesson Plans, TLM, Curated Videos) and action research procedures.	Evaluation	Teacher-Educator	0.5	15

Learning Outcomes

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

- Describe the prerequisites of the internship,
- Demonstrate knowledge of pedagogic practices, classroom management skills, assessment tools and learning standards,
- Develop lessons plans and relevant Teaching Learning Materials (TLMs),

- Develop readiness to take up an internship programme.

SEMESTER – VI

Sl. No.	Subject Code	Subject Name	Paper Code	Credits	Max. Marks	Internal Marks	Pract.*	Theory (Ext.)	Periods Per Week (Hrs)
1	FE	Assessment & Evaluation	FE-IV	2	50	20	--	30	2
2	FE	Inclusive Education	FE-V	2	50	20	--	30	2
3	DC (Major) Any one Group	English/Hindi/Gujarati/Marathi/Urdu/History/Geography/Political Science/Economics	DC-XII	3+1	100	15	25	60	5
			DSE-II	3+1	100	15	25	60	5
4	DCM (Minor) Other than Major	English/Hindi/Gujarati/Marathi/Urdu/History/Geography/Political Science/Economics	DCM-IV	3+1	100	15	25	60	5
5	CP CP	Content-cum-Pedagogy Courses (Secondary): Languages- III	CP-VI	2	50	20	--	30	2
		Content-cum-Pedagogy Courses (Secondary): Social Sciences- III	CP-VII	2	50	20	---	30	2
6	AE&VA C	Mathematical & Quantitative Reasoning	AE & VAC-VIII	2	50	20	--	30	2
7	SE	School Observation (Field Practice)	SE-II	2	50	50	--	--	2
Total				24	600	195	75	330	27

* Except the Subject Geography, the Practical is Internal

Semester - VI ENGLISH DC XII- Language and Linguistics

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hours + Practicum: 2 hours)

Maximum Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes

The Learner will

- recognize/understand the structure and various parts of the language
- understand the existence of language in the form of different dialects based on a set of established factors
- identify the various functions a language performs and the roles assigned to it
- understand that all languages behave alike and develop a tolerance for other languages
- understand that making errors is a process of learning and not hesitate to use language for the fear of making errors

Unit- I : General Linguistics

What is Language/ Origin and Development of Human Language Properties/ Characteristics of Human Language, Characteristics of Old, Middle and Modern English, American English, Indian English. Loan Words – Scandinavian, Latin, French, Greek, Indian.

Unit- II : English Phonetics and Phonology The Speech Mechanism Description and Classification of Vowels and Consonants Phonemes and Allophones, Transcription, Syllable, Stress and Juncture in Connected Speech, Intonation in English

Unit- III : English Morphology & Syntax, Morphemes & Allomorphs, Processes of Word Formation- Compounding, duplication, derivation, back-formation, conversion, clipping, acronyming, blending, tradespeople's coinages, war-coinages Structure of the Noun Phrase & Verb Phrase/ Structure of Phrase Types of Clauses and Sentences

Unit- IV- Language and the Human Brain, Broca's Area, Wernicke's Area, Exner's Area, Language and Speech disorders.

Unit- V : Language in Use Speech Community and Bi/ Multilingualism, Diglossia, Code- Mixing and Code-Switching, Language and Gender, Language and Ethnicity, Language and society, Language and culture, Language and Power, Dialect, register, Slang, Pidgin

Practicum

Language Lab activities for practicing Vocabulary, Grammar, Listening, Speaking, Reading, Writing skills Project, Assignment, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, etc.

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc

Suggested Modes of Assessment- Internal, External examination, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation

Suggested Readings

- Jespersen, Otto, Growth and Structure of the English Language. New Delhi: Oxford
- Adamas, V. An Introduction to Modern English Word – Formation. London Longman,
- Bauer, L. English Word-Formation. Cambridge : Cambridge University Press, 1983.
- Crystal, D.A. Dictionary of linguistics and phonetics. London : Basic Blackwell. 1985.
- Barber, Charles. The Story of Language. London : The English Language Book Society
- Jones, Daniel. English Pronouncing Dictionary. London : English Language Book
- Wilkins, D.A. Linguistics in Language Teaching. London : The English Language Book
- Hudson, R.A. Sociolinguistics. Cambridge : Cambridge University Press. 1980.
- Downes, William. Language and Society. London : Fontana Paperbacks, 1984.
- Trudgill, Peter. Sociolinguistics : An Introduction. Middlesex penguin, 1974.
- Cecco, John P. De. The psychology of Language, Thought, and instruction. New York :
- Holt, Rinehart and Winston, 1967.
- Deese, James. Psycholinguistics. Boston : Allyn & Bacon, 1970.

Discipline Specific Elective (DSE)- II

A. World Literature

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hours + Practicum: 2 hours)

Maximum Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes: The Learner will

- explain the concept of World Literature and its evolution in relation to other related concepts e.g. national literature, general literature, comparative literature and Vishwa Sahitya.
- appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world.
- analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions.
- analyze and interpret literary texts in their contexts and locate them.

Unit I- Albert Camus- The Stranger

Unit II- Anton Chekov- The Cherry Orchard

Unit III- Pablo Neruda- Every Day You Play

Rainer M Rilke- Duino Elegies- The First Elegy

Unit IV- Gabriel Garcia Marquez- The General in the Labyrinth

Unit V- Jose Saramago- Cain

Practicum

1. Poetry/ Drama Recitation- Students can select a poem from the course reading list and memorize it. They can then recite the poem to the class, focusing on understanding the poem's rhythm, tone, and imagery through performance.
2. Poetry/ Drama in Context: Have students research the historical, cultural, or biographical context of a specific poem or poet. This practicum helps students understand how external factors can influence poetic themes and styles.
3. Poetry/ Drama Study: Students in small groups study a specific poet to research in-depth. They can present their findings to the class, discussing the poet's life, works, and the thematic or stylistic elements that make their poetry distinctive.
4. Poetry/ Drama Performance: Students showcase their creative interpretations of poems through dramatic readings, multimedia presentations, or artistic performances inspired by the poetry

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc.

Suggested Modes of Assessment- Internal, External examination, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation

Suggested Reading:

- Rabindranath Tagore, Vishwa Sahitya, Sarkar & Sons, 1993.
- David Damrosch, How to Read World Literature, Wiley Blackwell, 2002.
- Lillian HerlandsHornhtin, The Reader's Companion to World Literature, Penguin, 2002.
- Frank Magil, Masterpieces of World Literature, Collins Reference, 1991.

B. Partition Literature

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hours + Practicum: 2 hours)

Maximum Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes

The Learner will

- explain historical and socio-cultural factors responsible for the Partition of Indian Sub-continent.
- demonstrate critical understanding of manifestations of the experience of the partition in various art forms.
- link and analyze the eco-socio-historical-cultural contexts and dimensions related to the Partition of India e.g. nation, nationalism, communication, violence, exile, homelessness, refugee, rehabilitation, resettlement, border and border lands(colonialism and post colonialism), literary responses to the partition in different parts of Indian continent and interpret them.
- interpret texts and experience and relate it to their contexts and experiences

Unit I- Khushwant Singh- Train to Pakistan, Chattos& Windus, 1956.

Unit II- Bengal Partition Stories: An Unclosed Chapter, Bashabi Fraser (Ed.) London: Anthem Press (2008)

Unit III- Sa'adat Hasan Manto- "Toba Tek Singh", in Black Margins: Manto, (Delhi: Katha,2003).

Unit IV- Faiz Ahmad Faiz- 'For your Lanes, My Country' in In English : Faiz Ahmed Faiz, A Renowned Urdu Poet, tr and Ed Riz Ramhim. California: Xlibris 2008 (p 138)

Unit V- Jibananda Das- 'I shall Return to This Bengal' Tr Shakunatal Chaudhuri, in Modern Indian Literature. New Delhi OUP

Practicum

1. Poetry/ Drama Recitation- Students can select a poem from the course reading list and memorize it. They can then recite the poem to the class, focusing on understanding the poem's rhythm, tone, and imagery through performance.
2. Poetry/ Drama in Context: Have students research the historical, cultural, or biographical context of a specific poem or poet. This practicum helps students understand how external factors can influence poetic themes and styles.
3. Poetry/ Drama Study: Students in small groups study a specific poet to research in-depth. They can present their findings to the class, discussing the poet's life, works, and the thematic or stylistic elements that make their poetry distinctive.
4. Poetry/ Drama Performance: Students showcase their creative interpretations of poems through dramatic readings, multimedia presentations, or artistic performances inspired by the poetry

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc

Suggested Modes of Assessment- Internal, External examination, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation

Suggested Readings

- Ritu Menon and Kamla Bhasin, 'Introduction', in Borders and Boundaries (New Delhi: Kali for Women, 1998).
- Sukrita P. Kumar, Narrating Partition (Delhi: Indialog, 2004).
- Urvashi Butalia, The Other Side of Silence: Voices from the Partition of India (Delhi: Kali for Women, 2000).
- Sigmund Freud, 'Mourning and Melancholia', in The Complete Psychological Works of Sigmund Freud, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041–53.
- Films- Garam Hawa (dir. M.S. Sathya, 1974). Khamosh Paani: Silent Waters (dir. Sabiha Sumar, 2003). Subarnarekha (dir. Ritwik Ghatak, 1965)

C. Research Methodology

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hours + Practicum: 2 hours)

Maximum Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes

The Learner will

- Develop a simple questionnaire to elicit specific information.

- Collect data based on a survey and arrive at inferences using a small sample
- Discuss and draft a plan for carrying out a piece of work systematically
- Refer to authentic sources of information and document the same properly.
- Provide proper explanation for technical terms in simple language.

Unit I- Basic concept of research and the terminology involved

Basic types of research

Basic tools of research

Unit II- Reference skills including skills to use dictionaries, encyclopedias, library catalogues, and net resources.

Stating and defending a research proposal

Unit III- Conceptualizing and drafting a research proposal parts of research proposal

Unit IV- Writing a Research Paper Style manuals

Unit V- Notes, references and bibliography Research and ethics: documentation and plagiarism

Practicum- Research paper, Article, Project, Assignment, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, etc

Suggested Modes of Learning Engagement- Lectures, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, Role plays, Theatre, Blended and Flipped classrooms, etc

Suggested Modes of Assessment- Internal, External examination, Project, Assignment, Review of books and movies, Critical Analysis, Peer and Group observation, Research papers

Suggested Readings

Kumar, Ranjit. (2012) Research Methodology: A Step-by-Step Guide for Beginners. New Delhi, Vikas.

Manuals of style (MLA Style Sheet, APA Style Sheet, Chicago Style Manual etc)

Wallace, Michael. (2004). Study Skills. Cambridge: CUP.

HINDI/हिन्दी DC- XII: हिन्दी का व्यावहारिक व्याकरण हिंदी भाषा का व्यावहारिक व्याकरण

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

इकाई- I: भाषा और व्याकरण :भाषा की परिभाषा और विशेषताएँ

व्याकरण की परिभाषा, महत्त्व, भाषा और व्याकरण का अंतःसंबंध ध्वनि और वर्ण हिंदी की ध्वनियों का वर्गीकरण ;स्वर, व्यंजन और मात्राएँ

इकाई- II: शब्द-विचार :शब्द की परिभाषा और उसके भेद ;रचना एवं स्त्रोत के आधार पर शब्दों की व्याकरणिक कोटियाँ ;

संज्ञा, सर्वनाम, विशेषण, क्रिया आदि; केवल परिभाषा एवं भेद

शब्दों का रूपांतरण, शब्दगत अशुद्धियाँ, शब्द-निर्माण;उपसर्ग, प्रत्यय, संधि और समास

इकाई- III: पद-विचार :शब्द और पद में अंतर; विकारी शब्दों की रूप-रचना ;संज्ञा, सर्वनाम, विशेषण, क्रिया, अविकारी शब्द ;अव्यय

इकाई- IV: वाक्य-विचार :वाक्य की परिभाषा और उसके अंग, वाक्य के भेद ;रचना एवं अर्थ के आधार पर द्व, वाक्य संरचना; पदक्रम, अन्विति और विराम-चिह्न , वाक्यगत अशुद्धियाँ

सहायक ग्रंथ:

- हिंदी भाषा का इतिहास- धीरेन्द्र वर्मा
- भारतीय पुरालिपि- डॉ .राजबलि पाण्डेय

- हिंदी भाषा का उद्गम और विकास- उदयनारायण तिवारी
- हिंदी भाषा की पहचान से प्रतिष्ठा तक- डॉ. हनुमानप्रसाद शुक्ल
- लिपि की कहानी- गुणाकर मुले
- भाषा और समाज- रामविलास शर्मा
- हिंदी भाषा का उद्गम और विकास- उदयनारायण तिवारी
- हिंदी भाषा :संरचना के विविध आयाम- रवींद्रनाथ श्रीवास्तव
- हिंदी व्याकरण- कामताप्रसाद गुरु
- हिंदी शब्दानुशासन- किशोरीदास वाजपेयी
- हिंदी भाषा की संरचना- भोलानाथ तिवारी
- हिंदी व्याकरण- एन.सी.ई.आर.टी

DSE- II

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Choose any one:

लोक साहित्य

1. लोक नाट्य
2. जनपदीय साहित्य
3. हिन्दी अस्मितामूलक साहित्य

लोकनाट्य

इकाई- I: लोकनाट्य : अवधारणा, स्वरूप और इतिहास; प्रमुख रूपों का परिचय एवं पाठ, लोकनाट्य रामलीला, रासलीला, स्वांग, ख्याल, माच, बिदेसिया एवं नौटंकी- सुल्ताना डाकू

इकाई- II: बिदेसिया- भिखारी ठाकुर

इकाई- III: स्वांग - लखमीचंद

इकाई- IV: नाच- गुरु बाल मुकुंद

सहायक ग्रंथ:

- हिंदी साहित्य का बृहत् इतिहास, पं. राहुल सांकृत्यायन, सोलहवाँ भाग
- वाचिक कविता : भोजपुरी-पं. विद्यानिवास मिश्र
- भारतीय लोक साहित्य : परंपरा और परिदृश्य - विद्या सिन्हा
- लखमीचंद का काव्य-वैभव--हरिचन्द्र बंधु
- सूत्राधार- संजीव
- हिन्दी साहित्य को हरियाणा प्रदेश की देन- हरियाणा साहित्य अकादमी का प्रकाशन
- मध्यप्रदेश लोक कला अकादमी की पत्रिका - चौमासा
- हरियाणा की लोकनाट्य परम्परा

हिंदी रंगमंच

इकाई- I: पारंपरिक रंगमंच; रामलीला, रासलीला, नौटंकी, बिदेसिया, नाच, ख्याल, स्वांग का सामान्य परिचय, प्राचीन भारतीय प्रदर्शन-परंपरा और आधुनिक रंगमंच

इकाई- II: हिंदी रंगमंच की विकास-यात्रा; स्वतंत्रता पूर्व : पारसी थिएटर, भारतेंदु युगीन रंगमंच, पृथ्वी थिएटर तथा इष्टा; स्वातंत्र्योत्तर हिंदी रंगमंच : रंग प्रशिक्षण एवं रंग गतिविधियाँ, राष्ट्रीय नाट्य विद्यालय, नई दिल्ली रंगमंडल भारत भवन, भोपाल, भारतेंदु नाट्य अकादमी, लखनऊ

इकाई- III: आधुनिक हिंदी रंगमंच की विविध शैलियाँ : शैली, यथार्थवादी, एक्सप्रेसिवा तथा लोक-शैली

इकाई- IV: प्रमुख रंग व्यक्तित्व और उनकी रंगदृष्टि : श्यामानंद जालान, सत्यदेव दुबे, इब्राहिम अल्काजी, ब.व. कारंत, हबीब तनवीर, लखमीचंद एवं भिखारी ठाकुर ; हाल में हुई किसी प्रस्तुति प्रस्तुति की रंगमंचीय समीक्षा

सहायक ग्रंथ:

- पारंपरिक भारतीय रंगमंच- कपिला वात्स्यायन
- परंपराशील नाट्य- जगदीशचंद्र माथुर

- भारतीय रंगमंच का विवेचनात्मक इतिहास- अज्ञात
- पारसी हिंदी रंगमंच- लक्ष्मीनारायण लाल
- नाट्यसम्राट पृथ्वीराज कपूर- जानकी वल्लभ शास्त्री
- आधुनिक हिंदी नाटक और रंगमंच- लक्ष्मीनारायण लाल
- समकालीन हिंदी नाटक और रंगमंच - नरेंद्र मोहन
- पहला रंग- देवेंद्र राज अंकुर
- आधुनिक हिंदी नाटक और रंगमंच- नेमिचंद जैन
- लखमीचंद का काव्य-वैभव - हरिचन्द्र बंधु
- भिखारी ठाकुर : भोजपुरी के भारतेन्दु- भगवत प्रसाद द्विवेदी
- कंटेम्परी इंडियन थिएटर : इंटरव्यू विद प्लेराइट्स एण्ड डायरेक्टर्स- संगीत नाटक अकादमी
- थिएटर्स ऑफ इंडिपेंडेंस- अपर्णा भार्गव धारवाड़कर

हिन्दी अस्मितामूलक साहित्य अस्मितामूलक विमर्श और हिंदी साहित्य

इकाई- I: विमर्श की सैद्धांतिकी

- (क) दलित विमर्श : अवधारणा और आंदोलन, फुले और अम्बेडकर
(ख) स्त्री विमर्श : अवधारणाएँ और स्त्री मुक्ति आंदोलन: पाश्चात्य और भारतीय, रैडिकल, उदारवादी आदि, यौनिकता, लिंगभेद, पितृसत्ता, समलैंगिकता
(ग) आदिवासी विमर्श : अवधारणा और आंदोलन: जल, जंगल, जमीन और पहचान का सवाल

इकाई- II: विमर्शमूलक कथा साहित्य:

1. ओमप्रकाश बाल्मीकि - सलाम,
2. नासिरा शर्मा - खुदा की वापसी

इकाई- III: विमर्शमूलक कविता:; क दलित कविता : अछूतानंद दलित कहाँ तक पड़े रहेंगे, नगीना सिंह, कितनी व्यथा, माता प्रसाद, सोनवा का पिंजरा, ख स्त्री कविता : 1. कीर्ति चौधरी : सीमा रेखा 2. कात्यायनी : सात भाइयों के बीच चम्पा 3 अनामिका - आम्रपाली 4 . सविता सिंह : 'मैं किसकी औरत हूँ?'

इकाई- IV: विमर्शमूलक अन्य गद्य विधाएँ:

1. प्रभा खेतान: अन्या से अनन्या तक (पृष्ठ 28-42)
2. तुलसीराम मुर्दहिया, चौधरी चाचा से प्रारंभिक (पृष्ठ संख्या 125 से 135)
3. महादेवी वर्मा : शृंखला की कड़ियाँ

सहायक ग्रंथ:

- सिमोन द बौउवा – स्त्री उपेक्षिता
- गुलामगिरी - ज्योतिबा फुले
- अंबेडकर रचनावली - भाग-1
- प्रभा खेतान - उपनिवेश में स्त्री
- स्त्री अस्मिता साहित्य और विचारधारा - सुधा सिंह
- मूक नायक, बहिष्कृत भारत - अंबेडकर
- शिकंजे का दर्द - सुशीला टांकभोरे
- जूठन - ओमप्रकाश बाल्मीकि
- दलित साहित्य का सौंदर्य शास्त्र - शरण कुमार लिंगबाले
- दलित साहित्य का सौंदर्य शास्त्र - ओमप्रकाश बाल्मीकि
- दलित आंदोलन का इतिहास - मोहनदास नैमिशराय
- नारीवादी राजनीति - जिनी निवेदिता
- हिंदी दलित कथा साहित्य : अवधारणा एवं विधाएँ - रजत रानी मीनू
- औरत होने की सजा - अरविंद जैन
- आदिवासी अस्मिता का संकट - रमणिका गुप्ता

GUJARATI

DC- XII: साहित्य विवेचन અને તેના સિદ્ધાંતો

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25**External: 60****હેતુ -અધ્યયન નિષ્પત્તિ:**

- ગુજરાતી સાહિત્યનાં વિવિધ પરિમાણ વિષે જાણે.
- ગુજરાતી સાહિત્યના નાટક સ્વરૂપને એક ભાવક તરીકે ઓળખે.
- અર્વાચીન નાટક સાહિત્યનાં વિવિધ પરિમાણ અને વિકાસ વિષે સમજે.

એકમ-1 સાહિત્ય વિવેચનના સિદ્ધાંતોની ચર્ચા

એકમ-2 ભારતીય વિવેચનનો ઇતિહાસ અને વિકાસ

એકમ-3 વિવેચનના વિવિધ મુદ્દાઓ અને ભાષ્ય

એકમ-4 વિવેચનના વિવિધ પ્રકાર અને વર્તમાન વિવેચન

મૂલ્યાંકન-લેખિત પરીક્ષા, મૌખિક પ્રશ્નાવલિ, પ્રોજેક્ટ અને પ્રેક્ટિકમ વગેરે

સંદર્ભ ગ્રંથ

- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન,અમદાવાદ
- મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન,અમદાવાદ
- વિવેચનના સિદ્ધાંતો, આનંદશંકર ધ્રુવ, અમદાવાદ
- ગુજરાતી વિવેચનના પ્રવાહ

DSE- II: પાશ્ચાત્ય સાહિત્ય મીમાંસા અને ભારતીય મીમાંસા(સંક્ષિપ્ત)**Credits: 4 (3+1)****Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)****Max. Marks: 100****Internal: 15****Practicum: 25****External: 60****હેતુ -અધ્યયન નિષ્પત્તિ:**

- ગુજરાતી સાહિત્યનાં વિવિધ પરિમાણ વિષે જાણે.
- ગુજરાતી સાહિત્યના નાટક સ્વરૂપને એક ભાવક તરીકે ઓળખે.
- અર્વાચીન નાટક સાહિત્યનાં વિવિધ પરિમાણ અને વિકાસ વિષે સમજે.

એકમ-1 પાશ્ચાત્ય સાહિત્ય મીમાંસા અને વિશેષતા

એકમ-2 ભારતીય સાહિત્ય મીમાંસા અને ઇતિહાસ

એકમ-3 પાશ્ચાત્ય અને ભારતીય કાવ્ય ચર્ચા-સામ્ય અને ભેદ

એકમ-4 સાહિત્ય મીમાંસા અને ગુજરાતી સાહિત્ય

મૂલ્યાંકન-લેખિત પરીક્ષા, મૌખિક પ્રશ્નાવલિ, પ્રોજેક્ટ અને પ્રેક્ટિકમ વગેરે

સંદર્ભ ગ્રંથ

- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન,અમદાવાદ

- મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન, અમદાવાદ
- વિવેચનના સિદ્ધાંતો, આનંદશંકર ધ્રુવ, અમદાવાદ
- પાશ્ચાત્ય સાહિત્યની મીમાંસા, ચંદ્રકાંત ટોપીવાળા
- ભારતીય સાહિત્ય મીમાંસા અને ગુજરાતી સાહિત્યવિચાર

MARATHI
DC- XII: વાક્યવિચાર વ અર્થ વિચાર

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

યુનિટ ૧

- વાક્યવિચાર- વ્યાખ્યા, સંકલ્પના વ સ્વરૂપ, વાક્યાચે પ્રથમોપસ્થિત સન્ધટક,
- પદબન્ધ, પદબન્ધાચે પ્રકાર (નામપદબન્ધ, વિશેષણપદબન્ધ, ક્રિયાવિશેષણપદબન્ધ, ક્રિયાપદબન્ધ), મૂલરચિત વાક્યે વ રચનાન્તરિત વાક્યે
- વાક્યાચે પ્રકાર (કેવલ વાક્ય, મિશ્રવાક્ય ઇત્યાદી)

યુનિટ ૨-

- અર્થ: સંકલ્પના વ સ્વરૂપ
- અર્થ મ્હણજે નિર્દેશ, પ્રતિમા, સંકલ્પના
- અર્થાચે પ્રકાર

યુનિટ ૩

- શબ્દ આણિ અર્થ, સમાનાર્થતા - અનેકાર્થતા, વિરોધાર્થતા,
- અર્થપરિવર્તનાચે સ્વરૂપ, અર્થપરિવર્તનાચી કારણે
- અર્થપરિવર્તનાચે પ્રકાર

સંદર્ભ ગ્રંથ

- ભાષાવિજ્ઞાન આણિ મરાઠી ભાષા – અનિલ ગવઢી
- સુબોધ ભાષાશાસ્ત્ર –જોશી પ્ર. ન. જોશી
- મરાઠીચા અર્થવિચાર- અનુરાધા પોતદાર
- શબ્દ : ડગમ આણિ વિકાસ કૃ. પા. કુલકર્ણી
- ભાષાવિજ્ઞાન :વર્ણનાત્મક વ ઐતિહાસિક –માલશે ઇનામદાર , સોમણ (સંપા.)
- ભાષા આણિ સંસ્કૃતી - ના. ગો. કાલેલકર
- અભિનવ ભાષાવિજ્ઞાન –ગં. ના. જોગલેકર

Discipline Specific Elective (DSE) II - સાહિત્યઅભ્યાસ:

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

1. પ્રવાસ વર્ણન સાહિત્યપ્રકાર

યુનિટ ૧-

- પ્રવાસ વર્ણન: સંકલ્પના, સ્વરૂપ વ વૈશિષ્ટ્યે
- પ્રવાસવર્ણનાચી વાટચાલ

યુનિટ ૨- સાહિત્ય અભ્યાસ:

- પુ. લ. દેશપાંડે - ‘અપુર્વાઈ’

युनिट ३ साहित्य अभ्यास:

- यात्रा- अन्तर्यात्रा- वसंत आबाजी डाहाके

संदर्भ ग्रंथ

- यात्रा- अन्तर्यात्रा- वसंत आबाजी डाहाके
- पु. ल. देशपांडे - 'अपूर्वाई'
- मुक्त गद्य : संकल्पना आणि उपयोजन – वि. शं. चौधुरे
- प्रवासवर्णन : एक वाङ्मयप्रकार – वसंत सावंत
- ललित गद्याचे तात्त्विक रूप आणि मराठी लघुनिबंधाचा इतिहास – आनंद यादव
- मराठी साहित्य प्रेरणा व स्वरूप – संपा. गो. मा. पवार, म. द. हातकणंगलेकर

2.आत्मचरित्र साहित्य प्रकार

युनिट १-

- आत्मचरित्र : संकल्पना व स्वरूप
- आत्मचरित्र साहित्याची वाटचाल

युनिट २-साहित्य अभ्यास:

- माज्या जन्माची चित्तरकथा - शांताबाई कांबळे

युनिट ३ साहित्य अभ्यास:

- मी वनवासी –सिंधूताई सपकाळ

संदर्भ ग्रंथ

- मी वनवासी –सिंधूताई सपकाळ
- माज्या जन्माची चित्तरकथा- शांताबाई कांबळे
- चरित्र आणि आत्मचरित्र – अ. म. जोशी
- आत्मचरित्रमीमांसा – आनंद यादव
- आत्मचरित्र : काही विचार – वा. ल. कुलकर्णी
- मराठी स्त्रियांची आत्मचरित्रे – विमल भालेराव
- मराठीतील आत्मचरित्रपर लेखन – उषा हस्तक

3.चरित्र – साहित्यप्रकार

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

युनिट १-

- चरित्र: संकल्पना व स्वरूप
- चरित्रवाङ्मय प्रकाराचे घटक आणि विशिष्टे
- चरित्रसाहित्याची वाटचाल

युनिट २-साहित्य अभ्यास:

- एक होता कार्कर – वीणा गव्हाणकर

युनिट ३ साहित्य अभ्यास: –

- एकटा जीव- अनिता पाध्ये

संदर्भ ग्रंथ

- एकटा जीव- अनिता पाध्ये
- एक होता कार्कर – वीणा गव्हाणकर
- मराठी चरित्रे: मूलतत्त्व व समीक्षा – ग. का. रावते
- मराठी चरित्र रूप आणि इतिहास – जयंत वष्ट
- चरित्रे आणि आत्मचरित्रे – वा. भा. पाठक
- चरित्र, आत्मचरित्र : तंत्र आणि मंत्र – अ.म. जोशी

४. आधुनिक मराठी गद्य

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

युनिट १-

- आधुनिक मराठी गद्य : संकल्पना व स्वरूप

युनिट २-साहित्यअभ्यासः

- संस्कृती म्हणजे काय ?- इरावती कर्वे (विसाव्या शतकातील मराठी गद्य-खंड 2- संपादक भास्कर लक्ष्मण भोळे)
- समाजास धर्माची आवश्यकता आहे काय ?-कृ. अ. केळूसकर (एकोणिसाव्या शतकातील मराठी गद्य-खंड 2- संपादक भास्कर लक्ष्मण भोळे)

युनिट 3

- शेतकऱ्याचा असूड – महात्मा जोतीरा व फुले
- दुःखाविषयी निबंध – मुक्ता साळवे

संदर्भ ग्रंथ-

- आधुनिक मराठी वाङ्मयाची सांस्कृतिक पार्श्वभूमी -गो. म. कुलकर्णी
- आधुनिक मराठी गद्याचा पायाभूत अभ्यास- सम्पा- वासुदेव मुलाटे आणि इतर
- मराठी साहित्यातील विवेकवाद- शैलेंद्र लेंडे
- विसाव्या शतकातील मराठी गद्य-खंड 2- संपादक भास्कर लक्ष्मण भोळे
- एकोणिसाव्या शतकातील मराठी गद्य-खंड 2- संपादक भास्कर लक्ष्मण भोळे
- प्राचीन मराठी : गद्य प्रेरणा आणि परंपरा –श्रीरंग रंगनाथ कुलकर्णी

HISTORY

DC- XII: INDIAN NATIONAL MOVEMENT (1858-1947)

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3 hours+ Practical: 2 hrs)

Max. Marks: 100

Internal: 15

Learning Outcomes:

The students will:

- focus upon the core ideas of national movement in its contextuality

Unit- I: Indian Renaissance and Rise of Nationalism

- Indian Renaissance – Its Causes and Nature
- Socio-religious movements - Brahmo Samaj, Prarthana Samaj and Arya Samaj
- Factors leading to growth of Nationalism in India; Early political organizations

Unit- II: Indian National Movement; Swadeshi Movement

- Indian National Congress
- Partition of Bengal and Swadeshi Movement
- The Muslim league
- Lucknow Pact, Home Rule Movement

Unit- III: Gandhi and Mass Movements

- Non-Cooperation, and Swaraj party
- Simon Commission, Nehru Report and Civil Disobedience Movement
- Quit India movement.

Unit- IV: Alternative Ideologies in National Movement

- Revolutionaries in Indian National Movement
- Subhash Chandra Bose and INA, RIN Mutiny

Unit- V: Road to Partition & Independence

- Challenges of Communalism (1942- 1947)

- Constitutional Formulas: Cripps, Wavell Plan and Cabinet Mission
- Mountbatten plan, Circumstances leading to Partition & Independence

Suggested mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through , videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment

External

Internal

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT, preparation, project work, Role play, Debate and Discussion

Practicum

Any one of the following or equivalent can be assigned to the students.

1. Various aspects of Swadeshi and Boycott Movement in India
2. Communal Unity and Indian Freedom Struggle
3. Oral History on India's Independence Movement
4. Gandhi :Principles and Ideology and its relevance in today's context.
5. Subhash Chandra Bose and INA: A critical evaluation
6. Dimensions of Non-Cooperation Movement during the Indian Freedom struggle.
7. Role of press in India's Struggle for independence

Suggested Readings:

- Sumit Sarkar: Modern India 1885 and 1947. MacMillian, 1983
- R. Jeffery, J Masseloss: From Rebellion to the Republic
- Paul Brass: The Politics of India since Independence
- K.G Subramanian: The Living Tradition: perspectives on Modern Indian Art.
- Dutta. K.K: Social History of Modern India
- Desai A.R.: Social background of Indian Nationalism
- Desai A.R.: India's Path of Development
- Prasad, Bisheswar: Bondage and Freedom, Vol. 2
- Vallabh Bhai Patel: Correspondence, Writings and Speeches
- D. Agrow: Moderates and Extremist in the Indian National Movement
- M.N. Gupta: History of the revolutionary Movement in India
- Penderal Moon: Divide and Quit
- Tara Chand: History of Freedom Movement in India, Vol. 3

DSE- II: HERITAGE MANAGEMENT

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3 hours+ Practical: 2 hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

Learning Outcomes

The students can:

- understand the meaning , importance and components of Heritage management, and know the institutions working for it
- understand how heritage management can lead to Sustainable and responsible tourism.
- pursue heritage management as a career option in future.

Unit- I: Meaning and Importance and types of Heritage

- Meaning and Importance of Heritage
- Tangible and Intangible Heritage of India

Unit- II: Heritage Management

- Case Projects on Heritage Management from India (Sanchi, Nagarjunkonda) and the world with reference to Korea and Cambodia
- Ethics of conservation and preservation

Unit- III: Heritage and Travel

- Heritage as a tool for local Development
- Sustainable and responsible tourism
- Local Community Participation

Unit- IV: Heritage Conservation, laws and parameters

- Heritage conservation Conventions and Acts in India
- Heritage Management Organizations- ASI, INTACH, UNESCO.

Suggested mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through , videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment**External****Internal**

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT, preparation, project work, Role play, Debate and Discussion

Practicum

Prepare a case study on any tangible or intangible heritage that is being conserved and managed. Students can supplement this with a course from an online platform also and submit a certificate.

POLITICAL SCIENCE
DC- XII: International Politics

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hrs. + Practical: 2 hrs.)

Max. Marks: 100

Internal: 15

Practicum: 25

External Marks: 60 (Theory)

Course Objectives:

This paper introduces students to some of the key theories, concepts and debates of international relations. While historically contextualizing the evolution of mainstream IR theories, students will also learn about the leading debates aimed at de-centering and pluralizing the knowledge-base of IR. The debates and conversations on the genealogies of Indian perspectives on IR are anchored in this backdrop. The students will learn how to critically engage with the Eurocentric view of IR through decolonial accounts that foreground the agency of the colonial experience, race and culture that not only identify proximately with the Global South but are also co-constitutive of European modernity, the social sciences and the foundations of the IR discipline. The course weaves in some of the major concepts— power, sovereignty, empire and international order—that push the boundaries of the discipline through understandings derived from diverse standpoints. The final segment— Global IR and the relational turn in international relations—appraises the students with the new directions in the discipline.

Course Outcomes:

At the end of this course, the students would have acquired: • Familiarization with key theories, concepts, and debates of International Relations. • Comprehensive re-reading of the origin of IR and its mainstream theories and concepts, with basic tools to question statist ontology and reification of eurocentrism. • Appreciation of decolonial accounts that challenge the mainstream and parochial International Relations. • Understanding of the genealogy and contributions of the IR scholarship in India to the disciplinary debates through a re-reading of its classical texts and, contemporary writings. • Analysis of the assumptions and key concepts of IR such as power, sovereignty, empire and international order. • Learning about the new directions in IR via a critical engagement with Global IR and the relational turn in IR

Unit- I: Theories of International Politics

Definition, Nature& Scope of International Politics

Theories of International Politics- IR Theories A. Realpolitik (Kautilya)/ Realism/ Neo-Realism, B. Liberalism/ Neo-liberalism C. Marxism/ Neo-Marxism D. Feminism E. Constructivism

Unit- II: National Interest

National Interest, Foreign Policy, Diplomacy

State System, Non-State actors, National Power, Balance of Power

Unit- III: Cold War-Era

Collective Security Cold War, Disarmament and Arms Control

Origin of the Cold War, Phases of Cold War, Non-Aligned Movement, Third World

Unit- IV: Organisation

United Nations: Organ and Functioning , SAARC ASEAN, EU, NATO, India's Role in G-20, New Delhi G-20 Summit

Unit- V: Contemporary Issues

Major issues in Contemporary International Politics- Globalization, Human Rights, Environment, Terrorism, Pandemics

Practicum

1. Survey of Literature on International Relations - Students are to identify, read and write an overview of Books (related with International Relations) available in their College or Institution Library (Online and Offline) and submit along with their Assignment
2. Assignment
 1. India's role in United Nations, 2. G-20 summit in India.

Suggested Readings:

1. David Blaney (2020), "Where, When and What is IR?", in Arlene B. Tickner and Karen Smith (eds.) International Relations from the Global South: World of Difference. Routledge: New York.
- Robert Jackson and Georg Sørensen (2019). 'Why study IR', in Introduction to International Relations: Theories and Approaches, OUP: New York,
2. Nicholson, Michael (2002). International Relations: A Concise introduction, NYU Press: NY
- Richard Devetak (2012). An introduction to international relations: The origins and changing agendas of a discipline", in R. Devetak, A. Burke and J. George (eds.) An Introduction to International Relations, 2nd ed, Cambridge: Cambridge University Press.
3. Kanti P. Bajpai and Siddharth Mallavarapu, eds. (2005). "International Relations in India: Bringing Theory Back Home" New Delhi: Orient Longman.
4. Stephen M. Walt (1998). "International Relations: One World, Many Theories." Foreign Policy, 110: 29–46. <https://doi.org/10.2307/1149275>
5. Karen A. Mingst, Ivan M. Arreguín-Toft (2019). 'Approaches to International Relations' in Essentials of International Relations (8th edition), Norton: Canada
6. Shahi, Deepshikha (2019). "Kautilya Reincarnated: Steering Arthaśāstra Toward an Eclectic Theory of International Relations" in Kautilya and the Non-Western IR Theory, Springer International Publishing; Palgrave Pivot.
7. Cynthia Weber (2010). 'Realism: is international anarchy the permissive cause of war?', In International Relations Theory: A Critical Introduction, 3rd ed., New York: Routledge,
8. Bruce Russett (2013). 'Liberalism' in Tim Dunne, Milja Kurki and Steve Smith (eds.) International Relations: Theories, Discipline and Diversity, 3rd Edition, Oxford: Oxford University Press.
9. Jennifer Sterling-Folker (2013). 'Neoliberalism' in Tim Dunne, Milja Kurki and Steve Smith (eds.) International Relations: Theories, Discipline and Diversity, 3rd Edition, Oxford: Oxford University Press.
10. Andrew Linklater (2005). 'Marxism' in Scott Burchill, Andrew Linklater, et al. Theories of International Relations, Palgrave Macmillan, UK, US:
11. J. Ann Tickner (2008). 'Gender in World Politics'. in J. Baylis, S. Smith and P. Owens (eds.). The Globalization of World Politics. Oxford: Oxford University Press,
12. K. M. Fierke (2013). Constructivism in T. Dunne, M. Kurki, and S. Smith (eds.), International Relations: Theories Discipline and Diversity, OUP: NY,
13. S. Lawson (2015). Theories of International Relations, Contending Approaches to World Politics, Polity Press: Cambridge
14. David A. Baldwin (2013). "Power and International Relations," in Handbook of International Relations, eds. Walter Carlsnaes, Thomas Risse, and Beth A. Simmons, Los Angeles, CA: Sage Publications,
15. K. Smith (2020). 'Order, Ordering and disorder' in Tickner and Smith (Eds) IR from Global South, London: Routledge.
16. K.P. Bajpai and S. Mallavarapu (ed.) (2019). India, the West, and International Order. Hyderabad: Orient Blackswan,
17. Goldstein, J. S. (2008). *International relations*. Pearson Education India.
18. Baylis, J. (2020). *The globalization of world politics: An introduction to international relations*. Oxford university press, USA.

19. Rosenau, J. N. (2018). *Turbulence in world politics: A theory of change and continuity*. Princeton University Press.
20. Holsti, K. J. (1919). *International politics: A framework for analysis*. -.

DSE- II (a): Research- Methodology

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hrs. + Practical: 2 hrs.)

Max. Marks: 100

Internal: 15

Practicum: 25

External Marks: 60 (Theory)

Course Objectives:

This course will introduce students to understand the fundamental process of doing research in the social sciences, with special reference to tools they are likely to use in Political Science. It will position it such that a student can go from a common-sense understanding to a complex, conceptual one. The student will also have a sense of hands-on training, by undertaking some limited research idea, with an appropriate methodology and write a report on it. This will constitute the internal assessment requirement. The faculty offering the course will provide a list of ideas for a short, doable research, along with a guide to the literature and proposed methodology, from which the students may choose.

Course Outcomes:

All students will be expected to start with a research question and work their way through the course with the teacher. This will enable them to work toward the preparation of a rough research proposal. The logic of research methods should be unraveled, such that the intimidation that students suffer from it, be overcome once and for all.

Unit- I: The purpose of research

Good social science research; types of research done in Political Science

Unit- II: Asking a good question:

- a) From a hunch to a researchable question
- b) Literature review: the purpose and method
- c) Formulating a clear and precise question
- d) Hypothesis: variables, relationships, definitions

Unit- III: Ways of answering the question:

- a) Principles of research design
- b) Types of research designs
 - i. Experimental, non-experimental and quasi-experimental
 - ii. Cross-sectional and longitudinal
 - iii. Comparative : case study, small-N and large-N

Unit- IV: Means of gathering information

- a) Aggregate data
- b) Sample Surveys
- c) Focused Group Discussion
- d) Ethnography
- e) Textual, including archival sources

Unit- V: Writing research findings:

- a) Clarity and precision
- b) Structuring and chapterisation
- c) Referencing and citation
- d) Ethical practices and plagiarism

Practicum:

1. Write-up on distinction between references and citations.
2. Survey on voting behaviour of Bhopal East Constituent Assembly
3. Prepare assignment on citation and referencing style

Suggested Readings:

1. Halperin, S. & O. Heath Political Research: Methods and Practical Skills Oxford, Oxford University Press, 2012.

2. King, G. R.O. Keohane & S. Verba Designing Social Inquiry: Scientific Inference in Qualitative Research, Princeton, Princeton University Press, 1994.
3. Srivastava, V. K. ed. Methodology and Field work Oxford in India Readings, New Delhi, Oxford University Press, 2005.
4. Schatz, E. ed. Political Ethnography: What Immersion Contributes to the Study of Power Chicago, University of Chicago Press, 2009.
5. Eherenberg, A.S.C. Data Reduction: Analysing and Interpreting Statistical Data London,
6. John Wiley and Sons, 1975.
7. Przeworski, A. The Logic of Comparative Social Inquiry Wiley Inter-Science, 1970.
8. Weiss, R. Learning from Strangers: The Art and Method of Qualitative Interview Studies New York, Free Press, 1994.
9. Matheson, J.L. The Voice Transcription Technique: Use of Voice Recognition Software to Transcribe Digital Interview Data in Qualitative Research The Qualitative Report Vol.12, No. 4, pp.547-560.
10. George, A.L. & A. Bennett Case Studies and Theory Development in the Social Sciences Cambridge, Mass., MIT Press, 2005.
11. March, D. & P. Furlong A Skin, Not A Sweater: Ontology And Epistemology In Political Science in D. MARSH & G. STOKER eds. Theory and Methods in Political Science 2 nd edition, Basingtoke, Palgrave, 2002.
12. Martin, M. & L.C. McIntyre eds. Readings in the Philosophy of Social Science New York, MIT Press, 1994.
13. Lowndes, V. D. Marsh & G. Stoker eds. Theory and Methods in Political Science Fourth Edition, Basingtoke, Palgrave, 2018.

DSE – II (b): FOREIGN POLICY OF INDIA

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hrs. + Practical: 2 hrs.)

Max. Marks: 100

Internal: 15

Practicum: 25

External Marks: 60 (Theory)

Course Objectives:

This paper is about the internal and external determinants of Indian foreign policy and its evolution since independence as well as the new pressures brought about by economic globalization and how India has sought to respond to them by involving itself and interrogating various regional and global groupings. Particular attention is paid to Indian post-cold War relations with various countries and regions. It highlights the central realities, issues and developments pertaining to India's foreign policy at the bilateral, regional and global levels.

Expected Outcomes:

Students will be able to impart an understanding of India's important bilateral relationships and the country's role in global economic and political regimes. Students will be aware of the major security challenges facing in the 21st century.

Unit- I: India's Foreign Policy

- Determinants and objectives Evolution of India's Foreign Policy
- Key features of Indian foreign policy
- Challenges for Indian Foreign Policy

Unit- II: India's Role in International Organisation

- India and the United Nations,
- India's Role in the NAM,
- India's Role in Disarmament

Unit- III: India's role in West and East Asia

- India's Engagement with West Asia
- India's Engagement with ASEAN
- India's Look East and Act East Policies

Unit- IV: Role in SAARC and G-20

- India's Policy towards South Asia India's Role in SAARC,
- India's Role as G-20 President,
- India's Nuclear Policy

Unit- V: Post Cold War Relation

- India's Post-Cold War Relations with Major Powers: United States, Japan, Russia, China

Practicum:

1. Assignment on India's Role in G-20 special reference about G-20 summit in India. 2. Survey of Literature on Indian Foreign Policy
2. Students are to identify, read and write an overview of Books (related with International Relations) available in their College or Institution Library (Online and Offline) and submit along with their Assignment.

Suggested Readings:

1. Appadorai, A. (1981) Domestic Roots of Foreign Policy. New Delhi: Oxford University Press
2. Bandhopadhyaya, J. (1970) Making of India's Foreign Policy. New Delhi: Allied.
3. Mishra, K.P. (ed.) (1969) Studies in India's Foreign Policy. New Delhi:
4. Nayar, B.R and Paul, T.V. (2003) India in the World Order. New York: Cambridge University Press.
5. Bandyopadhyaya, Jayanta, (1970). The Making of India's Foreign Policy. New Delhi, Allied,.
6. Sikri, Rajiv (2008): Challenge and Strategy: Rethinking India's Foreign Policy, Sage Publications Ltd, New Delhi, 2008
7. Vaniak, Achin: (ed) . (2013) India Engages the World, Oxford University Press, New Delhi, 2013
8. Raja Mohan, C (2014): SamudraManthan: Sino-Indian Rivalry in the Indo-Pacific, Oxford University Press, New Delhi.
9. Raja Mohan, C. (2003): Crossing the Rubicon: The Shaping of India's New Foreign Policy, Penguin Books, New Delhi.
10. Muni, S.D. (2010): India's Foreign Policy: The Democracy Dimensions, Cambridge University Press India Pvt. Ltd, New Delhi.
11. Muni, S.D. (2010): (ed), Emerging Dimensions of SARC, Cambridge University Press India Pvt. Ltd., Delhi.
12. Menon, Shivshankar (2021), India and Asian Geopolitics: The Past, Present, Brookings Institutions.
13. Jaishankar, S. (2020): The India Way: Strategies for Uncertain World, Harper Collins, New Delhi.

GEOGRAPHY

DC- XII: Research Methodology in Geography

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs + Practical: 2hrs)

Max. Marks: 100

Internal: 15

Practical: 25 (External)

External: 60

Learning outcome:

Students will be able:

- to understand geographic enquiry
- to understand data collection, data analysis
- to write research paper /project

Unit-I: Geographic Enquiry: Definition and Ethics; Framing Research Questions, Objectives and Hypothesis; Literature Review; Preparing Sample Questionnaire

Unit-II: Data Collection: Type and Sources of Data; Methods of Collection; Input and Editing

Unit-III: Data Analysis: Qualitative Data Analysis; Quantitative Data Analysis; Data Representation Techniques

Unit-IV: Structure of a Research Report: Preliminaries; Text; References, Bibliography and Citations; Abstract

Unit-V: Preparation of Research Report

Suggested Readings

1. Creswell J., 1994: Research Design: Qualitative and Quantitative Approaches Sage Publications.
2. Dikshit, R. D. 2003. The Art and Science of Geography: Integrated Readings. Prentice-Hall of India, New Delhi.
3. Evans M., 1988: "Participant Observation: The Researcher as Research Tool" in Qualitative Methods in Human Geography, eds. J. Eyles and D. Smith, Polity.
4. Misra, R.P. (2002) Research Methodology, Concept Publications, New Delhi.
5. Mukherjee, Neela 1993. Participatory Rural Appraisal: Methodology and Application. Concept Pubs. Co., New Delhi.
6. Mukherjee, Neela 2002. Participatory Learning and Action: with 100 Field Methods. Concept Pubs. Co., New Delhi

7. Robinson A., 1998: "Thinking Straight and Writing That Way", in Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioural Sciences, eds. by F. Pryczak and R. Bruce Pryczak, Publishing: Los Angeles.
8. Special Issue on "Doing Fieldwork" The Geographical Review 91:1-2 (2001).
9. Stoddard R. H., 1982: Field Techniques and Research Methods in Geography, Kendall/Hunt.
11. Wolcott, H. 1995. The Art of Fieldwork. Alta Mira Press, Walnut Creek, CA.
12. Yadav, H. (2013) Shodh Pravidhi Evam Matratamak Bhugol, Raja Publications, Delhi

Practical: Research Methodology in Geography Laboratory work

- A case study on any of the geographical importance allotted by teacher guide
- The report should be in English / Hindi on A4 size paper in candidate's own words within 5000 words (Introductory Chapter: 1000 words; Physical Aspects: 1500 words; Socio-economic Aspects: 1500 words; Concluding Chapter: 500 words, approximately) excluding tables, photographs, maps, diagrams, references and appendices.
- The assessment and evaluation will be on the bases of quality of research and presentation

DSE- II: Soil Geography

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practical: 2hrs)

Max. Marks: 100

Internal: 15

Practical: 25(External)

External: 60

Learning objective:

- To introduce soil characteristic and profiles
- To study soil physical and chemical properties
- To examine Soil Forming Factors and Processes
- To study Soil Classification and Soil Erosion

Learning outcome: students will be able

- To understand soil characteristic and profile)
- To understand and explain physical and chemical properties of soil
- To explain soil formation, process, classification and erosion

Syllabus

Unit-I: Soil Basics: Concept and definition of soil; Components; Soil Profile: Regolith, weathering profile.

Unit-II: Soil Properties: Soil Morphology: Colour; Texture; Structure; Bulk Density; Porosity; Consistence; Soil Mineralogy Soil Organisms

Unit-III: Soil Water: Modes of occurrence; Forces on soil water; Soil water retention; Soil water movement, Soil Ph, Soil Fertility

Unit-IV: Soil Forming Factors and Processes, Parent material, relief, biotic, climate and time factors Pedogenic Processes, Major soil types in India

Unit-V: Soil Classification (USDA) and Soil Erosion

1938 Soil Classification System; System of Soil Taxonomy – diagnostic horizons, soil moisture and temperature regimes.

Suggested Readings

1. Daji, J.A. (1970): A Textbook of Soil Science, Asia Publishing House, London
2. Gerrard, J. (2000): Fundamentals of Soils (Routledge Fundamentals of Physical Geography Series), Routledge, London
3. Plaster, E.J. (2009): Soil Science and Management, Cengage Learning, Boston
4. Sarkar, D. (2003): Fundamentals and Applications of Pedology, Kalyani Publishers, New Delhi
5. Sehgal, J. (1996): Pedology: Concepts and Applications, Kalyani Publishers, New Delh

Practical: Soil Geography Laboratory work

Methods and Techniques Soil Sample Collection Methods and Techniques; Determination of N, P, K Status in collected Soil Sample; Estimation of Organic Matter in collected Soil Sample; Determination of Soil pH; Determination of soil type by ternary diagram textural plotting

ECONOMICS

DC- XII: INTERNATIONAL ECONOMICS

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes:

- Students will be able to explain and apply key international trade theories.
- Understand the functioning of foreign exchange markets, including currency trading, exchange rate regimes.
- Learn about international financial markets, including the role of multinational banks, financial intermediaries.
- Understand the determinants and implications of foreign direct investment (FDI).

Unit – I International Trade- Meaning, Characteristics and Comparison with Internal Trade; Mercantilist views on Trade, Absolute Theory of Trade; Ricardian Theory of Trade.

Unit – II Offer Curves, community Indifference Curves, Trade Indifference Curves, Marshall Lerner Condition for stability; Terms of Trade

Unit – III Economic Analysis of Tariffs; Quotas, Export Subsidies and VERs. Arguments for Trade Barriers and Measurement of Protection. Political Economy of Trade Policy, Foreign Capital and Welfare. WTO and its provisions, Impact of the WTO on trade and development of Developing Countries.

Unit – IV The changing role of finance and the dynamics of Capital accumulation and the shifts in corporate structure. Financialization; it's nature and consequences

Unit – V Balance of Payment (BOP), Balance of Trade, Official Reserves, BOP Deficit and Surplus and Gold Standard, International Monetary theories: Different Approaches to Exchange Rate Determination. International Monetary Policies and Reforms in the International Financial System, Policies for mitigating occurrence of Financial Crisis; Regionalism vs Multilateralism debate.

Practicum

1. Learners will be able to learn about the meaning, concept and importance of international trade in recent scenarios.
2. Students will be able to critically analyse the key international theories of trade and understand their implications.
3. Students will also learn about the functioning of foreign exchange market through various real-life examples and will also learn about application of foreign exchange rate regime.
4. Learners will also enrich their knowledge regarding international financial markets, including role of various Financial Intermediaries.

Suggested Mode of Learning Engagements and Assessment

During the practicum classes assignments, projects, group discussion relating to mentioned topic in syllabus will also be carried out and knowledge of learners will be further enhanced with giving them practical implications of the topic.

Suggested Readings

- Copeland, L. (2008). Exchange Rates and International Finance (5th ed.).
- Appleyard, D., Field, A., & Cobb, S. (2008). International Economics (6th ed.).
- Sodersten, B., & Reed, G. (1994). International Economics (3rd ed.). Macmillan.
- Petropoulou, D., & Vanags, A. (2011). International Economics. University of London, Subject Guide.
- Feenstra, R. (2004). Advanced International Trade. Princeton University Press.

DSE– II: INDUSTRIAL ECONOMICS

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internals: 15

Practicum: 25

External: 60

Learning Outcomes:

- To be able to list the problems of the industries and suggest measures to solve the problems
- To be able to illustrate the industrial models and learn the application part
- To develop an understanding about the different types of organizational structures and use the same for business purpose.

Unit – I Nature and Scope of Industrial Economics; Types of Organizational Structure; Industrial Development under Five Year Plans and Recent trends in Indian Industrial Growth, Revised classification MSME, Self-Reliance

Unit – II Factors Influencing Location of Industries; Theories of Industrial Location Weber, Sargent Florence, Regional Imbalance: Causes and Measures Industrial Location trends in India

Unit – III An overview of standard forms of market structure; Monopoly - Sources, Effects and Anti-monopoly policy; Merger and acquisitions-Motives and implication for public policies ; Disinvestment policy of PSU

Unit – IV Need of Finance, Source of Finance, Choice of funding: Development Banking and Venture Capital- IDBI, ICICI, IFCI, ADB and SFCs

Unit – V Structure of Industrial Labour; Employment dimensions of Indian Industry, Job Search and Frictional Unemployment, Structural Vs Cyclical Unemployment; Evolution of Unions and Collective bargaining, Wages and Social Security.

Practicum

1. Learners will be able to list the problems of industries and suggest measures to solve the problems in a more logically correct manner.
2. Learners will be able to illustrate the various industrial models and will be able to learn the application part of such economic models.
3. Learners will be able to develop an understanding about the different types of organizational structures and use the same for business purpose.

Suggested Mode of Learning Engagements and Assessment

During the practicum classes assignments, projects, group discussion relating to mentioned topic in syllabus will also be carried out and knowledge of learners will be further enhanced with giving them practical implications of the topic.

Suggested Readings

- Barthwal, R. R. (2012). Industrial Economics: An Introductory Textbook (3rd ed.). New Age International Publishers.
- Desai, S. S. M., & Bhalariao, N. (2010). Industrial Economy of India (5th ed.). Himalaya Publishing House.
- Ahluwalia, I. J. (1992). Industrial Growth in India. Oxford University Press.
- Martin, S. (1994). Industrial Economics (2nd ed.). Prentice Hall.
- Lehmann, Erik E., Keilbach, Max (Eds.) (2019) From Industrial Organization to Entrepreneurship A Tribute to David B. Audretsch, Springer
- Mehrotra M.A. (2016) Industrial Structure Organization, Disha International, New Delhi
- Dwivedi D.N., (2015) Managerial Economics, Vikas Publishing House
- Gupta C.B., (2014) A Textbook of Organisational Behaviour, S Chand & Company

OR

DSE – II: RESEARCH METHODOLOGY

Credits: 4

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes:

- Students will be able to define research methodology.
- Students will be able to apply data collection methods and sampling methods to research study.
- Develop the skills of using SPSS software for data processing.
- Students will be able to interpret research findings and draw appropriate conclusion.

Unit – I An Introduction to Research: Meaning, objectives and Types of research; Research Approaches; Research Methods versus Methodology; Research and Scientific Method; Research Process; Reviewing of Literature, criteria for good research, Problems encountered by researchers in India.

Unit – II Selection of Research problem and Research Design: Defining the Research Problem; Identifying Variable and its Types; Steps involved in selection of research problem; Meaning of research design – Common study designs in Quantitative Research, Qualitative Research and Philosophy-guided designs, evaluation of research design.

Unit – III Methods of data collection, Data processing, analysis and interpretation: Primary and secondary data – observation – interview- questionnaire – schedule – sources of secondary data; Steps in data processing – editing- coding- classification – transcription – analysis of data – interpreting, Ethical Issues in Research

Unit – IV Sample design and Hypothesis testing: Meaning of sampling – sampling process, essential and methods of sampling, sampling errors; Hypothesis testing: Meaning types and steps in testing of hypothesis.

Unit – V Parametric tests: t-test and F Test (Theory & Practical). Types of report – planning of report writing – format of research report – reference styles. Use of Computer software in research.

Practicum

1. Learners will be able to learn about the meaning of research, its process, its types and importance in a more logically correct and efficient manner in their practicum class.
2. Learners will be able to apply data collection methods and sampling methods to their research study.
3. Learners will also be able to learn about few data analysis software like SPSS in their class.
4. Learners will be able to interpret research findings and draw appropriate conclusions.

Suggested Mode of Learning Engagements and Assessment

During the practicum classes assignments, projects, group discussion relating to mentioned topic in syllabus will also be carried out and knowledge of learners will be further enhanced with giving them practical implications of the topic.

Suggested Readings

- Kumar, R. (2014). Research Methodology: A Step-by-Step Guide for Beginners (4th ed.). Sage Publications.
- Neuman, W. L. (1999). Social Research Methods. Library of Congress Cataloguing-in-Publication Data.
- Kothari, C. R. (2019). Research Methodology (4th ed.). New Age International.
- Goode, W. J., & Hatt, P. K. (2017). Methods in Social Research. McGraw Hill Publications.
- Sekhran, U. (2018). Research Methods for Business: A Skill Building Approach (7th ed.). Wiley.

OR

DSE– II: FINANCIAL ECONOMICS

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internals: 15

Practicum: 25

External: 60

Learning Outcomes:

- Students acquire extensive theoretical knowledge in portfolio risk management, capital asset pricing, and the operation of financial derivatives.
- To familiarise students with the terms and concepts related to financial markets and helps them comprehend business news/articles better.

Unit – I Introduction, history, Scope and basic Concepts of financial economics - finance, financial economics; Characteristics of financial transaction – relevance of time and space, risk and reward relationship; Characteristics financial instruments – main types of financial instruments – definitional introduction; Composition of and characteristics of financial markets

Unit – II Basics of Financial Calculation: Compounding; Present Value and discounting; Volatility and its measurement; Rates of return, present value of returns; Annuities, their present and future values; Basic idea of risk measurement.

Unit – III Models of asset returns, multi index models, single index model, systematic and specific risk, equilibrium models-capital asset pricing model, capital market line, security market line, estimation of beta,; arbitrage pricing theory

Unit – IV Pricing of Derivatives: Basic idea of derivatives: Pricing theories of futures; Pricing of options and contingent claims; Binomial method and Black – Scholars model; Valuation of warrants & rights.

Unit – V Futures, options and other derivatives: introduction to derivatives and options; forward and futures contracts; options; other derivatives; the use of futures for hedging; stock index futures; forward and futures prices; interest rate futures and duration-based hedging strategies, option markets; call and put options

Practicum

1. Students will be able to acquire extensive theoretical knowledge in portfolio risk management, capital assets pricing and the operation of financial derivatives.
2. Students will be familiarized with the terms and concepts related to financial markets and will help them to comprehend business news related articles in a better way.

Suggested Mode of Learning Engagements and Assessment

During the practicum classes assignments, projects, group discussion relating to mentioned topic in syllabus will also be carried out and knowledge of learners will be further enhanced with giving them practical implications of the topic.

Suggested Readings

- V.A. Avadhani; “Financial Economics, Theory and Practice”, Himalaya Publications.
- Zvi Bodie, Robert C. Merton, David C. Cleeton; “Financial Economics” Pearson Education.
- Bodie, Merton + Cleeton; “Financial Economics”, Pearson Education.
- V.A. Avadhani, “Financial Economics Theory and Practice”
- Nishant K. Shukla; “Financial Economics Text & Cases” Cyber Tech.
- Zvi Bodie, Robert C. Merton, David C. Cleeton; “Financial Economics”, Pearson Education.
- L.M.Bhole; “Financial Institutions + Markets”, Tata McGraw Hill.
- Zvi Bodie, Robert C. Merton, David C. Cleeton, “Financial Economics by Pearson Education.
- Robert A. Strong, “Derivatives”, Thomson Press.

OR

DSE– II: ENVIRONMENTAL ECONOMICS

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

External: 60

Practicum: 25

Learning Outcomes:

- To introduce students to the main theoretical and empirical concepts in environmental economics, equip students with a thorough analytical grasp of environmental policy theory, ranging from externalities to international environmental agreements.
- To familiarise students with the main issues in environmental valuation and with the basic features of the environmental policy tools.
- The students will be able to demonstrate their understanding of the economic concepts of environmental policy.

Unit – I Introduction: Meaning of Environmental Economics? Review of microeconomics and welfare economics; Sustainable development: concepts; measurement

Unit – II The theory of externalities: Pareto optimality and market failure in the presence of externalities; property rights and the Coase theorem

Unit – III The design and implementation of environmental policy: overview; Pigouvian taxes and effluent fees; tradable permits; choice between taxes and quotas under uncertainty; implementation of environmental policy

Unit – IV International environmental problems: trans-boundary environmental problems; economics of climate change; trade and environment

Unit – V Measuring the benefits of environmental improvements: non-market values and measurement methods; risk assessment and perception

Practicum

1. Learners will be introduced to the main theoretical and empirical concepts used in environmental economics.

2. Learners will be taught about the various international agendas relating to environment and will also be taught about various policy measures taken to tackle such environmental problems.
3. Learners will also be taught about the environmental sustainability concept in a more detailed and comprehensive manner.

Suggested Mode of Learning Engagements and Assessment

During the practicum classes assignments, projects, group discussion relating to mentioned topic in syllabus will also be carried out and knowledge of learners will be further enhanced with giving them practical implications of the topic.

Suggested Readings

- Aldy, J. et al. (2010). Designing climate mitigation policy. *Journal of Economic Literature*, 48, 903- 934.
- Cropper, M., Oates, W. (1992). Environmental economics: A survey, *Journal of Economic Literature*, 30, 675-740.
- Heal, G. (2012). Reflections – defining and measuring sustainability. *Review of Environmental Economics and Policy*, 6, 147-163.
- Kolstad, C. (2010). *Intermediate environmental economics*, 2nd ed. Oxford University Press.
- Newell, R., Pizer, W., Raimi, D. (2013). Carbon markets 15 years after Kyoto: Lessons learned, new challenges. *Journal of Economic Perspectives*, 27, 123- 46.
- Perman, R., Ma, Y., McGilvray, J., Common, M. (2011). *Natural resource and environmental economics*, 3rd ed. Pearson Education/Addison Wesley.

EDUCATION PART

Semester- VI

FE- IV: Assessment and Evaluation

Credits: 2

Contact Hours: 2 hrs per week

Maximum marks: 50

Internal: 20

External: 30

About the Course

The main thrust of this course on assessment and evaluation is to equip student teachers with the knowledge and capacities required to develop and implement approaches to assessment that is more regular and formative, more competency-based, is appropriate for assessing learning outcomes relating to all domains of learning, is appropriate for testing not only subject-related learning but also generic learning outcomes such as problem-solving, critical thinking, creative thinking, communication skills, judgements and decision making, ethical and moral reasoning etc.

Learning Outcomes

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

- use different approaches to assess and evaluate student performance, such as time-constrained examinations; closed/open-book tests; problem-based assignments; practical assignments reports; observation of practical skills; individual and group project reports; oral presentations; viva voce interviews; computerized adaptive testing; peer and self-evaluation etc.,
- develop and use informal and formal diagnostic, formative, and summative evaluation strategies to monitor student learning levels and help the teacher continuously revise teaching-learning processes to optimize learning and development for all students,
- develop an understanding among student teachers of the approaches to provide timely, effective, and appropriate feedback to students about their performance relative to the expected learning outcomes and organizing learning enhancement initiatives that are required to bridge the gap in student learning levels,
- present report on student achievement, making use of accurate and reliable records etc.
- develop assessment “as”, “of”, and “for” learning that are aligned to the expected learning outcomes,
- develop model rubrics for self-assessment, peer-assessment, and teacher-assessment.
- design the progress card of students based on school-based assessment to make it a holistic, 360-degree, multidimensional report that reflects the progress as well as the performance of learners assessed through self-assessment and peer assessment, project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment that would provide students with valuable information on their strengths, areas of interest, and needed areas of improvement.

UNIT – I: Assessment in Education

- Assessment and Evaluation
 - Meaning and significance of assessment and evaluation in the educational field.
 - Conceptual Clarity and purpose of Measurement, Assessment, Examination, Appraisal and Evaluation in Education.
 - Learning outcomes across the stages and assessment.
 - Taxonomy of Objectives (Revised in 2001) and Implications.
- Forms of Assessment
 - Formative, Summative, diagnostic, prognostic.
 - Internal and External assessment.
 - Quantitative and Qualitative Assessment.
 - Assessment for learning, of learning and as learning.
 - Authentic Assessment; Online Assessment.
- Improving Assessment and Evaluation in Schools: Brief Historical Review of NCFs(1975, 1988, 2000, 2005, 2020)

UNIT – II: Process of Assessment and Evaluation

- Formative and Summative Assessment: Concept and Characteristics.
- Approaches to assess and evaluate student performance such as time-constrained examinations; closed/open-book tests; problem-based assignments; practical assignment reports; observation of practical skills; individual and group project reports; oral presentations; viva-voce interviews; computerized adaptive testing; peer and self-assessment etc.
- Assessing Higher Order Thinking Abilities: Problem-solving, critical thinking, creative thinking, communication skills, judgement and decision making, ethical and moral reasoning.
- Tools and Techniques
 - Observation, rating scale, checklist, anecdotal record, interviews, Socio-metric techniques.
 - Assessment of attitudes and interests.
 - Criteria for assessment of social and personal behaviour.
 - Portfolio.
 - Journal writing.
 - Rubrics: Holistic Rubric, Analytic Rubric, Self-Assessment, Peer-Assessment, and Teacher-Assessment.

UNIT –III: Analysis, Interpretation and Reporting

- Analysis of students' performance and scores: credit and grading
- Graphical representation (Histogram, Frequency Curves)
- Interpretation of student's performance based on the analysis and their further uses in improving learner's performance: credit and grading, constructive feedback.
- Reporting student's performance: 360-degree progress reports, cumulative records and their uses, portfolios, PTA meetings, qualitative reporting based on observations, and descriptive indicators in report cards.

Suggestive Practicum

- Review of various education commissions, Policies and reports and NCF 2005 to get a brief view of the recommendations on Assessment and Evaluation.
- Constructing a unit test using the table of specifications.
- Construction of any one of the tools (rating scale, checklist, observation schedule, etc.) and administering it to the group of students or using it to observe the school and classroom environment and interpret it.
- Analysis of question papers of various Boards.
- Analysis of report cards - State and Central (CBSE)
- Develop a Rubric for Self-Assessment.
- Develop a Rubric for Peer-Assessment.
- Develop a Rubric for Teacher-Assessment.
- Preparing format of 360-degree Report Card.
- Review of learning outcomes by NCERT in different subject areas.
- Interviews with teachers and students to study the assessment practices, issues and problems related to it, followed by the presentation.
- Reviewing Assessment Discussions in NPE (2020).

Suggestive Mode of Transaction

The course content transaction will include the following:

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

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

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

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

References:

- Bradfield, J. M., & Moredock, H.S (1957). *Measurement and evaluation in education*. New York: The MacMillan Company.
- Central Board of Secondary Education (2019). *Secondary school curriculum*. New Delhi: CBSE.
- Freeman, R. & Lewis, R. (1998). *Planning and implementing assessment*. London: Kogan page.
- Harlen, W. (2006). On the Relationship between assessment for formative and summative purposes. In J. Gardner (Ed), *Assessment and Learning*. Sage Publications Ltd.
- Harlen, W., & Crick, R. D. (2003). Testing and motivation for learning. *Assessment in Education*, 10(2), 169–207.
- Ministry of Human Resource Development. (2020). *National Education Policy 2020*. New Delhi: Government of India.
- McMillan, J. H. (2004). *Classroom assessment: Principles and practice for effective instruction*. New York, NY: Pearson Education.
- National Council for Education Research & Training. (2019). *Continuous and comprehensive evaluation*. New Delhi: NCERT.
- NCERT, T. (2007). *National curriculum framework 2005* (No. id: 1138).
- NCERT. (2006). Position Paper: National Focus Group on Examination Reforms. *National Curriculum Framework*.
- Policy, N. E. (2020). Ministry of human resource development, government of India. *English version*.
- Sarkar, T.K. (2012). Assessment in education in India. *Sage Educational Journal*, 9(2).
- Smith, W., & Cumming, J. (2009). *Educational Assessment in the 21st Century: Connecting theory and practice*. Netherlands: Springer.

FE- V: Inclusive Education

Credits: 2

Contact Hours: 2 hrs per week

Maximum marks: 50

Internal: 20

External: 30

About the Course

This course seeks to orient student teachers to the approaches to bridging gender and social category gaps in terms of participation rates and student learning levels at all levels of school education. The course will provide orientation to the strategies pursued and required to improve participation and learning levels of children from Socio-Economically Disadvantaged Groups (SEDGs) that can be broadly categorized based on gender identities, particularly female and transgender individuals, socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from remote locations, villages, small towns, and aspirational districts), disabilities (including learning disabilities), linguistic identities, and socio-economic conditions (such as migrant communities, low income households, children in vulnerable situations, including orphans and the urban poor).

Learning Outcomes

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

- ensure inclusion and equal participation in education of children with disabilities in the regular schooling process that allows students with and without disabilities learn together, ensuring their retention in the school system, and enabling them to achieve the defined learning outcomes,

- adapt teaching and learning process to meet the learning needs of different students with disabilities, including providing education and opportunities for participating in arts, sports, and vocation-related activities, making school buildings and compounds as well as other facilities barrier free and accessible for children with disabilities, supporting activities that help the provision of individualized learning environment and learning activities/resources, making available assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers, using appropriate modes and means of communication, detecting specific learning disabilities in children at the earliest and taking appropriate measures to overcome them, monitoring completion of education and learning levels of students with disabilities etc.

UNIT – I: Inclusion and Education

- Conceptual Evolution, relation, and significance with special reference to Indian Context: United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), 2006, The Right of Person with Disabilities (RPWD) Act, 2016,
- Clarity of various terms and phrases associated with Inclusive Education: Special Education, Integrated Education, Impairment and Disability (Divyangta), Assessment and Evaluation, Curriculum (adaptation, modification and differentiation), Universal Design of Learning (UDL)
- Shifting from Special Education to the Inclusive Education view.
- Introductory reference of Policies, Acts and Schemes with reference to educational implications for Children with Disabilities: National Trust Act, 1999, Right to Education Act, 2009, 2012, RPWD Act, 2016, Samagra Siksha Abhiyan and Inclusive Education (2018), National Educational Policy, 2020.

UNIT – II: Children with Disabilities and Marginalized Groups

- Nature and Diverse needs of Children with Disability: as per RPWD Act 2016.
- Specific educational needs of Children with Learning Disabilities and Disability caused due to chronic neurological conditions and Blood Disorders as per RPWD Act 2016.
- SEDG: As per NEP 2020.
- Educational needs of children belonging to SEDG.

UNIT – III: Pedagogical Concerns and Issues in Inclusive Setting

- Conceptual clarity and significance of Pedagogy in Today's Inclusive Classroom.
- Meeting the specific needs of Children with Disabilities with special reference to:
 - Education and opportunities for participating in arts, sports, and vocation-related activities
 - Making school buildings and compounds as well as another facilities barrier free and accessible
 - Supporting the learning activities and resources for individualized learning environment
 - Assistive Devices and Strategies,
 - language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print, Braille and Audio book)
- Designing strategies of assessment and Evaluation in inclusive Setting.

Suggestive Practicum

- Developing a checklist for identifying the various needs of children with disabilities.
- Visiting schools of different categories and talking to parents, teachers, and Children with and without disabilities and listing the problems faced by these children and the families at the local level in gaining access to education.
- Analyzing RPWD Act 2016 and list its implications for CWD in inclusive settings.
- Outlining the problems faced by children with Visual Disabilities while learning mathematics and EVS.
- Giving a few exemplary adaptations based on the Preparatory Level textbooks.
- Outlining the problems faced by children with hearing impairments while learning language. Give a few exemplar adaptations based on the primary level textbooks.
- Students work in small groups of 10 or so to prepare a street play highlighting the meaning and provisions of inclusive education.
- Analyzing the Context of NPE 2020 in the light of Inclusive Education.

Suggestive Mode of Transaction

The course content transaction will include the following:

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

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

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.5.6 Suggestive Reading Materials

- Booth, T. and Ainscow, M. (2002). Index of Inclusion: Developing Learning and Participation in Schools. Bistol: CSIE.
- Education Values and Practice. London: Routledge Falmer.
- Hegarty, S. and Mithu Alur (2002). Education and Children with Special Educational Needs-Segregation to Inclusion, New Delhi: Sage Publication India Pvt. Ltd.
- National Education Policy 2020, Ministry of Human Resource Development, Govt. of India.
- NCERT (2021). Educational Rights of Children with Special needs: Frequently Asked Questions. New Delhi: Office of the Publication Division NCERT.
- Nielsen, L.B. (1998) The Exceptional Child in a regular Classroom-an Educator' Guide. Corwin Press Inc. A Sage Publication Company, California.
- Nind, M., Rix, J., Sheehy, K., and Simmons, K. (2005) Curriculum and Pedagogy in Inclusive
- Orlich, D.C, Harder, R.J. Callahan, R.C., Trevisan, M.S., and Brown, A.H. (2004) Teaching
- Position Paper National Focus Group Education of children with Special Needs, New Delhi NCERT (2006)
- Press Inc. A Sage Publication Company California.
- Right to Education Act 2009,2012. The Gazette of India Part II, New Delhi.
- Ray, R. (2007). Gearing Up for Inclusive Education. New Delhi: SCERT.
- Strategies- A guide to Effective Instruction (Seventh edition) New York: Houghton Mifflin Compnay.
- The Right of Persons with Disabilities Act 2006, The Gazette of India Part II, New Delhi December 2016 No. 59
- The Salamanca Statement and Framework for Action on Special Need Education. Salamanca, spian 7, 10 June 1994
- York-Brar, J., Sommers, W.A. et al. (2001) Reflecting Practice to improve school, Corwin

CP- VI: Content-cum-Pedagogy Courses (Secondary): Languages- III

Credits: 2

Contact Hours: 2 hrs. per week

Maximum Marks: 50

Internal: 20

External: 30

About the Course

This course comprises three units and a practicum. It focuses on assessment and evaluation. It also focuses on assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, formative and summative assessment including 360° assessment. The students will be exposed to research and innovative practices in teacher education. In this course student teachers will learn how to plan different types of activities in online and offline mode. It emphasizes how to integrate and use ICT in the classroom of Language and Literature. Assessment serves the dual purpose of tracking the performance of the learners as well as feedback mechanism for effectiveness of teaching. Today's scenario emphasizes competency-based assessment practices and tests higher order thinking skills and conceptual clarity. Major reforms in assessment are need of the hour to stay vibrant and effective in the process of teaching learning of Language and Literature. Finally, the instructor will enable the students to understand the concepts of assessment and evaluation as well as differentiate between assessment and evaluation for Language learning.

Learning Outcomes

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

- list the different concepts related to assessment and evaluation in Language Teaching,
- enumerate the characteristics of innovative practices in the teaching-learning process of the Language,
- discuss tools and techniques of assessment and evaluation in Language Teaching,
- examine issues in Language assessment and their impact on classroom teaching,

- apply ICT in the teaching-learning process of Language,
- develop e-content of Language using Language lab and virtual lab.

UNIT – I: 21st Century Skills for Learning

- A. Need for and importance of how to learn 21st century skills for learners and teachers of Language.
- B. Psychological, sociological, and philosophical perspective of teaching and learning Language.
- C. Qualities of a Language teacher as professional for enhancing teaching learning skills.
- D. Role of a teacher in facilitating learning and creating dynamic learning environment of Language.

UNIT – II: Assessment and Evaluation

- A. Assessment and evaluation: need for and importance of Languages.
- B. Development of learning indicators, performance-based assessment, learners' records of observations.
- C. Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal and 360o assessment.
- D. Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
- E. Tools and techniques of assessment and evaluation; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning of Languages.

UNIT – III: Research and Innovative Practices in Teaching Languages

- A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences.
- B. Recent trends in research related to teaching learning of Language.
- C. Action research: meaning, significance, steps and planning.
- D. Evidence-based practices and reflection, school-based research in Language.
- E. Effective communication with special reference to multilingualism using Language lab and virtual lab.

Suggestive Practicum (Any Three)

1. Design devices for assessment of Listening, Speaking, Reading, and Writing skills of Language through activities such as debate, extempore, group discussion, Speech, etc.
2. Assess the peers in the Language and prepare an analytical report.
3. Write a reflective note on two editorial pieces on the same topic from different newspapers from multilingualism perspective.
4. Complete an online certificate course on Language from SWAYAM portal.
5. Develop a write-up on the power of Language in regard to NEP 2020 recommendations.
6. Any other project assigned by HEI.

Suggestive Mode of Transaction

Lecture-cum-discussion, project-based method, problem-solving method, experiential learning, inquiry approach, ICT integrated learning, interactive methods such as group discussions, peer tutoring, team teaching, workshops, observations and presentations.

Suggestive Mode of Assessment

Written tests, classroom presentations, seminars, assignments, practicum, sessional, terminal semester examinations will be used to assess the course outcomes (As per UGC norms).

Suggestive Reading Material

- National Curriculum Framework for School Education, Government of India
- National Education Policy 2020 (NEP 2020). Government of India. (English/ Hindi).
- National Policy on Education (With Modifications Undertaken In 1992). Ministry of Human Resource Development: New Delhi.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.

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

CP- VII: Content-cum-Pedagogy Courses (Secondary): Social Sciences- III

Credit: 2

Contact Hours: 2 hrs. per week

Maximum Marks: 50

Internal: 20

External: 30

About the Course

This course focuses on the need and scope to know how to learn the concepts of Social Science. They will also understand the role of a teacher as facilitator. They will reconcile themselves as per National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM). The teacher will enable the students to understand the importance of continuous professional development to meet the current challenges. The students will get motivated to participate in professional development activities to develop 21st century skills to deal with various issues. They will also understand action research and will be able to conduct it for the improvement of Social Science practices. They will develop leadership attributes to lead for a good cause keeping in view Indian values and ethos. This course focuses on how to learn Social Science along with psychological, sociological, and philosophical perspective. It also emphasizes innovative practices to enhance effective communication to be a dynamic and innovative Social Science teacher. Therefore, the course highlights the need and significance of continuous professional development of a teacher to meet the current and forthcoming challenges. Assessment serves the dual purpose of tracking the performance of the learners as well as feedback mechanism for effectiveness of teaching. National Education Policy (NEP) 2020 emphasizes on the formative assessment, which is more competency based, promotes learning and holistic development of the students, and tests higher order skills such as analysis, critical thinking and conceptual clarity. It also focuses on assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, formative and summative assessment including 360° assessment. This pedagogical course of Social Sciences aims to provide details about the concepts of assessment and evaluation, tools and techniques of assessment in Social Sciences.

Learning Outcomes

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

- discuss the meaning and need of how to learn the concepts of Social Science,
- identify the role of teacher in facilitating learning for Social Science,
- enumerate the characteristics of innovative practices in teaching-learning process of Social Science,
- plan action research to improve practices of Social Science,
- compare and apply the different types/modes of assessment,
- develop the learning indicators and construct test items to measure learning achievement,
- construct and administer achievement test,
- apply tools and techniques of assessment in teaching learning process.

UNIT – I: 21st Century Skills for Learning

- A. Need for and importance of how to learn 21st century skills for learners and teachers of Social Sciences.
- B. Psychological, sociological, and philosophical perspective of teaching and learning Social Sciences.
- C. Qualities of a Social Sciences teacher as professional for enhancing teaching learning skills.
- D. Role of a teacher in facilitating learning and creating dynamic learning environment of Social Science.

UNIT – II: Assessment and Evaluation

- A. Assessment and evaluation: need for and importance of Social Sciences.
- B. Development of learning indicators, performance-based assessment, learners' records of observations.
- C. Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal and 360° assessment.
- D. Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
- E. Tools and techniques of assessment and evaluation; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning of Social Sciences.

UNIT – III: Research and Innovative Practices in Teaching Social Sciences

- A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences.
- B. Recent trends in research related to teaching learning of Social Sciences.
- C. Action research: meaning, significance, steps and planning.
- D. Evidence-based practices and reflection, school-based research in Social Sciences.

Suggestive Practicum (Any Three)

1. Prepare, administer, and analyze scores of an achievement test.
2. Explore AI based assessment tools and prepare an E-Portfolio of a student of Secondary Stage.
3. Explore development of multidisciplinary projects and present using PowerPoint in Social Sciences.
4. Apply innovative practices in classroom teaching learning of Social Sciences.
5. Plan action research for Continuous Professional Development (CPD) of Social Sciences teacher.

6. Pilot new ways of assessment using educational technologies focusing on 21st century skills.
7. Organize a field trip and write a detailed report evaluating the learning processes.
8. Any other project assigned by HEI.

Suggestive Mode of Transaction

Lectures cum discussion, observation, project approach, field based, inquiry approach, experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning.

Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

Suggested Reading Material

- National Policy on Education, 1968, 1986 and 2020
- NCERT (2023) National Curriculum Framework of School Education (Draft)
- NCTE (2009) National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher. NCTE, New Delhi.
- UNESCO, (1984) Epistemology of Social Science, the Scientific Status, Values and Institutionalization, Vol. XXXVI, UNESCO Publications.

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

AE&VAC- VIII: Mathematical and Quantitative Reasoning

Credit: 2

Contact Hours: 2 hrs per week

Maximum Marks: 50

Internal: 20

External: 30

About the course

The course introduces the student teachers to study the basic mathematical and quantitative reasoning for their practice usage. This course is designed to provide student teachers with the knowledge and capacities required to analyse, interpret, and communicate data. Student teachers will learn to think critically about data and use quantitative reasoning to solve real-life problems.

Learning Outcomes

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

- Adapt mathematical reasoning to solve problems in the real world and explain some fundamental ideas and tenets in the field,
- analyse and interpret quantitative data,
- interpret and deduce the right conclusions from numerical representations like formulas, graphs, or tables,
- demonstrate critical thinking and problem-solving skills using mathematical and quantitative reasoning methods,
- evaluate operational matrix,
- analyse educational data and create the educational model and use them in decision-making,
- analyse and evaluate mathematical and quantitative reasoning problems and solutions.

UNIT- I: Introduction to Mathematical and Quantitative Reasoning

- A. Meaning, nature, and scope of Mathematical and quantitative reasoning.
- B. Difference between Mathematics and Quantitative reasoning.
- C. Importance of Mathematical and quantitative reasoning in various fields.
- D. Types of quantitative reasoning.
- E. Use of Mathematical and quantitative reasoning.
- F. Concept of Mathematization.

UNIT- II: Introduction to data in Equation

- A. Data requirement, different sources of data
- B. School enrolment: gross enrolment ratios, net enrolment ratios, educational progression; dropout rate, literacy: measure of literacy
- C. Indian censuses, details of different items on which Indian censuses collect data.
- D. Indian censuses, details of different items on which Indian censuses collect data.
- E. Nationwide sample surveys, National family health survey, District level household survey, and UDISE.

UNIT- III: Data Analysis and Interpretation

- A. Concept of data interpretation (equation, diagram, graph, tables)
- B. Statistical analysis of data in the educational context and its applications
 - Measures of central tendency (Mean, Median, Mode)
 - Measures of variability (Range, Inter Quartile Range (IQR), Variance and Standard Deviation)
 - Percentile
- C. Visual and numerical representation of data and its applications (Bar diagram, Histogram, Frequency polygon, Pie charts)
- D. Learning analytics: concept, significance, types, levels and its applications in the educational context.

Suggestive Practicum

- Take the last 5 years of UDISE data and analyse various indicators related to schools and students.

Suggestive Mode of Transaction

The approaches to curriculum transaction will focus on developing the analytical and critical thinking skills of students, as well as their ability to apply Mathematical and quantitative reasoning in real-life situations. Some of the approaches to curriculum transaction will include the following:

- Active learning, which involves the active participation of student teachers in problem-solving situations, group discussions, and hands-on activities that help student teachers engage with the material and apply Mathematical thinking and reasoning to solve problems.
- Real-world applications involving the use of real-world examples to demonstrate the practical applications of Mathematical concepts that help student teachers see the relevance of what they are learning and how it can be applied in various fields.
- Collaborative learning encourages student teachers to work together in small groups, where they can share ideas and help each other and learn. This fosters a sense of community in the classroom and helps students develop teamwork and communication skills.
- Technology integration involves the incorporation of technology tools such as calculations, spreadsheets, and interactive software to help student teachers visualize and solve Mathematical problems easily.
- Overall, a pedagogy that combines active learning, real-world applications, collaborative learning, technology integration, and effective assessment strategies that help student teachers develop a strong foundation in Mathematical and quantitative reasoning.

Suggestive Mode of Assessment

Use of a variety of assessment methods such as quizzes, exams, group projects, and presentations to evaluate student learning. Providing timely feedback and offering opportunities for students to revise their work and improve their understanding.

Suggestive Reading Materials

- Creswell, J. W. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Ellenberg, J. (2015). *How Not to Be Wrong: The Power of Mathematical Thinking*. Penguin Books.
- Few, S. (2012). *Show Me the Numbers: Designing Tables and Graphs to Enlighten*. Analytics Press.
- Gaze, E. (2018). *Quantitative Reasoning: Tools for Today's Informed Citizen*. Cengage Learning.
- Gravetter, F. J., & Wallnau, L. B. (2016). *Essentials of Statistics for the Behavioral Sciences*. Cengage Learning.
- General, R. (2011). *Provisional Population Totals*. Census Commissioner, India.
- Howison, S. (2005). *Practical Applied Mathematics: Modelling, Analysis, Approximation*. Cambridge University Press.
- Johnson, R. B., & Christensen, L. (2019). *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. Sage Publications.
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Age International.
- Ministry of Human Resource Development, Government of India (2018). *Educational Statistics at a Glance*.
- Mason, J., & Burton, L. (2010). *Thinking Mathematically*. Pearson
- National Institute of Educational Planning and Administration (2018-19): *A Annual Report*.
- Siemens, G. (2013). *Learning Analytics: The Emergence of a Discipline*. *American Behavioral Scientist*, 57(10), 1380-1400.
- Solow, D. (2002). *How to Read and Do Proofs: An Introduction to Mathematical Thought Processes*. Pearson.
- Tufte, E. R. (2001). *The Visual Display of Quantitative Information*. Graphics Press.

SE- II: School Observation

Credit: 2

Contact Hours: 2 hrs per week

Maximum Marks: 50

Internal: 50

About the Course

As school is the heart of the teacher education programme, the student teachers need to gain hands-on experiences from various activities organized by the school. School observation offers an opportunity to learn the processes and practices in a school setup. To expose the student teachers to various schooling systems (urban, rural, tribal, residential, non-residential, government, private, affiliated to different school boards like Central Board, State Board, International Board) prevailing in the country. School observation will also prepare the student teachers to build relationships with various stakeholders. The school observation by the student teachers is aimed at helping them build perspective in the schooling system, student needs, pedagogies, and assessment.

Learning Objectives

After completion of school observation program, student teachers will be able to:

- Get acquainted with various schooling systems.
- Experience the processes, practices, and overall environment of the school.
- Establish a rapport with all the stakeholders of the school system.
- Observe the process of conducting different activities in the school.
- Study availability and the work of human resources, including members of school management (SMC), school head, teachers, administrative and support staff)
- Observe the existing infrastructure available in the schools (classrooms, libraries, laboratories, playground, sanitation, drinking water facility, mid-day meal facility, inclusive facilities, safety and security, rainwater harvesting).
- Observe and document the availability and usage of TLM, including ICT.
- Study the available physical and digital documents, including UDISE data.
- Study interpersonal relationships among the stakeholders.
- Study various assessment processes adopted in different types of schools for holistic development of children.
- Prepare and present a comprehensive profile of the schools observed (including classroom processes)
- Study the engagement of parents and other community members in school activities.

Suggestive Mode of Transaction

- Observation
- Interaction
- Discussion
- Reviewing the available literature on the different schooling system
- Collection of relevant documents and data

Preparation for school observation

- Orientation on the school observation process
- Development of the observation formats/tools

School Observation (minimum three types of schools)

- Student teachers will go for school observation in small groups to observe and collect data by using the developed formats/tools.
- Analysis of the collected data
- Preparing a comprehensive profile of the schools observed

Post-school observation session

- Group-wise presentation of the school profile
- Discussion and Feedback
- Reflection on the understanding of various types of schooling systems.

Content

The school observation as a field-based activity will cover observation of school and classroom processes. The student teachers under the mentorship of teacher educators will visit schools, interact with teachers, students, and other stakeholders, and relate the observation with the courses studied during the previous semesters, i.e.

Foundations of Education, Disciplinary Courses, Pedagogy courses and Ability Enhancement and Value-Added Courses.

- Meaning and Nature of school observation process
- Difference between monitoring and observation
- Theory and practices of school observation components such as:
 - Schooling system
 - Rapport with all the stakeholders
 - Office management procedures of different types of schools
 - School environment in all perspectives
 - Process of conducting curricular activities in the schooling process
 - Existing infrastructure available in the school
 - Utility of ICT and TLM facilities
 - Interpersonal relationships among the stakeholders
 - Various assessment processes adopted in different types of schools.
 - Engagement of parents and other community members in school activities.

Activities to be conducted at Secondary Stage

- Visit three types of secondary schools with observation formats developed in the institute and get acquainted with various schooling systems. Establish rapport with all stakeholders.
- Collect information about the demography of students in classes IX to XII and understand the linkage of the secondary stage with the middle stage and higher education through interaction with teachers, students and staff.
- Observe school processes and transactions of the curriculum through experiential learning and prepare a report.
- Interact with teachers and students and report on implementing ten bag-less days and internship opportunities to learn vocational subjects.
- Study the available opportunities for learning interdisciplinary subjects.
- Observe the availability and usage of library resources, laboratories (Atal Tinkering Lab, Physics, Chemistry, Biology, Mathematics, Languages, Social Science, Computer), sports facilities, and art and music learning facilities.
- Study the provision of other student support services- guidance and counselling, NCC, NSS, health and wellness programme.
- Observe the organization of various activities like classroom teaching-learning processes, laboratory activities, library activities, sports and games, debate/elocution/essay writing and other competitions.
- Interact with School heads and subject teachers to understand how students are evaluated by following different tools and techniques of evaluation, how examinations are conducted, how answers are assessed, and how the result is communicated to parents in at least two different types of schools.

Assessment

Competence/Artifact	Method of assessment	Assessed By	Credits	Marks
Involvement and active participation during the school visit	Observations	Teacher Educator	0.5	15
Comprehensive school profile	Presentation & reflection	Teacher-Educator	1.5	35

Outcomes

Student teachers will be able to:

- describe various schooling systems,
- describe the processes, practices, and overall environment of the school,
- establish rapport with the stakeholders of the school system state the process of conducting different activities in the school,
- describe the available school infrastructure (classrooms, libraries, laboratories, playground, sanitation, drinking water facility, mid-day meal facility, inclusive facilities, safety and security, rainwater harvesting),
- describe the availability and usage of ICT and TLMs,
- summarize the available documents in both physical and digital modes, including UDISE data,
- reflect upon relationships among the stakeholders,
- analyze various assessment processes adopted in different types of schools,
- prepare and present a comprehensive profile of the schools observed (including classroom processes).

Suggested Components for school observation report

- School information (Context, Vision and Mission, Association with the Board)
- School Infrastructure
- Provision for CWSN/Divyang Children
- Inclusiveness at all levels
- Teacher-Student Ratio
- Teaching-Learning process
 - Academic plan
 - Classroom activities
 - Assessment
- School Development Plan (SDP)
- Academic Calendar
- Administrative processes
 - Maintenance of students' records
 - Maintenance of teachers' records
- Cultural activities
- Sports activities
- Annual Day
- National and Social functions
- School Management
- School Discipline
- Interpersonal Relationships
- Understanding different types (socio-economic status, ability) of students and their needs
- Development of ICT and TLMs
- Engagement of parents and community members in the school activity
- Office Management
- The assessment process includes provision and practices for 360-degree holistic assessment.
- The overall progress of the school (planning, organizing, staffing, directing, motivating and controlling)
- Challenges faced and overcoming them.

SEMESTER- VII

Sl. No.	Subject Code	Subject Name	Paper Code	Credits	Max. Marks	Internal Marks	Pract.*	Theory (Ext.)	Periods Per Week (Hrs)
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1	FE	Perspectives on School Leadership and Management	FE-VI	2	50	20	--	30	2
2	FE	Curriculum Planning & Development Textbooks, Material Development, etc. (Secondary)	FE-VII	2	50	20	--	30	2
3	AE&VA C	Art Education (Performing and Visual) and Creative Expressions	AE & VAC-IX	2	50	20	--	30	2
4	AE&VA C	Sports, Nutrition and Fitness	AE & VAC-X	2	50	20	--	30	2
5	SE	School-based Research project	SE-III	2	50	50	--	--	2
6	SE	Internship in Teaching (as per CP)	SE-IV	10	250	250	--	--	20
Total				20	500	380	--	120	10+20

Semester VII

FE- VI: Perspectives on School Leadership and Management

Credits: 2

Contact Hours: 2 hrs per week

Maximum Marks: 50

Internal: 20

External: 30

About the Course

Amidst the changing policy landscape, the new curriculum framework, the challenge of accommodating and adapting to the changing demands and the increasing expectations that come with the culture of performativity. The role of the school leader has never been more complex. School leaders are key change agents and as instructional leaders are responsible for improving practice while navigating an increasingly challenging school environment. Understanding the school system, its nuances, the social, cultural, and political contexts and leading schools requires a strong foundation of knowledge and skills to effectively manage improvement and lead successful schools. The course on 'Perspectives on School Leadership and Management' is designed to equip student teachers with the competencies they need to drive school transformation and help diverse stakeholders establish priorities and improve practice.

Learning Outcomes

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

- describe the diversity of schools in India, its structure, its governance, issues, challenges and school leadership needs,
- critically examine the different leadership theories and practices and its relationship with the governance structures, the autonomy and accountability mechanisms and the larger educational policy context,
- critically think in relation to education leadership and its potential application to different contexts,
- reflect critically on school-based data for reflection and improvement,
- develop a culture of cooperation collaboration and teamwork,
- synthesise effectively to develop coherent and compelling arguments in the area of study,
- develop school vision, mission, goals, and School Development Plans.

UNIT – I: Understanding Indian School System

- School as a normative organization vis-a-vis school as a socio-emotional-cultural space for learning.
- Studying the diversity of schools in India; their structure, governance, socio-political and cultural context, funding, management, autonomy and accountability mechanisms, support systems.
- Relationship between school leadership and school diversity issues, challenges, and needs.
- Engagement with diversity discourses, educational policies, reforms and practices and role in developing inclusive schools.

UNIT – II: Understanding School Leadership

- School Leadership: concept as defined, and concept as practiced.

- Being a School Leader: exploring the multiple roles and responsibilities, issues and challenges of school leadership in the Indian context.
- What works in schools: sharing National and International best practices on School Leadership.

UNIT – III: Schools as Learning Organizations: Role of School Leadership

- Schools as motivating learning spaces: Developing inspiring school ethos.
- Schools as learning organization: promoting personal mastery, examining mental models, and developing a shared vision, team learning and a system's thinking perspective.
- Development of a shared vision and shaping of the school culture.
- Use of data for school improvement focused on students' learning, addressing equity challenges, and building an equitable school culture that promotes excellence for all.
- Nurturing school belongingness: engaging students, teachers, staff, parents, SMC, and community in the formulation of a whole school development plan.
- Designing professional and collaborative learning opportunities for self and others (teachers, parents, and SMC members) and improving teaching and learning.

Suggestive Mode of Transaction

Perspectives on school leadership and management is a practitioner-centric course and aims to enable future teachers to be efficient school leaders. The approach to curriculum transaction therefore would include a blend of lectures, tutorials, group-work, case-based approaches, and enquiry-based learning.

- Student teachers would engage in case-based learning on topics like improving student learning, classroom observation and feedback, planning and budgeting for school improvement, leadership in diversified school contexts and such others.
- Exposure of student teachers to virtual case studies featuring leaders from a representative cross-section of Schools in India and analyze their experiences, insights, and best practices.
- Learning activities that help student teachers to understand the entire structure and functioning of school organization through interactive lectures and panel discussion with education officers who hold leadership positions at different levels from schools to cluster, block, and district and state levels and understand their leadership issues, challenges and needs and thus get a perspective of the school ecosystem.
- Learners would reflect on their practice as pre-service interns, knowledge, skills, and understandings—and identify opportunities to apply course learnings to their school context.

Suggestive Mode of Assessment

Being a practitioner centric course, the assessment would largely include application-based tasks. This includes exploring the work and life of a school principal and writing a detailed report on the observations and the learning. The following are some exemplars. The institutes may choose either of these or think of other innovative assignment that would enhance the leadership learning experience:

- Preparing school vision, mission, goals, and school development plan.
- Shadowing school principals: a critical observation of the principal's daily work life.
- A critical examination of the diversity of schools; their governance structure, leadership, autonomy and accountability mechanisms, issues and challenges and work life of the school principal

Suggestive Reading Materials

- Aggarwal, J.C. (2007). School management. Shipra publication, Daryagunj, New Delhi.
- Bhatnagar, R. P. and Agarwal, V. (2006). Educational Administration Supervision, Planning and Financing. R. Lall Book Depot, Meerut.
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- Carlson, R. V. (1996). Reframing and reform: Perspectives on organization, leadership, and school change. White Plains, NY: Longman Publishers.
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FE- VII: Curriculum Planning and Development

Credits: 2

Contact Hours: 2 hrs per week

Maximum Marks: 50

Internal: 20

External: 30

About the Course

The course on curriculum planning and development will introduce to student teachers to the process of designing and organizing the curriculum i.e., the totality of learning experience provided to learners through a deliberate and organized set of arrangements (the selection of subjects that are to be taught, the pedagogical approaches and practices to be pursued, books and other teaching-learning-material to be used, examinations and other forms of learning assessment, school culture and processes etc.) that contribute to the development of the knowledge, capacities, and values and dispositions that help fulfill the aims of school education derived from the purposes and goals articulated in NEP 2020.

Learning Outcomes

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

- discuss aims of education,
- identify and formulate of desirable values and dispositions,
- explain capacities and knowledge,
- outline curricular areas,
- demonstrate teaching-learning assessment processes and
- practice the relevance in terms of achieving the aims of school education.

UNIT – I: Education and Curriculum

- Meaning, need, relationship and significance.
- Types of Curriculums: subject-centered, activity-centered, environmental centered, community-centered and facets of curriculum.
- Relationship and difference between curriculum, curriculum framework, syllabus and textbooks.
- Curriculum visualized at different levels: National level; State level, school level, class level and related issues.

UNIT – II: Developing the Curriculum

- Concept, Need and Scope, Strategies of curriculum development.
- Basic principles, Determinants and considerations of curriculum development.
- Concerns for developing the Curriculum - aims to be achieved, structure and nature of discipline, different perspectives on learning and their implications to curriculum development, socio-cultural aspects and

aspirations of society, value transitions, social efficiency and needs, environmental concerns, gender concerns, inclusiveness, technological advancement.

- Impact of Globalization.

UNIT – III: Approaches, Planning, and Implementation

- Approaches to Curriculum Development: Learner and activity centered, Constructivist, Knowledge Construction
- Curriculum planning as a cyclic process.
- Curriculum Implementation: Operationalizing curriculum into learning situations, Converting curriculum into syllabus, Curriculum engagement activities, Role of school at Regional, State and National level for implementation.
- Role of teachers in operationalizing and evaluating the curriculum with special reference to: textbooks and teachers handbooks, source books, workbooks and manuals, other learning material such as kits, AV and software materials, library, laboratory, playground, neighborhood etc.

Suggestive Practicum

- Arranging discussion on:
 - Basis of National curriculum frame works (1975, 1988, 2000, and 2005).
 - Document: Learning without burden” by Prof. Yashpal
- Preparing of Report based on observation of:
 - Facilities and infrastructure to implement the present curriculum.
- Interviewing teachers to understand their role in:
 - Implementing and assessment of the curriculum.
- Analysis of the following in the context of principles of developing the Curriculum:
 - Guidelines of NEP, 2020.
 - Curriculum of 4 Years B.Ed. Integrated Programme
 - Learning without Burden, MHRD, and India.
 - Position paper (2006). National Focus Group on ‘Curriculum, Syllabus, Textbooks’, NCERT.
 - NCERT (1988) National Curriculum for Elementary and Secondary Education: A framework.
 - NCERT (2000) National Curriculum Framework for school Education.
 - NCERT (2005) National Curriculum Framework. NCERT publications.

Suggestive Mode of Transaction

The course content transaction will include the following:

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

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
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- Bob Moon and Patricia Murphy (Ed) (1999). Curriculum in Context. Paul Chapman Publishing, London.
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AE&VAC- IX: Arts (Performing and Visual) and Creative Expressions

Credits: 2

Contact Hours: 2 hrs per week

Maximum Marks: 50

Internal: 20

External: 30

Exemplar- Theatre

About the Course

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

Children are naturally tuned to appreciate art, as it activates their senses. Further, their psycho-motor skills get developed through art. It gives them space to think independently, create and reflect, while working with others. It is a unique space where all the three are involved- hand, head and heart.

Therefore, students who aim to be educational practitioners, will need to bring an element of art in educational practices that they engage in. To be able to do this, they need an appreciation of art in general, familiarity with one art form, and basic skills and capabilities to be creative and artful.

To this end in the first semester students will attend one course that aims to help them recognize and appreciate the importance of aesthetic judgment, develop familiarity with an art form and basic skills to be creative in their expressions. Skills develop from practice, therefore hands on training in doing art will be emphasised in this course. This course aims to help students develop a habit of improvising on theatrical performances that include following aesthetic judgement at all stages, which will contribute to other educational practices that they develop in the larger programme. Therefore, this course will explicitly relate this skill to activities that practitioners of education engage in, like teaching, development of teaching-learning material, and also producing content of other subject areas wherever possible.

Theatre

Theatre is a collaborative art form, and it is inherently interdisciplinary in its nature. It comprises many facets and skills like acting, directing, writing, designing the sets and costumes, make-up, production, lights, sounds and music. All these elements and skill sets come together and are stitched in the form of a 'play' which is performed live, in front of an audience. In the Indian context, theatre has a deep-rooted history with its classical, folk, and other cultural forms until other contemporary forms of theatre evolved in recent times.

Theatre education for children can play a vital role in their individual, social, and emotional development. It teaches them the values of trust and interdependence, makes them confident to express themselves and helps them learn to work in a collaborative environment. It develops their ability to contextualise, critique and discuss certain questions and thoughts they encounter in everyday life. It further helps them imagine, explore, and create their own narratives.

In this course, we will briefly talk about the aesthetics of theatre and how theatre exists in different forms. The students will learn some basic theatre tools that will help them create and perform a narrative they collaboratively arrive at.

In simple terms one can say theatre has two major aspects i.e., creating the script and then performing it. Body is the primary instrument in any theatrical performance accompanied by text, material, visual and sound. This course

will introduce students to these aspects of any theatre performance, in the form of direct experience by doing this themselves.

Learning Outcomes

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

- articulate the importance of aesthetics and art in elementary education,
- demonstrate their familiarity with and appreciation of theatre,
- learn basic theatre tools of improvisation, ideation, and creation of a script,
- create a short performance with educational possibilities.

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

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

UNIT – II: Introduction to Theatre, and Beginning with the body (3 Sessions)

We will discuss some core essentials in the aesthetics of theatre like the performance, the makers, the audience, and the context and how we relate this to the world around us, in everyday lives. In this unit, we will discuss examples of how theatre was used in social movements that have contributed to educating the larger population about important social issues. Additionally, we will also learn from practices and approaches of theatre groups like Budhan Theatre who work with denotified tribes, and Manalmagudi who work closely with physical nonverbal theatre. Exposing students to these approaches will lead to rich discussions on the role of theatre in pedagogy and practice.

In this unit, students will learn certain principles and awareness on how to use their body and voice in a given space and time, with respect to other bodies. There will be several games, exercises that will familiarise them with certain basics of movement, voice, acting and thereby create improvisations and images in a given context. The activities and tasks will be both in individuals and groups.

AE&VAC- X: Sports, Nutrition and Fitness

Credits: 2

Contact Hours: 2 hrs per week

Maximum Marks: 50

Internal: 20

External: 30

About the Course

This course aims at enabling student teachers to recognize the importance of good health, fitness, and the right nutrition to live a healthy life. It also provides students with the experience of organizing and participating in sports and games.

Learning Outcomes

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

- explain the importance of sports, and the need and impact of sport for maintaining,
- discuss physical fitness, and the methods of teaching and organization of different types of sports,
- explain the importance of physical fitness, describe different components of physical fitness, and identify activities that help maintain physical fitness,
- Recognize the importance of basic health and nutrition and healthy lifestyles and identify food items that help maintain basic health and nutrition among children of different age groups.

UNIT – I: Sports

- A. Meaning of sports, importance of sports, types of sports.
- B. Different stages of sports (primary and secondary).
- C. Psychology of sports, methods of teaching different sports (indoor, outdoor, team and individual), different sports activities (individual and team games).
- D. Sports for children with disabilities and inclusion.

UNIT – II: Nutrition

- Meaning of nutrition, types of nutrition, importance of nutrition, need of nutrition, methods for teaching nutrition,

- Nutrition for different age group, nutritious food for sports personalities and common individuals, nutrition and health, nutrition and fitness, nutritious food in schools (midday meals), hostels.

UNIT – III: Physical Fitness

- Meaning and importance of Physical fitness, components of physical fitness, Muscular Strength, Endurance, Flexibility, Body Composition, Cardiovascular Endurance, importance of healthy lifestyle.
- Coordination of Health and Fitness.

Suggestive Practicum

Reflective Reading of different Sports Personalities. Collections of different types of games (Indoor, Outdoor, Individual, Team); Organizing different games (Play) for different age-groups, Organizing Group Games for cooperation, Organizing fitness programmes, Exercises at various levels. Collection of different nutritious items food. (Charts, Things, Objects, Models). Programmes organized to promote the use of nutritious food.

Suggestive Mode of Transaction

The mode of transaction should be designed to ensure that should provide a balance between theoretical knowledge and practical skills. The approaches to curriculum transaction may include the following:

- Active learning encourages student teachers to participate in discussions, brainstorming sessions, and problem-solving activities that help them develop critical thinking and problem-solving skills.
- Collaborative learning involves group projects and tasks that encourage student teachers to work collaboratively and learn from each other.

Suggestive Mode of Assessment

Assessment of theoretical aspects and Practicum.

Suggestive Reading Materials

- Teachers may suggest books/readings as per the need of the learners and learning content.
- Rhonda L Clements_ Amy Meltzer Rady - Urban physical education _ instructional practices and cultural activities-Human Kinetics (2012)
- John Byl_ Bettie Van Gils Kloet - Physical education for homeschool, classroom, and recreation settings-Human Kinetics (2014)
- Teresa Sullivan - Build it so they can play _ affordable equipment for adapted physical education-Human Kinetics (2012)
- (International studies in physical education and youth sport) Hayley Fitzgerald - Disability and Youth Sport (Routledge Studies in Physical Education and Youth Sport) -Routledge (2009)
- Harvey Grout, Gareth Long - Improving Teaching and Learning in Physical Education-Open University Press (2009)
- Tim Chandler - Sport and Physical Education_ The Key Concepts (2002)
- SHAPE_America_Appropriate_Instructional_Practice_Guidelines_Higher_Ed_Physical_Activity
- Martin E. Block - A Teacher's Guide to Including Students with Disabilities in General Physical Education-Brookes Publishing (2015)

E. References

Physical Education and Health Education-Shape America
 APENS welcome (ncpeid.org)
 Physical Education for Students with Disabilities - Wrightslaw
 Olympic Games - Wikipedia
 Special Olympics - Wikipedia
 Paralympic Games - Wikipedia
 Deaflympics - Wikipedia

SE- III: School-Based Research Projects

Credits: 2

Contact Hours: 2hrs per week

Maximum Marks: 50

Internal: 50

About the Course

Action research enables teachers to reflect on their wisdom to bring the desired changeover and explore the system when necessary. They may experiment with practices in a controlled environment to improve the transactional processes. Learning about classroom research in action research and case studies practices promotes opportunities to improve the student-teacher learning environment in teacher education institutions. Their involvement in the learning processes during their stay in teacher education institutions becomes more fruitful. It could be individual or collaborative research among the student teachers. Action research and case studies are school-based research, which is acted upon as collective, self-reflective inquiry undertaken in social situations to improve the rationality and justice of their own contextual and educational practices. These two processes explore the answers to the problem and contribute towards theory development. These two methodologies foster critical thinking, problem-solving, collaboration and ethical decision-making skills. The student teachers are placed in schools for internships. School Internship provides the student teachers with a platform to apply theoretical knowledge understanding, techniques, methods, and approaches in an actual classroom situation. It enables them to gain intensive experience in teaching, planning, preparing support materials, and performing other school activities that a regular teacher is expected to do. The student teachers will systematically undertake school-based research to find solutions to contextual problems/challenges. During the school internship, the student teachers will identify school practices and challenges through involvement in different activities, design relevant interventions, analyze data and prepare reports.

Learning Objectives

The student teachers will:

- Identify contextual problems and formulate appropriate research design,
- Prepare the plan of action for undertaking school-based research,
- Develop and use tools and techniques for the collection of relevant data,
- Collect and analyze the data to identify the causes,
- Develop and implement need-based interventions for addressing the problems,
- Study the effectiveness of the intervention(s),
- Reflect and share school-based research experiences through reports and presentations.

Suggestive Mode of Transaction

The following strategies will be used during the school-based research project:

- Discussions with teacher educator, school head, mentors, and peers for identification of problem and development of intervention(s).
- Finalize the school-based research project proposal outline through discussion with mentor teachers/teacher educators.
- Document analysis, interaction with all stakeholders, and field visits.
- Sharing and presentation of the outcomes of school-based research.

Content

The student teachers during previous semesters have studied different courses in Foundations of Education, Disciplinary Courses, Stage-specific pedagogy courses, Ability Enhancement and Value-Added Courses. The required knowledge of action research and case study includes- the concept and importance of action research/case study, the steps of conducting action research/case study (objectives, methods, research design, design tools, data collection, and data analysis) and report writing.

The research problem will be taken from the day-to-day teaching-learning process of the school. Some of the significant areas may cover:

- Learning progress and outcomes in different subjects
- School-based assessment
- Learners' diversity and inclusion
- Participation in arts, games, sports

Suggestive Mode of Assessment

The assessment of the school-based research project will be continuous. The teacher educators, as well as mentors, will be involved in the assessment of the activities. The following rating scale may be used to assess the student teachers:

Competence/Artifact	Method of assessment	Assessed By	Credits	Marks
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Observation during the execution of action research	Observation	Teacher-Educator	0.5	15
Research Report	Presentation of Report	Teacher-Educators (panel of three experts)	1.5	35

Learning Outcomes

The student teachers will:

- Present contextual problems, an appropriate research design and the plan of action for undertaking school-based research,
- Demonstrate the tools and techniques used for the collection of relevant data,
- Summarize the analyzed data used to identify the causes,
- Demonstrate the interventions used for addressing the problems,
- Present the effectiveness of the intervention(s),
- Share the school-based research experiences through reports and presentation.

SE- IV: Internship in Teaching

Credit:10

Contact Hours: 50 hours

Maximum Marks: 250

Internal: 250

About the Course

Teacher preparation is a reflective and experiential process, and internship is vital to connecting student teachers with school, teachers, students and other stakeholders in various ways. It provides a platform and actual field experience for the student teachers to apply theoretical knowledge and teaching methods. During the internship, student teachers are placed in schools in groups as an integral part of all school activities. This provides them with the opportunity to observe classes taken by school teachers, take independent classes, develop a relationship with students, contribute to everyday school activities (e.g., conducting the assembly, assisting in the mid-day meal scheme, organizing school events) and get exposure to all school administrative practices (e.g., maintaining administration records, creating an annual calendar). This enables them to get intensive experience in all aspects of teaching- preparation, planning, developing/ collecting/localizing Teaching Learning Materials, classroom transactions, assessment, reflection, and review of their experience. The student teachers are exposed to situations where they can observe different roles played by the teacher in the field, which they will also have to undergo. After completing the internship, student teachers will be ready to take up a teacher's responsibility independently.

Structure

Student teachers are expected to go to the participating schools.

- Seven weeks in one school and seven weeks in another school (preferably in two different types of schools)

Learning Objectives:

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

- Explain the overall functioning of the school.
- Describe and appreciate the different roles played by a teacher in the school.
- Experience the importance of teacher-student relationships for effective teaching.
- Develop age-appropriate pedagogic skills.
- Use different pedagogies learnt in real-life classrooms.
- Create appropriate teaching-learning materials.
- Develop necessary planning and execution skills to conduct school activities (assembly, celebrations, and cultural programmes).
- Express the school, teacher, parents, and community relationships.
- Create rapport with the stakeholders and understand their roles in the school system.
- Create student portfolios and comprehensive 360-degree (holistic) progress reports.
- Discuss the importance of maintaining different types of records in the school system.
- Develop research aptitude and ability to conduct action research for the situations/problems faced during their school internship experience.

Suggestive Mode of Transaction

- Observation
- Interaction
- Discussion
- Teaching in the classroom
- Analysis and reporting
- Collection of relevant documents and data

Content

- Pedagogies' different methods and strategies
- Scheme of lessons
- Peer lesson observation
- Management of substitute classes
- Various TLMs (including ICT tools) and their uses in teaching-learning.
- Achievement test
- Diagnostic tests
- Analysis of the result of the achievement test
- Assembly activities
- Action research and case studies.

Activities

Student teachers are required to undertake the following stage specific activities:

- Meet the subject-based mentors, collect timetables of classes IX to XII and develop a scheme of lessons from the syllabus to be covered during the internship.
- Get acquainted with the school within 2-3 days. Observe classroom teaching of school teachers.
- Plan and transact minimum 80 lessons (40+40), including 4 stray lessons (2+2). Stray lessons are class appropriate lessons on any topic(s) to be transacted by student teachers as per their convenience to build up confidence gradually. The last 5 lessons in each pedagogy course may be transacted using lesson notes.
 - Lesson plans should include the components to develop critical and reflective thinking, problem-solving, differential learning, synthesis, and application of knowledge in real-life situations.
 - Lesson plans must promote education for sustainability, including equity, environment, global citizenship, pride and rootedness in Indian knowledge systems and character building.
- Participate in post-lesson discussions with peers, mentor(s) and teacher educators.
- Observe peer lessons and discuss with the group.
- Conduct laboratory activities (Atal Tinkering Lab, Physics, Chemistry, Biology, Mathematics, Languages, Social Science, Computer), sports, and arts and crafts activities.
- Participate in student support services- guidance and counselling, NCC, NSS, health and wellness programme.
- Create teaching-learning materials, including ICT tools for opted pedagogic courses.
- Plan assessment, prepare material, formative and summative assessment tools, and analyze the results.
- Prepare and conduct diagnostic tests to identify learning difficulties, analyze data and prepare learning enhancement plan.
- Experience classes as a substitute teacher.
- Participate in library functioning and literary activities.
- Participate in teacher development and training activities.
- Organize school assemblies and other events (cultural, sports, yoga, and other development activities).
- Attend Parents-Teachers Association (PTA) meetings if held during the internship.
- Attend School Management Committee (SMC) meeting if held during the internship.
- Study the process of parent and community engagement for the school development programme.
- Conduct action research /case study.
- Prepare a sample student portfolio,
- Write a reflective diary daily and prepare a report of each activity.

Suggestive Mode of Assessment:

The activities conducted / skills acquired during the internship by the student teachers will be assessed as per the following scheme:

Competence/Artifact	Method of assessment	Assessed By	Credits	Marks
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Observation of classroom practices	<ul style="list-style-type: none"> • Observation of a Minimum of 6 lessons of School Teachers (3+3) • Observation of a Minimum of 10 lessons of Peers (5+5) 	Teacher-Educator	Non-evaluative	00
Unit planning, Lesson Planning & Transaction	40 lessons transaction for each pedagogical subject * Unit plans and lesson plans * Minimum 2 Innovative lesson plans in each pedagogy subject (Eg: Storytelling, Drama based, Arts and crafts, Use of Technology)	Teacher-Educator, School Mentor	6.0	150
Assessment Planning and execution	Preparation of report on assessment plan in each lesson transacted i.e., within lesson transaction and lesson end activities. Preparation of a Blue Print (For one/two Pedagogical course/s) and preparation of Assessment tools Conduct of Unit Test & analysis of results (for both Pedagogical course/s) Development of plan for learning enhancement of students related to subjects (for both Pedagogical course/s)	Teacher-Educator, School-Mentor	1.5	35
Participation/Organization of assembly and other school-level activities, PTM & SMC Meetings	Observation & Interaction	School Mentor	0.5	15
Preparation of Logbook /Teachers diary Minimum 5 lessons for each pedagogical method	Review	Teacher-Educator, School Mentor	0.5	15
Overall feedback on student-teacher performance by School Head	Observation and Interaction	School Head	0.5	10
Test lesson (one in each pedagogical method)	Presentation	Teacher-Educator	1.0	25

Stakeholders Responsibilities

Role of Head of ITEP Institution

- Identification of the adequate number of internship schools
- Signing the MoU with the schools
- Sharing of mutual expectations of ITEP institutions and the participating schools
- Identification of the internship programme coordinator
- Monitor the progress of the entire School Experience Programme

Role of Teacher-Educators of the ITEP Institution

- Guide the student teachers in preparing lessons and activities, assessment, observation of lessons on peer teaching, action research, and case studies conducting school activities preparation and report writing on Teaching Learning Materials.
- Conduct pre- and post-lesson discussions regularly.
- Assess the transaction of lessons for the complete duration of the lesson in the rating proforma developed by the teacher education institute and give feedback/remarks to the student teachers for lesson improvement.
- Submission of monitoring and supervision reports to the institute in time.
- Discuss with the student teachers frequently and organize a phase-end meeting of the student teachers and mentors to assess the progress and performance of the student teachers.

Role of School Head

- To introduce the student teachers to the students and staff of the school in the assembly on the first day.
- To facilitate student teachers to take classes as per stage requirements- Foundational, Preparatory, Middle, and Secondary.
- Ensure the alignment of the timetable, scheme of lessons and plan of activities/ assignments of the student teachers to be carried out during the programme in the school.
- Countersign on the attendance register maintained by the group leader/ mentor of the school.
- Ensure that all facilities and provisions are available to the student teachers to teach their lessons and carry out their assignments smoothly.
- Grant of leave applications of the student teachers in exceptional circumstances.
- Involve student teachers in different activities of the school.
- Facilitate phase-end meetings of the student teachers and the mentors to assess the progress and removal of difficulties.
- Countersign/ certify the report/ documents of the activities/ assignments conducted by the student teachers towards the end of the internship programme.
- Provide input about student-teacher performance.
- Provide suggestions for improvement of the programme to the ITEP institution.

Role of Mentors

- Guide student teachers to prepare detailed lesson plans, brief lesson notes and plans of activities/ assignments to be conducted by them in school.
- Review the lesson plan before a student-teacher transacts the lesson in the class.
- Observe the classes of student teachers.
- Assess each lesson on the prescribed proforma and write remarks in the lesson plan book provided by the student teachers.
- Give feedback continuously to the student teachers for their improvement in their teaching and other curricular activities.
- Conduct post-lesson discussions regularly.
- Countersign in the peer-teaching observation schedules after their observations in the classroom.
- Organize frequent meetings with the student teachers and supervisors to discuss the progress, difficulties faced, and experience gained by student teachers.

Role of Student-Teacher

- Report to the school head of the participating school at least one day before the start of the internship placement.
- Seek information about the classes, timetable, and topics to teach in stage-specific pedagogic courses from the mentors on the first day of the internship programme.
- Mark your attendance as per the school practice.
- Plan all the assignments/ activities with the help of the mentor/ supervisors.
- Seek cooperation from mentors and supervisors in case of difficulty.
- Prepare the lesson plan and get approval from the mentor/ supervisor before transacting every lesson.
- Take classes according to the timetable of the participating school.
- Take substitute classes and participate in other school duties assigned by the school.
- Follow the conduct and dress code of the participating school.
- Get prior leave approval from the head of the participating school in case of emergency.
- Maintain a diary and regularly list all the innovations, challenges faced and reflections for improvement.

- Check with your mentor before attempting learning activities that depart from routine classroom procedures.
- Carry out the activities you plan for school students according to your approved plans.
- Maintain cordial relationships with the students and staff of the school.
- Refrain from making negative comments about the school or the school's personnel, especially when talking with fellow student teachers.
- Submit student teaching profiles, one each, to the supervisor and mentor who supervises your teaching.
- Before the completion of the internship programme, make sure to return all textbooks and materials to the school.

Semester - VIII

Sl. No.	Subject Code	Subject Name	Paper Code	Credits	Max. Marks	Internal Marks	Pract.*	Theory (Ext.)	Periods Per Week (Hrs)
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1	FE	Philosophical & Sociological Perspectives of Education – II	FE-VIII	4	100	40	--	60	4
2	FE	Education Policy Analysis	FE-IX	2	50	20	--	30	2
3	FE (One Elective)	Adolescence Education/Education For Mental Health/Education for Sustainable Development/Emerging Technologies in Education/Gender Education/Human Rights Education/Peace Education/Sports and Fitness Education/Tribal Education/Economics of Education	FE-X (One Elective)	4	100	40	--	60	4
4	AE & VAC	Yoga and Understanding Self	AE & VAC-XI	2	50	20	--	30	2
5	AE & VAC	Citizenship Education, Sustainability and Environment Education	AE & VAC-XII	2	50	20	--	30	2
6	SE	Post Internship (Review and Analysis)	SE-V	2	50	50	--	---	2
7	SE	Creating Teaching Learning Material/Work Experience	SE-VI	2	50	50	--	---	2
8	CES	Community Engagement and Service	CES	2	50	50	--	---	2
Total				20	500	290	---	210	18+4

SEMESTER- VIII

FE- VIII: Philosophical and Sociological Perspectives of Education-II

Credits: 4

Contact Hours: 4 hrs per week

Maximum marks: 100

Internal: 40

External: 60

About the Course

Sociological Perspectives of Education seek to encourage students to explore the relationship between social structures and educational provision. The course focuses on the study of the social behavior of individuals, groups, and societies. It provides opportunities for student teachers to examine relationships among individuals, as well as relationships between people and their societies.

Learning Outcomes

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

- Appreciate the normative nature of education and Constitutional value frame to modern Indian education
- Identify the evolutionary character of values
- Recognize the social context of education
- analyze the impact of culture on education through a study of dimensions of culture and their importance to education practices
- recognize the different aspects of social stratification
- Identify the close relationship between education and modernization, the role of education in Modernization, and factors and constraints to social change
- describe the issues of access, enrolment, retention, quality, equality and equity in education
- explain the intervening strategies or measures for achieving access, enrolment, retention, quality, equality and equity in education;
- familiarize with selected programs and schemes that are in operation for addressing the needs of weaker sections of society in education

UNIT – I: Education and Values

- Education as Normative Act: How and why?
- Values: Meaning and the role in Human Society
- Indian Traditional Values.
- Understanding Value Prescription in relation to their historical and social contexts of the following systems in India:
 - Vedic and Vedantic
 - Buddhist
 - Jain
 - Islam and
 - Sikhism

UNIT—II: Value Frame to Education in Contemporary India

- Values Enshrined in Indian Constitution:
 - The Preamble
 - Fundamental Rights and Duties
 - Directive Principles of State Policy
 - Educational Provisions on Education: Federal Arrangements
- Value Education: Continuity and Change in the Following Educational Policies
 - 1968, 1986 and 2020
 - NEP- 2020 and Values with special reference to 21st Century.
- Value Crisis and Crisis in Values
- Basic Human Values: Role of Education in Value inculcation

A. Pedagogical Issues.

UNIT--III: Education and Culture

- Education and Culture: Meaning and elements of culture;
- Role of education for preservation, transmission, and enrichment of culture;
- the influence of culture on education, in general, and promotion of meaningful learning, in particular
- Pluralism, Multiculturalism and Multicultural Education; Adaptation, Acculturation and Enculturation, Cultural Mosaic and Cultural lag
- Education and Cultural Capital: Impact of cultural capital in the classroom

UNIT--IV: Education and Social Change

- Social Change and its Concept: Definition, Nature, and Factors Affecting Social Change; Education and Social Change; Role of Teacher in Social Change
- Education: Social Stratification and Social Mobility: Definition, Types and Dimensions; Role of Education in Social Mobility
- Education and Modernization: Meaning of modernization; Characteristics of modernized society; Adaptive demands of modernization and role of education
- Globalization and Education, Expansion, and Privatization of Education

UNIT--V: Education and National Development

- National development - Dimensions and Indicators
- Education for sustainable development; Sustainable Development Goal 4
- Education to meet the situations arising out of conflicts, insurgencies, national calamities, and disasters
- Education and Politics: Power and Dominance, Policies of education, Political Ideologies and goals of education

UNIT--VI: Interface between School and Community: Critical Pedagogy

- School as Miniature society: Present and Future
- School and Identity formation and transformation: Ascribed and Acquired
- School and Community: Role of Parents and community in school development
- School and Community Interactions: interface for Political and Civic Education
- Right to Education Act 2009, in the context of bringing school and community together

UNIT--VII: Education, Inequalities and Social Justice

- Equality and Equity in Education: Dimensions and Causes of Inequality; Measures for Achieving Equality and Equity
- Education and Inequality with reference to: Caste, Class, Tribe, Gender, Region, Rural-Urban

- Role of Education for Empowerment of Marginalized Section: SC, ST, Minorities, and Women; the Policy of Positive Discrimination; Inclusion in Education
- Concept of Equality of Educational Opportunity: Right to Education Act 2009

Suggestive Practicum

1. Critical/Reflective study of contemporary aims of education and their social determinants.
2. Observation and critical study on how textbooks determine every activity of teacher and learner in the school.
3. A critique of textbook culture in school.
4. Observing the process of knowledge construction by children in structured and unstructured environments to appreciate their learning processes and nature.
5. A critical analysis of Constitution of India in the context of process of Education in India / Educational Policies / Educational Commissions)
6. Critically observing nearby society/ locality in groups of 4-5 students and sharing observations related to cultural/ social influences on educational practice.
7. Analyzing social purpose of NEP, 2020.

Suggestive Mode of Transaction

The course content transaction will include the following:

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

Suggestive Mode of Assessment

The assessment will be based on group presentations, seminar presentations, assignments and tests.

Suggestive Reading Materials

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

1. Badrinath, C. (2019). *Dharma: Hinduism and Religious in India*. Penguin Random House, India.
2. Berger, P. & Luckman, T. (1971). *The social Construction of Reality: A Treatise in the sociology of knowledge*. Clays Ltd, St Ivesplc, England.
3. Marrish, I. (1978). *The sociology of education: An introduction*. Gorge Allen and Unwin.
4. Mercer & Carr (1958). *Education and Social Order*. Rinehart and Company; Inc.
5. Mohanty, J. (1994). *Indian Education in the Emerging Society*. Sterling Publisher Private Limited.
6. Ottaway, A.K.C. (1962). *Education and Society*. Routledge: Kegan Paul.
7. Ottaway, A.K.C. (1960). *Education and Society: An introduction to sociology of education*. Routledge: Kegan Paul.
8. Pathak, A. (2002). *Social implication of schooling: Knowledge pedagogy and consciousness*. Rainbow Publishers Ltd.
9. Reid, I. (1978). *Sociological perspectives on school and education*. Open Books, Publishing Ltd.
10. Saxena, N.R.S. & Dutt, N.K. (2008). *Philosophical and sociological foundations of education*. Raj Printers.
11. Saxena, S. (1975). *Sociological perspective in Indian education*. Ashajanake Publications.
12. Shankar, C. N. (2006). *Sociology of Indian society*. S Chand.
13. Shankar, C. N. (2019). *Principles of sociology with an introduction to social thoughts*. S Chand.
14. Taneja, V. R. (1989). *Socio and philosophical approach to education*. Atlantic Publishing House.
15. Thapar, R. (2018). *Indian cultures as heritage: Contemporary parts*. Aleph Book Company.
16. Archibault, R. (1974). *Philosophical analysis and education*. Oxford University Press.
17. Brubacher, J.S. (1950). *Modern Philosophies of Education*. McGraw Hill, Book Company, Inc.
18. Butler, T.D. (1968). *Four philosophies and their practice in education*. Harper and Row
19. Kabir, H. (1964). *Indian Philosophy of Education*. Asia Publishing House.
20. Kilpatric, W.H. (1951). *Philosophy of education*. Macmillan.
21. Kneller, G.F. (1967). *Foundations of education*. John Wiley: Sons Inc.
22. Kneller, G.F. (1964). *Introduction to Philosophy of Education*. John Wiley.
23. Mohanty, J. (1994). *Indian education in the emerging society*. Sterling Publisher Private Limited.

- 24 Radhakrishnan, S. (2008). *Indian Philosophy*. Oxford.
- 25 Rusk, R.R. (1956). *The philosophical bases of education*. University of London Press
- 26 Russell, B. (2016). *A history of Western Philosophy*. Routledge Classics
- 27 Saxena, N.R.S. & Dutt, N.K. (2008). *Philosophical and sociological foundations of education*. Raj Printers.
- 28 Taneja, V.R. (1989). *Socio and philosophical approach to education*. Atlantic Publishing House.
- 29 Weber, C. O. (1960). *Basic Philosophies of Education*. New York.

FE- IX: Education Policy Analysis

Credits: 2

Contact Hours: 2 hrs per week

Maximum Marks: 50

Internal: 20

External: 30

About the Course

This course on Education Policy Analysis aims at orienting student teachers to the theoretical frameworks and methodology that will help assess and evaluate the effectiveness of policies at the national, state and programme levels.

Learning Outcomes

After completion of this course, student-teachers will:

- discuss knowledge and capacity to engage in education policy analysis and evaluate their effectiveness
- explain the importance of developing a policy in education
- relate the policy with the existing education scenario
- appreciate the roles of various bodies in structuring educational policy
- critically look into the educational policies in India
- address positively the policy challenges in Education. Detailed Course
- explain processes involved in policy analysis including undertaking situation analysis and research
- identify possible policy options
- describing these possible options
- comparing the potential policy options
- ranking the possible policy options and
- choosing/selecting the most effective option that could address issues and problems confronting school education

UNIT – I: Planning and Educational Policy

- Meaning and significance of 'Policy on Education'.
- Purpose and Dimensions of an Educational Policy at local and Global level.
- Philosophical, Sociological, Cultural, Political and Economic Perspective of planning an Educational Policy.
- Historical development of Educational Policies in India.
- Basic steps involved in planning
- Methods and approaches in developing policy
- Constitutional provision for Policy on Education.
- Fundamental principles for analyzing an Educational Policy.
- Analysis, interpreting and evaluating policy issues in terms of their relevance for the continued improvement and development

UNIT – II: Educational Policies in India

- Critical analysis of Policies on Education since Independence: 1968, 1986 (Modified in 1992), 2020 in the context of: need and significance, goals and frameworks of educational policies, content of policies, issues raised in policies, constitutional provisions, special stress, modification of policies, implementation strategies.
- Management of various aspects and factors deciding education policies in pre and post independent India
- Issue in modifying an Educational Policy.
- Critical analysis of NCF-2005 and NCFSE-2023 in the light of

UNIT – III: Implementation of and Educational Policy

- Education policies and System of School:
 - Public, Private, Government, Aided and local body schools.

- Role of various national and state level bodies in implementing school and education policies like CAGE, NCERT, SCERT, DIETs, BRC etc.
- Role of centre, state and other bodies in formulation of education policies.
- Role of UGC & NAAC in implementation of education policies
- Mechanism of Policy Implementation.
- Strategies to Implement an Educational Policy.
- Programme of action and implementation: conceptual clarification and significance.
- Role of different Organization / Groups: Legislature/ Judiciary/ Political Will and Parties/ Voluntary Organizations/ Non-governmental organizations (NGOs)/ Pressure Groups/ Public.
- Challenges for Implementation.

Suggestive Practicum

- Reviewing and presenting report on NEP, 2020 in reference to Policy Implementation.
- Review of NCF-2005 and NCFSE-2023 with reference to implementation
- To present a critical review of the Programme of Action (1992).
- Review of SSA/RMSA/SamagraShiksha with reference to implementation
- Preparing a list of challenges to implement the present new National Education Policy, 2020 in our States.
- Preparing a list of Measures to be taken or taken to implement National Education Policy, 2020 in our State.

Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, Focus Group Discussions, panel interactions, small theme-based seminars, group discussions, co-operative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands-on experience of engaging with diverse communities, children and schools.

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments/projects and field-based engagements.

Suggestive Reading Materials

- **Batra, S. (2003).** School inspection to school support. In Sood, N. (ed.) Management of school Education in India, Delhi: NUEPA.
- **Jha, P., Das, S., Mohanty, S. S., Jha, N. K. (2008).** Public provisioning for Elementary Education in India. New Delhi: Sage.
- **NCERT (2006).** Educational Statistics of India, New Delhi.
- **NUEPA (2008).** Elementary Education in India: Progress towards UEE, DISE data 2006-07.
- **Patnaik, P. (2007).** Alternative Perspectives on Higher Education in Context of Globalization, at <http://www.nuepa.org/Download/FirstFoundationDaySpeech.pdf>
- **Pratichi (India) Trust (2009).** The Pratichi Education Report –II, Primary Education in West Bengal: Changes and Challenges, Section 6: Learning Inside and Outside Classroom, Section 7: Governance and Participation.
- **PROBE Team (1999).** Public Report on Basic Education in India, and PROBE Revisited (2011). New Delhi: Oxford University Press.
- **Raina, V. (2007).** Integrating Work and Education; Contemporary Education Dialogue Vol. 4:1, pp.72-87.
- **Rampal, A. (2015).** Reaffirming the Vision for Quality and Equality in Education. In Govinda, R. (Ed.) India Education Report. New Delhi: Oxford University Press (section-2 and 3 on the vision of education in our national policies, and how policy is translated into curricular frameworks).The Framework of Implementation of SSA under the RTE Act; MHRD (2011) available at <http://www.ssa.tn.nic.in/Docu/contents.pdf>
- **Samson, M., De, Anuradha and Noronha, C.:** Building Unequal Capabilities: Schooling of Delhi's Adolescents, at www.cordindia.com/images/delhi-adolescents.pdf
- **Tilak, J. B. (2004).** Higher Education between State and the Market presented in UNESCO Forum on Higher Education available at portal.unesco.org/education/tilak/colloquium
- Vaidyanatta Ayyar. R.V. (2017) History of Education Policy Making in India, 1947-2016 oxford New Delhi.

- Citizens for Democracy (1978) Education for Our People: A policy Frame for the Development of Education (1978-1984) Allied Publisher, New Delhi.

FE- X: Electives

Choose any one:

FE- X.1: Adolescence Education

Credits: 4

Contact Hours: 4 hrs per week

Maximum Marks: 100

Internal: 40

External: 60

About the Course

The course is designed to develop a comprehensive understanding and knowledge about Adolescence and Adolescence education with special references of Adolescence Education programmes in India at School level. There is an attempt to develop understanding about intellectual, emotional, physiological, socio-cultural, and interpersonal issues related to the processes of growing up and to inculcate healthy attitude towards sex and sexuality, respect for the opposite gender and understanding of responsible social behaviour. The courses highlight core life skills and their significance in adolescence life period and try to know about the various Adolescence Education programmes undergoing for Adolescence in India.

Learning Outcomes

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

- develop sensitivity, understanding and knowledge about Adolescence and Adolescence Education,
- know the historical development of Adolescent Educational Programme in India,
- know the role of local as well as international agencies towards Adolescent Educational Programme,
- develop a positive attitude towards the importance of Adolescence Education Programmes at the school level,
- develop knowledge and sensitivity on matters related to reproductive health, sex and sexuality and communicate effectively on these issues,
- develop understanding about intellectual, emotional, physiological, socio-cultural, and interpersonal issues related to the processes of growing-up,
- inculcate a healthy attitude towards sex and sexuality, respect for the opposite gender and an understanding of responsible sexual behavior,
- develop an understanding about the desired life skills,
- acquire pedagogical related skills for Adolescence Education Programmes.

UNIT –I: Adolescence and Adolescence Education

- Understanding Adolescence: intellectual, emotional, social, and physiological aspects of Adolescence, issues and challenges during Adolescence, myths and realities.
- Adolescence Education: concept, nature, aims, objectives and significance of Adolescence Education in Indian context.
- Role of school, family, media, and community as social agencies in Adolescence Education.
- Challenges of Adolescence Education.

UNIT –II: Life Skills and Adolescence Education

- Concept, nature, and significance of life skills for Adolescence Education.
- Relationship between Life Skills and Adolescence Education.
- Core Life Skills: Decision making, Problem solving, Creative thinking, Critical thinking, Effective communication, Interpersonal relationship skills, Self –awareness, Empathy, coping with emotions, Coping with stress.
- Techniques of developing Life Skills.

UNIT –III: Adolescence Issues

- Understanding sexual and reproductive health.
- STIs and HIV/AIDS: causes, prevention, cure, and skills of coping.
- Prevention of Substance Misuse/ Drug Misuse.
- Understanding and reporting abuse and violence.

- Accessing support for prevention and treatment.

UNIT IV: Health and Well being in school

- Health: Physical Health, Social Health, Mental Health and Emotional Health.
- Nutrition Health and sanitation.
- Gender Equality
- Promotion of Healthy lifestyle.
- Promotion of safe use of Internet and social media.

UNIT V: Pedagogical Issues

- Meaning, goals and significance.
- Challenges of teaching adolescence education: understanding student's behavior, dealing with personal self-constraints, socio- cultural issues, class-room issues and challenges, material production, methodology
- Adolescence education and teachers' preparation.
- Approaches to adolescence education: case studies and critical incidents, brainstorming, role-playing, gaming, value clarifications, question box, discussions and debates, puppet shows, role reversal, video shows.

UNIT –VI: Adolescence Education Programme in India (AEP)

- Historical Development of Adolescence Education Programme in India.
- Goals and Significance of Adolescence Education Programme in India.
- Role of Teachers in Adolescence Education in India (AEP).
- Challenges to Educational Programmes in India.

References:

- Adolescence Education Programme (2011, December 27) Retrieved from http://mhrd.gov.in/adolescence_education
- Adolescence Education Programme. Department of School of Education and Literacy. MHRD. Government of India. (2011, December 27). Retrieved March 5, 2014 from http://mhrd.gov.in/adolescence_education
- Adolescence education Program: *Training and resource materials*, NCERT, New Delhi, Retrieved Sept, 2010, from http://www.ncert.nic.in/programmes/aep/pdfs/Training_Resource_Materials_Prelims.pdf
- Aggarwal , J.C(2009), Health and Physical Education, Shipra Publications.
- Dash,D.(2014). Adolescent education: A challenge for teachers and teacher education. *Edutrack*, 13(12), 10-11
- Dheer, S. Basu,M. & Kamal , R. (1989). Health & Health Education. Introduction to Health Education.AP Publishers.
- Dodge K.A. (2003), “A biopsychosocial model of the development of chronic conduct problems in adolescents”. Edutracks, Neelkamal publications pvt., Ltd. Hyderabad.
- Durlak J(2011). The impact of enhancing students' social and emotional learning: A meta- analysis of school-based universal interventions'. *Child development*, 82(1), 405-432.
- Hameed A (2010), “*Emotional Maturity and social adjustment of student teachers*”.
- Edutracks,Neelkamal publications pvt., Ltd. Hyderabad.
- Herle, N; Nagaraja, C.G. and Murthy, C.G.V. (2005). Empathy. In Murthy, C.G.V. and Rao, A.V.G. (2005). (Eds) Life Skills Education: Training Package. Mysore: regional Institute of Education.
- Larson R (2006). Positive youth development, wilful adolescents and mentoring. *Journal of Community Psychology* 3(4) 677-689.
- Mofanato, S.K.K & Jurist Lional, K.V.(2013). Health Status among Tenth standard students. *Edutrack*.
- Olweus, D. (1990). A National Campaign in Norway to reduce the prevalence of bullying behavior. Paper presented to the society for research on Adolscence Biennial Meeting, Atlanta, December 10-12.
- Training and Resource Materials Adolescence Education Programme,
- National Population Education Project Report,
- Department of education in Social Sciences,
- National Council of Educational Research and Training,
- Sri Aurobindo Marg, New Delhi 110016,
- July, 2013.

FE- X.2: Education for Mental Health

Credits: 4

Contact Hours: 4 hrs per week

Maximum Marks: 100

Internal: 40

External: 60

About the Course

This course on Education for Mental Health will give a comprehensive understanding on the concept of meaning and determinants of Mental Health. The course will further enhance the student teacher's ability to know different stress management and adjustment techniques. The course aims to introduce historical and contemporary developments of Mental Health Education programs in Indian and Global perspectives.

Learning Outcome

After studying this course, student teachers will be able to:

- express the meaning and significance of mental health,
- describe social and psychological determinants of mental health,
- analyze the causes of stress and process of stress management,
- analyze the significance of adjustment in life,
- analyze the needs and importance of global mental health education programme,
- explain the special role of teachers and parents to maintain the good mental health of children,
- suggest prevention and promotional measures to maintain good mental health of society,
- express the need for health policies globally.

Unit – I: Mental Health

- A. Meaning and determinants of Mental Health.
- B. Difference between Mental Health and Mental Hygiene.
- C. Mental disorders: Characteristics and Types.
- D. Causes of poor Mental Health.
- E. Myths and Facts about Mental Health.
- F. Legal perspectives of Mental Health in India.

Unit-II: Adjustment

- G. Meaning and Definitions
- H. Areas of adjustment
- I. Characteristics of a well-adjusted adolescent
- J. Theories of adjustment
- K. Methods of adjustment

Unit-III: Emotions and Adolescents Adjustment

- L. Nature and Functions of the Emotions
- M. Factors that affect emotions
- N. Effect of the emotions on adolescents
- O. Education of the emotions
- P. Specific procedure in emotional direction

Unit-IV: Stress, Stress Management

- A. Stress: meaning, nature and symptoms, types of stress, social and psychological perspectives, remedial measures.
- B. Stress management: meaning and significance of stress management, strategies for prevention of stress; role of parents, peer group and teachers.

Unit – V: Mental Health Education Programme

- A. Meaning and significance of Mental Health Education Programme.
- B. Dimensions of Mental Health Education Programme in India.
- C. Historical development of Mental Health Education Programmes in India.
- D. Local and Global Perspective of Mental Health Education Programme.
- E. Organizations at local and international level.
- F. Characteristics of a good Mental Health Education Programme.
- G. Role of Educational Institutions for awareness about mental health educational programmes.

Unit – VI: Challenges to Pedagogical Issues

- A. Home and school
 - Diverse school and home contexts
 - Lifestyles of teachers and parents
 - Stereo-type roles
 - Mental health concerns of teachers and parents
 - Material availability and production
- B. Guidance and Counselling Programme:

- Concept, need and techniques.
 - Teacher as a counselor
- C. Designing and evaluating Mental Health Programmes

Suggestive Practicum

1. Visiting of Mental hospital and preparing list of four cases admitted in Hospital.
2. Preparation of two case histories on causes of abnormal behavior.
3. Critical analysis of laws and Public Health Policies.
4. Critical analysis of National Educational Policy, 2020 in the context of Health of children at school.
5. Critical analysis of Legal perspectives Mental Health Education in India.
6. Preparing comprehensive report on Mental Health Education Programme in India.

Suggestive Mode of Transaction

The course content transaction will include the following:

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

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

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

FE- X.3: Education for Sustainable Development

Credits: 4

Contact Hours: 4 hrs per week

Maximum Marks: 100

Internal: 40

External: 60

About the Course

This course is designed to highlight the meaning, nature and significance of Education and Sustainable Development in the light of 17 sustainable development goals envisaged in United Nations agenda. The course is designed to make student teachers aware and understand SDG 4 goal of Inclusive and Quality Education in the light of NEP 2020. The course also highlights the politics and policies involved in Sustainable Development.

Learning Outcome

After studying this course, student teachers will be able to:

- Clarify the meaning and significance of sustainable development and its different parameters.
- Explore the relationship among education, development and environment, appreciate the relation between education and sustainable development,
- describe the characteristics of ESD,
- explain the role of education in sustainable development,
- critically analyze the meaning and importance of education in the context of sustainable development.,
- explain the role of education to achieve sustainable development,
- analyze the pedagogical issues related to ESD.

UNIT – I: Introduction to Sustainability from different Parameters

- Sustainable Development- The 5P formula (People, Prosperity, Peace, Partnership, and Planet)
- Environmental Sustainability- Meaning, Natural Resource Management, Food & Farming, Waste Water Management and Climate Change
- Economic Sustainability- Alternative Futures, Leadership & change, Globalisation of Economy

- Social Sustainability- Sustainable communication, Cultural diversity, Intercultural understanding, Health & Well being
- The 17 Sustainable Development Goals stipulated by UNESCO

UNIT- II: Education and Sustainable Development

- Meaning, relationship, goals, and significance.
- Characteristics of ESD
- Education for Sustainable Development: Historical Perspective
- Philosophical, Sociological and Psychological Perspective.
- Role of Education for Sustainable Development.
- Decolonizing Knowledge for Sustainable Development.

UNIT – III: Sustainable Development Goals (SDGs)

- Meaning, nature and significance of SDGs.
- 17 Sustainable Development Goals (SDGs): UNESCO agenda.
- SDGs and Social Transformation as Universal Commitment.
- Education as a Human Right to achieve Sustainable Development.
- Sustainable Development and Peace.

UNIT – IV: SDG-4: Quality Education for All

- Meaning, Nature, and Significance.
- NEP, 2020 on SDG-4: Sustainable lifestyle, Gender equality, Promotion of peace & non-violence, Global citizenship, Good mental health & wellbeing, Justice in society.
- Pedagogical issues for SDG-4.
- Initiatives taken by Indian Government to achieve SDG4- SSA, RMSA, NSDC, MDMS, DIGITAL INDIA and others.

UNIT – V: Sustainable Development: Politics and Policies

- Understanding the Policy-Making Process and Analysis.
- Democratizing Science and Technology.
- Globalization and the Environment: Capitalism, Ecology and Power.
- Perspectives, Methods, and Skills.
- Innovation for Sustainability.
- Key Issues from an International perspective.
- Critical issues involved in sustainability.

UNIT- VI: SDG4- Issues and Challenges

- Critical issues in achievement of SDG4
- Challenges in achieving Quality Education from Indian Context- Low enrollment rate, Quality of Education, Gender Disparity, Digital Divide, Gap prevailing in the society
- Role of Educational Institutions in achieving of SDG4

Suggestive Practicum

- To present critical review on NEP, 2020 in the context of SDGs.
- Critical study of Delors Commission Report, 1996: **Learning: The Treasure within** with reference to SDGs.
- To review and present a critical report on legal perspective on SDGs.
- To prepare Toolkit for Educations for Sustainable Development.
- To organize discussions/ seminars of Teachers of all streams to present their views on SDGs and to present Action Plan for this.
- To prepare and present a short Video/film to promote SDGs.
- To study different Indian commissions and acts in regard to Education.

Suggestive Mode of Transaction

The course content transaction will include the following:

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

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments. Assessment to be based on report presentation on different Indian policies and acts in regard to Education.

Suggestive Reading Materials

- Ahlawat, A. (2019). SDG: Directive principles for Sustainable India by 2030. New Delhi. Notion Press.
- Ahuja, R. (2021). Social problems in India. Jaipur. Rawat Publications.
- Brinia, V. (2020). Designing an Innovative Pedagogy for Sustainable Development in Higher Education. Florida.
- Chitturu, S. (2021). Youth & India's Sustainable Development Goals. New Delhi. Vitasta Publishing Pvt. Ltd.
- Dhingara, Ishwar C. (2017). Sustainable development in India & South-East Asia. New Delhi. Manakin Press.
- IGNOU BDAG- 174 Sustainable Development. (2022). New Delhi. Neeraj Publications.
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FE- X.4: Emerging Technologies in Education

Credits: 4

Contact Hours: 4 hrs per week

Maximum Marks: 100

Internal: 40

External: 60

About the Course

The course is designed to use Information and Communication Technology in a classroom as an important 21st century skill and an important step for ICT enabled education of the country. The course explores various ICT approaches and its integration in Pedagogy, Assessment and Management. The course will help student teachers to know and apply online and offline software applications and it will enhance their understanding related to social, economic, and ethical issues associated with the use of ICT.

Learning Outcomes

After studying this course, student teachers will be able to:

- describe the need and uses of technology in the field of education,
- use various digital technologies for creating the resources,
- provide learning experiences for all types of learners including differently abled.
- create learning environment in the class room,
- understand the role of ICT to enhance the creativity of students,
- view the use of massive open online courses (MOOCs),
- explain the role of ICT in authentic and alternative assessment,
- discuss the social, economic, and ethical issues associated with the use of ICT.

UNIT – I: Technology in Education and Pedagogy

- Approaches of integration of Technology in teaching and learning.
- Subject specific ICT tools for creating and facilitating learning.
- Subject specific online resources and their uses in lesson Planning.
- Technology integrated learning experiences and creating learning Environment.
- Use of Technology for children with special needs: Assistive Technology, Tools and processes; Universal Design for Learning.

- E-learning: Concept, Tools and Standards, Resources and Approaches.

UNIT – II: Online and Offline Software Applications

- Application software- meaning and types.
- Word processing, spreadsheet, presentation: Features and educational applications.
- Drawing tools: diagrams, concept maps, timelines, flow charts. Educational applications of these tools.
- Web 2.0 technology: meaning, characteristics; uses for creating, sharing, collaborating, and networking.
- Social networking and social book marking: Educational Applications.
- Blog and micro blog: reflective journaling and other educational applications.
- Wiki, YouTube, TED (Technology, Entertainment, Design), Skype – collaborative authoring and projects.
- Online forums/discussion groups and chats: educational applications.
- Social media sharing – video, presentations, audio (podcasts), graphics, and text.

UNIT – III: E-content

- E-content: concept, principles, and stages.
- Identifying and organizing course content: need analysis (learner, content, and task), learning objectives and course sequence.
- Designing instructional media, evaluation, and delivery strategies.
- Creating interactive content: story board, courseware outline, interactivity, and interface
- Multimedia tools: Audio editing, video editing, screen casting, graphic editing, and basics of animation, and creating interactive media.
- Reusable learning objects (RLO): meaning, types and characteristics, RLO repositories, metadata and standards.
- E-content authoring tools- open source and proprietary alternatives.
- Open Educational Resources: Meaning and importance, various OER initiatives, creative common licensing.

UNIT – IV: ICT in Teaching-Learning and Assessment

- Concept, Approaches to integrating ICT in teaching and learning: Technological Pedagogical Content Knowledge (TPCK), Technology Integration Matrix (TIM).
- Implication of Learning Theories in ICT in Education: Behaviourism, Cognitivism and Constructivism.
- Developing functional skills to use discipline specific ICT tools: Geogebra, PhET, Stellarium, Open Street Map, Marble, Turtle Art, Technological tools for Mind mapping etc.
- ICT and Assessment- Concept and types; Electronic assessment portfolio, e-portfolio tools.
- Online and offline assessment tools: Rubrics, survey tools, puzzle makers, test generators, reflective journal, and question bank.
- ICT applications for Continuous and Comprehensive Evaluation (CCE).
- ICT application and multiple intelligence.

Unit-V: Technology for Administration and CPD

- ICT for personal management: email, task, events, diary, networking
- ICT for educational administration: scheduling, record keeping, student information, electronic grade book, connecting with parents and community
- ICT for continuous professional development: tools and opportunities
- Action research and design based research in technology integration and its implications for professional development
- Major Institutions of Educational Technology in India and their role in education: CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET, Consortium for Educational Communication (CEC)-UGC

UNIT – VI: Emerging Technologies in Education

- E-learning Concept, methods, and media (LMS, Virtual Universities, Massive Open Online Course (MOOCs), Indian MOOCs, Types of MOOCs: cMOOCs, xMOOCs and LMOOCs).
- Open Education Resources (Creative Commons, Concept, and application).
- Meaning, history, importance, tools and uses: Augmented reality, Virtual reality, Artificial intelligence, Mixed Reality and Gamification in education.
- Cloud Computing and Internet of Things - Meaning, importance and uses.
- Ethical issues and safety in ICT- (Teaching, Learning and Research, Cyber bullying, Cyber security literacy and data protection, online identity and privacy).

Suggestive Practicum

- Creating an account in wikispace/wikipedia/mediawiki and adding/editing content.
- Developing an educational blog in www.blogger.com, www.wordpress.com.
- A critical study of some *e-learning* course.

- Developing a multimedia e-content for a topic.
- Field visits to the EDUSAT center and take part in teleconferencing.
- Planning and creating digital rubrics for any topic
- Organizing web conferencing using Skype/Yahoo/ Messenger/ Google+.
- Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance, and up gradation
- Review of NEP, National ICT policy and curriculum in the context of Technology in Education.
- Enrolling and completing some MOOC courses of interest.
- Developing technology integrated unit/lesson plans and trying them out in schools.

Suggestive Mode of Transaction

The course content transaction will include the following:

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

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

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

FE- X.5: Gender Education

About the Course

The course Gender Education seeks to develop understanding and interlinkages between gender and education. The course is designed to develop a conceptual understanding of the overall gender discourse with special emphasis on issues such as gender bias, gender stereotypes in school, curriculum and in textual materials. The course also addresses gender sexuality, sexual violence, abuse, and legal perspectives.

Objectives

After completion of this course the student teacher will be able to:

- State the key concepts related to the gender issues.
- Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period.
- Identifies key gender issues in school, curriculum, textbooks, and pedagogical process.
- Examine school environment, curriculum, and pedagogy with reference to gender related issues
- Provide adequate knowledge and skills about the causes, characteristics, identification, and assessment of students with special needs.
- Understands the ways to address gender issues in and out of school context.

UNIT – I: Gender-Related Concept

- Key concepts: sex and gender, masculinity and femininity, patriarchy, gender bias, gender parity, gender asymmetry, Sexuality, transgender, gender stereotyping, Gender Discrimination, Gender Dynamics, Gender Needs, Gender Equality and Equity
- Gender identity construction – Influence of home, society, culture
- Gendered Education: Schools as Sites of Gendered Socialisation: critical understanding.
 - Gendered Environment at School
 - Gendered Attitudes
 - Gendered Educational Experience
 - Gendered Choices

- Implications

UNIT – II: Gender Studies - Paradigm Shifts

- Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth centuries with a focus on women's experiences of education.
- Shifting from women's studies to Gender Studies
- Feminism and Contemporary Feminist Discourses

UNIT – III: Gender Roles

- Understanding Gendered Socialization and Gender Roles
- Gender Roles and Patriarchy in Indian Perspective
- Theories and Identity of Gender & Education (Indian context): Socialisation Theory and Structural Theory
- Household Labor and its Tyranny
- Social and Cultural Perspectives of Gender Identity: role of family and school, media and other formal and informal organizations/agencies.

UNIT – IV: Gender and Pedagogical Practices

- Gender Auditing of Classroom Transactions
- Approaches for Creating Gender-Sensitive Teaching and Learning Environment
- Gender Sensitivity through the Teaching of Languages
- Gender Sensitivity through Teaching of Mathematics and Science
- Gender Sensitivity through Teaching Social science and Environmental Studies
- ICT pedagogy for gender-sensitive school curriculum
- Teacher as a Facilitator for Creating Gender Sensitivity
- Changing Power Equations in the Classroom

UNIT – V: Gender Issues in Curriculum/Pedagogical Issues

- Analysing Curriculum from Gender Perspective: Learning outcomes, textual materials, teaching-learning processes, language used, teaching aids, and assessment strategies.
- Questioning and Challenging Existing Curriculum, Attitudes, Social Practices, and Beliefs from the Perspective of Gender
- Gender inequality in the school context: Access, Enrolment, Retention, Participation, and Overall Achievement, role assignments, Gendered Language, inadequate gender-sensitive facilities
- Sexual violence in formal and informal institutions: Child sexual abuse from pre-primary stage to secondary stage

UNIT – VI: Addressing Gender Issues

- Intervention and strategies · Role of family, school, community, and media in addressing the issues.
- Addressing Sexual Harassment in School (providing accurate information on child sexual abuse, helping, and identifying signs of sexual abuse in children).
- Policy, provisions, and Programmes Addressing Gender Equality - NPE (1986/92), NEP(2020), NCF (2005), NCF (2023), RTE (2009), State Women's Policy.
- Legal perspective: Human Rights and Women's Rights, Laws for safety and Security of girls and women, Implementation of POCSO Act

Scheme of Evaluation

- The performance of each student-teacher shall be assessed internally out of 40 marks and externally out of 60 marks at semester end examination.
- Sessional work shall be assessed internally based on class tests and Written Projects/Assignment.

Tasks and Assignments

Each student-teacher is required to submit any two assignments from the following:

- Surveys of five families on role distribution among family members and preparation report
- Preparation of a report on gender-based roles and practices of the students and staff ·
- Analysis of a secondary-level textbook from a gender perspective
- Make a reflection on various provisions for gender equality in Indian constitution.

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- Levtoy, R. (2014). *Addressing Gender Inequalities in Curriculum and Education: Review of Literature and Promising Practices to Inform Education Reform Initiatives in Thailandin Women's Voce and Agency Research Series 2014 No.9*, The World Bank.
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- Nayar, U. & Duggal, J. (1997). *Women's equality and empowerment through thecurriculum: A handbook for teachers at primary stage*. New Delhi: NCERT
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- UNDP. 2008. Good Practices in Gender Mainstreaming- Case Studies from India. New Delhi: UNDP
- Veena Gandotra and Sarjoo Patel (Edited) (2009) Women Working Condition and Efficiency –New Century Publication. □

Videos

- Gender-Responsive Teacher Education: <http://www.youtube.com/watch?v=eZuUY4Vwh3k>
- Gender Stereotyping in the Classroom: <http://www.youtube.com/watch?v=i3BFwRG0Id4>
- How to Avoid Gender Stereotypes: <http://www.youtube.com/watch?v=9ZFNsJ0-aco>
- UNICEF: To Educate a Girl: <http://teachunicef.org/explore/media/watch/educate-girl-feature-length-film>
- Chuppi Todo, Plan India

FE- X.6: Education for Peace

Credits: 4

Contact Hours: 4 hrs per week

Maximum Marks: 100

Internal: 40

External: 60

About the Course

The course is designed to develop a holistic and critical understanding of the theoretical and practical bases of education for peace in National and Global perspectives both. The aim is to inculcate values and attitudes required to become a reflective peace practitioner who promotes peace and harmony in society. The course further enhances the contribution of various leaders or educationists in promoting culture of peace.

Learning Outcomes

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

- Acquire a holistic and critical understanding of the theoretical and practical bases of education for peace,
- Trace the historical development and status of the education for peace field,
- Searching and identifying the best ways to follow peace in life,
- Show ability to select and use appropriate method of resolving conflict,
- Become critical learners and reflective peace practitioners,
- appreciate the foundations of just and peaceful societies,
- understand and practice the positive action and non-violent conflict resolution in society.
- enhance students' intellectual flexibility, creativity & problem-solving capacities,
- connect course content to current public events and issues worldwide.

UNIT – I: Concepts and concerns, Education for peace

- Meaning importance and goal of Education for peace.
- Foundation of peace and its components
- Types of Peace: positive, negative, inner, social and with nature.
- Education for peace, Education for peace.
- Initiative: International, National, and local

- Highlights of various philosophies of Peace: M.K. Gandhi, Krishnamurthy, Arobindo, Gijubhai, Badheka, Dalai Lama
- Challenges to education for peace.

UNIT II: Toward the Global Culture of Peace

- Ancient Indian views
- UNO role for Global Education for peace
- Process of Peace Building
- Culture of peace vs Culture of war
- Approaches to Education for peace
- Conflict analysis and resolution
- Role of social and religious foundation and peace building
- Respect for differences: Socio-economic, Gender, Caste, Religion. Culture, Languages and Regions etc.
- Activities for education for peace

UNIT III: Understanding Conflicts

- Nature of conflict: causes for conflict
- Need theory-Maslow
- Skills and strategies for conflict resolution
- Developing capabilities for mediation and conflict transformation
- The media and violence, Attitude towards balance media exposure

Unit IV: Empowerment of Self

- Positive experiences, nurturing ethical behavior
- Yoga, Meditation, Transcending past negative experiences
- Self-management, Anger, stress management
- Critical self-reflection, discipline
- Personality formation-Knowledge, Values, Skills and Attitude.

Unit V: Orienting Education for Peace Building

- Teacher as peace builder- listening skills, questioning, Providing feedback
- Classroom for promoting peace
- Critical pedagogy of education for peace, promoting dialoguing, decision making
- Integration of peace in different subjects
- Skills of giving emotion support for encouraging appreciation, and co- operation
- Agencies for peace: Home, School, Local Community

UNIT-VI: Pedagogical Issues for Education for peace

- Pedagogical skills, Strategies for developing peace.
- Assessing curriculum policy for social and civic reconstruction.
- Comparative and historical perspective on school knowledge and peace.
- Teachers' perceptions of the effects of young people's war experiences and pandemic.
- Critical analysis of school curriculum at school level in the light of peace building process.
- Challenges of Pedagogical issues of Education for peace.

References:

- Gangrade K.D. (2001) Religion and peace. A Gandhian Perspective, Gandhi Smriti and Darashan samiti, New Delhi.
- Harris. I.M. 1998. Education for peace, McFarland, North Carolina, NCERT, New Delhi
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- NCERT 2005. National Curriculum Framework. NCERT, New Delhi
- NCERT 2005 position paper on Educational for Peace NCERT, New Delhi
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FE- X.7: Sports, Health and Fitness Education

Credits: 4

Contact Hours: 4 hrs per week

Maximum Marks: 100

Internal: 40

External: 60

About the Course

The course seeks to develop a comprehensive and holistic understanding about the concept of health, its various dimensions, and determinants. The course traces the evolution of Health and Physical Education, historical development of the discipline with special reference to Indian Education and its relation to other subjects. It further highlights the importance of physical fitness policies, programs and services addressing health initiatives in school context.

Learning Outcomes

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

- understand the concept of holistic health, its various dimensions, and determinants,
- develop positive attitude towards health physical education and yoga as individual,
- sensitize, motivate, and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development,
- create interest for the practice of yogasana and meditations,
- understand various policies and programmes related to health, physical education and yoga,
- help them to understand the process of assessment of health and physical fitness.

UNIT – I: Evolution of Health and Physical Education

- Health and Physical Education: Conceptual Clarity (locally as well as globally), importance and aims.
- Place in School Curriculum: Historical Development as a subject, Objectives with special reference to Indian Education and its relationship with other subjects.
- Status of Health and Physical Education: From primary to secondary education in a global perspective, ayurvedic and yogic concept of Health Education, legal perspective of Health and Health Education in India.

UNIT – II: Health Education

- Concept, dimensions, and determinants of health with special to India.
- Psycho-social concerns of children and adolescents including differently able children.
- Impact of Physical activities, games, sports and yoga on different body systems.
- Food and nutrition, nutrients and their functions,

UNIT –III: Understanding Basic Concept of Anatomy and Physiology

- Understanding the anatomical and physiological functions of the human body
- Common health problems and diseases: causes, prevention and cure, immunization.
- First Aid: Need and importance of first aid in sports, Principles of first aid.
- Body Composition: Fat Free Mass Index, Body Mass Index, Somatotypes

UNIT – IV: Games and Fitness

- Physical fitness and its components: athletics (general physical fitness exercises), games (lead-up games, relays, and major games), Rhythmic activities, gymnastics, and their impact on health.
- Development of physical fitness: postures deformities, and basic corrective Exercise, Motor Development tests; Resources and services for games and sports and Health.
- Fundamentals skills of sports (Indoor & Outdoor Sports): Sports for recreation and competition; Sports awards and scholarships, Indigenous and self-defense activities.

UNIT – V: Sports Injuries and School Health Programmes

- Sports Injuries and their precautions in Sports, Acute and chronic Disease
- School and family, health services, policies and major health and physical education-related programmes, blood banks, role of media in sports.
- School Health Programme: school health services, health promoting schools, global school health initiatives.

UNIT VI: Policies, Programmes and Assessment

- Policies, programmes, and services for addressing health needs.
- Yoga: Meaning, initiation, historicity, classification, streams, and schools of yoga, Need and importance and role of yoga for healthy life and living, Yoga as a Psychotherapy.
- POCSO (Protection of Children from Sexual Offences Act, 2012), PWD 2016, the Integrated Child Protection Scheme.
- Assessment of health performance testing in games and sports, reporting of health condition and performance of child in the sport fields.

Suggestive Practicum

- Recognizing important indicators of health and wellbeing of children and mental health.
- Undertaking a survey, understanding local food related matters, and understanding the importance of the right to food.
- Analyzing NEP, 2020 with reference to Games Oriented Education.
- Planning activities for development of physical fitness.
- Organization of games and sports tournaments
- Learning and performing basic yogic activities, asanas, and pranayama, Kriyas and Meditation. Celebration of yoga day, yoga week.
- Preparation of inventories on myths on exercises and different types of food.
- Preparation of First Aid kit.
- A critical review of YOGA-SUTRA.
- Measuring body temperature, Heart rate, blood pressure, Pulse rate and resting Respiratory Rate.

Suggestive Mode of Transaction

The course content transaction will include the following:

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

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

- Teachers may suggest books/readings as per the need of the learners and learning content.
- Sharma, R. D. (1979). Health and physical education, Gupta Prakashan.
- Singh, S. (1979). Anatomy of physiology and health education. Ropar: Jeet Publications
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AE&VAC- XI: Yoga and Understanding Self

Credits: 2

Contact Hours: 2 hrs per week

Maximum marks: 50

Internal: 20

External: 30

About the Course

This course focuses on the benefits of Yoga for healthy living and the importance of the practice of yoga for promoting the optimal state of physical, emotional, intellectual, social, and spiritual wellbeing of a person. Yoga as a way of life is characterized by peace and tranquillity, harmony and health, love and happiness, precision, and efficiency. The course seeks to engage student teachers with these ideas. The focus of the course is on being mindful of self (body, mind, emotions, thoughts, and actions). Course components will include brief history of yoga, principles and different types and streams of yoga, practices (Kriyas, Āsana, Prāṇāyāma, Bandha & mudra, Dhāraṇa&Dhyāna, etc), meditation and reflective practices, and the importance of these aspects in becoming an effective teacher. It lays equal weightage to the theory and practicum.

Learning Outcomes

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

- explain the importance of Yoga and how it helps an individual in understanding Self,
- describe the importance of practicing Yoga Asana,
- practice basic Yoga Asanas/ Kriyas.

UNIT - I

Philosophy and Historical Perspective of Yoga

- Concept and Meaning of Yoga, Philosophy of Yoga,
- Brief history and development of Yoga (Classical Yoga, Post Classical Yoga and Modern Period)
- Importance of Yoga for healthy living, Yoga and its relevance in the modern times, Traditions in Yoga.

UNIT - II

Schools of Yoga

- Different streams \schools of Yoga (Gnana, Bhakthi, Karma).
- Construction of Yoga Practice for all round development.
- Principals of Yoga: - Ahimsa, Satya, Asteya, Brachmacharya, Aparigraha, Shoucha, Santhosha, Tapas, swadyaya and Isvara Paridhana.

UNIT - III

Modern Principles of Yoga and Meditation

- Modern Principles: Human Body is a holistic entity, Individuals and their need are Dhāraṇa&Dhyāna, etc, meditation and reflective practices, and the importance of these aspects in becoming an effective teacher, unique Self-empowering, the quality and state of an individual mind is crucial to healing.
- Meditation: - its Importance, Types, and Process, Pranayama: its importance, types and process, Yoga as a Way of life for Peace, Harmony, Health love and happiness. Yoga in Indian philosophy for understanding Self.

Suggestive Practicum

- Practice of Basic Yoga Asanas/ Kriyas.

Suggestive Mode of Transaction

- Reflective reading of different Yoga practicing Personalities, Learning by doing, Relaxation
- Techniques for imparting concentration, Understanding Self and personality development.

Suggestive Mode of Assessment

- Assessment of practicum; Assessment of practice of basic Yoga Asanas/ Kriyas; Assessment of Reflective level Readings.

Suggested Reading Materials

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

- Brown, F. Y. (2000). How to use yoga. Delhi: Sports Publication.
- Gharote, M. L. &Ganguly, H. (1988). Teaching methods for yogic practices. Lonawala: Kaixydamoe Publishers. IyengerB.K.S.(2017) Light on Yoga: The Definitive Guide to Yoga Practice. Harper Thorsons publisher.
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- Shankar,G.(1998). Holistic approach of yoga. New Delhi:Aditya Publishers.
- Shekar,K. C. (2003). Yoga for health. Delhi: Khel Sahitya Kendra.

E-References:

- <https://www.parmarth.org/yoga/yoga-definition/>
- <https://swamiyoga.in/book/>
- <https://www.india.com/travel/articles/top-9-yoga-centres-in-india-that-will-leave-you-feeling-refreshed-3237147/>
- <https://en.wikipedia.org/wiki/Asana>
- <https://www.yogaindailylife.org/system/en/bandhas>
- [https://en.wikipedia.org/wiki/Bandha_\(yoga\)](https://en.wikipedia.org/wiki/Bandha_(yoga))

AE&VAC- XII: Citizenship Education, Sustainability, and Environmental Education

Credits: 2

Contact Hours: 2 hrs per week

Maximum Marks: 50

Internal: 20

External: 30

About the Course

This course seeks to orient student teachers to the Constitution of India with a particular emphasis on Fundamental Rights and Fundamental Duties, and to prepare them for their roles and responsibilities as responsible, productive, and effective citizens of India. The course also seeks to enable student teachers to understand the interconnected and interdependent world, India's rich heritage and philosophical foundation of "Vasudaiva Kutumbakam" (Whole world is one family), acquire the knowledge, capacities, values, and dispositions needed to understand global issues and become active promoters of more peaceful, harmonious and sustainable societies. The course also seeks to create among student teachers an awareness of responsible global citizenship required for responding to contemporary global challenges.

The sustainability aspect of the course seeks to develop among student teachers an understanding of the idea of 'Sustainability' in all fields of human activities, including achieving sustainable development in its three dimensions – economic, social, and environmental – in a balanced manner. The environmental education component of the course aims at creating an awareness among student teachers of environmental issues, including actions required for mitigating the effects of climate change, environmental degradation and pollution, and initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, their interactive processes, and effects on the future quality of people's lives.

Learning Outcomes

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

- explain the concept of citizenship and citizenship education,
- describe the aims of and approaches to citizenship education,
- explain the concept and aims of Global Citizenship and Global Citizenship Education,
- describe the aims of and approaches to global citizenship education,
- explain the concept of 'Sustainability' in all fields of human activities, and approaches to achieving sustainable development in its three dimensions – economic, social and environmental – in a balanced manner,
- demonstrate an awareness of environmental issues, and actions required for mitigating the effects of climate change, environmental degradation and pollution, and initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living.

UNIT – I: Citizenship Education

- A. Concept of citizenship and citizenship education.
- B. Aims of and approaches to citizenship education.
- C. Concept of Global Citizenship and Global Citizenship Education.
- D. Aims of and approaches to global citizenship education.

- E. Concept of *Vasudhaiva Kutumbakam*, its importance in development of a holistic perspective towards local and global communities.

UNIT – II: Sustainability

- A. Concept of ‘Sustainability’ in all fields of human activities.
- B. Approaches to achieving sustainable development in its three dimensions – economic, social, and environmental.
- C. Sustainable development goals.
- D. Sustainable management of natural resources.
- E. School- and community-based activities.
- F. Education for sustainable development

UNIT – III: Environmental Education

- A. Environmental issues.
- B. Actions required for mitigating the effects of climate change, reducing environmental degradation, pollution etc.
- C. Initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living.
- D. Approaches to delivering Environmental Education
- E. Role of Mass Media and Technology in delivering environmental education.
- F. Roles Governmental and Non-Governmental Organizations in promoting Environmental Education.
- G. School and community-based environmental education activities.

Suggestive Practicum

1. Write a report on the roles of governmental and non-governmental organizations in promoting Environmental Education.

Suggestive Mode of Transaction

Lecture-cum- discussion, Focus Group discussions, in-class seminars, Library Work, Assignments, Project Work, Lesson Plan Development, Interaction with different stakeholders, ICT based educational materials, Group Work, critical reflections, group-work, case-based approaches, and enquiry-based learning.

Suggestive Mode of Assessment

Assessment of practicum and assessment of reflective level readings.

Suggestive Reading Materials

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

SE- V: Post-Internship

Credits: 2

Contact Hours: One Week

Maximum marks: 50

Internal: 50

About the Course

After successful completion of internship programme in 7th semester, student teachers compile the learnings, discuss with peers about their experiences, reflect on the experiences, refine the artifacts developed during internship and prepare comprehensive internship report during post internship in 8th semester.

Learning Objectives

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

- Develop comprehensive understanding of the school ecosystem,
- Describe their learning from internship with the peers and teacher educators,
- Reflect on school internship sharing learning experiences on each activity undertaken.

Suggestive Mode of Transaction

- Discussion
- Presentation, Gallery walks and Exhibition.
- Report Writing

Activities:

Experience Sharing and Reflective Learning

- Presentation of reflective journal summary

- My Learning Journey: by each student-teacher
- Gallery walks (Exhibition): TLMs, display of participation in school activities (photos/stories) and other artefacts created during the internship by student teachers.
- Sharing of best practices (PPTs, Videos.)
- Survey and collect the local stories and rhymes from the parents and community (in the context of the foundational stage)
- Holding a training workshop for the parents and community and encouraging them to act as volunteers.
- Awareness and advocacy programme in FLN for parents and community: Role play with parents and community on conducting specific FLN activities.
- Organizing a parents /community mela/fair on homemade TLM for FS children

Submission of Internship Report

- Reflective Journal
- Lesson Plans and TLMs
- Observation records (Teacher Educator, Mentor, school heads, Teachers, Parents)
- Assessment records and Student Portfolio
- Action research report/case study
- Comprehensive internship report.

Suggestive Mode of Assessment

Competence/Artifact	Method of assessment	Assessed By	Credits	Marks
Artefacts created during the internship. My Learning Journey	Exhibition & Presentation	Teacher-Educator	1	25
Comprehensive Internship Report	Review	Teacher-Educator	1	25

Learning Outcomes

The student teachers will be able to:

- Demonstrate/Exhibit/Manifest comprehensive understanding of the school ecosystem.
- Reflect on school internship experiences in a report.
- Share their learning from school internship with peers and teacher educators.

SE- VI: Creating Teaching Learning Material (TLM)/Work Experience

Credits: 2

Contact Hours: One Week

Maximum Marks: 50

Internal: 50

About the Course

Having developed an understanding of education's philosophical, sociological, and psychological perspectives and gained hands-on experiences from pre-internship school observation and internship phases, the student teachers have developed a comprehensive understanding of education. By utilizing these experiences and understanding, the Student teachers will be in a position to develop/create Teaching Learning Materials (in various forms, Programed Learning Materials, Educational videos, teachers' handbooks, flashcards, story books, toys, games, posters, collages, innovative lesson plans using different pedagogies, to mention a few) which in turn may be helpful to both the school students with whom he/she has interacted during school experiences and the student teachers. Schools provide a systematic teaching environment for the learners to acquire the knowledge, skills and attitude required to meet the varied aspirational needs and educational goals. Work experience fosters basic knowledge, skills and disposition among the students that prepare them to think of becoming skilled entrepreneurs. To orient the school students on work education, the student teachers need exposure to visit the local vocational artisans, crafts person and entrepreneurs and prepare learning resources to enhance their professional skills and competencies. Teaching Learning Materials of good quality with (i) innovations, (ii) the use of low-cost materials, (iii) local context and (iv) modern technology (for digital learning materials) will enhance students' engagement, interest, and practical learning.

Learning Objectives

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

- Assess the need for Teaching Learning Materials and prepare innovative TLM,

- Develop an understanding of the importance of work experience and competencies of a local crafts person, artisans and entrepreneurs,

Suggestive Mode of transaction

- Workshop
- Group discussion
- Field visits and interaction
- Analysis of existing local-specific learning resources, toys
- Exhibition of TLM and presentation of reflective reports on the use of learning resources, including toys.

Content

- Understanding how students learn at different stages.
- Knowledge of toys and other TLMs from different parts of the countries
- Knowledge of relevant TLMs for specific groups of children- CWSN, kinesthetic learners, visual learners, auditory learners addressing individual differences.

Activities to be conducted.

The following are a few suggestive activities:

- Orientation workshop on work experience and development of learning resources
- Field visit for interaction with local artisans, craftspeople, and entrepreneurs.
- Observe Traditional work practices and their integration into Local Technologies and Ideas.
- Analysis of available local specific, indigenous learning resources, including toys and their use in the learning-teaching process
- Development of at least two low-cost learning resources as per the local contexts (foundational/preparatory/middle/secondary) and presentation/exhibition
- Prepare the manual of TLM highlighting the objectives that will be achieved by its use, the material used, the process of its development and its use during classroom transaction.

Mode of Assessment

Competence/Artifact	Method of assessment	Assessed By	Credits	Marks
TLM developed	Presentation/Exhibition	Teacher Educators (panel of three experts including an external expert)	1.5	35
Manual	Presentation	Teacher Educator	0.5	15

Outcomes

The student teachers will:

- Demonstrate the use of TLM for enhanced learning,
- Explain the importance of work experience and competencies of local crafts person.

CES: COMMUNITY ENGAGEMENT AND SERVICE

(This component is common to student teachers across Stage Specialization)

Credits: 2

Contact Hours: One Week

Maximum Marks: 50

Internal: 50

About the Course

The curricular component of 'community engagement and service' seeks to expose student teachers to the socio-economic issues in society and community-supported development activities so that classroom learnings can be supplemented by life experiences to generate solutions to real-life problems. This course is designed to develop insights into the functions of the community, enhance the ability of student teachers to enlist community support to and participation in school-related activities, make the community aware of the importance of education, issues associated with schooling, gender inequity, health & wellness of children, initiatives for supporting lifelong education etc. It aims at sensitizing the student teachers to initiate actions with the support of the community members to address the social, cultural and educational problems, and develop social leadership skills through community service. The component seeks to enable student teachers to be acquainted with various community

development initiatives and organize activities such as *street plays*, *advocacy activities*, *door-to-door campaigns*, and *prabhat-pheris* etc. to mobilize community participation in development initiatives.

This curricular component envisages participation of student-teacher in activities undertaken under the National Service Scheme (NSS), New India Literacy Programme, Student the mentoring initiatives, etc. Some of the activities include: Survey of community resources for participation in different school activities, Study of the situation with regard to school dropout and the reason thereof (Stage wise); Survey of a specific settlement to study the socioeconomic and educational status; Survey of non-literates in a specific settlement, including identification of 4-5 non-literate adults who will be supported by student teachers to become literate; training of local youth in First-Aid and other relevant activities; assessment of the situation with regard to Health and wellness of children in a locality, creating awareness of the importance of sustainable development, making the community members aware of the importance of environmental protection, creating awareness of rainwater harvesting, mentoring school students with learning deficits, guidance and counselling to school students etc.

Learning Outcomes

On successful completion of the 'Community Engagement and Service' programme, the student-teacher should be able to:

- recognize the socio-economic issues in the community and identify initiatives that could help solve problems faced by the community,
- demonstrate an awareness of the functions of the community, and the measures required for enlisting community participation in school-related activities,
- undertake initiatives that are required to make the community aware of the importance of education, issues associated with schooling, gender inequity, health & wellness of children, illiteracy among youth and adults in the community etc.,
- suggest actions in collaboration with community members to address the social, cultural and educational problems in the community,
- organize activities such as *street plays*, *advocacy activities*, *door-to-door campaigns*, and *prabhat-pheris* etc. to mobilize community participation in development initiatives,
- demonstrate social leadership quality through community services,
- organize interactions between schools and local communities for generating solutions to problems such as dropout and learning deficits,
- facilitate partnerships between local communities to enhance participation of the community in school-related activities such as PTA meetings,
- recognize the fault lines of the society, such as casteism, social taboos and superstitions etc. and work towards bridging them to establish harmony in the society,
- demonstrate positive feelings towards the local community and appreciate traditional knowledge and practices,
- Recognize the values of public service and active citizenship.

Approach to curriculum transaction

The student teachers will be provided opportunities to have exposure to community life for ten days in total, two days in Preparation for Community Engagement & Service in the institution, seven days working with the community, and the last day in the institution for sharing their experiences and reflections. The activities may be conducted in groups or individually as appropriate.

Days 1-2: Preparation for community services (In the institution)

- Orientation of student teachers on Community Engagement & Services through discussion and group activities.
- Workshop for developing tools for different activities during the programme.

Days 3-9: Engagement with the community (Mandatory onsite stay with the community)

Students will be divided into smaller groups; they would participate in the planned activities with defined roles for seven days on a rotation basis. These activities include:

- participation of student teachers in activities undertaken under the National Service Scheme (NSS), New India Literacy Programme, Student mentoring initiatives, etc.
- Survey of community resources for supporting school activities.
- Study of the situation regarding school dropout and the reason thereof (Stage wise).
- Survey of specific settlement to assess the situation about non-literates in the settlement, including identification of 4-5 non-literate youth and adults who will be supported by student teachers to become literate,
- Training of local youth in First Aid and other relevant interventions,

- Assessment of the situation about Health and wellness of children in a locality,
- Creating awareness of the importance of sustainable development, and making the community members aware of the need to support initiatives to ensure environmental protection, creating awareness of rainwater harvesting, mentoring school students with learning deficits, guidance and counselling to school students etc.)
- Visit and interact with local artisans and crafts person.

The above activities typically will include working with the community, collecting data, playing local games, community awareness programmes like nukkad natak, rallies, organizing and participating in the cultural programmes with the community members etc.

The student teachers shall conduct different pre-scheduled activities throughout the day. Morning sessions will be used for activities with the community and data collection. The afternoon session will be devoted to data analysis and preparation of the report, and participation in games & sports activities. Evening session will involve cultural activities with community members.

Day 10: Feedback session and Reflection (: In the Institution)

- Sharing experiences and discussion on activities carried out.
- Presentation and submission of report on the activities carried out.
- Evaluation of the activities by collecting feedback on the effectiveness of the campaign from the mentor and the students.
- Reflection of experience (individual/group) of organizing community service

Assessment components and weightage

- Involvement and active participation in activities relating to Community Engagement and Service: (Assessment method: Observation by teacher educator, teacher and community members); Weightage: 75%; Assessed by the teacher educator, teacher and community members),
- Group Report & Reflections: Method of assessment: Presentation by student teachers); Weightage: 25% (Assessed by Teacher Educator)

Suggestive Links

- Ministry of Education (2021). Vidyanjali: Guidelines for Promoting Community and Voluntary Participation for Enhancing Quality School Education, Government of India. https://vidyanjali.education.gov.in/assets/pdf/Final_Guidelines_Vidyanjali_%20December.pdf
- RIE Bhubaneswar (2020). Handbook on Field Engagement in Pre-service Teacher Education, Bhubaneswar, Regional Institute of Education.

DISCIPLINARY COURSES MINOR SEMESTER- I

ENGLISH DCM- I: Classical Literature

Credits: 4(3+1)

Contact Hours: 5 Hours (3 hrs. per week -Theory + 2hrs. -Practicum)

Maximum Marks: 100

Internal: 40

Practicum: 25

External: 60

Course Level Learning Outcomes

The Learner will

- appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes
- historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres
- trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
- grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time
- appreciate classical literature of Europe and pursue their interests in it
- examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives

- understand, analyze and appreciate various texts with comparative perspectives

Unit I- Excerpts from *The Ramayana*

Book V- Canto XII to Canto XVI

Unit II- Bharatamuni's *Natyashastra* (Chapter 1 on the origin of drama)

Unit III- Kalidas, *Shakuntala*

Unit IV- Homer: selections from the *Illiad- Book 1*

Unit V- Dante, selections from *The Divine Comedy- Inferno, Canto I, II, III*

Practicum

1. Classical Mythology in Literature: Investigate the presence and use of classical mythology in literature from various cultures and time periods. Analyze how authors incorporate classical myths into their narratives and the symbolic meanings attached to them.
2. Classical Literature in Education: Examine the role of classical literature in education systems. Investigate how classical texts are taught, their significance in curriculum, and their impact on students' understanding of literature and culture.
3. Character Analysis in Classical Epics: Select a specific classical epic, such as Homer's "The Iliad" and conduct an in-depth character analysis of a central figure. Explore how their character development contributes to the overall themes of the epic.
4. Project, Assignment, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, etc

Suggested Readings

Homer, *The Illiad*. Tr. E.V. Rieu. Harmondsworth: Penguin, 1985.

Sophocles, *Oedipus the King*. Tr. Robert Fagles in *Sophocles: The Three Theban Plays*. Harmondsworth: Penguin, 1984.

Richard Rutherford, *Classical Literature: A Concise History*. Oxford: Blackwell Publishing, 2005.

Bharata, *Natyashastra*, tr. Manmohan Ghosh, vol. I, 2nd edn. Calcutta: Granthalaya, 1967.

J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy*, vol.

V, *Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33-40.

A.V. Kieth, *History of Sanskrit Literature*. Oxford: OUP, 1920.

A.K. Warder, *Indian Kavya Literature*, 8 Volumes. Delhi: Motilal Banarsidas, 2011

SEMESTER- III

DCM- II: British Literature

Credits: 4(3+1)

Contact Hours: 5 Hours (3 hrs. per week -Theory + 2hrs. -Practicum)

Maximum Marks: 100

Internal: 40

Practicum: 25

External: 60

Course Level Learning Outcomes

The Learner will

- identify and analyze the socio-economic-political contexts that inform the literature of the period
- comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres
- understand the conflict between self and society in different literary genres of the period
- link the rise of the novel to the expansion of Colonialism and Capitalism
- understand the transition from Romantic to Victorian in literature and culture
- link the Victorian temper to political contexts in English colonies
- link the changes in the English countryside to changes brought about in similar settings in India

Unit I- Literary Terms and Trend-

Romanticism: Features, Romantic Imagination, The Gothic Revival, Medievalism, Pantheism, Realism and self discovery, naturalism, industrialization, women's rights

Unit II- Wordsworth- I wandered Lonely as a cloud

Tennyson- Ulysses

Unit III- Yeats- The Second Coming

Eliot- The Love Song of J. Alfred Prufrock

Unit IV- Charles Dickens- David Copperfield

Unit V- Virginia Woolf- Mrs. Dalloway

Practicum

Poetry/ Drama Recitation- Students can select a poem from the course reading list and memorize it. They can then recite the poem to the class, focusing on understanding the poem's rhythm, tone, and imagery through performance.

Poetry/ Drama in Context: Have students research the historical, cultural, or biographical context of a specific poem or poet. This practicum helps students understand how external factors can influence poetic themes and styles.

Poetry/ Drama Study: Students in small groups study a specific poet to research in-depth. They can present their findings to the class, discussing the poet's life, works, and the thematic or stylistic elements that make their poetry distinctive.

Poetry/ Drama Performance: Students showcase their creative interpretations of poems through dramatic readings, multimedia presentations, or artistic performances inspired by the poetry.

Suggested Readings

- Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*,
- ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.
- Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man* in *The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9.
- John Stuart Mill, *The Subjection of Women* in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.
- Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.
- T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.
- Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27

SEMESTER- IV

DCM- III: Indian Writing

Credits: 4(3+1)

Contact Hours: 5 Hours (3 hrs. per week -Theory + 2hrs. -Practicum)

Maximum Marks: 100

Internal: 40

Practicum: 25

External: 60

Course Level Learning Outcomes

The Learner will

- appreciate the diversity of modern Indian literatures and the similarities between them
- understand and creatively engage with the notion of nation and nationalism
- appreciate the impact of literary movements on various Indian literatures
- critically engage with significant social issues like caste and gender
- understand the historical trajectories of Indian literatures

Unit I- Literary terms and Trends

Individual and Society, Women Empowerment, East-West Encounter, Urbanization and Indianness. Partition, colonization

Unit II- SHORT FICTION

Premchand, 'The Shroud', in *Penguin Book of Classic Urdu Stories*, ed. M.

Asaduddin (New Delhi: Penguin/Viking, 2006).

Ismat Chughtai, 'The Quilt', in *Lifting the Veil: Selected Writings of Ismat Chughtai*, tr. M. Asaduddin (New Delhi: Penguin Books, 2009).

Unit III- POETRY

Rabindra Nath Tagore, 'Light, Oh Where is the Light?' and 'When My Play was with thee', in *Gitanjali: A New Translation with an Introduction* by William Radice (New Delhi: Penguin India, 2011).

Amrita Pritam, 'I Say Unto Waris Shah', (tr. N.S. Tasneem) in *Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems*, ed. K.M. George, vol. 3 (Delhi: Sahitya Akademi, 1992).

Unit IV- DRAMA

Dharamveer Bharati *Andha Yug*, tr. Alok Bhalla (New Delhi: OUP, 2009).

Unit V- FICTION

Practicum

1. Poetry/ Drama Recitation- Students can select a poem from the course reading list and memorize it. They can then recite the poem to the class, focusing on understanding the poem's rhythm, tone, and imagery through performance.
1. Poetry/ Drama in Context: Have students research the historical, cultural, or biographical context of a specific poem or poet. This practicum helps students understand how external factors can influence poetic themes and styles.
2. Poetry/ Drama Study: Students in small groups study a specific poet to research in-depth. They can present their findings to the class, discussing the poet's life, works, and the thematic or stylistic elements that make their poetry distinctive.
3. Poetry/ Drama Performance: Students showcase their creative interpretations of poems through dramatic readings, multimedia presentations, or artistic performances inspired by the poetry
4. Project, Assignment, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, etc

Suggested Readings

- Rabindranath Tagore, 'Nationalism in India,' in *Nationalism* (Delhi: Penguin Books, 2009) pp. 63-83.
- Namwar Singh, 'Decolonising the Indian Mind', tr. Harish Trivedi, *Indian Literature*, No. 151 (Sept./Oct. 1992).
- B.R. Ambedkar, 'Annihilation of Caste' in *Dr. Babasaheb Ambedkar: Writings and Speeches, vol. 1* (Maharashtra: Education Department, Government of Maharashtra, 1979) chaps. 4, 6, and 14.
- Sujit Mukherjee, 'A Link Literature for India', in *Translation as Discovery* (Hyderabad: Orient Longman, 1994) pp. 34-45.
- G.N. Devy, 'Introduction', from *After Amnesia* in *The G.N. Devy Reader* (New Delhi: Orient BlackSwan, 2009) pp. 1-5.

SEMESTER- VI

DCM- IV: Language and Linguistics

Credits: 4(3+1)

Contact Hours: 5 Hours (3 hrs. per week -Theory + 2hrs. -Practicum)

Maximum Marks: 100

Internal: 40

Practicum: 25

External: 60

Course Level Learning Outcomes

The Learner will

- recognize/understand the structure and various parts of the language
- understand the existence of language in the form of different dialects based on a set of established factors
- identify the various functions a language performs and the roles assigned to it
- understand that all languages behave alike and develop a tolerance for other languages
- understand that making errors is a process of learning and not hesitate to use language for the fear of making errors

Unit I : General Linguistics

What is Language/ Origin and Development of Human Language Properties/ Characteristics of Human Language, Characteristics of Old, Middle and Modern English, American English, Indian English. Loan Words – Scandinavian, Latin, French, Greek, Indian.

Unit II : English Phonetics and Phonology The Speech Mechanism Description and Classification of Vowels and Consonants Phonemes and Allophones, Transcription, Syllable, Stress and Juncture in Connected Speech, Intonation in English

Unit III : English Morphology & Syntax,

Morphemes & Allomorphs, Processes of Word Formation- Compounding, duplication, derivation, back-formation, conversion, clipping, acronyming, blending, tradespeople's coinages, war-coinages Structure of the Noun Phrase & Verb Phrase/ Structure of Phrase Types of Clauses and Sentences

Unit IV- Language and the Human Brain, Broca's Area, Wernicke's Area, Exner's Area, Language and Speech disorders.

Unit V : Language in Use Speech Community and Bi/ Multilingualism, Diglossia, Code- Mixing and Code-Switching, Language and Gender, Language and Ethnicity, Language and society, Language and culture, Language and Power, Dialect, register, Slang, Pidgin
Practicum

Language Lab activities for practicing Vocabulary, Grammar, Listening, Speaking, Reading, Writing skills
Project, Assignment, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, etc.

HINDI DCM- I: हिन्दी भाषा का विकास

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

इकाई -1: हिंदी भाषा के विकास की पूर्वपीठिका

- आर्य भाषाएँ -संस्कृत, पालि, प्राकृत .
- हिंदी का आरंभिक रूप -अपभ्रंश
- 'हिंदी' शब्द का अर्थ, प्रयोग एवं हिंदी भाषा का विकास

इकाई -2: हिंदी भाषा का क्षेत्र एवं विस्तार

- हिंदी के विविध रूप राष्ट्रभाषा, राजभाषा, संपर्क-भाषा, संचार भाषा
- हिंदी का अखिल भारतीय एवं अंतर्राष्ट्रीय स्वरूप

इकाई - 3: लिपि का इतिहास

- परिभाषा स्वरूप एवं आवश्यकता
- भाषा और लिपि का अंतःसंबंध

इकाई - 4: देवनागरी लिपि

- देवनागरी लिपि का परिचय एवं विकास
- देवनागरी लिपि का मानकीकरण
- देवनागरी लिपि की विशेषताएँ

Semester – III DCM- II: हिन्दी कथा साहित्य

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

इकाई-1: प्रेमचंद-गोदान

इकाई-2: उपन्यास - फणीश्वरनाथ रेणु : मैला आंचल

इकाई- 3: कहानी: उसने कहा था : चंद्रधर शर्मा गुलेरी, कफन : प्रेमचंद

इकाई-4: यही सच है : मन्नू भंडारी, चीफ की दावत : भीष्म साहनी

इकाई-5: वापसी : उषा प्रियवंदा, कोशी का घटवार : शेखर जोशी

अनुशंसित ग्रंथ:

- प्रेमचंद और उनका युग : रामविलास शर्मा
- प्रेमचंद : एक साहित्यिक विवेचन : नंददुलारे वाजपेयी
- आज का हिंदी उपन्यास : इन्द्रनाथ मदान
- मैला आंचल की रचना-प्रक्रिया : देवेश ठाकुर
- आधुनिक हिंदी उपन्यास : सं . नरेंद्र माहन
- क्रांति का विचार और हिंदी उपन्यास : प्रेम सिंह
- कहानी : नयी कहानी : नामवर सिंह
- नयी कहानी : संदर्भ और प्रकृति : देवीशंकर अवस्थी
- नयी कहानी की भूमिका : कमलेश्वर
- एक दुनिया समानांतर : राजेंद्र यादव

- नयी कहानी : प्रकृति और पाठ : सुरेंद्र चौधरी

Semester- IV
DCM- III: रचनात्मक लेखन

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

इर्काई- 1: रचनात्मक लेखन : अवधारणा, स्वरूप एवं सिद्धांत, भाव एवं विचार, रचना में रूपांतरण की प्रक्रिया विविध अभिव्यक्ति-क्षेत्र : साहित्य, पत्रकारिता, विज्ञापन, विविध गद्य अभिव्यक्तियाँ जनभाषण और लोकप्रिय संस्कृति लेखन के विविध रूप : मौखिक-लिखित, गद्य-पद्य, कथात्मक-कथेतर, नाट्य-पाठ्य, बाललेखन-प्रौढ़लेखन आदि।

इर्काई- 2: रचनात्मक लेखन : भाषा-संदर्भ अर्थ निर्मिति के आधार : शब्दार्थ- मीमांसा, शब्द के प्राक्-प्रयोग, नव्य-प्रयोग, शब्द की व्याकरणिक कोटि, भाषा की भंगिमाएँ : औपचारिक-अनौपचारिक, मौखिक-लिखित, मानकभाषिक संदर्भ : क्षेत्रीय, वर्ग-सापेक्ष, समूह-सापेक्ष, रचनात्मक लेखन : रचना-कौशल-विश्लेषण रचना-सौष्ठव : शब्द-शक्ति, प्रतीक, बिम्ब, अलंकरण और वक्रताएँ

इर्काई- 3: विविध विधाओं की आधारभूत संरचना का व्यावहारिक अध्ययन कविता : संवेदना, काव्यरूप, भाषा-सौष्ठव, छंद, लय, गति और तुक, कथासाहित्य : विषय वस्तु, पात्र, परिवेश एवं विमर्श; नाट्यसाहित्य : विषयवस्तु, पात्र, परिवेश एवं रंगकर्म विविध गद्य-विधाएँ : निबंध, संस्मरण, व्यंग्य आदि, बालसाहित्य की आधारभूत संरचना

इर्काई- 4 सूचना-तंत्र के लिए लेखन - प्रिंट माध्यम : फीचर-लेखन, यात्रा-वृत्तांत, साक्षात्कार, पुस्तक-समीक्षा आदि; इलेक्ट्रॉनिक माध्यम : रेडियो, दूरदर्शन, फिल्म पटकथा लेखन, टेलीविजन पटकथा लेखन।

0अनुशंसित ग्रंथ:

- साहित्य चिंतन : रचनात्मक आयाम- रघुवंश
- शैली- रामचंद्र मिश्र
- रचनात्मक लेखनसंपा .रमेश गौतम
- कला की जरूरत अन्सट पिफशर, अनु .रमेश उपाध्याय
- साहित्य का सौंदर्य चिंतन-रवींद्रनाथ श्रीवास्तव
- सृजनशीलता और सौन्दर्य बोध निशा अग्रवाल
- कविता-रचना-प्रक्रिया-कुमार विमल
- समकालीन कविता में छंद - अज्ञेय
- कविता से साक्षात्कार -मलयज
- कविता क्या है - विश्वनाथप्रसाद तिवारी
- एक कवि की नोटबुक -राजेश जोशी
- हिंदी साहित्य का छंद-विवेचन -गौरीशंकर मिश्र द्विजेंद्र
- अलंकार-धारणा : विकास और विश्लेषण- शोभाकांत मिश्र
- उपन्यास की संरचना - गोपाल राय
- उपन्यास सृजन की समस्याएँ- शमशेरसिंह नरूला
- हिंदी कहानी का शैली विज्ञान - बैकुंठनाथ ठाकुर

DCM- IV: हिन्दी का व्यावहारिक व्याकरण
हिंदी भाषा का व्यावहारिक व्याकरण

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

इर्काई- 1: भाषा और व्याकरण : भाषा की परिभाषा और विशेषताएँ

व्याकरण की परिभाषा, महत्त्व, भाषा और व्याकरण का अंतःसंबंध ध्वनि और वर्ण, हिंदी की ध्वनियों का वर्गीकरण ; स्वर, व्यंजन और मात्राएँ

इर्काई- 2: शब्द-विचार : शब्द की परिभाषा और उसके भेद ; रचना एवं स्त्रोत के आधार पर शब्दों की व्याकरणिक कोटियाँ : संज्ञा, सर्वनाम, विशेषण, क्रिया आदि; केवल परिभाषा एवं भेद

शब्दों का रूपांतरण, शब्दगत अशुद्धियाँ, शब्द-निर्माण; उपसर्ग, प्रत्यय, संधि और समास

इकाई- 3: पद-विचार :शब्द और पद में अंतर; विकारी शब्दों की रूप-रचना ;संज्ञा, सर्वनाम, विशेषण, क्रिया, अविकारी शब्द ;अव्यय

इकाई- 4: वाक्य-विचार :वाक्य की परिभाषा और उसके अंग, वाक्य के भेद ,रचना एवं अर्थ के आधार पर वाक्य संरचना; पदक्रम, अन्विति और विराम-चिह्न , वाक्यगत अशुद्धियाँ

सहायक ग्रंथ:

- हिंदी भाषा का इतिहास- धीरेन्द्र वर्मा
- भारतीय पुरालिपि- डॉ .राजबलि पाण्डेय
- हिंदी भाषा का उद्गम और विकास- उदयनारायण तिवारी
- हिंदी भाषा की पहचान से प्रतिष्ठा तक- डॉ .हनुमानप्रसाद शुक्ल
- लिपि की कहानी- गुणाकर मुले
- भाषा और समाज- रामविलास शर्मा
- हिंदी भाषा का उद्गम और विकास- उदयनारायण तिवारी
- हिंदी भाषा :संरचना के विविध आयाम- रवीन्द्रनाथ श्रीवास्तव
- हिंदी व्याकरण- कामताप्रसाद गुरु
- हिंदी शब्दानुशासन- किशोरीदास वाजपेयी
- हिंदी भाषा की संरचना- भोलानाथ तिवारी
- हिंदी व्याकरण- एन.सी.ई.आर.टी

GUJARATI/ગુજરાતી

SEM- I

DCM- I: ગુજરાતી સાહિત્ય સ્વરૂપોની ચર્ચા

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

અધ્યયન નિષ્પત્તિ- LO

- ગુજરાતી ભાષા અને સાહિત્યનો અભ્યાસ કરે.
- ગુજરાતી સાહિત્ય સ્વરૂપનો અભ્યાસ કરે અને અવલોકન કરે.
- ગુજરાતી ભાષાની સર્જનાત્મક અને ભાષા વૈજ્ઞાનિક સમજ કેળવે. સાહિત્ય, સંસ્કૃતિ અને રાષ્ટ્રીયતા વિકસાવવા ભાષાનું મહત્વ કેળવે.

નવલકથા- અમૃતા, રઘુવીર ચૌધરી

ગઝલ: સ્વરૂપ અને વિકાસ

Practicum

નવલકથાનાં ઘટક તત્વો અથવા એક નવલકથાનો સ્વરૂપલક્ષી અભ્યાસ

સંદર્ભ ગ્રંથ

- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન,અમદાવાદ
- મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન,અમદાવાદ
- વિવેચનના સિદ્ધાંતો, આનંદશંકર ધ્રુવ, અમદાવાદ
- પાશ્ચાત્ય સાહિત્યની મીમાંસા, ચંદ્રકાંત ટોપીવાળા
- ભારતીય સાહિત્ય મીમાંસા અને ગુજરાતી સાહિત્યવિચાર

Websites

www.gujaratsahityacademy/youtubechanel.org

www.Gujarati wiki/literature/forms/

www.Gujaratiwishvkosh/literature/

www.granthnirmanboard/gujaratisahity/svarupo/

www.Gujaratsahityparishad/

SEM- III
DCM- II: નાટક સ્વરૂપ વિચાર

Credits: 4 (3+1)
Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)
Max. Marks: 100
Internal: 15
Practicum: 25
External: 60

અધ્યયન નિષ્પત્તિ- LO

- ગુજરાતી ભાષા અને સાહિત્યનો અભ્યાસ કરે.
- ગુજરાતી સાહિત્ય સ્વરૂપનો અભ્યાસ કરે અને અવલોકન કરે.
- ગુજરાતી ભાષાની સર્જનાત્મક અને ભાષા વૈજ્ઞાનિક સમજ કેળવે. સાહિત્ય, સંસ્કૃતિ અને રાષ્ટ્રીયતા વિકસાવવા ભાષાનું મહત્વ કેળવે.

નાટક: સ્વરૂપ વિચાર, ગુજરાતી નાટક , મહત્વના સીમાચિન્હો

Practicum
ગૌણ પેપરના સંદર્ભમાં

સંદર્ભ ગ્રંથ

- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન,અમદાવાદ
- મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન,અમદાવાદ
- વિવેચનના સિદ્ધાંતો, આનંદશંકર ધ્રુવ, અમદાવાદ
- પાશ્ચાત્ય સાહિત્યની મીમાંસા, ચંદ્રકાંત ટોપીવાળા
- ભારતીય સાહિત્ય મીમાંસા અને ગુજરાતી સાહિત્યવિચાર

Websites

www.gujaratsahityacademy/youtubechanel.org
www.Gujarati.wiki/literature/forms/
www.Gujaratiwishvkosh/literature/
www.granthnirmanboard/gujaratisahity/svarupo/
www.Gujaratsahityparishad/

SEM- IV
DCM- III: ભાષા અને ભાષા વિજ્ઞાન

Credits: 4 (3+1)
Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)
Max. Marks: 100
Internal: 15
Practicum: 25
External: 60

અધ્યયન નિષ્પત્તિ- LO

- ગુજરાતી ભાષા અને સાહિત્યનો અભ્યાસ કરે.
- ગુજરાતી સાહિત્ય સ્વરૂપનો અભ્યાસ કરે અને અવલોકન કરે.
- ગુજરાતી ભાષાની સર્જનાત્મક અને ભાષા વૈજ્ઞાનિક સમજ કેળવે. સાહિત્ય, સંસ્કૃતિ અને રાષ્ટ્રીયતા વિકસાવવા ભાષાનું મહત્વ કેળવે.

ભાષા સ્વરૂપ અને વિકાસ, ભાષાનું ધ્વનિતંત્ર, રૂપ, ઉચ્ચારણ પ્રક્રિયા

Practicum
ભાષા વિજ્ઞાનના સંદર્ભમાં પ્રેક્ટિકમ

સંદર્ભ ગ્રંથ

- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન,અમદાવાદ
- મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન,અમદાવાદ
- વિવેચનના સિદ્ધાંતો, આનંદશંકર ધ્રુવ, અમદાવાદ
- પાશ્ચાત્ય સાહિત્યની મીમાંસા, ચંદ્રકાંત ટોપીવાળા
- ભારતીય સાહિત્ય મીમાંસા અને ગુજરાતી સાહિત્યવિચાર

Websites

www.gujaratsahityacademy/youtubechanel.org
www.Gujarati.wiki/literature/forms/
www.Gujaratiwishvkosh/literature/
www.granthnirmanboard/gujaratisahity/svarupo/
www.Gujaratsahityparishad/

SEM- VI

DCM- IV: આધુનિક કવિતા અને ભારતીય સંસ્કૃતિ

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

અધ્યયન નિષ્પત્તિ- LO

- ગુજરાતી ભાષા અને સાહિત્યનો અભ્યાસ કરે.
- ગુજરાતી સાહિત્ય સ્વરૂપનો અભ્યાસ કરે અને અવલોકન કરે.
- ગુજરાતી ભાષાની સર્જનાત્મક અને ભાષા વૈજ્ઞાનિક સમજ કેળવે. સાહિત્ય, સંસ્કૃતિ અને રાષ્ટ્રીયતા વિકસાવવા ભાષાનું મહત્વ કેળવે.

આધુનિક કવિતા સીમાચિન્હો, આરંભ અને વિકાસ, મહત્વના આધુનિક કવિઓની કવિતા

Practicum

કોઈ એક આધુનિક કવિની કવિતાનું અવલોકન-સમીક્ષા

સંદર્ભ ગ્રંથ

- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન,અમદાવાદ
- મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ, પ્રસાદ બ્રહ્મભટ્ટ, ગ્રંથનિર્માણ બોર્ડ
- ગુજરાતી સાહિત્યનાં ગદ્ય સ્વરૂપો, નવભારત પ્રકાશન,અમદાવાદ
- વિવેચનના સિદ્ધાંતો, આનંદશંકર ધ્રુવ, અમદાવાદ
- પાશ્ચાત્ય સાહિત્યની મીમાંસા, ચંદ્રકાંત ટોપીવાળા
- ભારતીય સાહિત્ય મીમાંસા અને ગુજરાતી સાહિત્યવિચાર

Websites

www.gujaratsahityacademy/youtubechanel.org
www.Gujarati.wiki/literature/forms/
www.Gujaratiwishvkosh/literature/
www.granthnirmanboard/gujaratisahity/svarupo/
www.Gujaratsahityparishad/

**MARATHI
SEMESTER I
DCM- I: मराठी भाषा व व्याकरण**

Credits: 4 (3+1)

Contact Hours: 5 hours per week (Theory: 3 hrs + Practicum: 2 hours)

Max. Marks: 100

Internal Marks: 15

Practicum: 25

External: 60

Learning Outcomes:-

- भाषा व बोली या संकल्पना स्पष्ट होऊन स्वतः च्या शब्दामध्ये व्यक्त करता येणे.
- भाषेतील व्याकरणाचा अभ्यास केल्याने भाषेचे शास्त्रीय स्वरूप समजाऊन घेण्यास मदत करणे .
- मराठी भाषेच्या बोलण्यात आणि लेखनात असणारे अंतर जाणून प्रमाणित भाषेच्या अध्ययनाची आवश्यकता जाणणे
- प्रमाण लेखनाचे नियम व वाक्यरचनेचे ज्ञान होणे .
- शब्दाच्या जाती व त्यांचे कार्य इत्यादी व्याकरणातील घटकाचे ज्ञान होणे .

युनिट :1 भाषा : व्याख्या, संकल्पना व स्वरूप, भाषेची कार्ये, बोली व प्रमाण भाषा : परस्परसंबंध, प्रमाण भाषेची आवश्यकता, मराठीच्या विविध बोली

युनिट :2 व्याकरण : व्याख्या, संकल्पना व स्वरूप, व्याकरणाची आवश्यकता, वर्णमाला, स्वर: व्याख्या व प्रकार, व्यंजन : व्याख्या व प्रकार

युनिट :3 शब्दविचार : शब्द व्याख्या, शब्दाचे सामान्य रूप, शब्दाच्या जाती, विकारी व अविकारी शब्द, महाराष्ट्र शासनाने मान्य केलेल्या मराठी प्रमाणलेखनाच्या नियमांचा अभ्यास

Practicum : As per syllabus

संदर्भ ग्रंथ –

- मराठी प्रमाण भाषेचे स्वरूप- सुहासिनी हिलेकर
- मराठी भाषिक अभ्यास- ऐतिहासिक आणि वर्णनात्मक –मु. श्री. कानडे
- मराठी भाषेचा संसार – अशोक केळकर
- भाषा आणि संस्कृती-ना. गो. कालेलकर
- झाडी बोली- हरिचन्द्र बोरकर
- नागपूर बोली- वसन्त व-हाडपान्ते
- मराठी भाषा-उगम आणि विकास- कृ. पा. कुलकर्णी
- सुगम मराठी व्याकरण व लेखन- मो. रा. वाळंबे
- मराठीचे व्याकरण- लीला गोविलकर
- मराठी शुध्दलेखन प्रदीप- मो. रा. वाळंबे
- मराठी लेखन कोश-अरुण फडके
- भाषा : स्वरूप व सौंदर्य- वा. के. लेले
- मराठी व्याकरणातील वादस्थळे – सुनील रामटेके
- आधुनिक भाषाविज्ञान आणि मराठी भाषा- डॉ. दादा गोरे

**SEMESTER- III
DCM- II: साहित्य विचार**

Credits: 4 (3+1)

Contact Hours: 5 hours per week (Theory: 3 hrs + Practicum: 2 hours)

Max. Marks: 100

Internal Marks: 15

Practicum: 25

External: 60

Learning Outcomes

- भाषा व साहित्य परस्पर संबंध स्पष्ट होऊन स्वतः च्या शब्दामध्ये व्यक्त करता येणे.
- साहित्य संकल्पना स्पष्ट होऊन स्वतः च्या शब्दामध्ये व्यक्त करता येणे.
- साहित्य आणि समाजाला समजण्यास मदत होणे.
- साहित्यामध्ये रूची निर्माण होणे

युनिट : 1 साहित्य :संकल्पना व स्वरूप, साहित्याचे प्रयोजन

युनिट :2 ललित व ललितेत्तर साहित्य: संकल्पना व स्वरूप, ललित साहित्याची वैशिष्ट्ये

युनिट : 3साहित्याची भाषा, साहित्याचा आस्वाद, साहित्याची अभिरूची, साहित्याची सामाजिकता

Practicum : As per syllabus

संदर्भ ग्रंथ –

- कुलकर्णी अ. वा. साहित्य विचार, प्रतिमा प्रकाशन , पुणे
- माडखोलकर ग. त्र्य. -भारतीय साहित्य विचार
- नेमाडे भालचंद्र – मराठी भाषा आणि शैली
- गाडगीळ- स. रा. – काव्य शास्त्र प्रदिप
- ढवळे वि. ना.- साहित्याचे तत्वज्ञान
- साहित्यविचार -दि. के. बेडेकर
- नवे साहित्यशास्त्र- यशवंत मनोहर

SEMESTER - IV

DCM- III: चित्रपट आणि साहित्य

युनिट1-साहित्य आणि चित्रपट – परस्पर संबंध , साहित्यातील कथारूप, कथा रूपान्वे माध्यमान्तर आणि चित्रपटाची कथावस्तू

युनिट2- साहित्याची भाषा आणि चित्रपटाची भाषा- अनुबन्ध, मराठी साहित्य कृतीवरील चित्रपट निर्मिती – स्थूल परिचय

युनिट3- साहित्यकृतीवरील चित्रपट निर्मितीचा अभ्यास

- बनगरवाडी चित्रपट (मूळ कादंबरी -बनगरवाडी-व्यंकटेश माडगूळकर)
- नटरंग चित्रपट-(मूळ कादंबरी नटरंग- आनन्द यादव)
- नटसम्राट ह्या चित्रपटपट कथेचा अभ्यास

Practicum : As per syllabus

संदर्भ ग्रंथ-

- मराठी चित्रपटाची पटकथा- अनिल सपकाळ
- मराठी साहित्य आणि चित्र 'पटकथा' (शतकी वाटचाल)
- पटकथालेखन- कुलदीप सिन्हा
- फिल्मो में पट कथालेखन- रतनप्रकाश
- चित्रकथा- अशोक राणे
- बखर सिनेमाची-वसन्त साठे
- चित्रपटाचे सौन्दर्यशास्त्र- सतीश बहादुर
- साहित्यकृतीचे माध्यमान्तर- डॉ.राजेन्द्र थोरात व प्रा. आशुतोष
- साहित्य प्रकारान्तर- सम्पादक- डॉ शरयू तायवाडे
- पटकथा लेखन- एक परिचय-मनोहरश्याम जोशी
- पटकथा कैसे लिखे –राजेन्द्र पाण्डे

SEMESTER - VI

DCM- IV: साठोत्तरी मराठी साहित्यातील प्रवाह

१. बालसाहित्य प्रवाह

Credits: 4 (3+1)

Contact Hours: 5 hours per week (Theory: 3 hrs + Practicum: 2 hours)

Max. Marks: 100

Internal Marks: 15

Practicum: 25

External: 60

Learning Outcomes:-

- बाल साहित्य प्रवाह या संकल्पनेचे ज्ञान होऊन स्वतः च्या शब्दामध्ये व्यक्त करता येणे.
- बाल साहित्याची वाटचाल लक्षात येणे
- बाल साहित्यकृतीशी परिचित होणे.
- बाल साहित्यकृती वाचण्यात रुची निर्माण होणे.

युनिट १- बालसाहित्य : बालसाहित्य- प्रेरणा, संकल्पना, स्वरूप व वैशिष्ट्ये, मराठी बालसाहित्याचा इतिहास, बालमानसशास्त्र व बालसाहित्य, बालसाहित्याचे प्रकार , बालसाहित्याचे प्रयोजन

युनिट २-साहित्यअभ्यास-

- जोकर बनला किंग मेकर - संजय वाघ

युनिट ३ -बालसाहित्य अभ्यास

- हरवलेल्या खेळण्याचे राज्य (बालनाट्य)- सई परांजपे
- बालकथा – छंद घेई आनंद – एकनाथ आव्हाड

Practicum : As per syllabus

संदर्भ ग्रंथ

- जोकर बनला किंग मेकर- संजय वाघ
- हरवलेल्या खेळण्याचे राज्य (बालनाट्य)- सई परांजपे
- बालकथा – छंद घेई आनंद – एकनाथ आव्हाड
- साहित्यकारण – पृथ्वीराज तौर
- बालसाहित्य : आकलन आणि समीक्षा – विद्या सुर्वे-बोरसे

किंवा**DCM- II: विज्ञान साहित्य प्रवाह**

Credits: 4 (3+1)

Contact Hours: 5 hours per week (Theory: 3 hrs + Practicum: 2 hours)

Max. Marks: 100

Internal Marks: 15

Practicum: 25

External: 60

Learning Outcomes

- विज्ञान साहित्य प्रवाह या संकल्पनेचे ज्ञान होऊन स्वतः च्या शब्दामध्ये व्यक्त करता येणे.
- विज्ञान साहित्याची वाटचाल लक्षात येणे
- विज्ञान साहित्यकृतीशी परिचित होणे.
- विज्ञान साहित्यकृती वाचण्यात रुची निर्माण होणे.

युनिट १- विज्ञान साहित्य : विज्ञान साहित्य- प्रेरणा, संकल्पना व स्वरूप, प्रयोजने, परंपरा, विज्ञान साहित्य शैली

युनिट २-विज्ञान साहित्यअभ्यास:

- वामन परत न आला (विज्ञान कादंबरी)- जयंत नारळीकर

युनिट ३-विज्ञान साहित्य अभ्यास:

- संगणकाची सावली (विज्ञान कथा)-सुबोध जावडेकर

Practicum : As per syllabus

संदर्भग्रंथ

- मराठी विज्ञान साहित्याचा इतिहास – जयंत श्रीधर एरंडे
- संगणकाची सावली (विज्ञान कथा)-सुबोध जावडेकर
- वामन परत न आला (विज्ञान कादंबरी)- जयंत नारळीकर
- मराठी विज्ञानसाहित्य – म. सु. पगारे
- मराठी विज्ञान साहित्य : समीक्षा व संशोधन - फुला बागुल
- मराठी विज्ञान साहित्याचा इतिहास – जयंत एरंडे

किंवा**३.स्त्री साहित्यप्रवाह**

Credits: 4 (3+1)

Contact Hours: 5 hours per week (Theory: 3 hrs + Practicum: 2 hours)

Max. Marks: 100

Internal Marks: 15

Practicum: 25

External: 60

Learning Outcomes:-

- स्त्री साहित्य प्रवाह या संकल्पनेचे ज्ञान होऊन स्वतः च्या शब्दामध्ये व्यक्त करता येणे.
- स्त्री साहित्याची वाटचाल लक्षात येणे
- स्त्री साहित्यकृतीशी परिचित होणे.
- स्त्री साहित्यकृती वाचण्यात रुची निर्माण होणे.

युनिट १ – स्त्री साहित्य-स्त्री साहित्य- प्रेरणा,संकल्पना व स्वरूप, स्त्रीप्रधान, स्त्रीकेन्द्री आणि स्त्रीवादी साहित्य –तत्त्विक चर्चा

युनिट २ –साहित्य अभ्यास-

- उत्खनन – गौरी देशपांडे (कादंबरी)
- विभावरी शिरूरकर – कव्यांचे निःश्वास (कथा)
- ताराबाईशिंदे – स्त्री –पुरुष तुलना(वैचारिक लेखन)

Practicum : As per syllabus

संदर्भ ग्रंथ

- कादंबरी - गौरी देशपांडे : उत्खनन
- कथा - विभावरी शिरूरकर: कव्यांचे निःश्वास
- वैचारिक लेखन – ताराबाई शिंदे : स्त्री-पुरुष तुलना
- १९८० नंतरचे स्त्री-निर्मित कथनपर साहित्य – संपा. पुष्पलता राजापुरे-तापस
- स्त्रीवाद, साहित्य आणि समीक्षा – वंदना भागवत
- स्त्रीवाद आणि मराठी साहित्य – वंदना महाजन
- स्त्रीलिखित साहित्य : संदर्भ आणि चिकित्सा – संपा. आशुतोष पाटील

HISTORY

SEMESTER- I

DCM- I: EARLY INDIAN HISTORY (EARLIEST TO 1200 CE)

Credits: 4 (3+1)

Contact Hours: 5 hours per week (Theory: 3 hours+ Practical: 2 hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes

The students will:

- Understand Pre – Historic India, Harappa and Vedic cultures.
- Appreciate the developments during the Mauryan period.
- Appreciate the Dhamma Policy of Ashoka.
- Analyze the post Mauryan Society and cultural developments.
- Understand state, society and administration during the post- Gupta period.

UNIT I: Pre- Historic India

- Sources: Literature, Epigraphic, Numismatics and Archaeological, Primary and Secondary sources of History
- Pre-Historic India- Palaeolithic, Mesolithic and Neolithic Age
- Indus- Saraswati Civilization: Socio-economic and Religious life, Art and Architecture.

UNIT II: The Vedic Age and Later Vedic Age

The Rig Vedic and Later Vedic Period-Political, Economic and Socio- Religious life

UNIT III: Mahajanapadas and The Rise of The Magadha And Maurya Empire

- Sixteen Mahajanapadas- Political structure
- Rise of Magadha Empire
- Invasion of Alexander and Its Effects
- Political structure of the Mauryas

- Society and Economy of the Mauryan Age
- Asoka's Dhamma

UNIT IV: Post Mauryan Polity-The Indo-Greeks

- The Gupta Age, The Vardhana Dynasty
- The Kushans- Kanishka- Patronage to Buddhism
- The Guptas- Political System, State and Administrative Institutions
- Harshavardhana – Career and Achievements

UNIT V: History of South India, Rajputs, The Arab and Turk Invasions

- Major Powers in the South- Cholas, Chalukyas, Pallavas- Political Achievements
- Chola Administration
- Rajputs – Rashtrakutas, Gurjars, Pratiharas, Parmars And Palas

Suggested mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through , videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT, preparation, project work, Role play, Debate and Discussion

Practicum

The course of history has been designed to enable students to know that history is a critical discipline, a process of inquiry, a way of knowing about the past rather than just a collection of facts. The syllabus helps them to understand the process, through which a historian collects, chooses, scrutinizes and assembles different types of evidence to write history. Practical work in History will give students an opportunity to develop higher cognitive skills. It will take students to a life beyond textbooks and provide them a platform to refer materials, gather information, analyze it further to obtain relevant information and thereby construct their own knowledge. It will help them to decide what matter to keep and hence understand how history is constructed and studied. It will inculcate a spirit of inquiry, research and analysis in the learners.

The learners will be able to understand contemporary issues in context to our past. They will grow into caring, sensitive individuals capable of making informed, intelligent and independent choices. Experiential learning will enhance learning through exploration and will also be joyous. It will thereby develop lasting interest in history discipline.

Process

The Practicum will be assigned to the students individually and discussed at different stages right from assigning topic, identifying resources, draft review to finalization. Students will be facilitated in terms of providing relevant materials, suggesting websites, obtaining required permission for archives, historical sites, etc.

The practicum (one per semester) can culminate in the form of PowerPoint Presentation/ Exhibition/Skit/albums/files/song and dance or culture show /story telling /debate/panel discussion / paper presentation and so on. However, a practicum report shall also be required to be submitted. Practicum reports may be hand written or in printed form. It will ensure that the students submit original work.

List of Practicum:

1. Numismatics and construction of History.(Model of Ancient coins may be made)
2. Role of Archaeology in the construction of History.
3. Literary sources of constructing Indian History.
4. Paleolithic Period - Reflections on Bhimbetka.(Paintings of Bhimbetka may also be made)
5. Town planning and Artifacts of the Harappa civilization. (A model of the miniature city of Indus Valley Civilization can also be made by using cardboards, wooden planks, sand etc.)
6. Asoka's Dhamma : Principles and Relevance in today's context.

Suggested Readings

1. Agrawal, D.P. The Archaeology of India
2. Basham, A.L. The Wonder that was India
3. Chakrabarti, D.K. Archaeology of Ancient Indian Cities
4. Thapar, Romila History of Early India
5. Allchin, F.R. and B Origins of a Civilization: The Prehistory and Early Archaeology of South Asia

6. Jha, D.N. Ancient India in Historical Outline (1998.)
7. Aron Raymand - Introduction to the philosophy of History
8. Kosambi, D.D. Culture and Civilization of Ancient India
9. Ray, H.P. Monastery and Guild in India A Historical Outline
10. R.S Sharma, India's Ancient Past
11. Ray, Niharranjan Maurya and Post Maurya Art
12. Sharma, R.S. Aspects of Political Ideas and Institutions in Ancient India (1991)
13. Thapar, Romila Ashoka and the Decline of the Mauryas.
14. Yazdani, G. Early History of Deccan
15. Aspects of Political Ideas and Institutions in Ancient India (1991)
16. Tripathi, R.S. :Prachin Bharat KaItihas
17. Pandey, Rajbali :Bharatiya Itihas Ki Bhumika
18. Chopra S.N. :Prachin Bharat KaItihas Jharkhand
19. Choubey: Itihas darshan
20. Thapar Romilla: Itihas ki Punarvyakha
21. Pandey, Govindchandra: Itihas Swaroop avam Siddhant
22. Raychoudhary HC : Bharat Ka Rajnaitik Itihas
23. Kiran Kumar: Sindhu Sabhyata
24. Raymond and Bridget Allchin.1997. Origins of Civilization. Viking, New Delhi
25. G.LPossehl. 2003. The Indus Civilization. Vistaar, New Delhi.
26. Shereen Ratnagar. 2001. Understanding Harappa. Tulika, New Delhi.

SEMESTER- III

DCM- II: MEDIEVAL INDIAN HISTORY (1206-1750 CE)

Credits: 4 (3+1)

Contact Hours: 5 hours per week (Theory: 3 hours+ Practical: 2 hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes

The students will:

- understand the processes of rise and establishment of the Slave, Tughlaq, Khilji's and Mughal Dynasties in India.
- understand the polity of Delhi – Sultanate
- understand the Nature and Character of a Mughal state.

Unit- I: Turkish Invasion ;The Slave Dynasty

- Invasions of Ghaznavids and Ghorids and their Impact
- Slave Dynasty- Qutubuddin Aibak, Iltutmish, Razia Sultana, Balban- Theory of Kingship, Nobility

Unit- II: India under the Khiljis and Tughlaq

- Khilji Revolution, Mongol Invasions and measures to check during the reign of Alauddin Khilji
- Alauddin Khalji- Imperialist policy
- Grand schemes of Mohammad Bin Tughlaq
- Feroze Shah Tughlaq's; Role in the downfall of the Sultanate
- Timur's invasion and its impact.

Unit- III: India under the Mughals

- Babar, Humayun's
- Shershah- Conquests
- Akbar – Conquests and Rajput policy

Unit- IV: Expansion of Mughal Empire

- Mughal empire under Jehangir, Shahjahan and Aurangzeb
- Causes of Decline of Mughal Empire

Unit- V: Marathas

- Marathas under Shivaji
- Marathas under Peshwa

Suggested mode of Learning Engagement

Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through , videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT, preparation, project work, Role play, Debate and Discussion

Practicum

The practicum (one per semester) can culminate in the form of PowerPoint Presentation / Exhibition / Skit / albums / files / song and dance or culture show /story telling /debate/panel discussion /paper presentation and so on. A practicum report shall be submitted and a presentation on the chosen topic will be made. Practicum reports may be handwritten or in printed form. It will ensure that the students submit original work. A viva will also be taken.

Any one of the following or equivalent can be assigned to the students:

From the diaries of the Travelers; The experiences of Travelers who visited the subcontinent and how their accounts help us to understand the social political cultural and economic history of that region during the medieval period. Any one of the following may be chosen: Ibn Batuta /Al Biruni/Marco Polo/Nicolo Conti/Abdur Razaq /Francois Bernier/Athanasius Nikitin/Duarte Barbosa/Jean-Baptiste Tavernier /Jesuit Roberto Nobili/Manucci/Thomas Roe

1. Raziya: Understanding the dynamics of women rulers during the medieval period
2. Biographies/ Autobiographies as a source of construction of history; Issues and challenges
3. Akbar and Aurangzeb: A comparison and analysis of their religious policy.
4. Critical Evaluation of experiments of Mohammad Bin Tughlaq
5. Various aspects of social life during the sultanate period

Suggested Readings

- Tapan Ray Chaudhary and Irfan Habib (ed.)
- The Cambridge Economic History of India, Vol.I
- Peter Jackson: Delhi Sultanate: A Political and Military History
- Tara Chand: Influence of Islam on Indian Culture
- Satish Chandra: A History of Medieval India, 2 Volumes
- Irfan Habib: The Agrarian System of Mughal India 1556-1707,
- Irfan Habib (ed.) : Madhya Kaleen Bharat, (in Hindi), 8 Volumes,
- M. Athar Ali: Mughal Nobility under Aurangzeb,
- Shireen Moosvi: The Economy of the Mughal Empire
- S.A. Rizvi: Muslim Revivalist Movements in Northern India during 16th and 17th Centuries 11. R.P.
- Tripathi: The Rise and Fall of the Mughal Empire, 2 vol. I
- H. Siddiqui: Some Aspects of Afghan Despotism
- P.J. Marshall: The Eighteenth Century in Indian History. Dey. U.N. -Mughal Government
- Hubibullah A.B.M.- Foundation of Muslim Rule in India,
- Habib & Nizami-Comprehensive History of India
- Majumdar, RC- An Advanced History of India Vol-II
- Choudhary & Dutta, Mehta-Advance Study in the Medieval History of India
- Pandey, A.B. Later Medieval India
- Prasad Ishwari- Medieval India

SEMESTER- IV**DCM- III: HISTORY OF INDIA (1750 -1857 CE)**

Credits: 4 (3+1)

Contact Hours: 5 hours per week (Theory: 3 hours+ Practical: 2 hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes

The students can:

- understand the reasons responsible for the advent of various European powers in India.
- analyze the processes responsible for the rise and establishment of the British Empire in India.
- understand the Revolutionary changes brought in the Indian society through the socio-religious movements started by Raja Rammohan Roy and Lord William Bentinck.
- understand British Colonial and Administrative policies.
- understand the repercussions of the British Policies in the form of Revolts. The peasant movements, industrialization process and the development of education during British rule have to be studied in the right perspective.

Unit- I: Advent of The Europeans and the British conquest of India

- Portuguese, Dutch, French and English
- Anglo-French conflict in South India (Carnatic Wars)
- British supremacy in Bengal-Battles of Plassey and Buxar

Unit- II: Expansion of British Empire in India

- Anglo-Maratha relations
- Anglo-Mysore relations
- Anglo- Sikh relations
- Wellesley and the Subsidiary Alliance system.
- Doctrine of Lapse

Unit- III: Growth of Colonial Administration

- British land revenue settlements, Permanent Settlement, Ryotwari and Mahalwari
- Condition of peasants, rural indebtedness, commercialization of agriculture
- Decline of cottage industries and de-industrialization.
- Development of British administration- Civil services, Police, Army, Judiciary

Unit- IV: Popular Resistance to Company's Rule

- Peasants and Tribal revolts

Unit- V: 1857 Revolt

- Revolt of 1857-Causes, Nature and Results.

Suggested mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through , videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT, preparation, project work, Role play, Debate and Discussion

Practicum

The practicum (one per semester) can culminate in the form of PowerPoint Presentation/ Exhibition/Skit/albums/files/song and dance or culture show /story telling /debate/panel discussion /paper presentation and so on. A practicum report shall be submitted and a presentation on the chosen topic will be made. Practicum reports may be handwritten or in printed form. It will ensure that the students submit original work. A viva will also be taken.

Any one of the following or equivalent can be assigned to the students:

1. Impact of British Economic policies on India.
2. Development of British administration in India (In Central Provinces and Berar may also be taken as a case study. Primary sources pertaining to them are readily available.)
3. Tribal movements and their role in India's Freedom movement (With special reference to local leaders and their sacrifices. This will develop in learners the appreciation for the contribution of subaltern groups in the national struggle.)
4. The Revolt of 1857: Myth and Reality
5. The Revolt of 1857: Nature and Scope, Lessons and Relevance to Present India. (To explore the various perspectives of 1857 revolt (Primary and secondary literature to be used)
6. Role of the Prominent Heroes in the Revolt of 1857.
7. European Responses to the 1857 Rebellion in India.
8. Status of Women in British India: Challenges and responses.
9. Development of British revenue policies and their impact on Indian agriculture.

10. Socio- Religious Reform Movements: A post-colonial analysis
11. Muslim Reform movements and their Impact on Indian society.

Suggested Readings

- Sugata Bose and Ayesha Jalal: Modern South Asia: History, Culture, Political Economy, New Delhi, 1998
- Sekhar Bandyopadhyay from Plassey to Partition
- Barbara D Metcalf and T.R. Metcalf A Concise History of India, Cambridge, 2002
- C.A. Bayly: An Illustrated History of Modern India 1600 -1947, London 1990
- SumitSarkar Modern India(1885-1947), Macmillan, 1983
- MushirulHasan John Company to the Republic: A story ofModern India • R.P. Dutt, India Today.
- Thomas Metcalf Ideologies of the Raj.
- R. Jeffery, J Masselos, From Rebellion to the Republic.
- Bipan Chandra: Nationalism and Colonialism.
- UrvashiButalia The Other side of Silence.
- Francine Frankel India's Political Economy 1947- 1977.
- Parul Brass The Politics of India since Independence.
- Lloyd and Susan Rudolph In Pursuit of Laxmi: the PoliticalEconomy of the Indian State, Chicago, 1987
- Bipan Chandra, Aditya Mukherjee, India After Independence, Viking, 1999.
- Gail OmvedtDalits and Democratic Revolution.
- RamachandraGuhaThe Fissured Land
- Bipan Chandra, India's Struggle for Independence, 1857-1947(Delhi, Penguin, 1996)
- Desai A.R. Social Background of Indian Nationalism (Also Hindi Version) • Dharma Kumar &Tapan Ray Chaudhuri, ed Cambridge Economic History of India Vol.II(Cambridge,1982),
- Dutt, R.C. India Under the Early British Rule and Victorian Age (Also Hindi Version)
- Mishra J P :Adhunik bharat ka Itihas
- Nagouri S L: Adhunik Bharat
- Jain M.S :Adhunik bharat ka Itihas
- Grover BL :: Adhunik bharat ka Itihas

SEMESTER- VI

DCM- IV: INDIAN NATIONAL MOVEMENT (1858-1947)

Credits: 4 (3+1)

Contact Hours: 5 hours per week (Theory: 3 hours+ Practical: 2 hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes

The students can:

- focus upon the core ideas of national movement in its contextuality

UNIT- I: Indian Renaissance and Rise of Nationalism

- Indian Renaissance – Its Causes and Nature
- Socio-religious movements - Brahma Samaj, Prarthana Samaj and Arya Samaj
- Factors leading to growth of Nationalism in India; Early political Organizations

UNIT- II: Indian National Movement; Swadeshi Movement

- Indian National Congress
- Partition of Bengal and Swadeshi Movement
- The Muslim league
- Lucknow Pact, Home Rule Movement

UNIT- III: Gandhi and Mass Movements

- Non-Cooperation, and Swaraj party
- Simon Commission, Nehru Report and Civil Disobedience Movement
- Quit India movement.

UNIT- IV: Alternative Ideologies in National Movement

- Revolutionaries in Indian National Movement
- Subhash Chandra Bose and INA, RIN Mutiny

UNIT- V: Road to Partition & Independence

- Challenges of Communalism (1942- 1947)
- Constitutional Formulas: Cripps, Wavell Plan and Cabinet Mission
- Mountbatten plan, Circumstances leading to Partition & Independence

Suggested mode of Learning Engagement: Lectures, discussions, demonstration, Presentations, expert lectures, Asynchronous learning through videos, PPT's field visits, seminars, workshops, project work.

Suggested Mode of assessment

Continuous and Comprehensive Evaluation- Research based assignments, Presentations, PPT, preparation, project work, Role play, Debate and Discussion

Practicum

Any one of the following or equivalent can be assigned to the students.

1. Various aspects of Swadeshi and Boycott Movement in India
2. Communal Unity and Indian Freedom Struggle
3. Oral History on India's Independence Movement
4. Gandhi: Principles and Ideology and its relevance in today's context.
5. Subhash Chandra Bose and INA: A critical evaluation
6. Dimensions of Non-Cooperation Movement during the Indian Freedom struggle.
7. Role of press in India's Struggle for independence

Suggested Readings

- Sumit Sarkar: Modern India 1885 and 1947. MacMillian, 1983
- R. Jeffery, J Masseless: From Rebellion to the Republic
- Paul Brass: The Politics of India since Independence
- K.G Subramanian: The Living Tradition: perspectives on Modern Indian Art.
- Dutta. K.K: Social History of Modern India
- Desai A.R.: Social background of Indian Nationalism
- Desai A.R.: India's Path of Development
- Prasad, Bisheswar: Bondage and Freedom, Vol. 2
- Vallabh Bhai Patel: Correspondence, Writings and Speeches
- D. Agrow: Moderates and Extremist in the Indian National Movement
- M.N. Gupta: History of the revolutionary Movement in India
- Penderal Moon: Divide and Quit
- Tara Chand: History of Freedom Movement in India, Vol. 3

**POLITICAL SCIENCE
SEMESTER- I**

DCM- I: Political Theory-I

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hrs. + Practical: 2 hrs.)

Max. Marks: 100

Internal: 15

Practicum: 25

External Marks: 60

Course Objectives:

- Political theory begins with a few fundamental questions that have a bearing on the good life, and the ways in which we seek to collectively secure it.
- This course introduces the various ways of theorizing the 'political'.
- The idea is to introduce and assess the traditional as well as recent approaches to understanding politics. This course explains about the theories of origin of state and state actions.
- It focuses on various concepts of political theories.

Course Outcomes:

- This course will familiarize students with the basic concepts in political theory and encourage them to understand how they manifest in social practices.
- The course will also help students learn how we make use of these concepts in organizing our social living.
- To understand the nature of State and various theories of the origin of the State.
- To understand the significance of theorizing and of applying theory into practice.

Unit- I: Introduction of Political Science

- Definition, Nature and Scope of Political Science
- Relation with other Social Science : History, Economics, Sociology, Geography, Philosophy

Unit- II: Methods and Approaches

Normative Approaches:

- Philosophical,
- Historical,
- Legal and
- Institutional approaches

Empirical Approaches:

- System Approach
- Behaviourial Approach

Unit-III: State

- Meaning, Elements, Nature and Significance
- The State and Other Associations
- Rise and Growth of Modern Nation-state
- Nationalism and Internationalism
- Theories of origin of State: Divine theory,
- Force Theory,
- Evolutionary Theory,
- Social contract theories

Unit- IV: Sovereignty

- Idea of Sovereignty: Definition and Characteristics
- Historical Development
- Different Forms of Sovereignty: De Jure and De Facto Sovereignty, Political and Popular Sovereignty
- Monism: Jean Bodin and Austin's Theory of Sovereignty
- Pluralistic: Laski, MacIver and Barker's theory of Sovereignty

Unit- V: Political Ideologies-

- Modern Aspects of Politics : Liberal, Marxist, Anarchist and Conservative
- Traditional Aspects of Politics : Bhartiya, Hebrew, Greek, Christian, Islamic

Practicum- 1. Assignment on - How Political Science related to Economics and Geography.

2. Literature Review regarding Political Theory – 5 Marks

Students are to identify, read and write an overview of Books (Traditional Aspects of Politics) available in their College or Institution Library (Online and Offline) and submit along with their Assignment.

Suggested Readings:

25. Sibley, M. Q. (1970). *Political Ideas and Ideologies: A History of Political Thought*.
26. Mckinnon, C. (2008). *Introducing Issues in Political Theory*, New York: Oxford University Press.
27. Bhargava, R.& Acharya, A.(2008) (Ed.) *Political Theory: An Introduction*, New Delhi, Pearson Longman.
28. Varma, S. P. (1975). *Modern Political Theory*. Vikas Publishing House.
29. Ray, A., & Bhattacharya, M. (1962). *Political Theory: Ideas and Institutions*. Eastern Publishers.
30. Gauba, O. P. (2013). *An Introduction to Political Theory*, Macmillan.
31. Mahajan, V. D. (2006). *Political Theory*, S. Chand Publishing.
32. Appadorai, A. (1944). *The Substance of Politics*.
33. Ashirvatham, E. (2009). *Political Theory*, S. Chand, Delhi.
34. Elliott, W. Y. (1940). *The Pragmatic Revolt in Politics*: New York, The Macmillan.
35. Merriam, C. E. (1900). *History of the Theory of Sovereignty since Rousseau* (Vol. 12, No. 4). New York, Columbia University Press.
36. Agrawal, R. C.. *Political Theory/ Rajneeti Shastrake Siddhant*
37. Ramaswamy, S. (2010). *Political Theory: Ideas and Concepts*. PHI Learning Pvt. Ltd..
38. Held, D. (1993). *Political Theory Today. Ethics*, 103(3).
39. Heywood, A., & Chin, C. (2023). *Political theory: An introduction*. Bloomsbury Publishing.
40. Maududi, S. A. A. L. (2000). The Political Theory of Islam. In *Modernist and Fundamentalist Debates in Islam: A Reader* (pp. 263-271). New York: Palgrave Macmillan US.
41. Coomaraswamy, A. K., (1993). *Spiritual Authority and Temporal Power in the Indian Theory of Government*. Indira Gandhi National Centre for the Arts.
42. Coomaraswamy, A. K. (1989). *What Is Civilization? and Other Essays*. Steiner Books.
43. Coomaraswamy, A. K. (1924). *The Dance of Śiva: Fourteen Indian Essays*. Sunwise Turn.
44. Oldmeadow, K., & Oldmeadow, H. (2000). *Traditionalism: Religion in the Light of the Perennial Philosophy*. Sri Lanka Institute of Traditional Studies.
45. Sibley, M. Q. (1970). *Political Ideas and Ideologies: A History of Political Thought*.
46. Mckinnon, C. (2008). *Introducing Issues in Political Theory*, New York: Oxford University Press.
47. Bhargava, R.& Acharya, A.(2008) (Ed.) *Political Theory: An Introduction*, New Delhi, Pearson Longman.
48. Varma, S. P. (1975). *Modern Political Theory*. Vikas Publishing House.
49. Ray, A., & Bhattacharya, M. (1962). *Political Theory: Ideas and Institutions*. Eastern Publishers.
50. Gauba, O. P. (2013). *An Introduction to Political Theory*, Macmillan.
51. Mahajan, V. D. (2006). *Political Theory*, S. Chand Publishing.
52. Appadorai, A. (1944). *The Substance of Politics*.
53. Ashirvatham, E. (2009). *Political Theory*, S. Chand, Delhi.
54. Elliott, W. Y. (1940). *The Pragmatic Revolt in Politics*: New York, The Macmillan.
55. Merriam, C. E. (1900). *History of the Theory of Sovereignty since Rousseau* (Vol. 12, No. 4). New York, Columbia University Press.
56. Agrawal, R. C.. *Political Theory/ Rajneeti Shastrake Siddhant*
57. Ramaswamy, S. (2010). *Political Theory: Ideas and Concepts*. PHI Learning Pvt. Ltd..
58. Held, D. (1993). *Political Theory Today. Ethics*, 103(3).
59. Heywood, A., & Chin, C. (2023). *Political theory: An introduction*. Bloomsbury Publishing.
60. Maududi, S. A. A. L. (2000). The Political Theory of Islam. In *Modernist and Fundamentalist Debates in Islam: A Reader* (pp. 263-271). New York: Palgrave Macmillan US.
61. Coomaraswamy, A. K., (1993). *Spiritual Authority and Temporal Power in the Indian Theory of Government*. Indira Gandhi National Centre for the Arts.
62. Coomaraswamy, A. K. (1989). *What Is Civilization? and Other Essays*. Steiner Books.
63. Coomaraswamy, A. K. (1924). *The Dance of Śiva: Fourteen Indian Essays*. Sunwise Turn.
64. Oldmeadow, K., & Oldmeadow, H. (2000). *Traditionalism: Religion in the Light of the Perennial Philosophy*. Sri Lanka Institute of Traditional Studies.
65. Sedgwick, M. J. (2004). *Against the Modern World: Traditionalism and the Secret Intellectual History of the Twentieth Century*. Oxford University Press.
66. Singh, R. (2014). *Perspectives on Philosophy, Metaphysics and Political Theory*. Orient Books.
67. जौहरी, जे.सी. 1992 : (*आधुनिक राजनीति विज्ञान के सिद्धांत*, स्टर्लिंग प्रकाशन, नई दिल्ली.
68. दधीचि, नरेश (2015): *समसामयिक राजनीतिक सिद्धांत*, रावत प्रकाशन, जयपुर.

SEMESTER - III

DCM- II: Western Political Thought– I

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hrs. + Practical: 2 hrs.)

Max. Marks: 100

Internal: 15

External Marks: 60 (Theory)

Course Objectives This course goes back to Greek antiquity and familiarizes the students with the manner in which the political questions were first posed and answered normatively. The aim is to introduce to the students the questions, ideas and values of political philosophy addressed by political thinkers and juxtapose the same to contemporary political thinking. The course aims to provide a critical grasp of the philosophical issues at the heart of politics.

Course Outcomes

By the end of the course students would be able to:

- Understand how to read and decode the classics and use them to engage contemporary socio-political issues.
- Connect with historically written texts and their interpretations.
- Clearly present their own arguments and thoughts about contemporary issues and develop ideas to engage with the latter

Unit- I: Ancient Greek Political Tradition

- Main features of Greek Political Philosophy
- Ideas of Socrates

Plato's Views on

- Justice,
- Education,
- Communism,
- Ideal State

Unit- II: Aristotle Thoughts on

- State,
- Citizenship
- Family Private Property and Slavery,
- Revolution,
- Concept of Mixed Constitution

Unit- III: Roman Political Thought

- Polybius-views on Cycle of Changes of Government,Mixed Constitution
- Cicero-Ideas of State,Government and Law

Unit-IV: Thought of Middle Age

- St.Augustine-Idea of Two-Cities
- St.Thomas Aquinas-Idea of State and Laws
- Marsiglio of Padua- State, Church- State Controversy

Unit-V: Beginning of Modern Age

Renaissance

Machiavelli- Human Nature and Prince, Religion & Morality

Jean Bodin- State, Sovereignty

Practicum :1.Write a tutorials on the Plato's theory of Education,

2. Discussion on the Topics:

Machiavelli was the child of his age

Suggested Readings:

1. Coleman (2000) 'Introduction', in A History of Political Thought: From Ancient Greece to Early Christianity, Oxford: Blackwell Publishers, pp. 1-20.
2. Q. Skinner (2010) 'Preface', in The Foundations of Modern Political Thought Volume I, Cambridge: Cambridge University Press pp. ix-xv. S. Okin (1992) 'Philosopher Queens and Private Wives', in S. Okin Women in Western Political Thought, Princeton: Princeton University Press, pp. 28-50
3. R. Kraut (1996) 'The Defence of Justice in Plato's Republic', in R. Kraut (ed.) The Cambridge Companion to Plato. Cambridge: Cambridge University Press, pp. 311-337
4. T. Saunders (1996) 'Plato's Later Political Thought', in R. Kraut (ed.) The Cambridge Companion to Plato. Cambridge: Cambridge University Press, pp. 464-492.

5. J. Coleman (2000) 'Aristotle', in J. Coleman A History of Political Thought: From Ancient Greece to Early Christianity, Oxford: Blackwell Publishers, pp.120-186
6. D. Hutchinson (1995) 'Ethics', in J. Barnes (ed.), The Cambridge Companion to Aristotle Cambridge: Cambridge University Press, pp. 195-232.
7. Hampsher-Monk (2001) 'Thomas Hobbes', in A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx, Oxford: Blackwell Publishers, pp. 1-67. 82
8. A. Ryan (1996) 'Hobbes's political philosophy', in T. Sorell (ed.) Cambridge Companion to Hobbes. Cambridge: Cambridge University Press, pp. 208-245.
9. R. Ashcraft (1999) 'Locke's Political Philosophy', in V. Chappell (ed.) The Cambridge Companion to Locke, Cambridge. Cambridge University Press, pp. 226-251.
10. सी .एल .वेपर) 1954), राजदशर्न का स्वाध्ययन, इलाहबाद :किताबमहल.
11. जे .पी .सूद) 1969), पाश्चात्य राजनीतिक चिंतन, जय प्रकाश नाथ और कंपनी.
12. वर्मा ,के एन .राजदर्शन)खण्ड I, II & III(
13. तिवारी ,गंगादत्त :प्रमुख राजनीतिक चिन्तक
14. शर्मा ,पी.डी .पाश्चात्य राजनीतिक विचारों का इतिहास
15. झा, बी.के .: प्रमुख राजनीतिक चिन्तक बिहार हिंदी ग्रन्थ अकादमी ,पटना
16. वेदालंकार ,हरिदत्त :पाश्चात्य राजनीतिक चिंतन का इतिहास

SEMESTER- IV

DCM- III: Indian Political Thought-I

Credits: 4

Contact Hours: 5 hours per week (Theory:3 hrs. + Practical:2 hrs.)

Max. Marks: 100

Internal: 15

Practicum: 25

External Marks: 60 (Theory)

Course Objectives

This paper introduces students to certain basic terms of ancient Indian thought. While drawing a historical trajectory of these concepts, students will also be familiarized with theories and philosophy of these ideas. Students will also get knowledge about the ancient institutions that were in place at that time, their functioning and their duties, broader norms, roles and responsibilities which guided the state and its important apparatuses.

Course outcomes:

- At the end of this course students would have acquired
- The knowledge of ideas of Indian political thought
- Acquaintance with institutions of Indian political thought
- Comprehensive understanding of Indian political thought
- Challenging the colonial mindset of underestimating India's rich historical past

Unit- I: Features of Ancient Indian Political Thought:

- Polity (*Rajshastra*) in Vedic Era
- Origin of form of *Dandniti*
- Originator of Bhartiya Rajshastra (Polity)-
Manu, Panini, Balmiki, Bhishma, Vishalaksha, Shukra, Kautilya, Somdev suri
- Chandeshwar's *Rajniti-Ratnakar*

Unit- II: Political thought of Manu and Bhisma :

- Theory of origin of State,
- Seven Organ theory,
- Statecraft and Diplomacy
- Council of Ministers,
- Judiciary
- Dandniti (Power of State)-Origin and Importance

Unit- III: Shukra

- Origin of State ,
- Seven organ theory, Status, Qualification and Duties of King,
- functioning of Council of Ministers, Judiciary

Kautilya-Theory of origin of State,

- Seven Organ theory,
- Statecraft and Diplomacy (Mandal aur Shangun Sidhant)
- Council of Ministers,
- Espionage System
- Judiciary
- Dandniti (Power of State)-Origin and Importance

Unit- IV: Buddha and Jain Political Tradition

- Form of Gan and Sangh in Buddha and Jain Era
- Form of *Shodashmahajanpad* in Anguttar Nikay and Bhagwati Sutra
- Form and Nature VajjiSangh and Seven Principles of Dhamma

Unit- V: Judicial System in Ancient India

- Sources of Laws-Ved, Smritis (Sruti Smriti)Sutra and Ethics
- Judicial Administration-King, Judicial accountability, Right,
- Organisation of Courts- Parishad, Qualifications of Members,Functions,King and Council

Practicum:

Survey of Literature on Political System in Ancient India

- Students are to identify, read and write an overview of Books (related to Political System in Ancient India) available in their College or Institution Library (Online and Offline) and submit along with their Name.

Suggested Readings:

1. Ghosal UN. A History of Indian Political Ideas, Calcutta, Oxford University Press 1959.
2. Bhandarkar DR. Some Aspects of Ancient Indian Polity, Banarus 1929.
3. Basham L. The Wonder that was India, Calcutta, Rupa and Co 1967.
4. Altekar AS. State and Government in Ancient India, Delhi, Motilal Banarasidas 1992.
5. Ram Sharan Sharma. Aspects of Political Ideas and Institutions in Ancient India, Delhi, Motilal Banarasidas 1991.
6. Mackenzie Brown D. The White Umbrella.Jaico 1980.
7. Mabbett W. Truth, Myth and Politics in Ancient India.Thomson Press 1971.
8. Spellman JW. Political Theory of Ancient India Oxford 1964.
9. Appadorai. Indian Political Thinking, Oxford University Press 1971.
10. Annie Besant. India: Bound or Free, London, Theosophical Publishing Society 1926
11. Dhar Kauatilya S. The Arthashastra (Indian Institute of World Culture, transaction No. 28. S. Konow, Kautilya Studies, Oslo 1954.
12. Kosambi DD. Myth and Reality, Studies in the Formation of Indian Culture, Bombay 1962.
13. The Culture and History of Ancient India, London 1965.
14. Law NN. Studies in Ancient Indian Policy, London 1914.16. Krishna Rao MV.Studies in Kautilya, Delhi 1959.
15. Ruben W. Studies in Ancient Indian Thought, Calcutta 1966.
16. Saleore BA. Ancient Indian Political Thought and Institutions, Calcutta 1963.
17. Kangle RP. The Kautilya Arthashastra, Delhi. Motilal Banarasidas, 1986;2.
18. Jayaswal KP. Hindu Polity – A Constitutional History of Indian in Hindu Times.Bangalore 1978, 14.
19. . Verma VP. Ancient & Medieval Indian Political Thought. Laxmi Narain Agarwal 1986.
20. Rout BC. Indian Political Tradition, Panchashila Publication 2003.
21. . Urmila Sharma, Sharma SK. Indian Political Thought, Atlantic Publishers & Distributors (P) Ltd 2014.
22. Nayak GC. Indian Political Tradition, Kalyani Publications, New Delhi 2009
23. Ray, B. N., & Misra, D. R. (2012). *Indian Political Thought: Readings and Reflections*. Kaveri Books.
24. Coomaraswamy, A. K., (1993). *Spiritual authority and temporal power in the Indian theory of government*.Indira Gandhi National Centre for the Arts.

Semester VI

DCM- IV: International Politics

Credits: 4

Contact Hours: 5 hours per week (Theory: 3 hrs. + Practical: 2 hrs.)

Max. Marks: 100

Internal: 15

Practicum: 25

External Marks: 60 (Theory)

Course Objectives:

This paper introduces students to some of the key theories, concepts and debates of international relations. While historically contextualizing the evolution of mainstream IR theories, students will also learn about the leading debates aimed at de-centering and pluralizing the knowledge-base of IR. The debates and conversations on the genealogies of Indian perspectives on IR are anchored in this backdrop. The students will learn how to critically engage with the Eurocentric view of IR through decolonial accounts that foreground the agency of the colonial experience, race and culture that not only identify proximately with the Global South but are also co-constitutive of European modernity, the social sciences and the foundations of the IR discipline. The course weaves in some of the major concepts— power, sovereignty, empire and international order—that push the boundaries of the discipline through understandings derived from diverse standpoints. The final segment— Global IR and the relational turn in international relations—apprises the students with the new directions in the discipline.

Course Outcomes:

At the end of this course, the students would have acquired: • Familiarization with key theories, concepts, and debates of International Relations. • Comprehensive re-reading of the origin of IR and its mainstream theories and concepts, with basic tools to question statist ontology and reification of eurocentrism. • Appreciation of decolonial accounts that challenge the mainstream and parochial International Relations. • Understanding of the genealogy and contributions of the IR scholarship in India to the disciplinary debates through a re-reading of its classical texts and, contemporary writings. • Analysis of the assumptions and key concepts of IR such as power, sovereignty, empire and international order. • Learning about the new directions in IR via a critical engagement with Global IR and the relational turn in IR

Unit- I: Theory's of International Politics

Definition, Nature & Scope of International Politics

Theories of International Politics- IR Theories A. Realpolitik (Kautilya)/ Realism/ Neo-Realism, B. Liberalism/ Neo-liberalism C. Marxism/ Neo-Marxism D. Feminism E. Constructivism

Unit- II: National Interest

National Interest, Foreign Policy, Diplomacy

State System, Non-State actors, National Power, Balance of Power

Unit- III: Cold War-Era

Collective Security Cold War, Disarmament and Arms Control

Origin of the Cold War, Phases of Cold War, Non-Aligned Movement, Third World

Unit- IV: Organisation

United Nations: Organ and Functioning ,SAARC ASEAN, EU, NATO, India's Role in G-20, New Delhi G-20 Summit

Unit- V: Contemporary Issues

Major issues in Contemporary International Politics- Globalization, Human Rights, Environment, Terrorism, Pandemics

Practicum

1. Survey of Literature on International Relations – 5 Mark

- Students are to identify, read and write an overview of Books (related with International Relations) available in their College or Institution Library (Online and Offline) and submit along with their Assignment

2. Assignment – 10 mark

- Teacher should assign one topic or related topic from the course content to each student. Students are to submit a written or typed assignment not exceeding 20 pages. Continuous review and discussion on the assigned topics should be done.

Suggested Readings:

1. David Blaney (2020), "Where, When and What is IR?", in Arlene B. Tickner and Karen Smith (eds.) International Relations from the Global South: World of Difference. Routledge: New York. Robert Jackson and Georg Sørensen (2019). 'Why study IR', in Introduction to International Relations: Theories and Approaches, OUP: New York,
2. Nicholson, Michael (2002). International Relations: A Concise introduction, NYU Press: NY Richard Devetak (2012). An introduction to international relations: The origins and changing agendas of a discipline", in R. Devetak, A. Burke and J. George (eds.) An Introduction to International Relations, 2nd ed, Cambridge: Cambridge University Press.
3. Kanti P. Bajpai and Siddharth Mallavarapu, eds. (2005). "International Relations in India: Bringing Theory Back Home" New Delhi: Orient Longman.

4. Stephen M. Walt (1998). "International Relations: One World, Many Theories." *Foreign Policy*, 110: 29–46. <https://doi.org/10.2307/1149275>
5. Karen A. Mingst, Ivan M. Arreguín-Toft (2019). 'Approaches to International Relations' in *Essentials of International Relations* (8th edition), Norton: Canada
6. Shahi, Deepshikha (2019). "Kautilya Reincarnated: Steering Arthaśāstra Toward an Eclectic Theory of International Relations" in *Kautilya and the Non-Western IR Theory*, Springer International Publishing; Palgrave Pivot.
7. Cynthia Weber (2010). 'Realism: is international anarchy the permissive cause of war?', In *International Relations Theory: A Critical Introduction*, 3rd ed., New York: Routledge,
8. Bruce Russett (2013). 'Liberalism' in Tim Dunne, Milja Kurki and Steve Smith (eds.) *International Relations: Theories, Discipline and Diversity*, 3rd Edition, Oxford: Oxford University Press.
9. Jennifer Sterling-Folker (2013). 'Neoliberalism' in Tim Dunne, Milja Kurki and Steve Smith (eds.) *International Relations: Theories, Discipline and Diversity*, 3rd Edition, Oxford: Oxford University Press.
10. Andrew Linklater (2005). 'Marxism' in Scott Burchill, Andrew Linklater, et al. *Theories of International Relations*, Palgrave Macmillan, UK, US:
11. J. Ann Tickner (2008). 'Gender in World Politics'. in J. Baylis, S. Smith and P. Owens (eds.). *The Globalization of World Politics*. Oxford: Oxford University Press,
12. K. M. Fierke (2013). Constructivism in T. Dunne, M. Kurki, and S. Smith (eds.), *International Relations: Theories Discipline and Diversity*, OUP: NY,
13. S. Lawson (2015). *Theories of International Relations, Contending Approaches to World Politics*, Polity Press: Cambridge
14. David A. Baldwin (2013). "Power and International Relations," in *Handbook of International Relations*, eds. Walter Carlsnaes, Thomas Risse, and Beth A. Simmons, Los Angeles, CA: Sage Publications,
15. K. Smith (2020). 'Order, Ordering and disorder' in Tickner and Smith (Eds) *IR from Global South*, London: Routledge.
16. K.P. Bajpai and S. Mallavarapu (ed.) (2019). *India, the West, and International Order*. Hyderabad: Orient Blackswan,
17. Goldstein, J. S. (2008). *International relations*. Pearson Education India.
18. Baylis, J. (2020). *The globalization of world politics: An introduction to international relations*. Oxford university press, USA.
19. Rosenau, J. N. (2018). *Turbulence in world politics: A theory of change and continuity*. Princeton University Press.
20. Holsti, K. J. (1919). *International politics: A framework for analysis*.

GEOGRAPHY
Semester- I
DCM - I: Physical Geography

Credits: 4(3+1)

Contact hours: 5 hours per week (Theory:3 hrs. + Practical: 2 hrs.)

Max. Marks:100

Internal: 15

Practical: 25

External: 60

Learning objective

- To study the concepts, definitions, and scope of physical geography
- To understand the solar system, and structure of the earth, and describe their characteristic feature
- To understand the atmospheric composition, structure, and atmospheric phenomena

Learning outcome

Students will be able

- To explain and understand the solar system
- To understand various domains according to its physical features
- To differentiate different structures and functions of the atmosphere
- To understand the interrelationship between the lithosphere, hydrosphere, atmosphere and biosphere.
- To understand the impact of anthropogenic activities on the Earth system

Unit – I: Definition, Nature, and Scope of Physical Geography; Universe and Solar system.

Unit -II: Lithosphere: Earth's interior, Isostasy, Earth movement: endogenic (folding and faulting) and exogenic forces.

Unit – III: Atmosphere: composition and structure; Energy: Insolation and temperature, Motion in the atmosphere: pressure and circulation

Unit – IV: Hydrosphere: Hydrological cycle, Ocean water movement – Currents and Tides

Unit – V: Biosphere: Soil and vegetation – factors and spatial distribution

Practical: Fundamentals of Cartography

- Cartography – Nature and Scope; Scales – Concept and application; Graphical Construction of Plain, Comparative and Diagonal Scales.
- Map Projections – Classification, Properties and Uses; Graphical Construction of Polar Zenithal Stereographic, Bonne's, Conical and Mercator's Projections, and reference to Universal Transverse Mercator (UTM) Projection

SEMESTER- III
DCM– II: Geography of India

Credits: 4

Contact hours: 5 hours per week (Theory:3 hrs. + Practical: 2 hrs.)

Max. Marks:100

Internal: 15 marks

Practical:25

External: 60

Unit – I: Physical: Physiographic Divisions, soil and vegetation, climate (characteristics and classification)

Unit – II: Population: Distribution and growth, Structure

Unit – III: Economic: Mineral and power resources distribution and utilisation of iron ore, coal, petroleum, gas; agricultural production and distribution of rice and wheat, industrial development: automobile and Information technology

Unit – IV: Social: Distribution of population by race, caste, religion, language, tribes and their correlates

Unit – V: Regionalisation of India: Physiographic (R. L. Singh), Socio – cultural (Sopher), Economic (Sengupta)

Reading List

1. Deshpande C. D., 1992: India: A Regional Interpretation, ICSSR, New Delhi.
2. Johnson, B. L. C., ed. 2001. Geographical Dictionary of India. Vision Books, New Delhi.

3. Mandal R. B. (ed.), 1990: Patterns of Regional Geography – An International Perspective. Vol. 3 –Indian Perspective.
4. Sdyasuk Galina and P Sengupta (1967): Economic Regionalisation of India, Census of India
5. Sharma, T. C. 2003: India - Economic and Commercial Geography. Vikas Publ., New Delhi.
6. Singh R. L., 1971: India: A Regional Geography, National Geographical Society of India.
7. Singh, Jagdish 2003: India - A Comprehensive & Systematic Geography, Gyanodaya Prakashan, Gorakhpur.
8. Spate O. H. K. and Learmonth A. T. A., 1967: India and Pakistan: A General and Regional Geography, Methuen.
9. Tirtha, Ranjit 2002: Geography of India, Rawat Pubs., Jaipur & New Delhi.
10. Pathak, C. R. 2003: Spatial Structure and Processes of Development in India. Regional Science Assoc., Kolkata.
11. Tiwari, R.C. (2007) Geography of India. Prayag Pustak Bhawan, Allahabad
12. Sharma, T.C. (2013) Economic Geography of India. Rawat Publication, Jaipur

Practical: Geography of India Laboratory work

- Monthly temperature and rainfall graphs of five select stations from different physiographic regions of India
- Graphical representation of annual trends of production: Manufacturing goods over any two decades from India
- Spatial distribution of minerals mapping
- Mapping of major language in India (Census of India)
- Viva voce

SEMESTER- IV DCM – III: Climatology

Credits: 4(3+1)

Contact hours: 5 hours per week (Theory:3 hrs. + Practical: 2 hrs.)

Max. Marks:100

Internal: 15

Practical: 25

External: 60

Unit – I: Climatology: Meaning and scope; Development and recent trends in climatology; Atmospheric Composition and Structure – Variation with Altitude, Latitude and Season.

Unit – II: Insolation and Temperature – Factors and Distribution, Heat Budget, Temperature Inversion.

Unit – III: Atmospheric Pressure and Winds – Planetary Winds, Forces affecting Winds, General Circulation, Jet Streams, Tropical Cyclones, Extra Tropical Cyclones, Monsoon - Origin and Mechanism

Unit – IV: Atmospheric Moisture – Evaporation, Humidity, Condensation, Fog and Clouds, Precipitation Types, Stability and Instability

Unit – V: Climate and Human Response: Climatic classification: Köppen and Thornthwaite; Climate change: causes, evidences and solutions.

Reading List

- 1 Barry, R.G. and Carleton, M. (2001): Synoptic and Dynamic Climatology, Routledge, London.
2. Chorley, R.J. (2001): Atmosphere, Weather and Climate. Methuen, London.
3. Critchfield, H.J. (2002): General Climatology. Prentice-Hall of India, New Delhi..
4. Finch, J. C. and Trewartha, G. T.: Elements of Weather and Climate. Prentice-Hall, London.
5. Kendrew, W.C. (1998): Climatology. Edward Arnold, London. 5th edition.
6. Lal, D.S.(1986): Climatology. Chaitanya Publications, Allahabad.
7. Oliver, J.E. and Hidore, J.J. (2003): Climatology: An Atmospheric Science, Pearson Education Private Ltd, Patparganj, Delhi.
8. Robinson, P. J. and Henderson, S. (1999): Contemporary Climatology, 2nd edition, Pearson Education Ltd., Harlow, UK.
9. Singh, M.B. (1998): Jalvayu Avam Samudra Vigyan. Tara Book Agency, Varanasi.
10. Singh, M.B. (1999): Jalvayu Avam Jal Vigyan. Tara Book Agency, Varanasi,
11. Singh, S. (2005): Climatology. Prayag Pustak Bhawan, Allahabad.
12. Singh, S. (2006): Jalvayu Vigyan. Prayag Pustak Bhawan, Allahabad.

Practical: Climatology laboratory work

- Weather Map: Weather symbols, representation of atmospheric features, interpretation of Indian daily weather maps

- Experimental:
 - Temperature instruments: simple thermometers; six's Max-Min thermometer; thermograph.
 - Humidity measurement: hygrometer; psychrometer; relative humidity; dew point
 - Precipitation: measurement of rainfall using rain gauge
 - Atmospheric pressure measurement: Fortin's mercurial barometer; Aneroid barometer

SEMESTER- VI **DCM - III: Soil Geography**

Credits: 4(3+1)

Contact hours: 5 hours per week (Theory:3 hrs. + Practical: 2 hrs.)

Max. Marks:100

Internal: 15

Practical: 25

External: 60

Learning objective:

- to introduce soil characteristic and profiles
- to study soil physical and chemical properties
- To examine Soil Forming Factors and Processes
- to study Soil Classification and Soil Erosion

Learning outcomes: students will be able

- to understand soil characteristic and profile)
- to understand and explain physical and chemical properties of soil
- to explain soil formation, process, classification and erosion

Unit – I:Soil Basics: Concept and definition of soil; Components; Soil Profile: Regolith, weathering profile.

Unit – II:Soil Properties: Soil Morphology: Colour; Texture; Structure; Bulk Density; Porosity; Consistence; Soil Mineralogy Soil Organisms

Unit – III:Soil Water: Modes of occurrence; Forces on soil water; Soil water retention; Soil water movement, Soil Ph, Soil Fertility

Unit – IV:Soil Forming Factors and Processes, Parent material, relief, biotic, climate and time factors Pedogenic Processes, Major soil types in India

Unit – V:Soil Classification (USDA) and Soil Erosion, 1938 Soil Classification System; System of Soil Taxonomy – diagnostic horizons, soil moisture and temperature regimes.

Practical: Soil Geography Laboratory work

Methods and Techniques Soil Sample Collection Methods and Techniques; Determination of N, P, K Status in collected Soil Sample; Estimation of Organic Matter in collected Soil Sample; Determination of Soil pH; Determination of soil type by ternary diagram textural plotting

DCM- I: INDIAN ECONOMY

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes:

- To give an overview of the pre & post-independence of Indian Economy.
- To develop an understanding of Human Capital.
- To understand and explain the Economic Problems of the Indian economy
- To understand and develop the paradigm shift adopted in India.

Unit – I: Economic Development since Independence; Impact of British Rule on Indian Economy; Features of Indian Economy; Human Capital: Demography and Growth Rate of Population; Migration; Human Development Index; Health & Education Infrastructure in India

Unit – II: Growth and Distribution: Poverty and Unemployment; Concept of Unemployment and its Types; Causes of Unemployment; Poverty in India, measures in poverty reduction, Poverty inequality and policy interventions.

Unit – III: Agrarian Structure and Technology; Policies and Performance in Agriculture Growth pricing and procurement. Policies and Performance in Industry growth; productivity; diversification; Recent Reforms in Agricultural Sector MSMEs; competition policy; foreign investment; Start-up India; Stand up India Make in India; Digital India; Asset Monetization, Product Link Incentive Scheme (PLI)

Unit – IV: Macroeconomic Policies and their Impact; Fiscal Policy; trade and investment policy; financial and monetary policies; labour regulation; Inflation

Unit – V: NITI Aayog in India – Structure, composition, objectives and functions

Practicum

1. Learners will be able to learn about the Pre and Post economic development of India by narrating of text to them in class.
2. Learners will also be able to understand the impact of various Economic indicators in an economy through in-depth discussions relating to the topic.
3. Learners will be made aware of the Economic Problems of Indian Economy and how these problems can be solved will be taught to the learners by giving them practical examples in class.

Suggested Mode of Learning Engagements and Assessment

During the practicum classes assignments, projects, group discussion relating to mentioned topic in syllabus will also be carried out and knowledge of learners will be further enhanced with giving them practical implications of the topic

Suggested Readings

- Pulapre Balakrishnan, 2007, The Recovery of India: Economic Growth in the Nehru Era, Economic and Political Weekly, November.
- Rakesh Mohan, 2008, —Growth Record of Indian Economy: 1950-2008. A Story of Sustained Savings and Investment, Economic and Political Weekly, May.
- S.L. Shetty, 2007, —India 's Savings Performance since the Advent of Planning, in K.L. Krishna and A. Vaidyanathan, editors, Institutions and Markets in India's Development.
- Himanshu, 2010, Towards New Poverty Lines for India, Economic and Political Weekly, January.
- Jean Dreze and Angus Deaton, 2009, Food and Nutrition in India: Facts and Interpretations, Economic and Political Weekly, February.
- Himanshu. 2011, —Employment Trends in India: A Re-examination, Economic and Political Weekly, September.
- Rama Baru et al, 2010, —Inequities in Access to Health Services in India: Caste, Class and Region, Economic and Political Weekly, September.

SEMESTER-III DCM- II: MONEY AND BANKING

Credits: 4 (3+1)
Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)
Max. Marks: 100
Internals: 15
Practicum: 25
External: 60

Learning Outcomes:

- To understand the behaviour of the money.
- To understand the different Theories of Money
- To understand the working of various Financial Institutions
- To understand the working of the monetary policy
- To understand the policies and functions of RBI

Unit – I: Money: Meaning, Characteristics, Classification and Functions.

Unit – II: Demand for Money: Quantity Theory of Money; Cash Transaction Theory; Cash Balance Approach; Neo- Classical Theory.

Unit – III: Concept of Supply of Money, High-Powered Money Theory: Meaning and its determinants. Money Multiplier and its Determinants.

Unit – IV: Interest Rates; Different Theories of Interest Rates- Classical, Neo classical, Keynes and IS-LM.

Unit – V: Central Bank, Commercial Bank, Credit Creation, Fiscal and Monetary Policy.

Practicum

1. Learners will be taught about the Role and Functions of money in the economy by citing various examples related to present scenarios.
2. Learners will be enriched with the different theories of various Economist related to money demanded (Quantity theory of money) etc by giving them detailed explanation related to theories.
3. Learners will also learn about different concepts relating to money supply as well learn about the various financial institutes of money supply like RBI (Monetary policy) and government's (Fiscal Policy) with practical approach in class.

Suggested Mode of Learning Engagements and Assessment

During the practicum classes assignments, projects, group discussion relating to mentioned topic in syllabus will also be carried out and knowledge of learners will be further enhanced with giving them practical implications of the topic.

Suggested Readings

- Mishkin, F. S. (2018). The Economics of Money, Banking and Financial Markets (12th ed.). Pearson.
- Cecchetti, S. G., & Schoenholtz, K. L. (2019). Money, Banking, and Financial Markets (5th ed.). McGraw-Hill Education.
- Bernanke, B. S. (1983). Non-Monetary Effects of the Financial Crisis in the Propagation of the Great Depression. American Economic Review, 73(3), 257-276
- Goodhart, C. A. E. (1988). The Evolution of Central Banks. MIT Press Books, 1(1), 50-69

SEMESTER - IV
DCM- III: STATISTICS

Credits: 4
Contact Hours: 5 hrs per week (Theory: 3hrs +Practicum: 2hrs)
Max. Marks: 100
Internal: 15
Practicum: 25
External: 60

Learning Outcomes: After completing the course, the student shall be able to:

- Acquire a fair degree of proficiency in comprehending statistical data, processing and analysing it using descriptive statistical tools.
- Understand the relationship between two variables using concepts of correlation and regression and its use in identifying and predicting the variables.
- Develop an understanding of the index numbers and their utility in daily life and stock market.

- Become aware of the patterns revealed by the time series data and to use it to make predictions for the future.
- Gather knowledge about various probability concepts and distributions and their business applications.

Unit – I Statistical Methods: Definition and scope of Statistics, concepts of statistical population and sample. Data: quantitative and qualitative, Classification and Presentation of data.

Unit – II Measures of Central Tendency: mathematical and positional. Measures of Dispersion: range, quartile deviation, mean deviation, standard deviation, coefficient of variation, skewness and kurtosis.

Unit – III Correlation and Regression Analysis, Bi-variate distribution, Karl Pearson's simple co-efficient of correlation, Spearman's rank-correlation coefficient, properties of correlation analysis; Relationship between the correlation and regression analysis.

Unit – IV Index Number: Concept and limitation of Index Number; Methods of constructing index numbers- simple and weighted; Laspeyres's and Fisher's Index numbers; Uses and problems in construction of index number. Time Series Analysis Meaning and their components; Methods of semi-average, moving average, measurement of seasonal variations; preliminary adjustment before analyzing, uses and limitation.

Unit – V Definition, importance and concept of Probability; Rule of Probability- law of addition and multiplication; conditional probability

Practicum

1. Learners will be able to acquire fair degree of proficiency in comprehending statistical data processing and analysing it using descriptive statistical tools.
2. Learners will be able to understand the relationship between two variables using concepts of correlation and regression and its use in practical situations.
3. Learners will be able to develop understanding related to index numbers and their utility in daily life and stock market and will also learn various probability concepts.

Suggested Mode of Learning Engagements and Assessment

During the practicum classes assignments, projects, group discussion relating to mentioned topic in syllabus will also be carried out and knowledge of learners will be further enhanced with giving them practical implications of the topic.

Suggested Readings

- Devore, J. (2012). Probability and statistics for engineers, 8th ed. Cengage Learning.
- Larsen, R., Marx, M. (2011). An introduction to mathematical statistics and its applications. Prentice Hall.
- Miller, I., Miller, M. (2017). J. Freund's mathematical statistics with applications, 8th ed. Pearson.
- Goon, A.M., Gupta, M.K. and Dasgupta, B. (2002): Fundamentals of Statistics, Vol. I& II, 8th Edn. The World Press, Kolkata.
- Miller, Irwin and Miller, Marylees (2006): John E. Freund's Mathematical Statistics with Applications, (7th Edn.), Pearson Education, Asia.
- Mood, A.M., Graybill, F.A. and Boes, D.C. (2007): Introduction to the Theory of Statistics, 3rd Edn. (Reprint), Tata McGraw-Hill Pub. Co. Ltd.
- Tukey, J.W. (1977): Exploratory Data Analysis, Addison-Wesley Publishing Co.

SEMESTER-VI DCM- IV: INTERNATIONAL ECONOMICS

Credits: 4 (3+1)

Contact Hours: 5 hrs per week (Theory:3hrs +Practicum: 2hrs)

Max. Marks: 100

Internal: 15

Practicum: 25

External: 60

Learning Outcomes:

- Students will be able to explain and apply key international trade theories.
- Understand the functioning of foreign exchange markets, including currency trading, exchange rate regimes.
- Learn about international financial markets, including the role of multinational banks, financial intermediaries.
- Understand the determinants and implications of foreign direct investment (FDI).

- Unit – I** International Trade- Meaning, Characteristics and Comparison with Internal Trade; Mercantilist views on Trade, Absolute Theory of Trade; Ricardian Theory of Trade.
- Unit – II** Offer Curves, community Indifference Curves, Trade Indifference Curves, Marshall Lerner Condition for stability; Terms of Trade
- Unit – III** Economic Analysis of Tariffs; Quotas, Export Subsidies and VERs. Arguments for Trade Barriers and Measurement of Protection. Political Economy of Trade Policy, Foreign Capital and Welfare. WTO and its provisions, Impact of the WTO on trade and development of Developing Countries.
- Unit – IV** The changing role of finance and the dynamics of Capital accumulation and the shifts in corporate structure. Financialization; it's nature and consequences
- Unit – V** Balance of Payment (BOP), Balance of Trade, Official Reserves, BOP Deficit and Surplus and Gold Standard, International Monetary theories: Different Approaches to Exchange Rate Determination. International Monetary Policies and Reforms in the International Financial System, Policies for mitigating occurrence of Financial Crisis; Regionalism vs Multilateralism debate.

Practicum

1. Learners will be able to learn about the meaning, concept and importance of international trade in recent scenarios.
2. Students will be able to critically analyse the key international theories of trade and understand their implications.
3. Students will also learn about the functioning of foreign exchange market through various real-life examples and will also learn about application of foreign exchange rate regime.
4. Learners will also enrich their knowledge regarding international financial markets, including role of various Financial Intermediaries.

Suggested Mode of Learning Engagements and Assessment

During the practicum classes assignments, projects, group discussion relating to mentioned topic in syllabus will also be carried out and knowledge of learners will be further enhanced with giving them practical implications of the topic.

Suggested Readings

- Copeland, L. (2008). Exchange Rates and International Finance (5th ed.).
- Appleyard, D., Field, A., & Cobb, S. (2008). International Economics (6th ed.).
- Sodersten, B., & Reed, G. (1994). International Economics (3rd ed.). Macmillan.
- Petropoulou, D., & Vanags, A. (2011). International Economics. University of London, Subject Guide.
- Feenstra, R. (2004). Advanced International Trade. Princeton University Press.

URDU (For all Semesters) I-SEMESTER

سمسٹر I

DC-I

اردو زبان و ادب کی تاریخ

Credits: 4

Contact Hours: 5 hours per week (Theory: 3hrs. + Practical: 2 hrs.)

Max. Marks: 100

External: 85 (Theory: 60 + Practical: 25)

اكتسابی مقاصد :

اس پیپر میں لسانیات کی تعریف اور اردو زبان کے ارتقا کے نظریے پیش کیے گئے ، اس کی طلبہ کو تفصیل بتانا اور لسانی تشکیل اور تاریخ کے بارے میں واضح نقطہ نگاہ پیدا کرنا اس کورس کا مقصد ہے

اکائی 1- اردو زبان کا آغاز و ارتقا

- ابتدائی نقوش
- اردو زبان کے آغاز سے متعلق نظریات

اکائی 2- دبستان

- دکن، دہلی، لکھنؤ (اہمیت و اثرات)

اکائی 3-تحریکات

- فورٹ ولیم کالج، دہلی کالج، جامعہ عثمانیہ
- علی گڑھ تحریک، رومانی تحریک، ترقی پسند تحریک

اکائی 4- اردو زبان کا سماجی اور تہذیبی پس منظر

- مختلف بولیاں (راجستھانی، پنجابی، کھڑی بولی، ہریانوی، برج)
- مختلف لسانی گروپوں کا باہمی میل جول

اکائی 5- اردو زبان کی وسعت و مستقبل

- ائین ہند میں اردو کا تحفظ
- عالمی سطح پر اردو کی مقبولیت (اسباب و نتائج)

تفویض / پروجیکٹ / عملی کام

1. ترقی پسند تحریک اہمیت پر مضمون تحریر کریں
2. اردو کی نشوونما میں کھڑی بولی کی اہمیت بیان کریں
3. اردو کی ترقی اور وسعت میں صوفیوں کا حصہ بتائیں

اقتصادی مصروفیت کا تجویز کردہ طریقہ

لیکچر، بحث، پروجیکٹ، اسائنمنٹ، گروپ اسائنمنٹ

تشخیص کا تجویز کردہ طریقہ

کلاس روم مصروفیت، مشاہدہ، پروجیکٹ، اسائنمنٹ، سمسٹر کے اختتامی امتحان

معاون کتب / وسائل

- تاریخ ادب اردو - جمیل جالبی
- ہند اریائی و ہندی - سنیتی کمار چٹر جی
- اردو کی لسانی تشکیل - مرزا خلیل بیگ
- تاریخ ادب اردو - نور الحسن نقوی
- تاریخ ادب اردو - رام بابو سکسینہ

DC-II

اردو ادب کے اصناف سخن

Credits: 4

Contact Hours: 5 hours per week(Theory: 3hrs. + Practical: 2 hrs.)

Max. Marks: 100

External:85 (Theory: 60 + Practical: 25)

اقتصادی مقاصد :

کورس کے اس حصے میں اردو ادب کے اصناف سخن کا ایک اجمالی تعارف طلبہ کو کرایا گیا ہے جس میں وہ اردو شاعری کے اصناف، نثر کے اصناف اور غیر افسانوی ادب سے آگاہ ہو سکیں اور ان کے درمیان جو فرق ہے اس کو بخوبی سمجھ سکیں۔

اکائی 1- شاعری کے اصناف-1

- غزل، قصیدہ، مرثیہ (تاریخ، اصول اور ارتقا)
- مثنوی، نظم، رباعی (تاریخ، اصول اور ارتقا)

اکائی 2 - اردو نثر کے اصناف (افسانوی اصناف)

- داستان، ناول (تاریخ، اصول اور ارتقا)
- افسانہ، انشائیہ (تعریف، اصول اور ارتقا)

اکائی 3- اردو نثر کے اصناف (غیر افسانوی اصناف -1)

- خاکہ، رپورٹاژ (تعریف، اصول اور ارتقا)
- خطوط نگاری، سفر نامہ (تعریف، اصول اور ارتقا)

اکائی 4- اردو نثر کے اصناف (غیر افسانوی اصناف -2)

- خود نوشت، سوانح (تعریف، اصول اور ارتقا)
- ڈرامہ، مضمون نگاری (تعریف، اصول اور ارتقا)

اکائی 5- شاعری کے اصناف-2

- گیت، دوبہ، مابیا (تعریف، اصول اور ارتقا)
- حمد و نعت، سانیٹ، ہائیکو، (تعریف، اصول اور ارتقا)

تفویض / پروجیکٹ / عملی کام

1. اردو غزل کی مقبولیت کی وجوہات اور نمایاں غزل گو
2. سفرنامہ لکھنے کے اصول (تعریف) ایک سفر نامہ خود تحریر کریں

اقتصادی مصروفیت کا تجویز کردہ طریقہ

لیکچر، بحث، پروجیکٹ، اسائنمنٹ، گروپ اسائنمنٹ

تشخیص کا تجویز کردہ طریقہ

کلاس روم مصروفیت، مشاہدہ، پروجیکٹ، اسائنمنٹ، سمسٹر کے اختتامی امتحان

معاون کتب / وسائل

- اصناف سخن اور شعری بیہتیں - شمیم احمد
- اردو اسالیب نثر- امیر اللہ خاں شاہین

- How not to write the history of Urdu Literature – Ralph Russell

سمسٹر II

II-SEMESTER

DC-III

اردو ادب کی کلاسیکی شعری اصناف

(مثنوی، مرثیہ، قصیدہ)

Credits: 4

Contact Hours: 5 hours per week(Theory: 3hrs. + Practical: 2 hrs.)

Max. Marks: 100

External:85 (Theory: 60 + Practical: 25)

اقتصادی مقاصد :

اس کورس میں مثنوی مرثیہ اور قصیدے کا تذکرہ کیا گیا ہے تینوں کی تاریخ ان کے اجزائے ترکیبی اور خصوصی بحریں ہیں اس کے بارے میں طلبہ کو آگاہ کیا گیا ہے خاص طور سے اہم مثنوی، مرثیہ اور قصیدے کس طرح سے ہماری سماجی زندگی کے عکاسی کرتے ہیں اور اپنے عہد کی کس طرح سے تصویر کشی کرتے ہیں وہ طلبہ کو سمجھایا گیا ہے۔

اکائی 1

- اردو مثنوی کی تاریخ و تعریف

- اردو مثنوی کے اجزائے ترکیبی، مخصوص بحریں اور اقسام
- اردو مثنوی کا دکن میں، اردو مثنوی شمالی ہند میں تاریخ

اکائی 2

- اردو مثنوی میں قصے کی بنیاد ہندوستانی قصص کی اہمیت
- اہم مثنویاں (گلزار نسیم، سحر البیان، زہر عشق)
- اردو مثنوی کی تاریخی اور سماجی اہمیت
- گلزار نسیم اور سحر البیان کا تقابلی مطالعہ

اکائی 3

- مرثیہ کی تاریخ
- مرثیہ کی بیت اجزائے ترکیبی اقسام
- میر انیس اور مرزا دبیر کی مرثیہ گوئی کا تقابل
- مرثیہ کی سماجی اہمیت اور تہذیبی عکاسی

اکائی 4

- شخصی مرثیہ اور کربلائی (رثائی) مرثیہ کا فرق
- اقبال اور چک بست کے شخصی مرثیہ
- سلام کی اہمیت، اہم سلام لکھنے والوں کے کارنامے

اکائی 5

- قصیدے کے اجزائے ترکیبی اور اقسام
- قصیدے کی اہمیت اور زبان کی ترقی میں حصہ
- اہم قصیدہ نگار سودا، غالب، ذوق، انشاء، محسن کاکوری

تفویض / پروجیکٹ / عملی کام

1. قصیدے کے زوال کے اسباب و وجوہات
2. محسن کاکوری کے مدحیہ قصیدے "سمت کاشی سے چلا....." کی ادبی اہمیت
3. دکن میں اردو مثنوی کی اہمیت اور شمال کی مثنویوں سے تقابلی مطالعہ
4. گلزار نسیم اور سحر البیان کا تقابلی مطالعہ
5. میر انیس کے مرثیہ میں واقعات کربلا کی تاریخی حقیقت

اکتسابی مصروفیت کا تجویز کردہ طریقہ

لیکچر، بحث، پروجیکٹ، اسائنمنٹ، گروپ اسائنمنٹ

تشخیص کا تجویز کردہ طریقہ

کلاس روم مصروفیت، مشاہدہ، پروجیکٹ، اسائنمنٹ، سمسٹر کے اختتامی امتحان

معاون کتب / وسائل

- اردو مرثیہ کا ارتقا - ڈاکٹر مسیح الزماں
- مثنوی گلزار نسیم کا مقدمہ - رشید حسن
- مقدمہ سحرالبیان - رشید حسن
- اردو میں قصیدہ نگاری - ڈاکٹر ابو محمد سحر

DC-IV

اردو ادب کی کلاسیکی نثری اصناف

تمثیل، داستان اور ناول نگاری

Credits: 4

Contact Hours: 5 hours per week(Theory: 3hrs. + Practical: 2 hrs.)

Max. Marks: 100

External:85 (Theory: 60 + Practical: 25)

اكتسابی مقاصد :

اس پیپر کا مقصد تمثیل، داستان اور ناول نگاری کی امتیازی خصوصیات کے بارے میں معلومات فراہم کرنا ہے۔ اہم داستان اور ناول نگار کی تحریری خصوصیات اور اہم داستان اور ناول کے بارے میں معلومات فراہم کرنا ہے۔

اکائی 1

- تمثیل کی تعریف اور امتیازی خصوصیات

اکائی 2

- داستان کی تعریف اور صنفی خصوصیات
- اردو داستان کا آغاز
- تفہیم متن اور طرز تحریر
- داستان کے اجزائے ترکیبی پلاٹ، کردار، قصہ در قصہ

اکائی 3

- خیر و شر کی کشمکش مافوق الفطری عناصر
- سب رس قصہ و اسلوب
- باغ و بہار قلب سے نگارش تہذیبی قدر و حیت تاریخی اہمیت
- فسانہ عجائب طرز نگارش تہذیبی قدر و حیت اور تاریخی اہمیت

اکائی 4

- خون ناحق، فضل علی فضل، کربلا کتھا
- سیر تیسرے درویش کی، میر امن دہلوی (باغ و بہار)
- فیروز شاہ کا جان عالم کو تخت دینا، رجب علی بیگ سرور (فسانہ عجائب)

اکائی 5

- ناول کی تعریف اور اس کے اجزائے ترکیبی
- 19 ویں صدی کے اہم اردو ناول نگاروں کا عمومی جائزہ
- نظیر احمد، پنڈت رتن ناتھ سرشار، عبدل حلیم شرر، مرزا بادی رسوا (امراو جان ادا اور گودان) عزیز احمد، قدۃ العین حیدر، سید محمد اشرف

تفویض / پروجیکٹ / عملی کام

1. داستان کے صنفی خصائص اور اجزائے ترکیبی اور اس کی ادبی و تہذیبی اہمیت کیا ہے
2. فورٹ ولیم کالج میں لکھی داستانوں کی تاریخی اور لسانی اہمیت تحریر کیجیے
3. 21 ویں صدی اردو ناول کی صدی ہے اس عنوان پر مقالہ تحریر کریں

اكتسابی مصروفیت کا تجویز کردہ طریقہ

لیکچر، بحث، پروجیکٹ، اسائنمنٹ، گروپ اسائنمنٹ

تشخیص کا تجویز کردہ طریقہ

کلاس روم مصروفیت، مشاہدہ، پروجیکٹ، اسائنمنٹ، سمسٹر کے اختتامی امتحان

معاون کتب/ وسائل

- ناول کیا ہے- محمد احسن فاروقی، نور الحسن ہاشمی
- بیسویں صدی میں اردو ناول- یوسف سرمست
- کلاسیکی نثر - شہاب الدین ثاقب
- اردو زبان اور فن داستان گوئی- کلیم الدین احمد

SEC- I

کاروبار کی اردو

Credits: 2

Contact Hours: 2.5 hours per week (Theory: 1hrs. + Practical: 1.5 hrs.)

Max. Marks: 50

Internal:50

اكتسابی مقاصد :

اس کورس کے ذریعہ طلباء میں روزگار کے میدانوں کے درمیان دفتری خطوط کے بارے میں معلومات فراہم کریں گے۔ خصوصاً عدالت، پولس، بینک، وغیرہ کے متعلق معلومات اور جدید ایجنسیوں سے تعلق قائم کرنا سیکھیں گے۔

اکائی 1

- معاشرہ اور زبان
- مختلف طبقات اور ضرورتوں کی زبان
- اٹھویں شیڈیول کی زبانیں اور اردو کا تفصیلی تجزیہ

اکائی 2

- وزارت اور عدالت میں مستعمل اصطلاحات
- بینک ، پولیس اور سرکاری دفاتر میں مستعمل اصطلاحات
- تجارتی خطوط کی لفظیات

اکائی 3

- خطوط اور ان کے اقسام (ذاتی خطوط، تجارتی خطوط، تہنیتی خطوط، تعزیتی خطوط)
- موضوعات سے متعلق شکایات اور ان کے ازالے کے خطوط
- بیمہ کمپنی اور بینکوں کو خطوط (Claim Transaction)

تفویض / پروجیکٹ / عملی کام

1. ایک تجارتی خط تحریر کریں
2. بیمہ کمپنی کو گاڑی کا بیمہ دینے کے لیے خط تحریر کریں

اكتسابی مصروفیت کا تجویز کردہ طریقہ

لیکچر، عملی کام ، پروجیکٹ، اسائنمنٹ، گروپ اسائنمنٹ

تشخیص کا تجویز کردہ طریقہ

کلاس روم مصروفیت ، مشاہدہ، پروجیکٹ، اسائنمنٹ، سمسٹر کے اختتامی امتحان

معاون کتب/ وسائل

- وضع اصطلاحات - مولوی وحید الدین سلیم
- خبر نگاری - پروفیسر شافع قدوائی
- ابلاغیات - پروفیسر محمد شاہد حسین

SEC- II

اردو میں ترجمہ نگاری

Credits: 2

Contact Hours: 2.5 hours per week (Theory: 1hrs. + Practical: 1.5 hrs.)

Max. Marks: 50

Internal:50

اكتسابی مقاصد :

اس كورس ميں ترجمہ كى اہميت اور اصول بتاتے ہوئے فن، روايت اور اقسام كا تعارف كروايا گيا ہے۔ ساتھ ہى ممتاز اديبوں، اداروں كے نثرى اور شعرى تراجم كے رموز سے آگاہى فراہم كى گئی ہے۔

اكائى 1

- اردو ميں ترجمہ نگارى : تاريخ، اہميت و ضرورت
- زبان بحیثيت ذريعہ ترسيل
- ترجمہ نگارى كى مختصر تاريخ
- ترجمہ نگارى كى اہميت

اكائى 2

- ترجمے كے اقسام
- لفظى، ازاد، تخليقى، ميكانيكى

اكائى 3

- انگريزى سے اخبارى و تكنيكى اردو ترجمہ
- ہندى سے اخبارى اور تكنيكى اردو ترجمہ
- صحافتى ترجمہ اور مشق

تفويض / پروجيكت / عملی کام

1. ترجمہ نگارى ميں زبان اور ترصيل كى اہميت اور ضرورت
2. اردو كے اہم ترجمہ نگار اور ان كے تراجم كى خصوصيت
3. غير ملكى زبانوں سے اردو ميں تراجم كى روايت

معاون كتب / وسائل

- ترجمہ آئنه فرده ميں - ايم على
- فن ترجمہ نگارى - خلیق انجم
- ترجمہ نگارى - ثاقب صديقى

III-SEMESTER

DC-V

قواعد اور علم بلاغت

Credits: 4

Contact Hours: 5 hours per week(Theory: 3hrs. + Practical: 2 hrs.)

Max. Marks: 100

External:85 (Theory: 60 + Practical: 25)

اكتسابی مقاصد :

طلبہ ميں زبان كے قواعد كے اہم مباحث سے واقف كرانا ہے مثلاً اسم، فعل، جملہ، سابقہ اور بلاغت كے تخليقى امكانات كو نماياں كرنا اس كے ذريعے طلبہ يہ سیکھ سکیں گے کہ بہتر زبان كس طرح لکھی جاتی ہے اور اس ميں قواعد كا استعمال كس طرح كيا جاتا ہے۔

اکائی 1

- اسم کی تعریف
- اسم خاص، اسم عام
- جنس (تسکیر و تانیس)
- ضمیر (تعریف و اقسام)
- ضمیر شخصی، ضمیر موصولہ، ضمیر استفہامیہ، ضمیر اشارہ، ضمیر تنکیر

اکائی 2

- فعل کی تعریف
- با لحاظ معنی و اقسام، فعل لازمی، فعل معتدی، فعل ناقص
- حرف: تعریف و اقسام
- جملہ اور اس کے اجزاء (مفرد اور مرکب جملے)

اکائی 3

- سابقے اور لاحقے
- اردو املا کے مسائل
- جدید املا

اکائی 4

- فصاحت کی تعریف
- بلاغت کی تعریف
- علم بیان: تعریف و اقسام (تشبیہ، استعارہ، کنایہ، مجاز مرسل)

اکائی 5

- علم بدیع: تعریف و اقسام
- صنائع لفظی: تعریف اقسام
- صنائع معنوی: تعریف و اقسام
- تناسب ایہام تناسب
- تضاد ایہام تضاد
- حسن تعلیل (لف و نشر مرتب، لف و نشر غیر مرتب)

تفویض / پروجیکٹ / عملی کام

1. شاعری میں علم بلاغت کی اہمیت پر نوٹ تحریر کرتے ہوئے حوالہ بھی لکھیں۔

اقتصادی مصروفیت کا تجویز کردہ طریقہ

لیکچر، بحث، پروجیکٹ، اسائنمنٹ، گروپ اسائنمنٹ

تشخیص کا تجویز کردہ طریقہ

کلاس روم مصروفیت، مشاہدہ، پروجیکٹ، اسائنمنٹ، سمسٹر کے اختتامی امتحان

معاون کتب / وسائل

- اردو حرف و نحو - مولوی عبدالحق
- انشا اور تلفظ - رشید حسن خان
- درس بلاغت - شمس الرحمن فاروقی
- نصاب بلاغت - ڈاکٹر عارف حسن خان

اردو ادب کی اہم شعری اصناف -1

غزل اور رباعی

Credits: 4

Contact Hours: 5 hours per week(Theory: 3hrs. + Practical: 2 hrs.)

Max. Marks: 100

External:85 (Theory: 60 + Practical: 25)

اكتسابی مقاصد :

اردو غزل اور رباعی اردو کی قدیم ترین اصناف میں سے ہیں۔ غزل اردو شاعری کا سب سے خوبصورت اظہار ہے اس کی صنفی خصوصیات اور اس کا کلاسیکی شعراء کا انداز اور اس کے نئے لکھنے والوں کا تعارف اس سبق میں پیش کیا گیا ہے جس سے طلبہ آسانی سے پہچان جائیں کہ شمال اور جنوب میں غزل کا ارتقا کس شکل میں ہوا ہے۔ رباعی گو شعراء کے تعارف کرایا گی ا ہے اور رباعی کن بحروں میں لکھی جاتی ہے اور اس کی خصوصیت سے طلبہ کو واقف کیا گیا ہے۔

اکائی 1

- اردو غزل کی مختصر تاریخ و تعریف
- دکن میں غزل کا ارتقا
- شمالی ہند میں غزل کا ارتقا

اکائی 2

- دبستان لکھنو کا غزل کی تشکیل، تعمیر اور مقبولیت میں حصہ
- ترقی پسند غزل نے اردو ادب میں کیا اضافے کیے
- جدیدیت اور اردو غزل
- غزل پر صوفی تحریک کے اثرات

اکائی 3

- غزل کی مقبولیت کے اسباب
- جدید دور میں غزلیہ شاعری کے موضوعات
- غزل کا نسائی لہجہ - خواتین کے مسائل (ذہنی، نفسیاتی اور مساوی حقوق پر زور)

اکائی 4

- رباعی کی تاریخ، ارتقا اور تعریف
- رباعی کی مخصوص بحریں
- رباعی کی اقسام

اکائی 5

- رباعی گو شعرا کا ادبی مقام و مرتبہ
- جدید عہد میں اردو رباعی کے موضوعات

تفویض / پروجیکٹ / عملی کام

- (1) "غزل کو اردو کا تاج محل قرار دیا گیا ہے" اس کی تشریح کرتے ہوئے وضاحت کیجئے
- (2) رباعی کی ادبی اور تاریخ اہمیت

اكتسابی مصروفیت کا تجویز کردہ طریقہ

لیکچر، بحث، پروجیکٹ، اسائنمنٹ، گروپ اسائنمنٹ

تشخیص کا تجویز کردہ طریقہ

کلاس روم مصروفیت، مشاہدہ، پروجیکٹ، اسائنمنٹ، سمسٹر کے اختتامی امتحان

معاون کتب / وسائل

- غزل کی سرگزشت - اختر انصاری

- ہماری شاعری- مسعود حسن رضوی ادیب
- ولی سے اقبال تک - سید عبداللہ
- اردو غزل یوسف حسین خان
- جدید غزل - رشید احمد صدیق

DC- VII

اردو ادب کے اہم نثری اصناف -1
ڈرامہ، افسانہ اور خطوط نگاری

Credits: 4

Contact Hours: 5 hours per week(Theory: 3hrs. + Practical: 2 hrs.)

Max. Marks: 100

External:85 (Theory: 60 + Practical: 25)

اكتسابی مقاصد :

اردو ادب کے اسالیب نثر میں ڈرامہ، افسانہ اور خطوط نگاری کے درمیان حد فاصل قائم کرنا ہے۔ اس میں فرد اور سماج کے مابین پیچیدہ رشتوں کی فہم پیدا کرنا مستقبل کے امکانات کا جائزہ لینا ہے اور ان کی وسعت سے طلبہ کو متعارف کرانا۔

اکائی 1

- ڈرامہ اور اس کا فن، تعریف، اجزائے ترکیبی
- پلاٹ، کردار، مکالمہ، زبان تصادم، موسیقی، ارائش، نقطہ عروج
- ڈرامے کے اقسام: لامیہ، طریبہ، میلو ڈرامہ، اوپیرا
- جدید دور میں ڈرامے کے مزید نمایاں پہلو: ویڈیو ڈرامہ، ٹی وی پلے، ون مین شو، فل لینتھ ڈرامہ، ون ایکٹ پلے، نکرڈ ناٹک

اکائی 2

- اردو ڈرامے کا آغاز و ارتقا
- اداکاری سے متعلق فنون
- رام لیلہ، نقالی، کٹھپتلی، بھگت بازی، بہروپ، سوانگ
- اودھ میں اردو ڈرامے کی روایت
- پارسی تھیٹر کا آغاز و ارتقا

اکائی 3

- افسانے کی تعریف، اجزائے ترکیبی
- اردو افسانے کے ابتدائی نقوش
- پریم چند کے افسانہ نگاری کا عمومی مطالعہ
- اردو افسانہ: منزل بہ منزل

اکائی 4

- اردو افسانے کے جدید رجحان
- رومانی تحریک، ترقی پسند تحریک اور جدیدیت کے اردو افسانے پر اثرات
- اردو افسانے میں منٹو کی اہمیت

اکائی 5

- خطوط نگاری: تعریف اور خصوصیت
- تفہیم متن اور انداز تحریر
- تفہیم متن: خطوط غالب

- بنام میر مہدی مجروح، بنام منشی حل گوپال تفتہ، پنام علاؤ الدین خا الاٹی
تفویض / پروجیکٹ / عملی کام

1. حبیب تنویر کی ڈرامہ نگاری عالمی سطح پر منفرد ہے - بیان کریں
2. 1970 کے بعد اردو افسانے کا عمومی جائزہ، موضوعات، اسلوب اور زبان بیان کریں
3. خطوط نگاری کی اہمیت پر نوٹ لکھتے ہوئے اہم خطوط نگاروں کا جائزہ لیجئے

اگتسابی مصروفیت کا تجویز کردہ طریقہ

لیکچر، بحث، پروجیکٹ، اسائنمنٹ، گروپ اسائنمنٹ

تشخیص کا تجویز کردہ طریقہ

کلاس روم مصروفیت، مشاہدہ، پروجیکٹ، اسائنمنٹ، سمسٹر کے اختتامی امتحان

معاون کتب / وسائل

- مطالعہ خطوط غالب - عبدالقوی دسنوی
- اردو ادب کے اسالیب نثر - امیر اللہ شاہین
- اردو افسانہ - وقار عظیم
- افسانے کا منظر نامہ - مرزا حامد بیگ

SEMESTER - IV

DC- VIII

نظم نگاری

Credits: 4

Contact Hours: 5 hours per week (Theory: 3hrs. + Practical: 2 hrs.)

Max. Marks: 100

External: 85 (Theory: 60 + Practical: 25)

اگتسابی مقاصد :

نظم کی تعریف بیت اور اس کے حصول پر تفصیلی گفتگو کرتے ہوئے تاریخ وار یہ بتانا کہ نظم نے کیا کیا شکل اختیار کی اور سماج اور انسانوں کے بارے میں اس کا کیا رویہ رہا۔ اس کے ساتھ ہی زبان اور بیان میں کس طرح کی تبدیلیاں آئیں، مزید اکبر آبادی کی نظم نگاری سے لے کر شہر پار تک کی نظموں سے طلبہ کو آگاہ کرنا اور ان کی تخلیقی صلاحیتوں کی پہچان کرنا کہ وہ یہ پہچان سکیں کہ نظم کی کیا خوبیاں ہیں اور نظم اور غزل میں کیا فرق ہے۔

اکائی 1

- نظم کی تعریف، بیت اور صنفی امتیازات
- نظم نگاری کے میدان میں ازاد اور حالی کی کاوشیں
- نظم جدید کا آغاز اور ارتقا
- نظم کی تدریس اور شعرا کا تفصیلی مطالعہ
- نظر اکبر آبادی کا آ دمی نامہ
- حالی کا مرثیہ دہلی

اکائی 2

- اختر شیرانی "او دیس میں آنے والے بتا"
- اقبال "ساقی نامہ، جبریل و ابلیس، بزم انجم"
- جوش ملی آبادی: "البیلی صبح، کسان"

اکائی 3

- ترقی پسند تحریک کے دوران اردو نظم کی اہمیت اور تاریخی رول
- موضوعات زبان اور فارم میں انقلابی تبدیلی

اکائی 4

- فیض احمد فیض: تنہائی، مجھ سے پہلے سے محبت میرے محبوب نہ مانگ
- علی سردار جعفری: میرا سفر
- اختر الایمان: مسجد، وقت کی کہانی
- نون میم راشد: رقص

اکائی 5

- جدیدیت کے تحت نظم نگاری میں داخلی کیفیات اور فرد کی اہمیت
- شہریار: خطرے کا سائرن
- جینت پرمار: میری جنگ روٹی کی نہیں
- ندا فاضلی: لفظوں کا پل
- محمد علوی: دھوپ نے گزارش کی

تفویض / پروجیکٹ / عملی کام

1. ترقی پسند اردو نظم کی مثبت و منفی پہلو کا ذکر کیجئے
2. نظم کی محدود اور وسعت موضوعات فرد اور معاشرے کے اوپر مقالہ تحریر کریں
3. نظیر اکبر آبادی کی نظم نگاری کی خصوصیات بیان کریں

اقتصادی مصروفیت کا تجویز کردہ طریقہ

لیکچر، بحث، پروجیکٹ، اسائنمنٹ، گروپ اسائنمنٹ

تشخیص کا تجویز کردہ طریقہ

کلاس روم مصروفیت، مشاہدہ، پروجیکٹ، اسائنمنٹ، سمسٹر کے اختتامی امتحان

معاون کتب / وسائل

- نثر، نظم و شعر - منظر عباس نقوی
- اردو میں ترقی پسند ادبی تحریک - خلیل الرحمن اعظمی
- اردو نظم کا ارتقا - کوثر مظہری

DC- IX

اردو کے غیر افسانوی ادب

سوانح، سفرنامہ، خاکے، انشائیہ، رپورٹاژ

Credits: 4

Contact Hours: 5 hours per week(Theory: 3hrs. + Practical: 2 hrs.)

Max. Marks: 100

External:85 (Theory: 60 + Practical: 25)

اقتصادی مقاصد :

اس کورس کا مقصد اردو میں غیر افسانوی ادب کی تشریح کرنا ہے اس میں سوانح، سفرنامہ، خاکہ، انشائیہ، رپورتاژ اور طنز وغیرہ شامل ہیں خاص طور سے نئے زمانے کے، جو نئی نثری تحریریں ہیں جیسے رپورتاژ وغیرہ پر تفصیلی معلومات، سفرنامے پر نئی صورتحال سے طلبہ کو آگاہ کرنا شامل ہے۔

اکائی 1

- غیر افسانوی ادب کی خصوصیات
- سوانح نگاری کی تعریف اور اجزائے ترکیبی
- خواتین کی سوانح نگاری: صالحہ عابد حسین، کوثر ناہید
- اردو کے کلاسیکی سوانح نگاروں کے کارنامے: حالی، شبلی نعمانی

اکائی 2

- سفرنامہ: تعریف اور جائے ترکیبی
- تفہیم متن اور فن کا طرز تحریر
- مولانا شبلی نعمانی کا سفرنامہ - روم و مصر و شام

اکائی 3

- خاکہ: تعریف، صنف کی اہمیت و خصوصیات
- تفہیم متن اور فن کا طرز تحریر

اکائی 4

- انشائیہ اور اجزائے ترکیبی
- ڈاکٹر وزیر آغا کے انشائیوں کا فنی مطالعہ
- تفہیم متن اور فن کا طرز تحریر
- مرحوم کی یاد میں - پطرس بخاری
- پڑے گر بیمار - مشتاق یوسفی

اکائی 5

- رپورتاژ: تعریف اور خصوصیات
- قرۃ العین حیدر کی رپورتاژ نگاری

تفویض/پروجیکٹ / عملی کام

1. خاکہ نگاری کے ارتقا اور تاریخ پر نوٹ تحریر کریں
2. سوانح نگاری کے اقسام اور انڈیا ونس فریڈم کا تجزیہ کیجیے
3. جدید دور میں سفر ناموں کی مقبولیت پر تفصیلی مقالہ لکھیے

اکتسابی مصروفیت کا تجویز کردہ طریقہ

لیکچر، بحث، پروجیکٹ، اسائنمنٹ، گروپ اسائنمنٹ

تشخیص کا تجویز کردہ طریقہ

کلاس روم مصروفیت، مشاہدہ، پروجیکٹ، اسائنمنٹ، سمسٹر کے اختتامی امتحان

معاون کتب/ وسائل

- اردو ادب میں خاکہ نگاری - صابرہ سعید
- صنف انشائیہ اور چند انشائیہ - سید محمد حسین
- اردو میں سفر نامہ - خالد محمود

SEC- III

اردو میں صحافت

Credits: 2

Contact Hours: 2.5 hours per week (Theory: 1hrs. + Practical: 1.5 hrs.)

Max. Marks: 50

Internal:50

اكتسابی مقاصد :

صحافت کو جمہوریت کا تیسرا ستون قرار دیا گیا ہے اور اس کا مطلب ہے کہ انتظامیہ، عدلیہ اور قانون ساز اداروں کے درمیان ایک تال میل بنائے رکھنا حکومت کی پالیسیوں میں عوام کی رائے عامہ کو برقرار رکھنا، ترغیب دینا اور رائے عامہ بھونکارنا پریس کا کام ہے۔ اس نصاب کے ذریعے بتایا گیا کہ صحافت کی تاریخی اہمیت کیا ہے اور جدید ذرائع ابلاغ، پرنٹ میڈیا اور الیکٹرانک میڈیا کے درمیان کیا فرق ہے۔

اکائی 1-

- صحافت : تاریخ ، اہمیت و ضرورت
- ابتدا اردو میں صحافت کا قدیم انداز
- جدید عہد کا آغاز
- جمہوریت میں صحافت کی بنیادی ضرورت

اکائی 2

- صحافت کی قسمیں: پرنٹ میڈیا، الیکٹرانک میڈیا، جدید ذرائع ابلاغ
- خبر نگاری (خبر کی تعریف و قسمیں)

اکائی 3

- ادارہ نویسی ، کالم نویسی
- پریس رپورٹنگ اور ہنگامی رپورٹنگ
- جدید صحافت کے ذرائع
- ڈاکومنٹری

تفویض / پروجیکٹ / عملی کام / تحقیق کام (مقالہ)

1. ابلاغ عامہ کے مختصر تاریخ اہمیت و ضرورت
2. برقی ذرائع ابلاغ معلومات کا بوم ہیں تشریح کیجیے
3. خبر کی اہمیت اور کسی اہم سیلیبرٹی کا انٹرویو لیں

معاون کتب / وسائل

- اج کل کا صحافت نمبر
- اخبار نویسی- سید اقبال قادری
- فن صحافت- پروفیسر ظہور الدین
- اردو صحافت زبان ٹیکنیک و تناظر- مشتاق صدف

SEC- IV

اسٹیج اور نکر نائک

Credits: 2

Contact Hours: 2.5 hours per week (Theory: 1hrs. + Practical: 1.5 hrs.)

Max. Marks: 50

Internal:50

اكتسابى مقاصد :

ڈرامہ درحقیقت اسٹیج پر ہی کیا جاتا ہے۔ طلبہ کو اسٹیج کے لوازمات سے آگاہ کرنا ، مصنوعی روشنی، پردے، مناظر کی پینٹنگ اور اداکاری سے متعلق لوازمات سے آگاہی کرنا اس کورس کا مقصد ہے۔

اکائی 1

- اسٹیج اور ڈرامے کی تاریخ
- اسٹیج کے ساز و سامان کی تفصیل
- میک اپ، چہرے کے ماسک، لباس وغیرہ
- اسٹیج پر مصنوعی روشنی کا نظم
- پردے، مناظر کی پینٹنگ

اکائی 2

- اسٹیج اداکار آواز کی مشق
- رقص کے دوران اظہار صورتحال
- مذاق، مزاحیہ کردار، کلاؤن وغیرہ
- اسٹیج ڈرامے کی کہانی کا انتخاب
- ربرسل، کہانی پڑھی جانا
- ڈائلاگ کی ادائیگی
- گیت گائین، موسیقی اور پس منظر

اکائی 3

- نکرڈ ناٹک، یک بابی ڈرامہ
- منٹو کی کہانیوں پر نکرناٹک
- پریم چن کے کردار کا ڈراماٹائزیشن

تفویض/پروجیکٹ /عملی کام

1. کسی ناٹک منڈلی کے ساتھ رہ کر اپنے تاثرات لکھیں
2. کسی مسئلے پر جیسے بھوک، بے روزگاری، ناانصافی پر نکرڈ ناٹک کریں

معاون کتب/ وسائل

- لکھنو کا شاہی اسٹیج - مسعود حسین رضوی ادیب
- لکھنو کا عوامی اسٹیج- مسعود حسین رضوی ادیب
- اردو تھیٹر - ابراہیم یوسف

SEMESTER-V

DC-X

اردو طنز و مزاح

Credits: 4

Contact Hours: 5 hours per week (Theory: 3hrs. + Practical: 2 hrs.)

Max. Marks: 100

External:85 (Theory: 60 + Practical: 25)

اكتسابى مقاصد :

اس کورس کا مقصد طنز و مزاح کی تاریخ بیان کرتے ہوئے قدیم اور جدید روایت کا شعور پیدا کرنا، طنز اور مزاح کی ادبی حیثیت کا تعین کرنا اور منفی اور مثبت پہلوؤں کو اجاگر کرنے کے ساتھ موجودہ اہم طنز اور مزاح نگاروں سے واقف کرنا ہے۔

اکائی 1

- طنز و مزاح: تعارف اور اصول
- بچو گوئی
- پیروڈی

اکائی 2

- ادو میں طنز و مزاح کی روایت
- طنز نگاری، مزاح نگاری، طنز و مزاح نگاری

اکائی 3

- طنز و مزاح کے نمائندہ نثر نگار
- فرحت اللہ بیگ - نذیر احمد کی کہانی کچھ ان کے کچھ میری زبانی
- رشید احمد صدیقی - خنداں
- مشتاق احمد یوسفی - چراغ تلے

اکائی 4

- طنز و مزاح کے نمائندہ شعرا
- ظریف لکھنوی
- اکبر الہ آبادی
- دلاور فگار

اکائی 5

- طنز و مزاح اور مولانا ابوالکلام آزاد
- آزادی کے بعد اردو شاعری میں طنز و مزاح
- اردو صحافت میں طنز و مزاح

تفویض / پروجیکٹ / عملی کام

1. اردو ادب میں طنز و مزاح کی روایت پر بحث کیجیے
2. اردو صحافت میں طنز و مزاح پر مضمون تحریر کیجیے
3. اودھ پنچ کی صحافتی خدمات میں طنز کی اہمیت پر نوٹ لکھیں

اقتصادی مصروفیت کا تجویز کردہ طریقہ

لیکچر، بحث، پروجیکٹ، اسائنمنٹ، گروپ اسائنمنٹ

تشخیص کا تجویز کردہ طریقہ

کلاس روم مصروفیت، مشاہدہ، پروجیکٹ، اسائنمنٹ، سمسٹر کے اختتامی امتحان

معاون کتب / وسائل

- اردو ادب میں طنز و مزاح - وزیر آغا
- اردو ادب میں طنز و مزاح - خالد محمود
-

سمسٹر V

DC- XI

ریڈیو، ٹیلی ویژن اور سوشل میڈیا

Credits: 4

Contact Hours: 5 hours per week(Theory: 3hrs. + Practical: 2 hrs.)

Max. Marks: 100

اقتصادی مقاصد :

اس پرچے کا بنیادی مقصد طلبہ کو ریڈیو، ٹیلی ویژن اور سوشل میڈیا کی تاریخ سے آگاہ کرنا ہے۔ ابتدائی دو حصے لے کر اب تک کی تبدیلیوں سے طلبہ کو روبرو کرنا۔ ہندوستان میں ریڈیو، ٹیلی ویژن اور سوشل میڈیا کی ابتدا، مقاصد اور فروغ کا پورا خاکہ ذہن نشین کرنا۔ دستاویزی اور ٹیلی فلموں کی تعریف اس کے عناصر اور اس کی اسکرپٹ کے لیے بنائے گئے اصولوں سے طلبہ کو واقف کرنا۔ اینکر کی کیا خصوصیات ہوتی ہیں۔ اس پر پیش کیے جانے والے رقص و موسیقی پروگرام کیسے تیار کیے جاتے ہیں ان تمام امور سے طلبہ کو واقف کرنا اس پرچے کا بنیادی مقصد ہے۔

اکائی 1

- ہندوستان میں ریڈیو کا آغاز اور توسیع، اقسام، ایف ایم ریڈیو
- ریڈیو اصناف کا تعارف: تقریر، ڈرامہ، فیچر، مباحثہ، انٹرویو
- ریڈیو کی اہمیت اور افادیت

اکائی 2

- ریڈیو پر نشر کی جانے والی خبروں کے مختلف مراحل
- خبروں کی ایڈیٹنگ، زبان اور پیشکش
- ریڈیو کے دیگر مقبول پروگرام، ریڈیو کمٹری، فلمی نغمے

اکائی 3

- ٹیلی ویژن کی ابتدا اور اقسام- کمرشل ٹیلی ویژن، سیٹلائٹ ٹیلی ویژن، پبلک ٹیلی ویژن
- ٹی وی خبریں- بلیٹن کی تیاری، نیوز ایڈٹر، اینکر
- اناسمنٹ تحریر کرنے کے اصول، اینکر کی ذمہ داری

اکائی 4

- دستاویزی فلم- تعریف، مقصد اور مواد
- ٹی وی سیریل- تعارف، تحریر و تکنیک
- عکس بندی - تاریخ، تعارف اور اہمیت

اکائی 5

- سوشل میڈیا کا تعارف اور تاریخ
- سوشل میڈیا میں خبریں اور رائے عامہ
- سوشل میڈیا اعلیٰ تعلیم کے وسائل کے طور پر
- سوشل میڈیا میں شناخت اور معیار کے مسائل، اخلاقیات اور قوانین

تفویض / پروجیکٹ / عملی کام

1. ریڈیو نشریات - تعریف، اصناف اور پیشکش
2. ویڈیو کی عصری اور معاشرہ کی اہمیت اردو کے حوالے سے
3. سوشل میڈیا کے مثبت اور منفی اثرات کی نشاندہی
4. فیس بک، ٹویٹر، انسٹاگرام، واٹس ایپ، بلاگنگ میں سے کسی دو پر مختصر نوٹ تحریر کریں

معاون کتب / وسائل

- الیکٹرانک میڈیا کی تاریخ- سلمان اختر
- اردو صحافت، زبان تکنیک و تنازع- مشتاق صدف
- ٹیلی ویژن نشریات تاریخ تحریر ٹیکنیک- انجم عثمانی
- براڈ کاسٹنگ - رفت سروش

سر سید احمد خان	یا	فلم سازی
<p>اكتسابی مقاصد :</p> <p>نصاب کے حصے میں سر سید احمد خان کی خدمات جو سماجی، ادبی اور سیاسی حیثیت سے ہیں ان کا طلبہ سے تعارف کرانا۔ سر سید احمد خان کی شخصیت کس طرح سے ہندوستانی مسلمانوں پر اثر انداز ہوئی اور تعلیم کے میدان میں انہوں نے جو کارنامے نمایاں انجام دیے ساتھ ہی اردو ادب اور صحافت میں جو خدمات کی اس سے متعارف کرانا اس سبق کا مقصد ہے۔</p>		<p>اكتسابی مقاصد :</p> <p>اس پرچے کا مقصد طلبہ کو فلم کی پوری تاریخ سے آگاہ کرانا ہے ابتدائی دو سے لے کر اب تک کی تبدیلیوں سے طلبہ کو روبرو کرانا ہے۔ ہندوستان میں خاموش اور اس کے بعد بولتی فلموں کی ابتدا، مقاصد اور فروخت کا پورا خاکہ ذہن نشین کرانا۔ دستاویزی اور فیچر فلموں کی تعریف اس کے عناصر اور اس کے اسکرپٹ کے لیے بنائے گئے اصولوں سے طلبہ کو واقف کرانا۔ بالی وڈ کی کمرشل فلموں کا تعارف اور اس کے اقسام سے طلبہ کو بتانا، نیست تجرباتی فلموں کے فن اور اس کے موضوعات سے طلبہ کو روشناس کرانا اس پرچے کا بنیادی مقصد ہے۔</p>
<p>اکائی 1</p> <ul style="list-style-type: none"> • سرسید : شخصیت اور فن • سرسید احمد خان اور ان کا عہد 		<p>اکائی 1</p> <ul style="list-style-type: none"> • فلموں کی ابتدا، بالی وڈ کا قیام اور مغربی فلم سازی - تعارف • ہندوستانی فلم سازی کی تاریخ، خاموش فلموں کا دور • ہندوستانی فلم سازی کی تاریخ بولتی فلموں کا عہد
<p>اکائی 2</p> <ul style="list-style-type: none"> • علی گڑھ تحریک اور اردو ادب • سرسید کی نثری خدمات 		<p>اکائی 2</p> <ul style="list-style-type: none"> • فیچرز فلم کا منظر نامہ - تعارف اور اسکرپٹ کی تیاری • لوکیشن، مکالموں اور نغمات کی اہمیت • ڈاکومنٹری فلم - تعریف، تاریخ و اہمیت • ہندوستانی سنیما اور اردو
<p>اکائی 3</p> <ul style="list-style-type: none"> • سر سید اور ان کے نامور رفقا • سر سید احمد خان کی صحافت 		<p>اکائی 3</p> <ul style="list-style-type: none"> • بالی وڈ کی کمرشل فلمیں - تعارف اور اقسام (رومانی، ایکشن، جاسوسی، تاریخی، ڈراؤنی وغیرہ) • تجرباتی فلمیں - آرٹ فلمیں (فن اور موضوعاتی ہندوستانی حوالے سے) • فلموں کے معاشرے پر مثبت اور منفی اثرات
<p>اکائی 4</p> <ul style="list-style-type: none"> • اسباب بغاوت ہند : سر سید احمد خان (متن کا مطالعہ) 		<p>اکائی 4</p> <ul style="list-style-type: none"> • بالی وڈ فلموں کی مقبولیت اور موسیقی • اردو نغمات کا فلم کی کامیابی میں مرکزی رول • اردو کے معروف فلمی نغمہ نگار اور ان کی اہمیت
<p>اکائی 5</p> <ul style="list-style-type: none"> • الطاف حسین حالی اور مولوی عبدالحق کی نظر میں سر سید احمد خان (حیات جاوید اور مطالعہ سر سید احمد خان کا مطالعہ) 		<p>اکائی 5</p> <ul style="list-style-type: none"> • ہندوستانی فلموں کے عالمی شہرت یافتہ ڈائریکٹر (فن، امتیاز اور تکنیک)
<p>تفویض / پروجیکٹ / عملی کام</p> <p>1. سر سید احمد خان کی صحافت کے بارے میں مضمون تحریر کریں</p> <p>2. سر سید احمد خان اور ان کے عہد کے بارے میں مضمون تحریر کریں</p>		

<p>معاون کتب/ وسائل</p> <ul style="list-style-type: none"> • سر سید اور ان کے کارنامے - نور الحسن نقوی • حیات جاوید - الطاف حسین حالی • سر سید کی نثری خدمات - ڈاکٹر مشتاق احمد 	<ul style="list-style-type: none"> • اہم کتب اور تاریخی واقعات ، ناول پر مبنی فلموں کے اثرات • فلم میکنگ کے مختلف شعبہ جات کا اردو سے تعلق <p>تفویض/ پروجیکٹ / عملی کام</p> <ol style="list-style-type: none"> 1. مدر انڈیا مغل اعظم ، دو بیگھا زمین میں سے کسی ایک فلم پر مفصل نوٹ تحریر کریں 2. فلموں کے معاشرے پر پڑنے والے منفی اور مثبت اثرات 3. ہندوستانی سینما اور اردو زبان و ادب <p>معاون کتب/ وسائل</p> <ul style="list-style-type: none"> • الیکٹرانک میڈیا کی تاریخ. ڈاکٹر سید سلیمان اختر • اردو اور عوامی ذرائع ابلاغ- شاہد حسین اظہار عثمانی • ادو میڈیا- پرو فیسر خواجہ محمد اکرام الدین
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SEMESTER- VI

DC-XII

اردو تنقید کا سفر

Credits: 4

Contact Hours: 5 hours per week(Theory: 3hrs. + Practical: 2 hrs.)

Max. Marks: 100

External:85 (Theory: 60 + Practical: 25)

اكتسابی مقاصد :

کورس کے اس حصے میں اردو تنقید کے ارتقا ، تاریخ ، معیار اور روایات پر تفصیلی گفتگو کی گئی ہے تاکہ طلبہ تنقید کے معیار کو پرکھ سکیں اور ان کے استعمال کو بہتر طریقے سے جان سکیں گے۔

اکائی 1

- اردو میں تنقید کا آغاز اور ارتقا
- ابتدائی نقوش
- مشاعرے
- ذاتی آرا اور ادبی مناقشے

اکائی 2

- تنقید کی مشرقی روایات
- تذکرہ نویسی
- فارسی اور عربی تنقیدی تصورات
- زبان و بلاغت پر زور

اکائی 3

- اردو تنقید کے مختلف دبستان اور اقسام
- سماجی، سائنسی، نفسیاتی، رومانی تنقید

اکائی 4

- مغربی تنقید نظریات کے اثرات
- سکرات سے لے کر جدید تنقیدی نظریات
- انگریزی زبان و ادب کے اثرات

- مغربی نقطہ فکر کا غلبہ

اکائی 5

- اردو تنقید کے اہم معمار-حالی، آزاد، شبلی
- احتشام حسین، آل احمد سرور، کلیم الدین احمد
- شمس الرحمن فاروقی، گوپی چند نارنگ

تفویض / پروجیکٹ / عملی کام

1. تذکروں کی اردو تنقید میں کیا اہمیت ہے ان کے ادبی مقام کا تعین کریں
2. کلیم الدین احمد کے تنقیدی نظریات پر مفصل اپنے خیالات کا اظہار کریں
3. حالی، شبلی اور شمس الرحمن فاروقی میں سے کسی ایک کے تنقیدی اصولوں پر بحث کریں

معاون کتب / وسائل

- تنقیدی دبستان - سلیم اختر
- اردو تنقید: مسائل و مباحث - منظر عباس نقوی
- مشرقی تنقید - ڈاکٹر کلیم احمد

DSE-II

مرزا غالب / علامہ اقبال

Credits: 4

Contact Hours: 5 hours per week(Theory: 3hrs. + Practical: 2 hrs.)

Max. Marks: 100

Practical: 25

External: 60

اکتسابی مقاصد :	یا	اکتسابی مقاصد :
بیسویں صدی میں اردو کا سب سے اہم غزل گو شاعر علامہ اقبال ہیں۔ ان کی شاعری بلند آہنگ ہے اس میں آزادی کے ترانے گائے گئے ہیں اور ہندوستان اور ہندوستانیہ کی جس طرح تشریح کی گئی ہے اس کو طلباء کو ذہن نشین کرانا مقصد ہے۔		اردو شاعری کا سب سے اہم نام مرزا اسد اللہ خاں غالب ہے۔ شاعری میں انہوں نے فکر کو جس طرح داخل کیا، خطوط نگاری میں جس طرح مکالمہ بنایا اور آسان اردو لکھنا شروع کیا انہوں نے اردو کی نثر اور نظم میں انقلاب برپا کر دیا۔ طلبہ کو ان کی ادبی اہمیت کا شعور بیدار کرنے کے لیے یہ حصہ ہے۔
اکائی 1		اکائی 1
• اقبال سوانح اور شخصیت		• غالب: سوانح اور شخصیت
• اقبال کی شاعری کے امتیازات		• غالب کی انفرادیت
اکائی 2		اکائی 2
• اقبال کی نظم نگاری		• غالب کی قصیدہ گوئی
• اقبال کی غزل گوئی		• غالب کی غزل گوئی
اکائی 3		اکائی 3
• اقبال کا فلسفہ		• غالب کی فلسفیانہ شاعری
اکائی 4		• غالب کی صوفیانہ شاعری
• اقبال اور ہندوستانیہ		
اکائی 5		اکائی 4
• کلیات اقبال		

<ul style="list-style-type: none"> • منتخب نظمیں- ہمالہ، تصویر درد، رام، شکوہ • جواب شکوہ، مسجد قرطبہ، فرشتوں کا گیت، ذوق و شوق، ساقی نامہ، بال جبرائیل) <p>تفویض/پروجیکٹ / عملی کام</p> <ul style="list-style-type: none"> • اقبال کی شاعری میں ہندوستانی عناصر پر ایک نوٹ لکھیئے۔ • کلام اقبال میں آزادی بے وطن کے لیے لکھے گئے نغمات کا تجزیہ کریں 	<ul style="list-style-type: none"> • دیوان غالب • اکائی 5 • یادگار غالب : الطاف حسین حالی <p>تفویض/پروجیکٹ / عملی کام</p> <ul style="list-style-type: none"> • غالب کے انفرادیت پر مضمون تحریر کریں • غالب کی قصیدہ گوئی پر مضمون تحریر کریں
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معاون کتب/ وسائل

- یادگار غالب - حالی
- غالب کی شخصیت اور شاعری - رشید احمد صدیقی
- پنچ آہنگ- ڈاکٹر حنیف نقوی
- اقبالیاتی ادب کا ایک جائزہ - رفی الدین حاشمی
- افکار اقبال - محمد عبدالسلام خان

MINOR

SEMESTER- I

DCM-I: اردو زبان و ادب کی تاریخ

Credits: 4

Contact Hours: 5 hours per week(Theory: 3hrs. + Practical: 2 hrs.)

Max. Marks: 100

External:85 (Theory: 60 + Practical: 25)

اكتسابی مقاصد :

اس پیپر میں لسانیات کی تعریف اور اردو زبان کے ارتقا کے نظریے پیش کیے گئے ،اس کی طلبہ کو تفصیل بتانا اور لسانی تشکیل اور تاریخ کے بارے میں واضح نقطہ نگاہ پیدا کرنا اس کورس کا مقصد ہے

اکائی 1- اردو زبان کا آغاز و ارتقا

- ابتدائی نقوش
- اردو زبان کے آغاز سے متعلق نظریات
- اکائی 2- دہستان

- دکن، دہلی، لکھنؤ (اہمیت و اثرات)
- اکائی 3- تحریکات

- فورٹ ولیم کالج، دہلی کالج، جامعہ عثمانیہ
- علی گڑھ تحریک، رومانی تحریک، ترقی پسند تحریک
- اکائی 4- اردو زبان کا سماجی اور تہذیبی پس منظر

- مختلف بولیاں(راجستھانی، پنجابی، کھڑی بولی، برہانوی، برج)
- مختلف لسانی گروپوں کا باہمی میل جول
- اکائی 5- اردو زبان کی وسعت و مستقبل

- ائین ہند میں اردو کا تحفظ
- عالمی سطح پر اردو کی مقبولیت (اسباب و نتائج)

تفویض / پروجیکٹ / عملی کام

4. ترقی پسند تحریک ابمیت پر مضمون تحریر کریں
5. اردو کی نشوونما میں کھڑی بولی کی ابمیت بیان کریں
6. اردو کی ترقی اور وسعت میں صوفیوں کا حصہ بتائیں

اگتسابی مصروفیت کا تجویز کردہ طریقہ

لیکچر، بحث، پروجیکٹ، اسائنمنٹ، گروپ اسائنمنٹ

تشخیص کا تجویز کردہ طریقہ

کلاس روم مصروفیت، مشاہدہ، پروجیکٹ، اسائنمنٹ، سمسٹر کے اختتامی امتحان

معاون کتب / وسائل

- تاریخ ادب اردو- جمیل جالبی
- بند اربائی و بندی -سنیتی کمار چٹر جی
- اردو کی لسانی تشکیل - مرزا خلیل بیگ
- تاریخ ادب اردو - نور الحسن نقوی
- تاریخ ادب اردو - رام بابو سکسینہ

SEMESTER- III

DCM-II

اردو ادب کے اصناف سخن

Credits: 4

Contact Hours: 5 hours per week(Theory: 3hrs. + Practical: 2 hrs.)

Max. Marks: 100

Practical: 25

External: 60 + Practical: 25)

اگتسابی مقاصد :

کورس کے اس حصے میں اردو ادب کے اصناف سخن کا ایک اجمالی تعارف طلبہ کو کرایا گیا ہے جس میں وہ اردو شاعری کے اصناف، نثر کے اصناف اور غیر افسانوی ادب سے آگاہ ہو سکیں اور ان کے درمیان جو فرق ہے اس کو بخوبی سمجھ سکیں۔

اکائی 1- شاعری کے اصناف-1

- غزل، قصیدہ، مرثیہ (تاریخ، اصول اور ارتقا)
- مثنوی، نظم، رباعی (تاریخ، اصول اور ارتقا)

اکائی 2- اردو نثر کے اصناف (افسانوی اصناف)

- داستان، ناول (تاریخ، اصول اور ارتقا)
- افسانہ، انشائیہ (تعریف، اصول اور ارتقا)

اکائی 3- اردو نثر کے اصناف (غیر افسانوی اصناف-1)

- خاکہ، رپورتاژ (تعریف، اصول اور ارتقا)
- خطوط نگاری، سفر نامہ (تعریف، اصول اور ارتقا)

اکائی 4- اردو نثر کے اصناف (غیر افسانوی اصناف-2)

- خود نوشت، سوانح (تعریف، اصول اور ارتقا)
- ڈرامہ، مضمون نگاری (تعریف، اصول اور ارتقا)

اکائی 5- شاعری کے اصناف-2

- گیت، دوبہ، مایا (تعریف، اصول اور ارتقا)

- حمد و نعت ، سانیٹ ، ہائیکو ، (تعریف، اصول اور ارتقا)

تفویض / پروجیکٹ / عملی کام

3. اردو غزل کی مقبولیت کی وجوہات اور نمایاں غزل گو
 4. سفرنامہ لکھنے کے اصول (تعریف) ایک سفر نامہ خود تحریر کریں
- اگتسابی مصروفیت کا تجویز کردہ طریقہ
- لیکچر، بحث ، پروجیکٹ، اسائنمنٹ، گروپ اسائنمنٹ
- تشخیص کا تجویز کردہ طریقہ

کلاس روم مصروفیت ، مشاہدہ، پروجیکٹ، اسائنمنٹ، سمسٹر کے اختتامی امتحان

معاون کتب / وسائل

- اصناف سخن اور شعری بیئیں - شمیم احمد
- اردو اسالیب نثر- امیر اللہ خاں شاہین
- How not to write the history of Urdu Literature – Ralph Russell

SEMESTER- IV

DCM-III

اردو ادب کی کلاسیکی شعری اصناف

(مثنوی، مرثیہ، قصیدہ)

Credits: 4

Contact Hours: 5 hours per week(Theory: 3hrs. + Practical: 2 hrs.)

Max. Marks: 100

Practical- 25

External: 60

اگتسابی مقاصد :

اس کورس میں مثنوی مرثیہ اور قصیدے کا تذکرہ کیا گیا ہے تینوں کی تاریخ ان کے اجزائے ترکیبی اور خصوصی بحریں ہیں اس کے بارے میں طلبہ کو آگاہ کیا گیا ہے خاص طور سے اہم مثنوی ، مرثیہ اور قصیدے کس طرح سے ہماری سماجی زندگی کے عکاسی کرتے ہیں اور اپنے عہد کی کس طرح سے تصویر کشی کرتے ہیں وہ طلبہ کو سمجھایا گیا ہے۔

اکائی 1

- اردو مثنوی کی تاریخ و تعریف
- اردو مثنوی کے اجزائے ترکیبی، مخصوص بحریں اور اقسام
- اردو مثنوی کا دکن میں ، اردو مثنوی شمالی ہند میں تاریخ

اکائی 2

- اردو مثنوی میں قصے کی بنیاد ہندوستانی قصص کی اہمیت
- اہم مثنویاں (گلزار نسیم، سحر البیان، زہر عشق)
- اردو مثنوی کی تاریخی اور سماجی اہمیت
- گلزار نسیم اور سحر البیان کا تقابلی مطالعہ

اکائی 3

- مرثیہ کی تاریخ
- مرثیہ کی بیت اجزائے ترکیبی اقسام
- میر انیس اور مرزا دبیر کی مرثیہ گوئی کا تقابل
- مرثیہ کی سماجی اہمیت اور تہذیبی عکاسی

اکائی 4

- شخصی مرثیہ اور کربلائی (رثائی) مرثیہ کا فرق
- اقبال اور چک بست کے شخصی مرثیہ
- سلام کی اہمیت، اہم سلام لکھنے والوں کے کارنامے

اکائی 5

- قصیدے کے اجزائے ترکیبی اور اقسام
- قصیدے کی اہمیت اور زبان کی ترقی میں حصہ
- اہم قصیدہ نگار سودا، غالب، ذوق، انشاء، محسن کاکوری

تفویض / پروجیکٹ / عملی کام

6. قصیدے کے زوال کے اسباب و وجوہات
7. محسن کاکوری کے مدحیہ قصیدے "سمت کاشی سے چلا....." کی ادبی اہمیت
8. دکن میں اردو مثنوی کی اہمیت اور شمال کی مثنویوں سے تقابلی مطالعہ
9. گلزار نسیم اور سحرالبیان کا تقابلی مطالعہ
10. میر انیس کے مراثی میں واقعات کربلا کی تاریخی حقیقت

اکتسابی مصروفیت کا تجویز کردہ طریقہ

لیکچر، بحث، پروجیکٹ، اسائنمنٹ، گروپ اسائنمنٹ

تشخیص کا تجویز کردہ طریقہ

کلاس روم مصروفیت، مشاہدہ، پروجیکٹ، اسائنمنٹ، سمسٹر کے اختتامی امتحان

معاون کتب / وسائل

- اردو مرثیہ کا ارتقا - ڈاکٹر مسیح الزماں
- مثنوی گلزار نسیم کا مقدمہ - رشید حسن
- مقدمہ سحرالبیان - رشید حسن
- اردو میں قصیدہ نگاری - ڈاکٹر ابو محمد سحر

SEMESTER- VI

DCM-IV

اردو ادب کی کلاسیکی نثری اصناف

تمثیل، داستان اور ناول نگاری

Credits: 4

Contact Hours: 5 hours per week(Theory: 3hrs. + Practical: 2 hrs.)

Max. Marks: 100

External: 60

Practical: 25

اکتسابی مقاصد :

اس پیپر کا مقصد تہمیل، داستان اور ناول نگاری کی امتیازی خصوصیات کے بارے میں معلومات فراہم کرنا ہے۔ اہم داستان اور ناول نگار کی تحریری خصوصیات اور اہم داستان اور ناول کے بارے میں معلومات فراہم کرنا ہے۔

اکائی 1

- تہمیل کی تعریف اور امتیازی خصوصیات

اکائی 2

- داستان کی تعریف اور صنفی خصوصیات

- اردو داستان کا آغاز
- تفہیم متن اور طرز تحریر
- داستان کے اجزائے ترکیبی پلاٹ، کردار، قصہ در قصہ

اکائی 3

- خیر و شر کی کشمکش مافوق الفطری عناصر
- سب رس قصہ و اسلوب
- باغ و بہار قلب سے نگارش تہذیبی قدر و حیت تاریخی اہمیت
- فسانہ عجائب طرز نگارش تہذیبی قدر و حیت اور تاریخی اہمیت

اکائی 4

- خون ناحق، فضل علی فضل، کربلا کتھا
- سیر تیسرے درویش کی، میر امن دہلوی (باغ و بہار)
- فیروز شاہ کا جان عالم کو تخت دینا، رجب علی بیگ سرور (فسانہ عجائب)

اکائی 5

- ناول کی تعریف اور اس کے اجزائے ترکیبی
- 19 ویں صدی کے اہم اردو ناول نگاروں کا عمومی جائزہ
- نظیر احمد، پنڈت رتن ناتھ سرشار، عبدل حلیم شرر، مرزا بادی رسوا (امراؤ جان ادا اور گودان) عزیز احمد، قدۃ العین حیدر، سید محمد اشرف

تفویض / پروجیکٹ / عملی کام

4. داستان کے صنفی خصائص اور اجزائے ترکیبی اور اس کی ادبی و تہذیبی اہمیت کیا ہے
5. فورٹ ولیم کالج میں لکھی داستانوں کی تاریخی اور لسانی اہمیت تحریر کیجیے
6. 21 ویں صدی اردو ناول کی صدی ہے اس عنوان پر مقالہ تحریر کریں

اقتصادی مصروفیت کا تجویز کردہ طریقہ

لیکچر، بحث، پروجیکٹ، اسائنمنٹ، گروپ اسائنمنٹ

تشخیص کا تجویز کردہ طریقہ

کلاس روم مصروفیت، مشاہدہ، پروجیکٹ، اسائنمنٹ، سمسٹر کے اختتامی امتحان

معاون کتب / وسائل

- ناول کیا ہے - محمد احسن فاروقی، نور الحسن ہاشمی
- بیسویں صدی میں اردو ناول - یوسف سرمست
- کلاسیکی نثر - شہاب الدین ثاقب
- اردو زبان اور فن داستان گوئی - کلیم الدین احمد