

छिंदवाडा विश्वविद्यालय, छिंदवाडा (म.प्र.)

CHHINDWARA UNIVERSITY, (M.P)



Syllabus

B.A. B.Ed Integrated Course

Four – Year (Eight Semester)

Approved by Board of Studies in Education

Faculty of Education

2019

CHHINDWARA UNIVERSITY, (M.P.)

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APPENDIX:

Marathi, Gujarati and Urdu components of the syllabus.

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CHHINDWARA UNIVERSITY

CHHINDWARA

Syllabus for Four Year B.A. B.Ed. Degree Course First Semester

Session 2019-20 Academic Year and Onwards

Shahraz Khan
02.11.19
(Dr. Shahraz Khan)

Dass

JK Dargre

Meenu Sanyal
(Dr. Meenu Sanyal)

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Smt. Meenaxi Kori

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(Dr. Rashmi Singh)

STRUCTURE OF THE COURSE

B.A.B.Ed.

First Semester

Subject/ Paper	Paper	Intern.	Total	Pds. /week
B.A. Part: Foundation Course				
Moral Values	40	10	50	3
Language - Hindi	40	10	50	3
- English	40	10	50	3
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				
Human Development in Socio-cultural Context	40	10	50	3
School Education in India: Historical Perspective	40	10	50	3
Health, Physical Education & Yoga	..	25	25	2
Work Education	..	25	25	2
Total	80	70	150	
Grand Total	380	220	600	

Dr. Meera Singh
Dr. S. K. Singh

J. K. Dey

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CDR. D. S. Bishu

Contact Periods/week: 03

Internal: 10

कुल अंक - 40

प्रश्न एवं अंक निर्धारण

4 समीक्षात्मक/दीर्घउत्तरीय प्रश्न - 28 अंक (7 X 4 प्र.)

2 लघुउत्तरीय प्रश्न - 07 अंक (3.5 X 2 प्र.)

वस्तुनिष्ठ प्रश्न - 05 अंक (1 X 5 प्रश्न)

(व्याख्यात्मक एवं समीक्षात्मक प्रश्नों में आंतरिक विकल्प होंगे।)

Moral Values (नैतिक मूल्य)

- इकाई 1. 1. नैतिक मूल्य परिचय एवं वर्गीकरण - डॉ. शशि राय
2. आचरण की सभ्यता - सरदार पूर्ण सिंह
- इकाई 2. 1. बुद्ध की करुणा - डॉ. श्रद्धा तिस्स
2. शिकागो व्याख्यान - स्वामी विवेकानन्द
- इकाई 3. 1. धर्म और राष्ट्रवाद - महाश्वेद अरविन्द
2. अप्प दीपो भव - स्वामी श्रद्धानन्द
- इकाई 4. 1. अंतर्ज्ञान और नैतिक जीवन - डॉ. सर्वपल्ली राधाकृष्णन
2. सादगी - महात्मा गांधी
- इकाई 5. 1. भय से मुक्ति - जे. कृष्ण मूर्ति
2. सत्य के साथ मेरे प्रयोग - महात्मा गांधी की आत्मकथा का संक्षिप्त विद्यार्थी संस्करण (सारांश)

Foundation Course: Language - Hindi

आधार पाठ्यक्रम : हिन्दी भाषा

प्रश्नपत्र - 1

Contact Periods/week: 03

Internal: 10

कुल अंक - 40

प्रश्न एवं अंक निर्धारण

4 समीक्षात्मक/दीर्घउत्तरीय प्रश्न - 28 अंक (7 X 4 प्र.)

2 लघुउत्तरीय प्रश्न - 07 अंक (3.5 X 2 प्र.)

वस्तुनिष्ठ प्रश्न - 05 अंक (1 X 5 प्रश्न)

(व्याख्यात्मक एवं समीक्षात्मक प्रश्नों में आंतरिक विकल्प होंगे। आंतरिक मूल्यांकन के लिए दस अंक निर्धारित हैं।)

- इकाई 1 1. स्वतंत्रता पुकारती (कविता) - जयशंकर प्रसाद
2. जाग तुझको दूर जाना (कविता) - महादेवी वर्मा
3. उत्साह (निबंध) - रामचंद्र शुक्ल
4. शिरीष के फूल (ललित निबंध) - हजारी प्रसाद द्विवेदी
- इकाई 2 1. नमक का दरोगा (कहानी) - प्रेमचंद
2. हार की जीत (कहानी) - सुदर्शन
3. भगवान बुद्ध (निबंध) - स्वामी विवेकानन्द
4. लोकतंत्र एक धर्म है (निबंध) - सर्वपल्ली राधाकृष्ण

Shubham
02/11/19
D.S.

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Dr. D.S. Bism

G. Gulati
21/11/19

02/11/19

इकाई 3

- | | | |
|----------------------------------|---|---------------------------|
| 1. कछुआ घर्म (निबंध) | - | चंद्रधर शर्मा गुलेरी |
| 2. वह तोड़ती पथर (कविता) | - | सूर्यकांत त्रिपाठी निराला |
| 3. सपनों की उड़ान (प्रेरक निबंध) | - | ए. पी. जे. अब्दुल कलाम |
| 4. चीफ की दावत (कहानी) | - | भीष्म साहनी |

Foundation Course: Language English

Paper - 1

Internal Marks: 10

External Marks: 40

Contact Periods/week: 03

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 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

John Keats – Ode to a Nightingale Rabindranath Tagore – Where the mind is without fear Rajgopalachari – Preface to the Mahabharata J.L. Nehru – Tryst with Destiny Walt Whitman – O Captain ! My Captain O Henry – The Last Leaf

UNIT: II

Paragraph Writing

UNIT: III

Comprehension of an unseen passage

UNIT: IV

Vocabulary Synonyms, Antonyms, Homophones, Homonyms.

UNIT :V

Grammar & Usage Noun, pronoun, verbs, adjective, adverbs, conjunctions, preposition, articles.

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S. I. Ch

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W. G. G.

S. G. G.

Q. G. G.

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Elective I – Literature: Hindi

हिन्दी साहित्य : प्रश्नपत्र – 1

प्राचीन काव्य

Contact Periods/week: 05 +4 Practicum

कुल अंक – 60

प्रश्न एवं अंक निर्धारण

3 व्याख्या आधारित प्रश्न – 18 अंक (6 X 3 प्र.)

2 समीक्षात्मक/दीर्घउत्तरीय प्रश्न – 18 अंक (9 X 2 प्र.)

लघुउत्तरीय (75–150 शब्दों तक) – 20 अंक (4 X 5 प्र.)

वस्तुनिष्ठ प्रश्न – 04 अंक (1 X 4 प्र.)

(आंतरिक मूल्यांकन के लिए 15 अंक और प्रवृत्तिकम के 25 अंक निर्धारित हैं। व्याख्यात्मक एवं समीक्षात्मक प्रश्नों में आंतरिक विकल्प होंगे। द्रुत पाठ खंड से मात्र 3 लघुउत्तरीय प्रश्न होंगे।)

प्रस्तावना :

हिन्दी क्षेत्र में 1857 के विद्रोह को आधुनिक चेतना में निहि विद्रोह-भावना का पहला उद्घोष माना गया है। चूंकि प्रायः हम इस विद्रोह के बाद की हिन्दी कविता को आधुनिक कविता मानते हैं इसलिए इसके पहले के समूचे हिन्दी काव्य को प्राचीन काव्य कहा जा सकता है। 1000 ई. के आसपास हिन्दी की जनपदीय बोलियों में साहित्य रचना हुई। अनेक महत्वपूर्ण साहित्य काव्य रूप मुक्तक, दोहा, सोरठा, पद, कवित्त, छप्पय आदि थे। प्रमुख कवियों में अमीर खुसरो, विद्यापति, कबीर, सूर, तुलसी जायसी, रहीम, रसखान, मीरा, केशवदास, मतिराम, बिहारी, घनानंद और पदमाकर के नाम लिए जा सकते हैं। पुरानी हिन्दी कविता बहुत दूर तक रचना की रीतिबद्ध प्रणाली तथा भक्ति और श्रृंगार जैसे परंपरागत विषयों का अनुसरण करते हुए भी अपनी विकसित संवेदनशीलता, मानवीय करुणा, लोकोन्मुखता और सौंदर्य दृष्टि के कारण स्थायी महत्व रखती है। इस दौर की कविता को जानना हिन्दी की जड़ों को जानना है। इस पाठ्यसामग्री के अध्ययन के द्वारा विद्यार्थियों में इस समय के हिन्दी साहित्य की रचनाशीलता के प्रति समग्र दृष्टि का विकास हो सकेगा।

इकाई 1: कबीरदास –

(सं. कान्ति कुमार)

गुरुदेव को अंग, बिरह को अंग, ग्यान बिरह को अंग, सुमिरन को अंग प्रत्येक से प्रारंभिक 5 – 5 दोहे एवं प्रारंभिक 5 पद।

इकाई 2: रैदास –

10 पद और 10 साखी (रैदासबानी – सुखदेव सिंह)

इकाई 3: सूरदास –

(सं. डॉ. धीरेन्द्र वर्मा)

विभिन्न प्रसंगों से कुल 15 पद – उद्धव संदेश से पद कम 9, 10, 15, 21, 22, 26, 27, 29, 52, 53, 62, 82, 95, 101, 120।

इकाई 4: तुलसीदास –

(विनय पत्रिका एवं कवितावली से प्रारंभिक 5 – 5 पद.)

अयोध्या कांड (रामचरितमानस) दोहा क्रमांक 117 से 121 तक।

इकाई 5: बिहारी –

(बिहारी रत्नाकर – जगन्नाथ दास रत्नाकर) चयनित 15 दोहे

(प्रकृति, श्रृंगार, विरह के 5 – 5 दोहे) दोहा संख्या 21, 25, 28, 31, 32, 35, 37, 38, 41, 51 = कुल 15।

इकाई 5: द्रुतपाठ – अमीर खुसरो, चंदबरदाई, मीरा और भूषण, रसखान, मतिराम, पदमाकर (इस इकाई से कवि परिचय एवं उनकी रचना प्रवृत्तियों पर लघुउत्तरीय प्रश्न पूछे जाएंगे)

(Practicum – Project, Assignment, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, etc.)

Shah-mukh
02.11.19
R. S. Khan
G. Gulati
24/11/19
02/11/19
02/11/19

- | | | |
|------------------------------------|---|-----------------------|
| 1. सूर साहित्य | — | हजारी प्रसाद द्विवेदी |
| 2. भक्ति आंदोलन और सूरदास का काव्य | — | मैनेजर पाण्डेय |
| 3. त्रिवेणी | — | रामचंद्र जुल |
| 4. गोस्वामी तुलसीदास | — | रामचंद्र जुल |
| 5. विद्यापति | — | शिवप्रसाद सिंह |
| 6. हिन्दी साहित्य का आदिकाल | — | हजारी प्रसाद द्विवेदी |
| 7. जायसी ग्रंथावली | — | रामचंद्र जुल |
| 8. बिहारी का नया मूल्यांकन | — | बच्चन सिंह |
| 9. रीति काव्य की भूमिका | — | डॉ. नगेन्द्र |

Elective I – Literature: English

English Literature Paper I: Growth and Structure of the English Language

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Practicum – 25 (Internal)

Distribution of Marks

- 1- Objective type questions: 10 questions are to be set from Units I to V. One question will carry 1 mark. $10 \times 1 = 10$
- 2- Four critical questions are to be set with an internal choice from Units I to IV. Four questions are to be attempted one from each Unit. Each question will carry 10 marks. $10 \times 4 = 40$
- 3- Short questions: Two short questions are to be set with an internal choice from Unit V. Each question will carry 5 marks. $5 \times 2 = 10$

Objectives:

- To enable students to understand and use the variety of language being used in other
- To enable students to understand the nuances of the English language.
- To enable students to understand how the English language has evolved,
- To help them understand why the English language is hailed as a living language
- To help them and appreciate factors responsible for shaping and enriching languages,
- To help them understand why loan-words are called the milestones of philosophy,
- To sustain and enhance the degree of bilingualism and metalinguistic awareness that
- To enable students to understand and appreciate that language is not only a rule-governed system of communication but also a phenomenon that structures our thoughts
- and defines our social relationships,
- To enable students to understand how energy individual creates a repertoire of multiple
- registers to negotiate a variety of social encounters,
- To enable students to understand and appreciate that linguistic diversity is important for
- To enable students to understand how they as teachers can use multilingualism as a

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- To enable students to understand the correlation between multilingual language proficiency and academic achievement,
- To enable students to understand how multilingualism leads to greater cognitive flexibility and social tolerance,
- To enable students to understand that there is no intrinsic relationship between languages
- To help students cultivate respect for minor and endangered languages, and
- To help students identify the social psychological variables that influence the learning.

Unit I: Characteristics of the English Language

Characteristics of Old, Middle and Modern English American English, Indian English. Loan Words – Scandinavian, Latin, French, Greek, Indian.

Unit II: Word – Formation

Compound – formation, duplication, derivation, back – formation, conversion, clipping, acronymy, blending, word-manufacture, multiple-formation, tradespeople's coinages, war-coinages.

Unit III: The structure of English Speech

Received Pronunciation (R.P.), Syllable, Suprasegmental features of RP, stress, juncture, intonation, phonetic transcription of individual words.

Unit IV: Psycholinguistics

- 1- Relationship between human language and the human brain.
- 2- Relationship between language and society

Unit V: Socio – Linguistics

- 1- Functions of language
- 2- Relationship between language and society
- 3- Understanding and reconstruction of culture through language.
- 4- Language and Power
- 5- Language and gender
- 6- Language and Aesthetics
- 7- Extinction of languages- reasons and the need for preservation – relationship between language and script, social psychological variables and the learning of a second
- 8- Multilingualism and social tolerance.
- 9- Role of media in the shaping of the English language, English today and tomorrow,
- 10- Dialect, register, slang, pidgin, hybridism.

(Practicum – Project, Assignment, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, etc.)

Suggested Readings

1. Jespersen, Otto, Growth and Structure of the English Language. New Delhi: Oxford
2. Adamas, V. An Introduction to Modern English Word – Formation. London Longman,
3. Bauer, L. English Word-Formation. Cambridge : Cambridge University Press, 1983.
4. Crystal, D.A. Dictionary of linguistics and phonetics. London : Basic Blackwell. 1985.
5. Barber, Charles. The Story of Language. London : The English Language Book Society
6. Jones, Daniel. English Pronouncing Dictionary. London : English Language Book
7. Wilkins, D.A. Linguistics in Language Teaching. London : The English Language Book
8. Hudson, R.A. Sociolinguistics. Cambridge : Cambridge University Press. 1980.
9. Downes, William. Language and Society. London : Fontana Paperbacks, 1984.
10. Trudgill, Peter. Sociolinguistics : An Introduction. Middlesex penguin, 1974.
11. Cecco, John P. De. The psychology of Language, Thought, and instruction. New York :

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उद्देश्य— संस्कृत के नाटकों के विषय में ज्ञान प्राप्त करेंगे और कालीदास, भारवी, विश्वनाथ आदि
संस्कृत के महान विद्वानों के विषय में ज्ञान प्राप्त करेंगे।

परिणाम – अपने भविष्य को उज्ज्वल बनायेंगे और अच्छे नागरिक बनेंगे।

ईकाई— 1

महाकविकालिदासकृतं— कुमारसम्भव—पंचसर्ग

हिन्दीभाषया व्याख्यात्मकथ्ययनम्

ईकाई— 2

भारविकृतं किरातार्जुनीयन— द्वितीय सर्गः

हिन्दीभाषया व्याख्यात्मकथ्ययनम्

ईकाई— 3

भारविकृतं किरातार्जुनीयन— तृतीय सर्गः

हिन्दीभाषया व्याख्यात्मकथ्ययनम्

ईकाई— 4

उभयोर्गन्थयोः समीक्षात्मकअध्ययनम्

ईकाई— 5

साहित्य दर्पण— आचार्य विश्वनाथ

व्याख्यात्मक समीक्षात्मक प्रश्न

(काव्यलक्षणम्, काव्यप्रज्ञानम्, नाटक, लक्षणम्, कथा, अख्यामिका च)

Assesment: Five assignments (one from each Sanskrit Granth)

1. कुमारसम्भव— पंचसर्ग, हिन्दीसंस्कृत काव्यसहितम् डॉ. राजेश्वर शास्त्री मुसलगांवकर
2. कुमारसम्भव— कालिदास, हिन्दीसंस्कृत काव्यसहितम् आचार्य शेषराज शर्मा रेग्मी
3. रघुवंश कालिदास, कालिदास, हिन्दीसंस्कृत काव्यसहितम् आचार्य शेषराज शर्मा रेग्मी
4. काव्यशोभा— साहित्यदर्पणातसंग्रह सम्पादक— प्रो. बेजेश कुमार शुक्ल
5. कुमारसम्भव— पंचमसर्ग— कालिदास डॉ. शिवबालक द्विवेदी
6. साहित्य दर्पण— विश्वनाथ चौखम्भा वाराणसी
7. कालिदास— अपनी बात प्रो. रेवा प्रसाद द्विवेदी

Elective II – History

Paper I : Themes in Early Indian History(Earliest to 1200 AD)

Contact Periods/week:5+4 Practicum

Maximum Marks – 60, Minimum Passing Marks- 20

Internal – 15, Practicum- 25 (Internal)

Evaluation

Note : 1 First question having Five Objective type questions (selecting one from each unit) 1 x 5 =5

2 Second question having 5 short questions to be answered in about 125-150 words
(selecting one from each unit)

3 Third question having Five questions having internal choice selecting one from each unit.

8 x 5 = 40

Objectives :

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

- . Understand the nature, scope and importance of studying History. Understand the various sources of History, Importance of Facts and its compilation, and the problem of Objectivity in History

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- 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.

Course Details:

UNIT I: History: Nature, Significance and Sources of Study, Historiography: Facts, Problem of objectivity,

- ❖ History: Nature and Importance of study.
- ❖ Sources: Literature, Epigraphic, Numismatics and Archaeological, Primary and Secondary sources of History
- ❖ Historical Evidence, Facts and their compilation.
- ❖ Historical Objectivity: Meaning, Need and Importance.

UNIT II: Pre- Historic India, The Indus Valley Civilization and The Vedic Civilization

- ❖ Pre Historic India- Paleolithic, Mesolithic and Neolithic Age
- ❖ Indus Valley Civilization: Socio-economic and Religious life, Art and Architecture.
- ❖ The Aryan Debate; The Rig Vedic and Later Vedic Period-Political, Economic and Socio- Religious life

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

- ❖ Sixteen Mahajanpadas- 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- Wimaladitya, Kanishka- Conquests, Patronage to Buddhism
- ❖ The Guptas- Samudra Gupta, Chandra Gupta Vikramaditya
- ❖ Gupta 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, Rashtrakutas, Pallavas- Political Achievements; Chola Administration
- ❖ Rajputs – Gurjars, Pratiharas, Parmars And Palas
- ❖ India's relations with South-east Asia and Srilanka
- ❖ Invasions of the Arabs, Ghaznavids and Ghorids and their Impact

PRACTICUM

The course of history has been designed to enable students to know that history is a critical discipline, a process of enquiry, 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 evidences 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 text books 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.

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the learners will be able to understand and make 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 of required permission for archives, historical sites, etc.

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. However a practicum report shall also be required to be submitted. Practicum report may be hand written or in printed form. It will be ensured that the students submit original work.

List of Practicum:

1. Facts and their compilation- On a theme of your choice collect facts and interpret them thereby constructing history through these facts.
2. Exploring Objectivity and Biases in the writing of Indian History.
3. Numismatics and construction of History. (Model of Ancient coins may be made)
4. Role of Archaeology in the construction of History.
5. Literary sources of constructing Indian History.
6. Paleolithic Period - Reflections on Bhimbetka. (Paintings of Bhimbetka may also be made)
7. 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.)
8. Asoka's Dhamma : Principles and Relevance in today's context.

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. 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. AronRaymand- Introduction to the philosophy of History
8. Kosambi, D.D. Culture and Civilization of Ancient India
9. Ray, H.P. Monastery and Guildin India A HistoricalOutline
10. R.S Sharma, India's Ancient Past
11. Ray, NiharranjanMaurya and Post Maurya Art
- 12 Sharma, R.S. Aspects of Political Ideas andInstitutions in Ancient India (1991)

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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. Carr.E.H. What is History
17. Collingwood. R.G. The Idea of History ed. Jan Van Der Dussen, Oxford University Press.
18. Tripathi, R.S. : *Prachin Bharat Kaitihas*
19. Pandey, Rajbali : *Bharatiya Itihas Ki Bhumika*
20. Chopra S.N. : *Prachin Bharat Kaitihas*
21. Jharkhand Choubey: *Itihas darshan*
22. Thapar Romilla: *Itihas ki Punarvyakha*
23. Pandey, Govindchandra: *Itihas Swaroop avam Siddhant*
24. Raychoudhary HC : *Bharat Ka Rajnaitik Itihas*
25. Kiran Kumar: *Sindhu Sabhyata*
26. Raymond and Bridget Allchin. 1997. Origins of Civilization. Viking, New Delhi
27. G.L. Possehl. 2003. The Indus Civilization. Vistaar, New Delhi.
28. Shereen Ratnagar. 2001. Understanding Harappa. Tulika, New Delhi.

Elective II: Geography

Paper I: Evolution of Geographical thought

Contact Periods/week: 05 +4 Practical

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Practical – 25 (Internal)

Unit I:

Geography in classical age: Contributions of Greek and Roman scholars with special references to the works of Herodotus; Eratosthenes; Hecateus; Strabo and Ptolemy.

Unit II:

Dark Age in Europe and its impact on the development of Geography; Contributions of Arab Scholars with special reference to the works of Al-Masudi; Al-Biruni; Ibn-e-Batuta and Ibn-e-Khaldun.

Unit III:

Modern: Evolution of Geographical Thinking and Disciplinary Trends in Germany; France; Britain; United States of America and India.

Unit IV:

The revival of scientific geography with special reference to the work of Varenus and Kant. Contributions of Humbolt and Ritter. Darwin's impact on geography.

Unit V:

The Quantitative Revolution in Geography; Post Quantitative Revolution trends: Welfare; Radical; Post Modernization; Systems Approach; Radicalism; Feminism.

Books recommended

1. Deckinson (1969) The Making of Modern Geography Routledge and Kegan Paul, London.
2. Dikshit R. D., 1997: Geographical Thought: A Contextual History of Ideas, Prentice-Hall India.
3. Hartshorne (1939) The Nature of Geography. Association of American Geographers Lancaster Pennsylvania.

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5. Harvey, D. (1989) The condition of Post Modernity: An Enquiry into the Origins of Cultural Change, Blackwell, Oxford.
6. Holt-Jensen A., 2011: Geography: History and Its Concepts: A Students Guide, SAGE.
7. Husain, M. (2002) Evolution of Geographic Thought (also in hindi) Rawat Publication's Jaipur.
8. Johnston R. J., (Ed.): Dictionary of Human Geography, Routledge.
9. Johnston R. J., 1997: Geography and Geographers, Anglo-American Human Geography since 1945, Arnold, London.
10. Kapur A., 2001: Indian Geography Voice of Concern, Concept Publications.
11. Martin Geoffrey J., 2005: All Possible Worlds: A History of Geographical Ideas, Oxford.
12. Peet, R. (1998) Modern Geographical Thought Blackwell, Oxford.
13. Soja, Edward 1989. Post-modern Geographies, Verso, London. Reprinted 1997: Rawat Publ., Jaipur and New Delhi.

Practical: Introduction to cartography

Unit I: Map: Definition, significance and usefulness

Unit II: Scales: Definition of scales; Types and application; Reading distances on a map; Methods of scale representation on a map.

Unit III: Map Projections. – Criteria for Choice of Projections; Attributes and Properties of: Zenithal Gnomonic Polar Case, Zenithal Stereographic Polar case, Cylindrical Equal area, Mercator's projection, Conical Projection with two Standard Parallel, Bonne's Projection.

Unit IV: Representation of data - Symbols, Dots, Choropleth, Isopleth and Flow diagrams, Interpretation of Thematic maps.

Unit V: Journal and Viva voce

Books recommended

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. Loxton J., 1980: Practical Map Production, John Wiley.
4. Mishra R.P. and Ramesh, A., 1989: Fundamentals of Cartography, Concept, New Delhi.
5. Monkhouse F. J. and Wilkinson H. R., 1973: Maps and Diagrams, Methuen, London.
6. Rhind D. W. and Taylor D. R. F., (eds.), 1989: Cartography: Past, Present and Future, Elsevier, International Cartographic Association.
7. Robinson A. H., 2009: Elements of Cartography, John Wiley and Sons, New York.
8. Sharma J. P., 2010: Prayogic Bhugol, Rastogi Publishers, Meerut.
9. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers.
10. Steers J. A., 1965: An Introduction to the Study of Map Projections, London.

Elective III: Economics

Paper 1: Micro Economics - I

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Practicum – 25 (Internal)

Paper	Internal Test	Practicum	Total
Mark: 60	Mark: 15	Marks: 25	Maximum Mark:100
Pass Mark: 20	Pass Mark: 05	Pass mark:08	Pass mark: 33
Time: 3 hours	Time: 1 hours	Time: 2 hours	Time: 6 hours

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Objectives:

After completion of this course the learner would be able to:

1. Define and understand the various terms & basic concept of economics.
2. Describe meaning, nature and scope of economics.
3. Explain the theoretical and practical advantage of the study of economics.
4. Take into account different theories of economics – like consumer behavior, production, cost, market structure etc.
5. Analyze determination of equilibrium price and quantity of a commodity in individual firm and industry under perfect competition, monopoly, monopolistic competition and oligopoly.
6. To explain the behavior of the economic agents in term of factor pricing like rent, wage, interest and profit in distribution.

Note:

1. First question having ten objective type questions. (Selecting two from each unit)
1 X 10 = 10 marks.
2. Five question with internal choice selecting one from each units. (5 X 10 = 50 marks)

UNIT-I: Meaning, Nature, Scope, Methodology and Fundamentals of Economics.

Is there any difference between economy and economics? Evolution of definition of economics-wealth, welfare, scarcity and growth; Nature of economics- as an arts or science, positive or normative science; Genesis of economic activities-wants, effort and satisfaction; Division of basic units of economic activities-consumption, production, exchange, distribution and public finance; Interdependence of economic agents- household, firm and government for each division of economic activities; Theoretical and practical advantage of the study of economics.

Basic Concept of Economics: *Human wants*-its important characteristics and types of wants; *Utility*-it's distinguished from usefulness; satisfaction, pleasure and can it be measured? *Wealth*- its characteristics and distinguished from capital, money, income and welfare. *Goods & Services*- types of goods. *Value & Prices* - value-in-use & value-in-exchange.

Methods of economic analysis: the verbal argument or method of logical deduction- inductive and deductive logic; mathematical and geometrical method. Scope of economics: Basic economic problems- the problems of scarcity and choice; Economic systems, Derivation of production possibilities curve (PPC) or frontiers.

UNIT-II: Theory of Demand and Consumer Behavior

Law of demand; why the demand curve downward sloping? Determination of demand, Extension and contraction of demand curve, Elasticity of demand- price, income and cross.

Utility analysis: Cardinal and ordinal approach to demand – Law of diminishing marginal utility and indifference curve analysis. Consumer's equilibrium (Hicks & Slutsky), Giffen goods, compensated demand curve, consumer surplus.

UNIT-III: Theory of Supply, Production and Cost

Factor of production; Law of supply; Factors affecting supply; Production function-short period and long period; Law of variable proportion, Return to scale,

Concept of Cost: Total, average, marginal; opportunity cost; optimum factor combination and product mix – derivation of cost function from production function.

Isoquant -least cost combinations of inputs: Return to factors; Economics of scale; Elasticity of Substitution; Euler's Theorem.

UNIT-IV: Theory of Revenue and Market Structure

Concept of Revenue – TR, AR, MR, relationship between AR & MR,

Meaning and classification of market structure; Objectives and Equilibrium condition of firm.

Perfect competition- its Characteristics, short run and long run equilibrium of the firm and industry; Determination of equilibrium price and output under perfect competition, Derivation of supply curve.

Monopoly- its characteristics, equilibrium price and output determination; Price discrimination,

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monopolistic competition,

Oligopoly- its characteristics, In-determining of price and output,

UNIT-V: Theory of Distribution and Wage determination

Concept of productivity, Marginal productivity theory of distribution, Theory of distribution in imperfect product and factor market; Concept of Marginal Physical Product(MPP), Value of Marginal Product(VMP) and Marginal Revenue Product(MRP), Factor pricing under perfect completion and monopoly, Adding-up theorem;

Theory of wage: Determination of wages under perfect completion and imperfect competition; Collective bargaining and Trade Union, Wage differential.

Rent- Ricardian theory of rents, Modern theory of rent; Scarcity rent; Differential rent and Quasi-rent.

Internal- Classical theory of interest; Keynes liquidity preference theory of interest;

Profit – Schumpeterian innovation of profit and F.H. Knight Risk & uncertainty theory of profit.

Suggested Readings

1. Ahuja, H.L (1995), Advance Economics Theory(Microeconomic Analysis), Eight Edition, S. Chand & Company Ltd, Nam Nagar, New Delhi-110055
2. Baumal, W.J(1982) Economic Theory and Operation analysis, Prentice Hall of India, New Delhi.
3. D.N. Dwivedi(2016), Microeconomics, Theory & Application, Third Edition, Vikash Publishing House, Pvt Ltd.
4. Jhingan, M.L(2010), Advance Economic Theory, 12th Edition, Vrinda Publications(p) Ltd.
5. Koutsoyiannis, A (1979), Modern Micro Economics, Mac Millan Press, London.
6. Kreps, David M(1990), A Course in Microeconomic Theory, Prentice University Press, Princeton.
7. Seth, M.L(1989), Principle of Economics(Micro and Macro Economics), Twenty Fourth Edition, Laxminarayan Agarwal, Educational Publishers, Hospital Road, Agra-3
8. Varian, H(2000) Microeconomic Analysis, W.W. Norton , New York.

Practicum-I : Mathematics for Economics

UNIT-I: Sets Theory: Set Algebra, Relation and Function, Functional Relation

UNIT-II: Limits: Concept of Function, Limits, Continuity and Derivative

UNIT-III: Derivatives: Rules of Differentiation, Rule of Partial Differentiation and Interpretation of partial derivatives

UNIT-IV: Maxima and Minima Function: Increasing and decreasing function, convexity, Problems of Maxima and Minima in one, two and multi-variable function; Applications in competitive equilibrium of a firm, monopoly price and output.

UNIT-V: Integration: Concept of Integration, Simple rules of integration. Application of derivatives and integration in Economics- Total cost and Marginal cost

Suggested Reading:

1. Allen, R.G.D(1974), Mathematical Analysis for Economists, Mac Millan Press and ELBS London
2. Baumal, W.J (1984) Economic theory and Operational Analysis, Englewood Cliffs, New Jersey.
3. Chiang, A.C(1986), Fundamental methods of Mathematical Economics, Mc Graw Hill, New York.
4. Handry A.T(1999) Operations research, Prentice Hall of India, New Delhi.
5. Meheta, B.C & Madnani, G.M(1999), Mathematics for Economists, Eighth Edition, Sultan Chand & Sons, Educational Publishers, New Delhi.
6. Monga, G.S(1972), Mathematics and Statistics for Economists, Vikash Publishing House, New Delhi.
7. Yamane, Taro(1975), Mathematics for Economists, Prentice Hall of India, New Delhi.

Elective III: Political Science

Paper I: Fundamentals of Political Theory

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

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Distribution of Marks:

1. Five Objective type questions from units I to V. One question will carry 1 mark.
5X 1 = 5 Marks.
2. Three Short answer type questions to be answered between 100-150 words. One question will carry 5 marks
3x5 = 15
3. Five long answer type questions with internal choice selecting one from each unit.
5 X 8 = 40 Marks.

Objectives:

This paper is designed to help the student to understand meaning, nature, scope and significance of political theory; ideas and theories; elements and origin of state; evolution, use and relevance of concepts; the changing concept of development, Socialist, Liberal and Gandhian view on development; nature and categories of human right.

Unit-I: Political Science: Definition, nature and scope; Approaches to Politics: Liberal, Marxist and Feminist.
Political Theory: Meaning, Scope and Relevance. Approaches to Political Theory: Normative, Historical and Empirical

Unit-II: State: Meaning and Elements

Theories of origin of State: Divine Theory, Force Theory, Evolutionary Theory, Social Contract Theory.
Sovereignty: Monistic and Pluralistic views

Unit-III: Concepts: Liberty (Meaning, Types and characteristics), Equality (Meaning and Types), Rights (Meaning and Types), Justice (Concept and Dimensions), Civil society (Meaning and characteristics)

Unit-IV: Democracy: Meaning, Types and Theories. Theories of Representation. Welfare State

Unit-V: Development: Concept of Development; Socialist, Liberal, Gandhian and Sustainable development. Human Rights: Meaning, Nature and Categories

(Practicum – Project, Assignment, Remediation, Tutorial, Progress review, Workshop, Group discussion, Seminar, Symposia, etc.)

Suggested Readings:

1. A. Brecht, Political Theory: The Foundations of Twentieth Century Political Thought, The Times of India Press, Bombay, 1965.
2. Adrian Leftwich, What is Politics?, Polity, New Delhi, 2004.
3. Andrew Hacker, Political Theory, Macmillan, New York, 1961.
4. Anup Chand Kapur, Principles of Political Science, S. Chand, New Delhi, 2010.
5. David Held, Political Theory and the Modern State, London, Polity, 1994.
6. Eddy Asirvatham and K.K Mishra, Political Theory, S.Chand, New Delhi, 2010.
7. Eddy Asirvatham and K.K Mishra, Rajniti Vigyan, S.Chand, New Delhi, 2010.
8. Anthony Giddens and David Held (eds), Class, Power and Conflict, Macmillan Press, London, 1982.
9. Graeme Duncan (ed.), Democratic Theory and Practice, OUP, Cambridge, 1983.
10. Iqbal Narayan, Rajniti Vigyan Ke Mool Sidhant, Ratna Prakashan Mandir, New Delhi, 1996.
11. J.C Johari, Contemporary Political Theory, Sterling Publisher, New Delhi, 2012.
12. J Shyanmsundaram and C P Sharma, Rajniti Vigyan, Ram Prasad & Sons, Agra, 2001.
13. Jeremy Waldron (ed.), Theories of Rights, OUP, New Delhi, 1984.
14. John Rawls, A Theory of Justice, Harvard University Press, Cambridge, 1971.
15. Lokesh Agrawal, Rajniti Vigyan Ke Mool Sidhant, Madhya Pradesh Hindi Granth Academy, Bhopal, 2006.
16. N P Barry, Introduction to Modern Political Theory, Macmillan, London, 1995.

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17. O.P Gauba, An Introduction to Political Theory, Macmillan, New Delhi, 2009.
18. R.C Agarwal, Political Theory, S. Chand, New Delhi, 2014.
19. R.C Agarwal, Rajniti Vigyan Ke Mool Siddhant, S. Chand, New Delhi 1990.
20. R. Dahl, Modern Political Analysis, Prentice Hall, Englewood Cliffs, NJ, 1963.
21. Ralph Millband, Marxism and Politics, OUP, New Delhi, 1977.
22. Rajeev Bhargava, What is Political Theory and Why do We Need it?, Oxford University Press, New Delhi, 2010.
23. Ranjita Mohanty and Rajesh Tandon, Participatory Citizenship Identity, Exclusion and Inclusion, Sage, New Delhi, 2006.
24. Shyama Prasad Dubey, Adhunik Rajnitik Vicharadharayein, Madhya Pradesh Hindi Granth Academy, Bhopal, 2001.
25. Sushila Ramaswamy, Political Theory, Orient Longman, New Delhi, 2002.
26. T.W. Hosley, Sovereignty, OUP, Cambridge, 1984.
27. Thomas Pantham, Political Theories and Social Reconstruction, Sage, New Delhi, 1995.
28. Vidya Dhar Mahajan, Political Theory (Principles of Political Science), S. Chand, New Delhi, 2006.

Education Component:

Human Development in Socio-cultural Context

Contact Periods/week: 03

Maximum Marks — 40

Min. Pass Marks — 13

Internal — 10

Objectives:

- To develop a contemporary understanding of human development: its meanings, processes and perspectives in socio cultural context.
- To acquire theoretical perspectives and develop an understanding of dimensions of human development with special reference to adolescent learners.
- To develop an understanding about the impact/influence of socio cultural context in shaping adolescent development.
- To make them cognizant of specific issues of adolescent behavior in schools and the critical role in dealing with children of diverse abilities.

Course Content:

Unit-I: Human Development and the Contexts

- Human development: Meaning, Nature and Dimensions
- Role of Heredity and Environment in Development
- Socio-cultural Contexts: Meaning, Nature and its Influences on Human Development: Culture, Caste, Class, Religion and Gender - their bearing on development
- Family: Child rearing practices
- School: School Culture, Climate, School Ethos, Teacher Values and Peer groups

Unit-II: Socio-cultural aspects of personality Development

- Cognitive Development (Piaget, Vygotsky & Bruner)
- Psycho-Social Development (Erikson)
- Moral Development (Piaget & Kohlberg)
- Character Development
- Culture and Personality

Unit-III: Understanding Adolescents

- Nature of Adolescence: stage of development, Socio-cultural context
- Characteristics and concerns of Adolescents
- Biological : Physical, Sexual, Emotional

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- Cognitive : Abstract Thinking, Meta-cognition
- Psychological : Identity, Individuation, and Sense of Independence
- Social : Adolescents expectation, Social expectation Parental expectation, Skepticism, Peer culture, Role model
- Challenges and opportunities during adolescence: Role of Guidance and Counseling

Unit-IV: Socio-cultural Context Shaping Human Development

- Nature of Socio-culture and Environment.
- Physical Environment
- Influence of Educational Technology
- Media Exposures
- Dealing with learners from varied socio-cultural context and creating culturally compatible classroom

Transactional Modes:

- Class presentations
- Readings and class discussions
- Assignments
- Survey to study child rearing practices
- Case study analysis to understand contextual influence on development
- Exercises on self concept and personality development
- Use of online videos related to cognitive and moral development
- Case study of an adolescent

Suggested Readings:

- Aives, Phillippe (1962). Centuries of Childhood: A Sociology of Family Life, Knops, New York.
- Ambron, S.R. (1983). Child Development, Holt Rinehart & Winston, New York.
- Atkinson, Richard C. et.al. (1983). Introduction to Psychology. Harcourt Brace Jahonovich Inc. New York.
- Barry, Johnson (1964). Classroom Group Behavior, Macmillan New York.
- Bhargava, Mahesh (1994). Introduction to Exceptional Children, Sterling Publishers Pvt. Ltd. New York.
- Bourne, L.E. (1985). Its Principles and Meaning Holt, Rinehart Land Winston, New York.
- Christian, Jyoti (1984). Classroom Group Dynamic, Anu Books, Meerut.
- DeCecco, John P. (1977). The Psychology of Learning and Instruction Prentice Hall of India Pvt. Ltd. New Delhi.
- Gessel, A.L. & Allagh, F.H. (1946). The Child from Five to Ten, Harper & Brothers, New York.
- Hurlock, E.B., (1964). Child Development, Mcgraw Hill Book Co. New York.
- Klausmeier, Herber, J. (1985). Educational Psychology. Herper and Row, New York.
- Kochar, S.K. (1989). Guidance and Counselling in College and Universities, Sterling Publishers Pvt.Ltd., New Delhi.
- Lindern, H.C. (1980). Educational Psychology in the Classroom (sixth ed.). Oxford University Press, New York.
- Mathur S.S. (1988). A Sociological Approach to Indian Education, Vinod Prakashan, Agra.
- Pastrcha, prem, (1976). Guidance and Counselling in India Education NCERT, New Delhi.
- Smith Ronald E. Sarason, I.G. and Sarason, Barbara R. (1982). Psychology: The frontiers of Behaviour Harper and Row Pub. New York.
- Shrivastava, G.N.P. (1986). Recent Trends in Personality study. Agra Psychological Research -Cell Balangunj, Agra.
- Shrivastava, G.N.P. (1999). Shiksha Manovigyanb, Naveen Vikkchardharayen Concept Publishing Company New Delhi.

School Education in India: Historical Perspective

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 1.

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Course Description

The course 'School Education in India' seeks to develop an understanding of processes of how and why education system in India evolved over a period of time. It gives an understanding of the socio-historical evolution of Indian education system by drawing attention on history of formal education system. The course will trace the dimensions of basic understanding of culture, politics and economics that impacted school / university education in light of Vedic, Buddhist, Islamic and British education systems.

Course Objectives

- To introduce the systems of education in historical perspective to appreciate education and its relation to socio-political, cultural and economic context
- To explain about formal school system in India in socio-historical context and its institutionalization.
- To appreciate the change and continuities in educational purposes, processes and practices in Indian education
- To develop historical perspective on contemporary educational issues and problems

Unit-I Understanding Educational Systems of Ancient India: Vedic Education

- 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
- Vedic education system: Critical understanding of Aims, knowledge and educational practices and agencies
- Relevance of Vedic educational practices to contemporary times

Unit-II Understanding Educational Systems of Ancient India: Buddhist Education

- Social development stage during Buddhist Period: Economic Activities, Development of commerce, Cultural Practices and Social System
- Development of Education system and higher learning centers
- Social Foundation of education during Buddhist period
- 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 systems

Unit -III Development of Islam education during medieval period

- Understanding 'India' of Middle Ages: Economic activities, Commerce, cultural practices, social systems and political formations
- Origin and development of Islam education
- Islam education system: Critical understanding of Aims, knowledge and educational practices and agencies

Unit - IV Education during Colonial period: British education

- Understanding 'India' of Modern period: Economic activities, commerce, cultural practices, social systems and political formations
- The orientalist and anglicist Conflict
- Development of British education in India through 1813 Act, 1835 McCauley Minutes, 1854 Woods Despatch, 1882 Hunter Commission, 1943-44 Sargent Report
- Efforts and Movement by Indians for compulsory education in India – Mahatma Jyotiba Phule, Gokhale Bill(1910), Basic education (1937)
- British education system: Critical understanding of Aims, knowledge and educational practices and agencies
- Contribution of British to Indian education

Transactional Modes:

- Class presentations
- Readings and class discussions
- Assignments
- Survey to study historical places
- Case study analysis to understand contextual influence on historical development

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- Use of online videos related to the history of development of education in India

Suggested Readings:

- Altekar, A. S. (1965). *Education in ancient India*. Varanasi: Nand Kishore.
- Arnold, D. (1993). *Colonizing the body: State medicine and epidemic disease in nineteenth-century India*. Berkeley: University of California Press.
- Blackwell, F. (2004). *India: A global studies handbook*. Santa Barbara, CA: ABC-CLIO.
- Chatterjee, P. (1993). *Nationalist thought and the colonial world: A derivative discourse*. Minneapolis: University of Minnesota Press.
- Dharmpal. (1983). *The beautiful tree: Indigenous Indian education in the eighteenth century*. New Delhi: Biblia Impex.
- Ghosh, S. C. (2001). *The history of education in ancient India, c. 3000 BC to AD 1192*. New Delhi: Munshiram Manoharlal Publishers.
- Ghosh, S. C. (2009). *The history of education in modern India, 1757-2007*. New Delhi: Orient Blackswan.
- Kumar, D. (2006). Science in a Colony: Concept and Contours. *Science and the Raj*, 1-31.
doi:10.1093/acprof:oso/9780195687149.003.0001
- Kumar, D. (n.d.). India. *The Cambridge History of Science*, 669-687. doi:10.1017/chol9780521572439.029
- Mookerji, R. (1951). *Ancient Indian education: (Brahmanical and Buddhist)*. London: Macmillan.
- R N. (1975). *Society and culture in India*. Meerut: Rajhans Prakashan Mandir.
- Thapar, R. (2000). *Cultural pasts: Essays in early Indian history*. New Delhi: Oxford University Press.
- Thapar, R. (2014). *The past as present: Forging contemporary identities through history*.

Health, Physical Education & Yoga - I

Contact Periods/week: 2 Practical

Maximum Marks – 25

Min. Pass Marks – 08

Internal – 25

Unit I

Physical Education – Meaning Scope, Aims & Objectives of Physical Education. Health Education and recreation to general education. Concept and Importance of Health, Personal and Environmental Hygiene. Nutrition and Balance Diet.

Unit II

Physical Fitness, Motor Fitness, Component of Physical Fitness. Effect of Exercise on different Body Systems.

Unit III

Measurements and Evaluation in Physical Education. Different types of Physical Fitness Test and Motor Fitness Test.

Unit IV

Common Sports Injuries and Their Rehabilitation. First Aid. Snake Bite and its First Aid.

Unit V

Yoga Harmony of Body and Mind. Instrument of Yoga- Pranayama, Yogasana, Surya Namaskara, Meditation and Mental Health.

Work Education – I

Option I: Electricity and Electronics

Contact Periods/week: 2 Practical

Maximum Marks – 25

Min. Pass Marks – 08

Internal – 25

Introduction:

Importance of Work Education has been highlighted in the Nation Policy of Education in 1986 and subsequently in NCF 2005. It has been emphasized that the Work Education should be in the form of well structured, graded programme comprising activities to cater the needs of students. The level of knowledge and skills should be

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upgraded with the advancement in stage of education. The experienced teachers will ensure the entry into work force.

Objectives:

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

- Understand the concept of electricity and to define the term electrons, charge, current, voltage, resistance, power and energy.
- Recognize the importance of safety precaution and cause for electrical accidents.
- Identify and apply safe procedure in actual work situations and the step to be observed in electrical shock treatment.
- Acquire knowledge about tools and instrument required in electrical and electronics field.
- Develop the awareness of series and parallel circuit.
- Acquire knowledge about selecting wire, cables and fuse wires etc.
- Acquaint with functional aspects of various electrical and electronics accessories.
- Identify common measuring instrument.
- Learn connection of different common measuring instrument in the circuit.
- Acquire knowledge about working principal, operation and application of various domestic electrical and electronics appliances.
- Develop skills for dismantling, reassembling and testing of various domestic electrical and electronics appliances.
- Examine schematic layout, wiring diagram and product data of small electrical and electronics project.
- Install DTH, Public Address System (PAS), antenna and repair of T.V. and DVD player.

Learning Outcomes: The student will:

1. Develop practical skills, problem solving skills, experimental skills in him.
2. Get exposed to different processes / methods used in electrical and electronic devices.
3. Develop creative thinking for preparing new electrical and electronics devices.
4. Dismantle and assemble electrical and electronics devices.
5. Locate faults in these devices and repair them.
6. Understand the basic electrical quantities.
7. Recall safety precautions during electrical operations.
8. Rewire the fuse.
9. Understand the principles of functioning of electrical appliances.
10. Measure various electrical quantities.
11. Develop practical skills in repairing, maintaining, and making electronic devices used in day-to-day life.
12. Develop problem-solving skills related to electronic devices.
13. Develop creative thinking in the area of electronics.
14. Develop understanding of basic electrical and electronics science.
15. Identify and test electronic components.
16. Develop skill of soldering to construct electronic devices.
17. Locate fault of electronic devices by various methods i.e.
 - i. Testing individual components
 - ii. By signal flow method
 - iii. By measuring voltages at testing points
18. Installation and use P.A. system.

Syllabus:

Unit 1: Basic Electricity

Definitions of basic electrical quantity electrons, charge, current, voltage, resistance, and power and its unit formula and calculations using simple circuits A.C. and D.C. and graphical representation of amplitude, frequency, phase difference, wave length, Effect of electric current. Test the supply if A.C. / D.C. Single phase and 3 phase system.

Unit 2: Safety Precaution

Presentation and treatment of shock – cause and effect. First aid treatment To perform an exercise on artificial respiration. To remove person from electrical contact Common tools, description, precaution, care and

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structured, graded programme comprising activities to cater the needs of students. The level of knowledge and

skills should be upgraded with the advancement in technology.
students on his entry into work force.

Objectives/ Learning outcomes: On completion of the course students will be able to:

- Identify different types of ornamental plants, flowers and gardening tools.
- Propagate plant sexually and asexually.
- Identify different types of garden and its component and understand design & features of garden.
- Demonstrate the knowledge of floriculture.
- Establish and maintain lawn and kitchen garden.
- Demonstrate the ability to grow and maintain Vegetable and Fruit crops.
- Identify and categorize fruits and vegetable crops.
- Understand application of manures and fertilizers.
- Demonstrate the control of Insect pest and diseases in kitchen garden.
- Demonstrate the ability for preservation and processing of Horticulture produce.

ORNAMENTAL HORTICULTURE

Unit-I Identification and study of gardening tools, equipments, seasonal flowers, Climbers, Creepers and Indoor plants. Ornamental trees, Shrubs,

Unit-II Knowledge of preparation of seed bed, Transplanting of seedlings, Pot Filling, Potting, Repotting, Various methods of plant propagation, Training, Pruning, Staking and Desucking etc.

Unit-III Principles of design and layout along with their different styles, various types, Important parts and special features of Ornamental Garden.

Unit-IV Commercial cultivation of Rose, Chrysanthemum, gladiolus, marigold and other flower species with reference to improved varieties, Propagation methods nutrition and irrigation requirements with pre and post harvest management practices.

Unit-V Establishment and Maintenance of lawn in ornamental garden.

SCHEME OF EXAMINATION

1. Identification of seasonal flowers, trees, shrubs, climbers, garden tool with comments
- 05 mark.
2. Drawing layout Plan of a Ornamental Garden
- 05 marks
3. Knowledge of different styles, various types, important parts & special features of ornamental garden.
-05 marks
4. Cultivation of Important Ornamental Plants.
- 05 marks
5. Viva and Practical Record
- 05 marks

Suggested Readings:

1. Gardening in india, Bose, T.K. and Mukherjee; Oxford and IBH, New Delhi.
2. Floriculture and landscaping, Bose, T.K. and Maiti R.G; NayaPrakash Calcutta.
3. Floriculture in india, Ramdhawa, G.S. and Mukopadhyay, A.K; Allied publishers, New Delhi.
4. Introductory Ornamental Horticulture, Arora, J.S; Kalyani publishers, New Delhi.
5. Planing and Planting Design for Home Gardens, Desai, B.I., I.C.A.R., New Delhi.
6. Flowering Trees, Randhawa, M.S; N.B.T., New Delhi.
7. Garden Flowers, Swarup V; N.B.T., New Delhi.
8. Home Gardening, Trivedi, P; I.C.A.R., New Delhi.
9. Rose, Pal, B.P., I.C.A.R., New Delhi.

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