

Bachelor of Arts and Bachelor of Education
Chhindwara University, Chhindwara (M.P)

COURSE OF STUDIES

For
Four Year Integrated
B.A. B.Ed (Eight Semester) Course

Second Semester

Subject/Paper	Paper	Intern.	Total	Pds./week
B.A Part: Foundation Course	40	10	50	3
Basic of Computer	40	10	50	3
Language of Hindi	40	10	50	3
English				
Elective I+Practicum	60	15+25	100	9
Elective II+Practicum	60	15+25	100	9
Elective III+Practicum	60	15+25	100	9
Total	300	150	450	
B.Ed Part Cognition & Learning	40	10	50	3
Psychology Practical	-	25	25	2
Health, Physical Education & Yoga	-	25	25	2
Work Education	-	25	25	2
Art & Aesthetics	-	25	25	2
Total	40	110	150	
Grand Total	340	260	600	

- Elective 1 – Any one Literature – Hindi/English/Sanskrit
- Elective 2 – History/Geography
- Elective 3 – Economics/Political Science

(All Electives have Practicum, but it will be Practical in Geography and will be evaluated internally)

Pass
Dr. D.S. Bisani
G. Gulati
Principals

B.A. Component:

Foundation Course: Basics of Computers

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 13

Internal – 10

Objectives: On completion of this course, the student teachers will be able to:

- Appreciate the historical development of computer,
- Demonstrate understanding of the main components of the computer hardware in use,
- Use various digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners (including differently abled),
- Differentiate between digital and non-digital resources,
- Explain various operating systems and their main functions,
- Use a word processor, spread sheet, drawing and presentation software skillfully and intelligently to produce various teaching learning resources for educational use,
- Use internet technologies efficiently to access remote information, communicate and collaborate with others in different learning situations,
- Understand the social, economic, security and ethical issues associated with the use of Computer and internet.

UNIT-I: Introduction to Computer

- History of computer
- What is a computer: Computer hardware fundamentals (anatomy, input devices, output devices, storage devices, display devices),
- Types of computers: Super Computer, Server Computer, Workstation Computer, Personal Computer or PC, Microcontroller
- Numeral System
 - Introduction
 - Decimal Numeral System
 - Binary Numeral System: Converting Binary to Decimal and vice versa
 - Hexadecimal Numeral System: Converting Hexadecimal to Decimal and vice versa
 - Data sizes: bit, nibble, byte, word, KB, MB, GB, TB, PB



- Measurements of Data Speed: bps, kbps, mbps, gbps

UNIT-II: Hardware and Software

- Hardware Fundamentals
 - Use of digital still and video camera, digital sound recorder, scanner, printer, interactive white board, visualizer, and multimedia projector for creating and using multimedia resources
- Software Fundamentals
 - Software –Meaning and types; System software and Application software
 - Operating systems– Meaning and types; Windows, Linux, Macintosh
 - Navigating the desktop, control panel, file manager, explorer, and accessories
 - Concept, philosophy, types, and advantages of Proprietary software, open source software, shareware and freeware
 - Licenses – Software license, document license, fair use and piracy

UNIT-III: Software Applications

- Application software- Meaning and types
- Introduction to office applications
 - Word processing – Text (Indian and English), common features, functions and use, Educational applications of word processing
 - Spreadsheet – Common features, functions and use; Educational applications of spreadsheets-Recording, reporting, and research
 - Presentations – Common features, functions and use; Educational applications of presentations
 - Databases – Common features, functions and use; Educational applications of database
 - Drawing tools – Diagrams, concept maps, timelines, flow charts; Educational applications of these tools
- File formats and conversion, utility tools
- Cloud computing: Meaning and advantages
- Online software tools and applications and their educational use

UNIT-IV: Motherboard and Computer Networks

- Introduction to the motherboard
- Expansion slots: Graphics card, Sound card, Network Interface Cards (NICs), PC Card, Express Card

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- Ports: USB, Firewire, Parallel, Thunderbolt, Ethernet
- Definition of network Why were networks created?
- Types of common networks: LAN, WAN, The Internet, VPN
- Internet: concept and architecture; Locating internet resources – browsing, navigating, searching, selecting, evaluating, saving and bookmarking
- Computer security: Privacy, hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices

Sessional Work

- Hands on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices
- Practicing word processing using Indian language software
- Practice in installing various system and application software
- Using word processor, spread sheet, and presentation software to produce various teaching learning resources and sharing it online
- Locating internet resources – navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria)

Suggested readings

- Crumlish, C. (1999). The Internet No Experience Required. BPB Publications: New Delhi
- Christopher, M.(2009).Beyond Hardware-Using Existing Technology to promote Higher-Level thinking. Viva Books: New Delhi.
- Evant, M: The International Encyclopedia of Educational Technology.
- James, K.L. (2003). The Internet: A User's Guide. Prentice Hall of India Pvt.Ltd: New Delhi
- Lee, William W., Dianna, L. Owens, (2001) Multimedia based Instructional design: Computer Based Training. Jossey-Bass
- NCERT (2013) Information and Communication Technology for School System: Curricula ICTs in Education (students and Teachers), Version-1.2, CIET-NCERT, NCERT, New Delhi (www.ictcurriculum.gov.in)
- Noam Shemtov, Ian Walden.(2014)Free and Open Source Software: Policy, Law and Practice Oxford University Press
- Surkar, S.K. & Gupta, A.K.(1998). Elements of Computer Science. S.Chand& Company: New Delhi

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- Tuhienbaum Andrews (2003). Modern Operating Systems. Prentice Hall of India Pvt.Ltd: New Delhi
- Introduction to Computer: https://en.wikiversity.org/wiki/Introduction_to_Computers

Foundation Course: Language – Hindi

आधार पाठ्यक्रम : हिन्दी भाषा

प्रश्नपत्र – 2

Contact Periods/week: 03

कुल अंक – 40

आन्तरिक भूल्यांकन – 10

प्रश्न एवं अंक निर्धारण

4 समीक्षात्मक/दीर्घउत्तरीय प्रश्न – 20 अंक (7 x 4 प्र)

लघुउत्तरीय प्रश्न – 07 अंक (35 x 4 प्र.)

दस्तुनिष्ठ प्रश्न – 05 अंक (1 x 5 प्रश्न)

व्याख्यात्मक एवं समीक्षात्मक प्रश्नों में आन्तरिक विकल्प होंगे।

इकाई – 1	1. भारत बंदना (कविता)	–	सूर्यवंत त्रिपाठी निराला
	2. पुष्प की अभिलाषा (कविता)	–	माखनलाल घुल्लूरी
	3. अकाल और उसके बाद (कविता)	–	नागार्जुन
	4. निर्मात्य (ललित निबंध)	–	विद्यानिवास मिश्र
इकाई – 2	1. अफसर (खंभ)	–	शरद जोशी
	2. भोलाशम का जीव (खंभ)	–	हरिशंकर परसाई
	3. भारत का सामाजिक व्यक्तित्व (चिंतन परक)	–	जवाहरलाल नेहरू
	4. भारत देश और उसके निवासी (विश्लेषण परक)	–	रामधारी सिंह दिनकर
इकाई – 3	1. आदीवासी धरोहर (निबंध)	–	सूर्यवंत त्रिपाठी निराला
	2. नारीत्व का अभिशाप (निबंध)	–	महादेवी वर्मा
	3. ब्रह्माण्ड की रचना (वैज्ञानिक लेख)	–	जयंत दिप्पु नालीकर
	4. प्रमुख वैज्ञानिक आविष्कार	–	(संकलित)

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Foundation Course: Language English
Paper II

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 13

Internal – 10

Distribution of Marks:

1. Four critical questions are to set be from unit I. Two questions are to be attempted. Each question will carry 5 marks. (5 X 2 = 10 marks).
2. Students are required to write a paragraph on a given topic in about 100-125 words.
(4 X 1 = 4 marks).
3. Students are required to attempt five questions based on the given unseen passage. Each question will carry 2 marks. (2 X 5 = 10 marks)
4. Students are required to attempt 6 questions on vocabulary. Each question will carry one mark. (1 X 6 = 6 marks)
5. Students are required to attempt 10 questions on Grammar. Each question will carry one mark. (1 X 10 = 10 marks).

UNIT I : William Wordsworth –The Solitary Reaper; Tagore (Trans) – A Song of Kabir; Khushwant Singh – The Portrait of a Lady; Mahatma Gandhi – Satyagraha; R.K. Narayan – The Axe; C Raman – Water

UNIT II: Letter Writing – Formal, Informal and Business Letter

UNIT III: Expansion of an Idea

UNIT IV: Word formation; Prefixes & Suffixes; Figures of Speech.

UNIT V: Grammar & Usage - Tenses, Modals, Gerunds, Infinitives, determiners, Active and Passive Voice, Direct & Indirect Speech



Elective I – Literature: Hindi

हिन्दी साहित्य : प्रश्नपत्र – 2

हिन्दी भाषा एवं साहित्य का इतिहास

Contact Periods/week: 05+4 Practicum

कुल अंक – 60

प्रश्न एवं अंक निर्धारण

4 समीक्षात्मक/दीर्घउत्तरीय प्रश्न – 32 अंक (8x4 प्र.)

लघुउत्तरीय (75-150 शब्दों तक) – 20 अंक (4x5 प्र.)

वस्तुनिष्ठ प्रश्न – 08 अंक (1x8 प्र.)

(आंतरिक मूल्यांकन के लिए 15 अंक और प्रवर्टीकम के 25 अंक निर्धारित हैं। व्याख्यात्मक एवं समीक्षात्मक प्रश्नों में आंतरिक विकास होने।)
प्रस्तावना इस प्रश्न-पत्र में विद्यार्थी हिन्दी भाषा का सामान्य इतिहास आधुनिक कविता से पूर्व की कविता में काव्यांग विवेचन हिन्दी के साहित्योत्तिहास की अवधारणा, कालविभाजन से, विभिन्न काल की सामान्य काव्य प्रवृत्तियों एवं प्रमुख कवियों से अर्थात् हिन्दी कविता की परंपरा और उसके इतिहास से परिचित होंगे।

- इकाई 1. हिन्दी भाषा का उद्भव और विकास संस्कृत से, हिन्दी भाषा के विविध रूप और प्रमुख बोलियाँ, हिन्दी का शब्द भंडार हिन्दी, हिन्दुस्तानी, उर्दू से परिचय, राजभाषा, राष्ट्रभाषा, संपर्क भाषा और जनसाधार माध्यमों की भाषा के रूप में हिन्दी
- इकाई 2. काव्यांग विवेचन: काव्य का स्वरूप, हेतु एवं प्रयोजन, रस, प्रमुख छंद, प्रमुख शब्दालंकार एवं अर्थालंकार आदि से संक्षिप्त परिचय हिन्दी साहित्य का स्वीकृत काल विभाजन आदिकाल – ऐतिहासिक पृष्ठभूमि, प्रमुख प्रवृत्तियाँ एवं प्रमुख कवि भक्तिकाल – ऐतिहासिक पृष्ठभूमि, भक्ति आंदोलन, निर्गुण भक्ति काव्य की विविध धाराएँ, प्रमुख प्रवृत्तियाँ एवं कवि संगुण भक्तिकाव्य की विविध धाराएँ, प्रमुख प्रवृत्तियाँ एवं कवि रीतिकाल-ऐतिहासिक पृष्ठभूमि, रीति परम्परा, रीतिकार की प्रमुख धाराएँ – रीतिवाद, रीति-मुक्त, प्रमुख कवि
- इकाई 3. आधुनिक काल-ऐतिहासिक पृष्ठभूमि, नवजागरण और गद्य विधाओं का उदय, हिन्दी गद्य का जातीय रूप, प्रमुख गद्य विधाओं का सामान्य परिचय
- इकाई 4. आधुनिक काल-प्रमुख काव्य धाराएँ-भारतेंदु युग, छायावाद, प्रगतिवाद, नयी कविता, नवगीत, समकालीन कविता
- संदर्भ ग्रंथ

भाषा का इतिहास

1. हिन्दी भाषा – भोलेनाथ तिवारी
2. हिन्दी भाषा – धीरेन्द्र वर्मा
3. शुद्ध हिन्दी – हरदेव वाहरी
4. अछरी हिन्दी – रामधन वर्मा
5. हिन्दी भाषा एवं नागरी लिपि – हरदेव वाहरी
6. हिन्दी भाषा का इतिहास – धीरेन्द्र वर्मा
7. हिन्दीशब्दानुशासन – किशोरी दास बाजपेयी
8. हिन्दी एवं उसकी भाषाओं का इतिहास – अम्बा प्रसाद गुप्त
9. राजभाषा हिन्दी – केन्द्रीय हिन्दी निदेशालय

10. हिन्दी भाषा का उद्भव और विकास – सप्तमनारायण तिवारी
साहित्य का इतिहास

1. हिन्दी साहित्य का इतिहास – आचार्य रामचंद्र शुक्ल
2. हिन्दी साहित्य की भूमिका – डॉ. हजारी प्रसाद द्विवेदी
3. हिन्दी साहित्य एवं सभ्यता का इतिहास – डॉ. रामवरुण क्षत्रपुरी
4. हिन्दी साहित्य का दूसरा इतिहास – डॉ. बच्चन सिंह
5. भक्ति आंदोलन के सामाजिक आधार – डॉ. गोपेश्वर सिंह
6. रीति काव्य की भूमिका – डॉ. नगेन्द्र
7. आधुनिक काव्य की भूमिका – डॉ. नामवर सिंह
8. हिन्दी साहित्य की बीसवीं सदी – डॉ. नरसुन्दर बाजपेयी
9. हिन्दी साहित्य का इतिहास – डॉ. विश्वनाथ त्रिपाठी
10. हिन्दी गद्य विन्यास और विकास – डॉ. रामवरुण क्षत्रपुरी
11. हिन्दी का गद्य साहित्य – डॉ. रामचंद्र तिवारी
12. साठोत्तरी कविता : परिवर्तित दिशाएँ – डॉ. विजय कुमार
13. भक्ति आंदोलन और भक्ति काव्य – डॉ. शिवकुमार मिश्र
14. हिन्दी साहित्य का इतिहास – (स) डॉ. नगेन्द्र
15. भारतेन्दु युग एवं हिन्दी
नवजागरण की समस्याएँ – डॉ. रामविलास शर्मा
16. हिन्दी साहित्य
उद्भव और विकास – डॉ. हजारी प्रसाद द्विवेदी
17. इतिहास और आलोचना – डॉ. नामवर सिंह

Elective I – Literature: English

English Literature Paper II: Language Skills and Communication

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Practicum – 25 (Internal)

Distribution of Marks

1. Short questions - 5 short questions, with internal choice from unit I. Each question carries 2 marks, (word limit 30-50 words) $2 \times 5 = 10$ Marks
2. Short questions- 2 short questions, with internal choice from units I to V. Each question carries 5 marks, (word limit 150-250 words) $5 \times 2 = 10$ Marks

3. Four Critical questions with an internal choice from units II to V. One question is to be Attempted from each unit. Each question carries 8 marks, (word limit 500 words) 10 X 4= 40 Marks

Objectives: This paper is designed

- To enable the students to negotiate all communicative encounters with tolerance & dignity.
- To make them 'communicatively competent',
- To help them develop the competence to understand what they hear,
- To help them develop the ability to read with comprehension, and not merely decode,
- To help them understand and use the variety of language being used in other domains,
- To help develop LSRW skills,
- To help them develop their cognitive abilities, and
- To enable them to study languages in a scientific manner.

Unit I – Language and Communication

- Communication: process and Significance
- Language as Communication
- Types of communication: Formal and Informal Communication
- Non-verbal Communication

Unit II – Developing the skill of Listening

- The concept of listening
- Sub skills and barriers of listening
- Tasks, materials and Resources for developing the Listening skills

Unit III - Developing the skill of Speaking

- The skill of speaking
- Formal and Informal Speaking
- Conversational skill
- Telephoning skill
- Speech
- Debate
- Tasks, Material and resources for developing the speaking skills

Unit IV - Developing the skill of Reading

- The concept of Reading
- Sub skills of Reading

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- Reading techniques – Scanning , Skimming, Skipping, Extensive and intensive Reading, Critical Reading
- Global comprehension & summarizing
- Task , Materials and Resources for developing the Reading skill – using a dictionary, Encyclopedia

Unit V - Developing the skill of Writing

- Salient features of written communication
- Advantages and disadvantages of written communication
- Descriptive, persuasive and argumentative writings
- Effective writing techniques, enriching vocabulary, foreign words and phrases in English, Punctuation.

Suggested Readings

- 1- Kumar E. Suresh Kumar and P. Sreehari, Communicative English, Orient Longman, 2007.
- 2- Mackay, I. listening Skills, Orient Longman, 2000.
- 3- Soundararaj, Francis, Speaking and Writing for Effective business communication. Macmillan, 2007.
- 4- Michigan, E. A. Speed reading with Word Power. Infinity Books, 1999.
- 5- 5- Dorner, Jane Writing for the Internet. Oxford University Press.

Elective I – Literature: Sanskrit II

व्याकरणम् अनुवाद संस्कृतसाहित्येतिहासस्य

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Practicum – 25 (Internal)

उद्देश्य – इस पेपर में विद्यार्थी संस्कृत व्याकरण और संस्कृत हिन्दी अनुवाद का अध्ययन करेंगे और संस्कृत भाषा के विकास में अपना योगदान देंगे

परिणाम – संस्कृत का अध्ययन कर विद्यार्थी आत्मनिर्भर होंगे और सभ्यता के विकास में अपना योगदान देंगे

Unit – I

लघुसिद्धान्तकौमुदी , संज्ञासन्धिप्रकरणे

संज्ञाप्रकरणेसूत्रावयवस्य सन्धिप्रकरणे सन्धिविच्छेद सन्धियोजना च

Unit – II

लघुसिद्धान्तकौमुदी – हल् – विसर्ग – सन्धिप्रकरणे

8*5=40

Objectives:

The course is designed to help teacher students to understand:

- The processes of rise and establishment of the Slave, Tughlaq, Khilji and Mughal Dynasties in India.
- The polity, administration, economic life and military organization of Delhi – Sultanate
- The Nature and Character of a Mughal state.

Course Details:

Unit I: The Slave Dynasty

- ❖ Survey of sources of Sultanate history
- ❖ Turkish conquest of North India ; Political and Social condition of India at the time of Turkish invasion.
- ❖ Foundation and consolidation of the Delhi Sultanate – Qutubuddin Aibak, Iltutmish- Military and administrative achievements
- ❖ Razia Sultana - Strengths and Challenges; 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 Khalji
- ❖ Alauddin Khalji- Agrarian measures and market control policy
- ❖ Grand schemes of Mohammad Bin Tughlaq
- ❖ Feroze Shah Tughlaq's reforms: Role in the downfall of the Sultanate
- ❖ Timur's invasion and its impact.

Unit III: India under the Mughals

- ❖ Survey of Sources of Mughal History
- ❖ Factors responsible for Babar's Success
- ❖ Humayun's Difficulties
- ❖ Shershah- Conquests , Administrative Reform
- ❖ Akbar- Rajput and Religious Policy

Unit IV: Expansion of Mughal Empire

- ❖ Jehangir-Rajput and Deccan Policy
- ❖ Shahjahan- Deccan Policy, War of Succession
- ❖ Aurangzeb- Religious and Deccan Policy
- ❖ Causes of Decline Of Mughal Empire

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❖ Rise of Marathas . Shivaji's conquests and administration

❖ Marathas under Peshwa

Unit V: Political, Social and Economic life during the Sultanate and Mughal Period

❖ Political structure of the Delhi Sultanate- Central administration and military organization

❖ Economic system under the Sultanate: Market regulations and the Iqta system

❖ Social Life during the Sultanate period

❖ Mughal Revenue Administration and Mansabdari system

❖ Social Life during the Mughal period.

Transaction Mode

Lecture, discussion, demonstration, field visit, seminar, workshop, project work.

PRACTICUM

(for Background and Process refer Semester I)

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 s •IbnBatuta• Al Biruni• Marco Polo •Nicolo Conti •AbdurRazaq• Francois Bernier • Athanasius Nikitin• Duarte Barbosa • Jean-Baptiste Tavernier • Jesuit Roberto Nobili 11 12 •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

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

References

1. Tapan Ray Chaudhary and IrfanHabib (ed.)
2. The Cambridge Economic History of India, Vol.I
3. Peter Jackson: Delhi Sultanate: A Political and Military History
4. Tara Chand: Influence of Islam on Indian Culture

5. Satish Chandra: A History of Medieval India, 2 Volumes
6. Irfan Habib: The Agrarian System of Mughal India 1556-1707,
7. Irfan Habib (ed.): Madhya Kaleen Bharat, (in Hindi), 8 Volumes,
8. M. Athar Ali: Mughal Nobility under Aurangzeb,
9. Shireen Moosvi: The Economy of the Mughal Empire
10. 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. 1
12. H. Siddiqui: Some Aspects of Afghan Despotism
13. P.J. Marshall: The Eighteenth Century in Indian History. Dey. U.N. -Mughal Government
14. Hubibullah A.B.M.- Foundation of Muslim Rule in India,
15. Habib & Nizami-Comprehensive History of India
16. Majumdar, R.C.- An Advanced History of India Vol-II
17. Choudhary & Dutta, Mehta-Advance Study in the Medieval History of India
18. Pandey, A.B. Later Medieval India
19. Prasad Ishwari- Medieval India
20. श्रीवास्तव ए.एल.-दिल्लीसल्तनत
21. श्रीवास्तव ए.एल.-मुगलकालीनभारत
22. हबीबउल्लाह-भारत में मुस्लिम शासन की बुनियाद
23. मजमूदार, राय चौधरी एवं दत्त-भारतकावह्यइतिहास खण्ड-2
24. मजमूदार, राय चौधरी एवं दत्त-भारत में मुस्लिम शासन की बुनियाद
25. हबीब एवं निजामी-दिल्लीसल्तनत
26. पर्माहरिचन्द्र- मध्यकालीनभारत (1206-1701) दो खंडोंमें
27. शर्मा कालश्रम एवं व्यासप्रकाश, मध्यकालीनभारतीय संस्कृति
28. सक्सेनाआर.के. दिल्लीसल्तनत
29. राधेशरण-भारत की सामाजिक एवं आर्थिकसंरचनाऔरसंस्कृति के मूल तत्व(आदिकाल से 1950 ईस्वी तक) (न.प हिन्दी ग्रंथ अकादमीक प्रकाशन)
30. पाण्डेय ए.बी.-पूर्व मध्यकालीनभारत
31. पाण्डेय ए.बी.-उत्तर मध्यकालीनभारत
32. ईश्वरीप्रसाद- मध्ययुगीनभारत
33. श्रीवास्तव एच.एस.-मुगलकालीन शासनव्यवस्था
34. सरदेसाई जी.एस.-मराठों का नवीन इतिहास खण्ड-2
35. सरकारजे.एन.-शिवाजी और उनका पुत्र
36. त्रिपाठीआर.पी.-मुगलसाम्राज्य का उत्थान और पतन
37. मित्तल ए.के. - यन्नीफाइंड इतिहास(प्रारंभ से 1761 ई. तक)
38. मित्तल ए.के. - यन्नीफाइंड इतिहास(प्राचीन काल से 1950 ई. तक)

Contact Periods/week: 05 +4 Practical

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Practical – 25 (Internal)

Unit I: Human geography: Nature and scope; Branches of Human geography and its link with Social Sciences; contemporary relevance.

Unit II: Population: Population Growth and Distribution; Population Composition (Age, Gender and Literacy); Demographic Transition Theory, Malthusian theory.

Unit III: Cultural Regions; Racial groups; ethnic; Language, tribal groups and Religious groups.

Unit IV: Economic activities: Agriculture: Factors influencing agriculture activity; theory of agriculture location by Von Thunen Industries: Factors influencing location of industries, classification of industries, industrial belts in the world; Central place theory of Christaller; theories of industrial location by Weber, Smith.

Unit V: Settlements: Types and patterns of Rural settlements; Classification of urban settlements; Trends and patterns of world urbanization.

Books recommended

1. Barret, H.R.(1995): Population Geography, Oliver and Boyd.
2. Bhende, A. and Kanitkar T.(2000): Principles of Population Studies, Himalaya Publishing house.
3. Bogue, Donald, J. (1969): Principles of Demography, John Wiley and Sons, New York.
4. Chandana, R.C.(2008): Geography of Population: Concepts, Determinants and Patterns, 7th Edition, Kalyani Publishers, New Delhi.
5. Clarke, J.I. (1965): Population Geography, Pergamon press Ltd; Oxford.
6. Daniel, P. 2002: Geography of Settlement, Rawat Publs., Jaipur & New Delhi.
7. Ghosh, Santwana 1999: A Geography of Settlements, Orient Longman, Kolkata.
8. Hartshorn, T.A. and Alexander, J.W. 1988: Economic Geography, Prentice Hall India, New Delhi.
9. Jones, C.F. and Darkenwald, G.G. 1954, Economic Geography, Macmillan, New York.
10. Leong, G.C. and Morgan, G.C. 1975: Human and Economic Geography, Oxford University Press, Hong Kong.

Delhi.

13. Tiwari, R. C. 2000: Settlement Geography, (in Hindi), Prayag Publ., Allahabad.

Practical: Methods of representation Relief features

Unit-I: Representation of Relief-I

- Methods of depicting relief feature:-contour; Hachures, hill shading and layer tinting.
- Drawing of Profiles: Composite, serial and Projected

Unit-II: Representation of Relief-II

- Representation of waterfall, spur, saddle, escarpment, valley with their contours.
- Determination of slope, Gradient
- Interpretation of topographical maps and Geological Maps.

Unit III- Journal and Viva voce

Books Recommended:

- Dickinson.G.C. 1968: Statistical Mapping and Presentation of Statistics. Arnold, London
- Lawrence. G.R.P,1971 : Cartographic Methods, Methuen , London
- Monkhouse. F.J and Wilkinson.H.R.1972: Maps and Diagrams. Methuen , London
- Misra. R.P.1969: Fundamentals of Cartography, Prasaranga. University of Mysore
- Raisz.E. 1962: Principles of Cartography, McGraw Hill, New York.
- Robinson.A.H.1978: Elements of Cartography, John Wiley, New York.

Elective III: Economics

Paper II: INDIAN ECONOMY

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Practicum – 25 (Intern:

External Mark:60	Internal Mark: 15	Practicum: 25	Maximum Mark: 100
Pass Mark : 24	Pass Mark : 05	Pass Mark : 08	Pass Mark : 33
Time: 3 hours	Time: 1 hours	Time: 2 hours	Time: 6 hours
Period: 6+1=7 Per Week	Period: 2=2 Per Week	Period=9 Per Week	

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1. Explain the various issues, problems and policies of Indian Economy
2. Details account the development of Indian economy before, at the time and after independence.
3. Describes sectoral development and different component of Indian Economy.
4. Understand the problems of population growth, unemployment, inflation and its measure to check in Indian Economy.
5. Critically explain the current economic problems and new economic reforms in India.

Note:

1. First question having ten objective type (Selecting two from each unit) $1 \times 10 = 10$ marks.
2. Five question with Internal choice (Selecting one from each units) $5 \times 10 = 50$ marks.

UNIT-I: Structure of Indian Economy

Basic feature of Indian Economy, Natural Resources- Land, Water and Forest; Human Resource- Broad demographic features- Population size, growth rate, sex composition, literacy, life expectancy, rural-urban migration, Occupational distribution, Causes and Problems of over-populations, Population policy; The Problems of Poverty, Inequality, unemployment and inflation in India, Composition of GDP.

UNIT- II: The Primary Sector

Nature and importance, Trends in agricultural production and productivity, Factors determining the low productivity of agriculture, Land reforms, New agricultural strategy and green revolution, Rural credit, Agricultural marketing, Food Security and Public distribution System(PDS).

UNIT-III: The Secondary Sector

Role and pattern of the growth of industrialization during plan periods in India; Industrial Policy- 1948, 1956 and 1991; MRTP Act; Role of Public sector & private sector enterprise and their performance, Problems of the growth of Small-scale and large-scale industries, Privatization and Disinvestment debate, Role of public sector and private sector enterprise, Industrial finance.

UNIT- IV: The Tertiary Sector

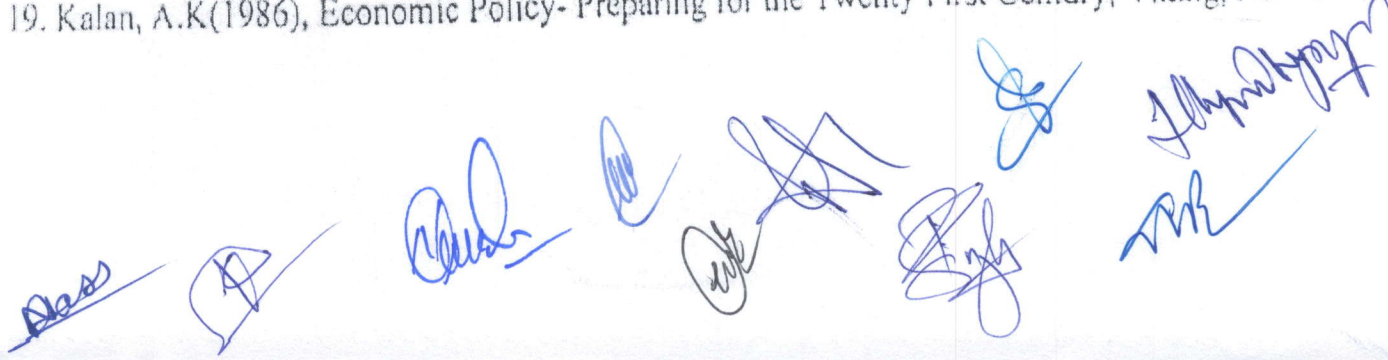
Meaning and importance of Infrastructural Development in India, Social and Economic infrastructural development in India; Special Economic Zone (SEZ), Agri-Export Zone (AEZ), Growth and Pattern of IT Industries, Outsourcing, Role of RBI in Financial sectors reforms, Role of State in Fiscal sector reforms, Role of foreign trade in Indian economy, Money & capital market in India, working of SEBI in India, EXIM Policy, Exchange rate policy, The progress of trade reform in India.



Indian economy on the eve of independence, Planning in India-its objectives, strategies, achievement and failure; New Economic Reforms- Liberalisation, Privatisation and Globalisation, WTO and its impact on different sector of the Indian economy, FDI & MNCs in India,

Suggested Readings:

1. Agrawal, A.N(), Indian Economy,
2. Ahluwalia, I.J and I.M.D Little (Eds) (1999) India's Economic Reforms and Development, Oxford University Press, New Delhi.
3. Ahluwalia, J(1985), Industrial Growth in India Since the Mid sixties, OUP.
4. Barhan, P.K(1999), The Political Economy of Development in India, Oxford University Press, New Delhi.
5. Bashu Kaushik(2010), The concise Oxford companion to Economics in India Annemie Maertens, OUP.
6. Bawa, R.S and Raikhy, P.S(Eds) (1997), Structural Changes in Indian Economy, Guru Nanak Dev University Press.
7. Byres T.J(Eds) (1997), The State, Development Planning and Liberalisation in India, Oxford University Press, New Delhi.
8. Chakravarty, S.(1987), Development Planning: The Indian Experience, Oxford University Press, New Delhi.
9. Choudhury, P(), Indian Economy,
10. Dantwala, M.L(1996), Dilemmas of Growth: The Indian Experience, Sage Publications, New Delhi.
11. Dhameeja, N and Sastry, K.S(1998), Privatisation: Theory and Practices, A.H. Wheller, New Delhi.
12. Dhar, P.K(), Indian Economy, Its growing dimensions,
13. DHingra, I.C(2001), Indian Economy, Environment and Policy, Sultan Chand & Company, New Delhi.
14. Dubey, M(1996), An Unequal Treaty – World Trading Order After GATT, New Age International Ltd. New Delhi.
15. Gupta, S.P(1998), Post-Reform India: Emerging trends, Allied Publishers, New Delhi.
16. Jallan, B(), Problems and Prospects of Indian Economy, Penguin.
17. Jallan, B(Eds)(), Indian Economy in the New Millennium, selected essays.
18. Jhunjhunwala, B(), Indian Economy,
19. Kalan, A.K(1986), Economic Policy- Preparing for the Twenty First Century, Viking, New Delhi.



21. Roy, Tirthankar(2012), The Economic History of India, 1857-1947, OUP, 3rd Edition.
22. Rudder Dutt and Sundarant, K.P.M(2001), Indian Economy, S. Chand & Company Ltd., New Delhi.
23. Sen, A.K and Chatterjee(2001), Indian Economy: Agenda for 21st Century, Deep and Deep Publications, New Delhi.
24. Sinha & Dubey(), Economic development and Planning.
25. Srinnivasan, T.N(Eds) (2000), Eight Lectures on India's Economic Reforms, Oxford University Press, Oxford.

Practicum-II: Computer Application in Economics

UNIT-I: Basic Concept of Microsoft Office:

UNIT-II: MS-Word:

UNIT-III: MS-Power Point:

UNIT-IV: MS- Excel:

UNIT-V: Application of Ms-Excel: in Tabulation, Frequency distribution, Correlation & Regression Analysis

Suggested Reading:

1. Course Materials developed by NICE and Others computer institutions.
2. Agricultural Census.
3. State's Agriculture Statistics
4. Statistical Abstracts of the concern State as well as India

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Paper II: INDIAN GOVERNMENT AND POLITICS

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Practicum – 25 (Internal)

Objectives:

The aim of this paper is to give knowledge to the student on the political process and actual functioning of the political system in India. It will also help the student to understand the political structure from constitutional and administrative aspects.

Distribution of Marks

1. Five Objective type questions from units I to V. One question will carry 1 mark. $5 \times 1 = 5$ Marks.
2. Three Short answer type questions to be answered between 100-150 words. One question will carry 5 marks. $3 \times 5 = 15$ Marks
3. Five long answer type questions with internal choice selecting one from each unit. $5 \times 8 = 40$ Marks.

Unit I: The Making of the Indian Constitution and its sources. Basic Features of Indian Constitution
Preamble

Unit II: Fundamental Rights, Directive Principle of State Policy, Methods of Constitutional
Amendment. The Supreme Court of India, Election Commission of India.

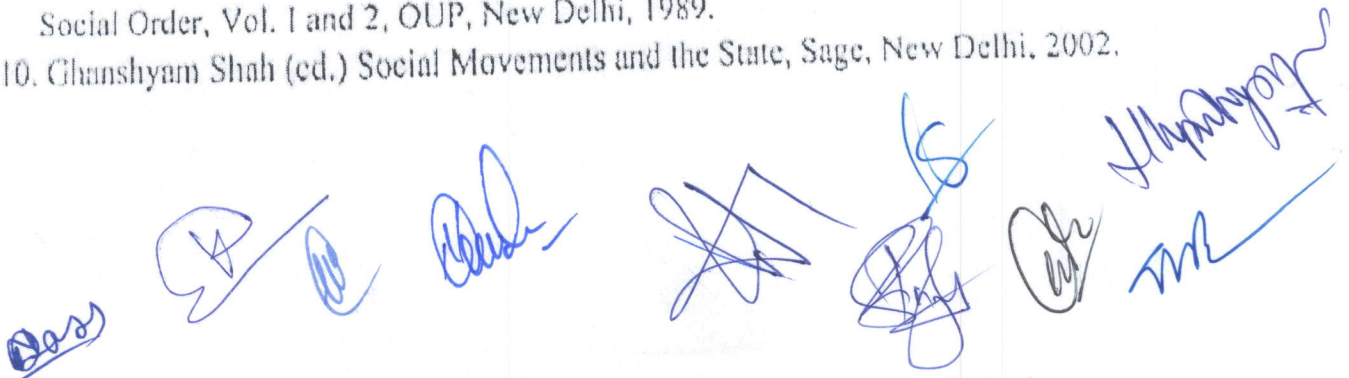
Unit III: The Parliament, President, the Prime Minister and Cabinet. State Legislature, The Governor,
Chief Minister and the Council of Ministers.

Unit IV: Federalism and Decentralization: Division of Powers, Emergency Provisions, Fifth and Sixth
Schedules, Panchayati Raj and Municipalities.

Unit V: Nature of Indian Party System, Electoral Reforms. Major issues in Indian politics: Role of
Caste, Religion, Language, Region, Poverty- Alleviation

Suggested Readings:

1. Atul Kohli (ed.) Indian Democracy; State-Society Interface, Orient Longman, New Delhi, 1989.
2. Atul Kohli (ed.), The Success of India's Democracy, Cambridge University Press, New Delhi, 2001.
3. Bipan Chandra, Mridula Mukherjee and Aditya Mukherjee, India Since Independence, Penguin
India, New Delhi, 2008.
4. Bipan Chandra, Mridula Mukherjee and Aditya Mukherjee, Ajadi Ke Baad Bharat, Dilli
Vishwavidhyalaya, Delhi, 2015.
5. B. Arora and Douglas Verney (eds.), Indian Federalism in the New Millenium, Manohar, Delhi,
2004.
6. B D Dutt, M.P. Singh & Rekha Saxena (eds), Indian Judiciary and Politics: The Changing
Landscape, Manohar, New Delhi, 2007.
7. D. D. Basu, An Introduction to the Constitution of India, LexisNexis, New Delhi, 2013.
8. D. D. Basu, Workbook on Constitution of India, LexisNexis, New Delhi, 2014.
9. Francine Frankel and MSA Rao (eds.), Dominance and State Power in Modern India: Decline of
Social Order, Vol. I and 2, OUP, New Delhi, 1989.
10. Ghanshyam Shah (ed.) Social Movements and the State, Sage, New Delhi, 2002.



11. Granville Austin, Working a Democratic Constitution: A History of the Indian Experience, OUP, New Delhi, 1999.
12. Granville Austin, Working a Democratic Constitution: A History of the Indian Experience, OUP, New Delhi, 1999.
13. Niraja Gopal Jayal (ed.), Democracy in India, OUP, New Delhi, 2001.
14. M.P. Singh and Himanshu Roy, (eds.), Indian Political System, Manak, New Delhi, 2005.
15. M.V Pylee, An Introduction to the Constitution of India, Vikas Publication, New Delhi, 2010.
16. M.V Pylee, Constitutional History of India, S. Chand, New Delhi, 2012.
17. M.V Pylee, India's Constitution, S. Chand, New Delhi, 2016.
18. M.V Pylee, Constitutional Government in India, S. Chand, New Delhi, 2003.
19. P.M Bakshi, The Constitution of India, Universal Law Publishing, New Delhi, 2015.
20. Partha Chatterjee (ed.), State and Politics in India, OUP, New Delhi, 1997.
21. Paul Brass, Politics of India Since Independence, Orient Longman, Hyderabad, 1994.
22. Paul Brass, Caste, Faction and Party in Indian Politics, Vols.2, Chanakya Publications, Delhi, 1984-1985.
23. Paul Brass, Language, Religion and Politics in North India, Cambridge University Press, London, 2005.
24. Rajni Kothari, Politics in India, Orient Longman, New Delhi, 1970.
25. Rekha Saxena (ed.) Mapping Canadian Federalism for India, Konark, New Delhi, 2003.
26. Rudolph and Rudolph, In Pursuit of Lakshmi: Political Economy of Indian State, Orient Longman, New Delhi, 1987.
27. Smitu Kothari, Social Movements and the Redefinition of Democracy, Westview, Boulder, 1993.
28. Stuart Corbridge & John Harris, Reinventing India: Liberalisation, Hindu Nationalism and Popular Democracy, OUP, New Delhi, 2000.
29. Sudipta Kaviraj (ed.) Politics in India, OUP, New Delhi, 1998.
30. Subhash C. Kashyap, Our Constitution, National Book Trust, India, 2011.
31. Zoya Hasan (ed.), Politics and the State in India, Sage, New Delhi, 2000



Objectives

- Explore the possibilities of an understanding of processes in human cognition and meaning-making them as basis for designing learning environments and experiences at school
- To become aware of different contexts of learning and situate schools as a special environment for learning
- To develop awareness of the different contexts of learning.
- To reflect on their own implicit understanding of the nature and kinds of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social– constructivist theories;
- Appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

UNIT1: COGNITION

- Meaning of Cognition and Its Role in learning
- Structure and Process of Cognition: sensation, perception, attention, memory, concept formation and problem-solving in learning.
- Socio-cultural factors that influence cognition

UNIT 2: THEORETICAL PERSPECTIVES ON LEARNING

- Implicit knowledge and beliefs about learning (demystifying misconceptions).
- Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
- Concepts and principles of each perspective and their applicability in different learning situations.

UNIT 3: ROLE OF LEARNER IN LEARNING

- Role of learner in various learning situations, as seen in different theoretical perspectives
- Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner. (The focus is on building understanding of different psychological perspectives of learning and helping student teachers to learn to apply them in different learning situations)

The bottom of the page features several handwritten signatures and initials in blue ink. From left to right, there is a signature that appears to be 'Dass', followed by a large, stylized signature, then a signature that looks like 'Rohit', a signature that looks like 'Surya', a signature that looks like 'Surya', a signature that looks like 'Surya', and finally a signature that looks like 'Surya' with a large flourish.

reception of knowledge.

UNIT 4: INDIVIDUAL DIFFERENCES AMONG LEARNERS

- Dimensions of differences in psychological attributes—cognitive abilities, interest, aptitude, creativity, personality, values.
- Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences including emotional intelligence.
- Differences in learners based on socio-cultural contexts
- Understanding differences based on a range of cognitive abilities— learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness and implications for classroom practices and teaching.

Suggested Sessional Work

- Reflective Written Assignments – comments and grade
- Field observation notes – comments and grade
- Participation in discussions – to be assessed qualitatively (along a set of rubrics)
- Analysis of a learning situation and case study, using theoretical perspectives – to assess for conceptual grasp and clarity of analysis – comments, further questions, grade
- A written test can be given on 'conceptual grasp' of theories of teaching, learning and cognition, as well as 'working understanding' of constructivist approach to construction of knowledge – evaluated with marks.
- Assignment on the implications of Piaget/Vygotsky/Ausubel's approach to teaching-learning
- Student panel discussion of selected themes.
- Class presentations
- Readings and class discussions
- Assignments

Suggested Reading

- Atkinson, Richard C. et.al. (1983). Introduction to Psychology. Harcourt Brace Johanovich Inc. New York,
- Aggarwal, J.C. Essential of Educational Psychology, Vikas Publishing House, New Delhi, 1994.
- Aggarwal, J.C. Essential of Educational Psychology, Vikas Publishers, Delhi, 1998
- Benjafield, J.G. (1992). Cognition, Prentice Hall, Englewood Cliffs.
- Bereday, George, F., and Lanwery Joseph (1963). Educational and Training of Teacher, Trans. Brother Ltd.London.

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- Bhatia, K.K. Educational Psychology and Techniques for Teaching, Kalyani Publishers, Ludhiana, 1994.
- Brown, J.S., Collins A and Dugrid, P (1989). Situated Cognition and the Culture of Learning, Educational Researcher; 32-42.
- Chauhan, S.S. Advanced Educational Psychology, Vikas Publishing New Delhi, 1996
- Gage, N.L. (1964). Theories of Teaching. In Theories of Learning and Instruction, NSSE University Press Year Book, Chicago.
- Gagné, R. M. (1985) The Conditions of Learning and Theory of Instruction (4th edition). New York: Holt, Rinehart and Winston
- Gardner, H. (1999) The disciplined mind: What all students should understand. New York: Simon & Schuster
- Gardner, Howard (1989). Frames of Mind. The Theory of Multiple Intelligences, Basic Books, New York.
- Gardner, Howard (1991). The Unschooled Mind, Basic Books, New York.
- Haas, KB and Packer, HQ: Preparation and use of Audio-Visual Aids, Prentice Hall, Inc. 1990
- Jeanne Ellis Ormrod Educational Psychology: Developing Learners. Fourth Edition
- Kundu, C.L. and Tutoo, D.N., Educational Psychology, Sterling Publishers, New Delhi, 1980.
- Kundu, V.L and Tutoo, D.N., Educational Psychology, Sterling Publishers, New Delhi.
- Kolb, D.A. (1984) Experiential Learning. Engelwood Cliffs, NJ: Prentice-Hall
- Lindgren, H.C. (1980). Educational Psychology in the Classroom Oxford University Press, New York.
- Luria, A.R. (1976). Cognitive Development: Its Cultural and Social Foundations. Harvard University Press, Cambridge, Mass.
- Mangal, S.K. Advanced Educational Psychology, Prentice Hall of India. Pvt. Ltd., 1999
- Mathur, S.S., Educational Psychology, 9th Ed., VinodPustakMandir, Agra, 1981
- Patricia A. Alexander, Philip H. Winne (2006) Handbook of Educational Psychology
- Rogers, C.R. (1983) Freedom to Learn (revised edition). Columbus, OH: Merrill
- Rosser, Rosemary A. (1993). Cognitive Development: Psychological and Biological Perspectives. AllyndandBacon:USA
- Sarangapani M. Padma(2003.), Constructing School Knowledge :An Ethnography of learning in an Indian Village, Sage Publication

- Nisha, A. (2000). T.O.P. in Mathematics. NCT-RT, New Delhi
- Kegan, Robert D. (1971). Teaching and Learning Process, Prentice Hall Inc. Englewood Cliffs, New Jersey
- Sigmund Freud, Sigmund, F. C. (1900) Modern Psychology and Education, Routledge.
- Sheshachandran H.V. and Basakumari P., Shaikshanika Manovijnana, Hanji Prakashana Davangere, 1977
- Skinner, C.E. (Ed) Educational Psychology, 4th Ed., Prentice Hall of India Pvt., Ltd., New Delhi, 1989
- Thorndike Edward L. (2007) Educational Psychology, Published by READ Books.
- Vygotsky, L.S. (1978) Mind in Society. The Development of Higher Psychological Process. Harvard University Press, Cambridge
- Vygotsky, L.S. Mind in Society, Harvard University Press: Cambridge, 1978, Chapter 6.
- Wertsch, J.V. (1985) Vygotsky and the Social Formation of Mind, Harvard University Press
- Wertsch, J.V. (1985). Culture, Communication and Cognition. Vygotskian Perspectives, Cambridge University Press, Cambridge
- Waha, J.S. Foundation of Educational Psychology, Paul Publishers, Jalandhar, 2001
- White, William, L. (1969). Psychological Principles Applied to Classroom Teaching McGraw Hill, New York
- Woolfolk, Educational Psychology, Prentice Hall: Englewood Cliff, 1987
- Woolfolk, A.E. (2009) Educational Psychology (11th Edition) (My Education Lab Series) Prentice Hall

Psychology Practical

Contact Periods/week: 03

Maximum Marks – 25

Min. Pass Marks – 08

Internal – 25

Any five from the following:

- I. Intelligence (Verbal, Non-Verbal and Performance Tests)
- II. Personality
- III. Creativity
- IV. Motivation
- V. Learning
- VI. Concept Formation

Health, Physical Education & Yoga -II

Contact Periods/week: 2 Practical

Maximum Marks – 25

Min. Pass Marks – 08

Internal – 25

Unit I

Programme of Physical Fitness and Muscular Development (Free Hand and Callisthenic Exercise) : Circuit Training and Weight Training.

Unit II

Athletics is Printing and Distance Running- Crouch Start, Striding, Curve Running and Finishing Technique.

Jumps- Approach Run, Take off, Clearance and Landing.

Throws- Hold/Grip, Placement/Swing, Stance, Action, Releasing and Recovery.

Unit III

Layout and Marking of Track and Field and Different Play Grounds.

Unit IV

Teaching Skills of Major Games, Teaching Rules, Officiating and Organizing Tournaments of Major Games.

-Cricket, Football, Kbadidi, Kho-Kho, Volleyball, Basketball, Table-Tennis, Lawn-Tennis, Badminton

-Instruction and demonstration of basic skills

-Equipments and dimensions of play fields

-Common rules and interpretation

-Organization and conduct of tournament/competition.

Unit V

Teaching/lesson in physical education and sports (skills)

Art & Aesthetic

Contact Periods/week: 02

Maximum Marks – 25

Min. Pass Marks – 08

Internal – 25



Introduction:

The need of integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness and encourage little children and creative minds to do the arts. An understanding of the arts and aesthetics will give our children to give ability to appreciate the richness and variety of artistic traditions as well as make them liberal, creative thinker and after all a good citizen of the nation. In National Curriculum frame work (2000, 2005) and National Education Policy introduced arts education as a mainstream curricular area, which must be taught in every elementary and primary schools as a compulsory subject up to secondary level, keeping this in view, its all the more important that arts education is integrated in the school curriculum to provide an aesthetically viable atmosphere in elementary levels encouraging creativity.

For this, not only the art teachers but every teacher should be sensitive to appreciate this.

Aim:

Teaching Arts education in elementary and school may be perceived as a tool for development of aesthetics sensitivity among learners to enable them to respond to the beauty in different form of arts. For effectiveness and interest of teaching, curricular area of arts education are required. Some broader objectives are follow-

• Objectives:

- अध्ययन-अध्यापन प्रक्रिया को कला के माध्यम से रोचक बनाना।
- शिक्षण-अधिगम के दौरान आसपास के माहौल, विद्यालय, घर-सामुदाय को स्वच्छ एवं सुन्दर रखने हेतु कलात्मक कार्य की प्रेरणा देना।
- सीखने-सीखाने हेतु सीढ़ी, संवेदना एवं कल्पनाशीलता का समन्वय करना।
- कलात्मक दृष्टिकोण एवं सांस्कृतिक घटकों की समझ हेतु अवसर उपलब्ध करवाना।
- अध्ययन-अध्यापक के माध्यम से कलाएं तथा प्रकृति लक्ष्मी वातावरण के निर्माण से विषयबोध प्राप्त करना।
- प्रकृति-परिदृश्य, पर्यावरण और गणित जैसे विषयों को विभिन्न कलाओं के माध्यम से सीखने को अवसर प्रदान करना।
- अभ्यास प्रक्रिया में कलाओं को जोड़कर कार्यानुभव प्राप्त करना।
- सृजनात्मकता एवं सौंदर्यबोध के अविष्कार से नैतिक एवं राष्ट्रीय भावनाओं का विकास करना।
- चित्रकारी, गायन, शिल्प-स्थापत्य एवं अन्य दृश्य-श्राव्य कलाओं को टेक्नोलॉजी के माध्यम से समझना एवं नवाचार सीखना।
- कलाओं के साथ अन्य विषयों के समन्वय से राष्ट्रीय धरोहर एवं संस्कृति के प्रति लगाव पैदा करना।
- विभिन्न कलाकारों और उनके जीवन को जानना।

COURSE - CONTENT

Unit-1: Art क्या है, कलाओं के प्रकार, Concept of Art Education-

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- कला शिक्षण और कलाओं के साथ सम्बन्धित शिक्षण।

- कला के क्षेत्र (work), विस्तार।

Unit-2: Visual Art: दृश्य कलाएं (Visuals)

• रेशाचित्र, रंगकवच, स्कैचिंग, छाया चित्र, भीतरी चित्र आदि और उनके प्रकार। चित्रकारी हेतु उनकी गतिविधियाँ।

- चित्रकारी एवं प्रगट जैसी कलायें सीखने में कैसे सहायक होती हैं?

- इसे पर्यावरण, भाषाएं, विज्ञान, गणित जैसी विषयों के साथ जोड़ना।

- अनेक गतिविधियों से कला एवं सौंदर्यबोध आत्मसात करना।

Unit-3: नाट्य-नृत्य विधाएं

- अभिनय, रंगमंच, साज सज्जा, नाटक के संवाद, अभिव्यक्ति, संगीत, लोक नाटक, को समझना व प्रयुक्त करना।

- नाटक की ऐतिहासिक प्रष्ठभूमि, भारतीय व पारंपरिक अवधारणा।

- नाटक, अभिनय गीत, नृत्य भीत, खेल, व्यायाम, योग, व्यक्तित्व विकास एवं कलासलन शिक्षा को जोड़ना।

Activities & Assignments-

1. विभिन्न कलाओं को बारे में जाने तथा उसके नमूनों का संग्रह करें।
2. प्राथमिक, उच्च प्राथमिक, माध्यमिक कलाओं के पाठ्यपुस्तकों में नर्सरी, जिस कलास की बात हुई उसकी list बनायें। साथ ही उनके चित्र, मूर्तियाँ आदि के picture इकट्ठा करें।
3. अपने क्षेत्र में प्रचलित लोककलाएं जैसे मांडवा, भीमचित्र, गोवता, मेहदी, महावर, गौड़ी, चारली, रंगोली, आदि के चित्र इकट्ठा करके छात्रों से प्रवृत्ति करवाएं।
4. अपने क्षेत्र में पाई जानेवाली सांस्कृतिक धरोहरों : मूर्तिकला, काष्ठकला, छापाकला, स्टोन Art शिल्प-स्थापत्यों के बारे में जानकारी लेकर सूची बनाएंगे तथा उनके स्थानीय कलाकारों से भेंट करवाएंगे। (Experience) list
5. अपने क्षेत्र एवं भारत के प्रचलित लोकनृत्य और लोकगीतों की जानकारी ऑडियो, विडियो एवं ICT के माध्यम से प्राप्त करना तथा स्थानीय कलाकार से वार्तालाप करना। (Documentation of Arts, Dance/Folk lore etc.)
6. नाटक, रोलप्ले, एकांकी, एक पार्श्वीय अभिनय, अभिनय गीत, आदि को वर्गखण्ड के विषयवस्तु के साथ Integrate करके मंचन करें।
7. सामूहिक अभिनय, अभिनय गान, सामूहिक गान, सामूहिक नृत्य आदि (practically) करवायें। नाटक हेतु व्यायाम, योग, मौखिक अभिव्यक्ति, संगीत पसन्द करें।
8. रागों का परिचय एवं प्रायोगिक कार्य करवा सकते हैं।
9. Art dks ICT के साथ Integrate करके Practical work कर सकते हैं।

❖ Projects:



- ii. परिसरवाद, प्रश्न, इन्टरप्लू का आयोजन करें जिसमें क्षेत्रीय कलाकारों को मुक्तवाक्य हो सकें।
- iii. पाठकों को वाचन, भजन करवाने। (Reading and Acting)
- iv. संस्कृतिक संग्रहालय, क्षेत्रों की फिल्ड मुलाकात का आयोजन करें एवं एसाइन्टमेंट तथा प्रोजेक्ट कार्य करें। (Field visit/Report)
- v. जनजातीय, लोककलाएँ, भीतिचित्र, छापकलाएँ, मूर्तिकला, बुढ़नआर्ट, ग्लास (Glass Painting) कीजिटल आर्ट, प्राचीन एवं मोडर्न आर्ट, फेंसिक कलाएँ, आदि के बारे में गुप में थावरमयज दे सकते हैं। (मेमंतवी based Projects)

❖ Reference:-

- i. NCF- 2005
- ii. जेपजपयद भवमतो यि। तजे दक स्तजि दक पतउए उमेपव
- iii. Basic Education
- iv. शिक्षा का बहन-कला- देवीप्रसाद
- v. कला कारीगरी की शिक्षा-भाग-I/II गिजुनाई बचके।
- vi. Wikipedia- Art Education
- vii. Learning Curve, Art Education volume.
- viii. चकमक पत्रिका, कला समय, paid] NCERT की पत्रिका आदि।
- ix. Drama and Theatre in Education, Dodd, Nigel and Winifred Hickson (1980).
- x. Kabad se Jugad: Little Science- Arvind Gupta, Eklavya.
- xi. Joy of making Indian Toys, Popular Science, S. Khanna (1992) New Delhi, NBT.
- xii. Creative Drama in the primary Grade, Vol-I/II, McCaslin, Nellie 1997, London, Longwan.
- xiii. Learning through Art, Sahi, Jain & Sahi, Eklavya, 2009.
- xiv. Deewaswapna, Gujabhai Badheka, Indore.

❖ Websites:-

- i. www.Artintegratedlearning/Edu/primary
- ii. [www.Basic Education through Art](http://www.BasicEducationthroughArt)
- iii. [www.Indian Arts and Culture](http://www.IndianArtsandCulture)
- iv. [www.Youtube/Art/Primary education](http://www.Youtube/Art/Primaryeducation)
- v. DD Bharti- Arts & Culture, www.dalbharti.dd.org.in.

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Syllabus:**Unit 1: Electrical and Electronics measurement and measuring Instrument**

Introduction, use, type (based on working and construction) and connections of Ammeter, voltmeter, wattmeter, frequency meter, power factor meter, megger, ohmmeter, Energy meter and Multi-meter. Measuring technique and precaution during their operation in electrical circuit. Introduction of multi-meter and method of its uses, testing of electrical appliances using multi-meter, Principle of fault location and demonstration using multi-meter.

Unit 2: Basic Electronics

Conductor, Insulator and Semiconductor materials, extrinsic and intrinsic semiconductor materials, P-Type and N-Type Semiconductor material, doping, formation of P-N junction diode, forward, and reverse biasing of diode, characteristic and application. Formation of P-N-P and N-P-N junction transistor, biasing of transistor, characteristic, and their application. Soldering – Principle, method, and materials.

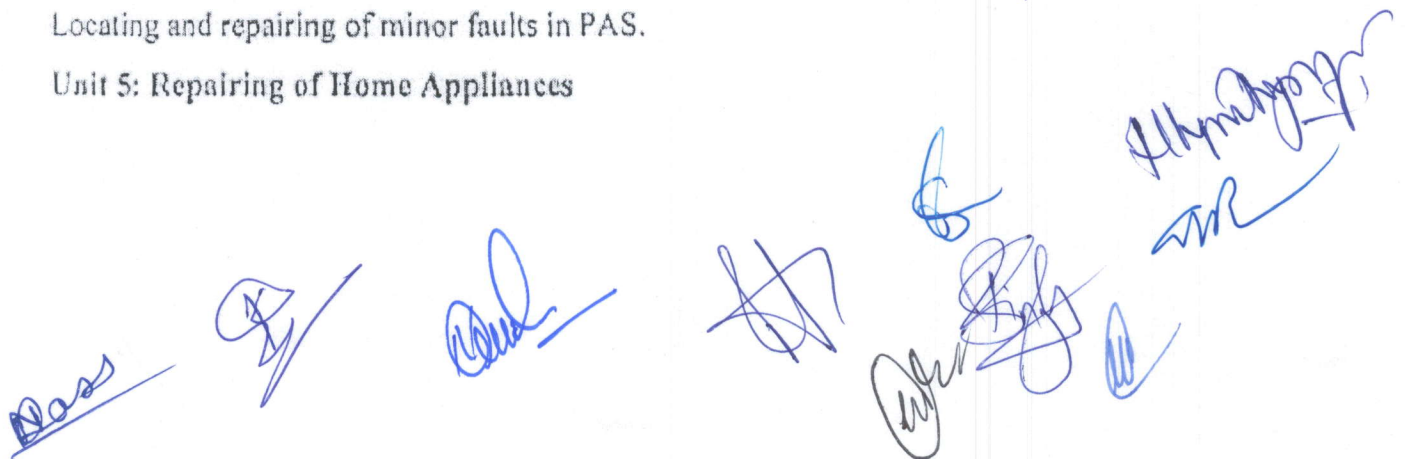
Practice of soldering.

Unit 3: Electronics component and Materials

Study of electronic components-sign and symbols recognition, specification and testing of components like resistors, capacitors, coil, diode, transistor, zener diode, photo diode, LED, solar cell, P.C. Board, bread board, I.C.(Integrated circuits) using multimeter. Integrated circuits fabrication – Advantages and limitations of I.Cs.

Unit 4: Construction of common Electronics Circuit

Construction of eight L.E.D. disco light, Testing of disco light checking individual components, Construction of battery eliminator. (using half wave/full wave circuit), Testing of battery eliminator, checking individual components, Simple construction of fire alarm (using photocell), Construction of audio amplifier, Construction of oscillator, Construction of Musical bell, Construction of Simple emergency light, Regulated power supply, Testing of musical bell, emergency light, amplifier and oscillator by measuring voltages, Construction of light operated switch. PAS (Public Address System)-(a) Components of PAS and their specification. (b) Demonstration – Installation (c) Connectors used with microphones (d) Locating and repairing of minor faults in PAS.

Unit 5: Repairing of Home Appliances

Mixer, Rewire the fuse, To study the working principle and maintenance of a microwave. To study the construction, working and maintenance of different types of electrical motors.

Distribution of marks:

- Internal Exam - 10 marks
- Practical Exam - 10 marks
- Record and Viva Vice - 05

(Suggested Readings as given in I Semester)

WORK EDUCATION- II

Option II: Agriculture - KITCHEN GARDENING & FRUIT PRESERVATION

Syllabus:

Unit-I Kitchen gardening - Importance, Establishment & Management.

Unit-II Identification and cultivation of vegetable crops suitable for kitchen gardening viz: Pea, Carrot, Onion,

Okra, Chilli and Radiisheto. Identification and cultivation of Fruit crops suitable for kitchen gardening viz: Citrus, Papaya, Banana, Grapes and Mango etc.

Unit-III Applied knowledge of common manures, fertilizers their uses and methods of application, Identification knowledge of common pesticides and their uses in kitchen garden.

Unit-IV Fruit Preservation - Principles of Fruit preservation, Different methods of fruit preservation, Causes of Spoilage and their remedies

Unit-V Preparation of some fruit products; Jam, Jelly, Squashes, Ketchup & Pickles.

SCHEME OF EXAMINATION (25 marks)

- | | | |
|--|---|----------|
| 1. Identification of seasonal vegetables and Fruit Crops with comments | - | 05 marks |
| 2. Drawing layout Plan of a Kitchen Garden | - | 05 marks |
| 3 Principles and different methods of fruit preservation | - | 05 marks |
| 4. Preparation method of Jam, Jelly, Ketchup, Sauce and Pickles , | - | 05 marks |
| 5. Viva and Practical Record | - | 05 marks |

Suggested Readings:

1. Handbook of Horticulture; I.C.A.R., New Delhi
2. Preservation of fruits and vegetables, Girdharlal Sidhapa; I.C.A.R., New Delhi
- 3 Fruit & vegetable preservation industries in india, Bhutani, R.C. ; C.F.T.R.I.; Mysore..
4. Vegetable production in india, Chauhan, D.V.S.; Ram Prasad and Sons, Agra.
5. Commercial fruits; Singh, S.P.; Kalyani Publishers, New Delhi.
6. Instant Horticulture; Gupta, S.N.; Naik, K.B; Jain Brothers, New Delhi.

