

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

Third Semester

| Subject/Paper | Paper | Intern. | Total | Pds./week |
|--|-------|---------|-------|-----------|
| B.A Part: Foundation Course | 40 | 10 | 50 | 3 |
| Comp. & ICT in Education | 40 | 10 | 50 | 3 |
| Language – Hindi - 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 Reading & Reflection on text | | 50 | 50 | 2 |
| Curriculum Development | 40 | 10 | 50 | 3 |
| Community Living | - | 25 | 25 | 1 Week |
| Arts and 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)

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

- Appreciate the historical development of various educational media,
- Explain ICT and its application in education,
- Plan multimedia based learning content using open source authoring software,
- Develop technology integrated learning materials using ICT tools,
- Explain different approaches of ICT integration in education,
- Use various ICTs for project based/problem based constructivist learning environment,
- Use ICT for designing innovative pedagogical approaches,
- Use various web 2.0 technologies for educational purpose,
- Create collaborative learning situation using various web 2.0 tools and technologies,
- Develop skills in using various e-learning tools and technologies.

UNIT-I: Introduction to Information and Communication Technology

- Use of Technology in Education: A look back
 - Role of technology in enhancing learning, basic theories of communication, system theory and learning theory
 - Historical account of the development of various educational media (audio, print, video, storage, display, projection)
 - Review of the role of technology in traditional pedagogical practices- programmed learning, Keller's plan, Computer Based Instruction, Mastery Learning
 - Role of technology in emerging pedagogical practices; importance of new media literacy
- Information and Communication Technology: Meaning, nature and advantages

UNIT II – Multimedia and E-learning

- Multimedia:
 - Concept, meaning and procedure of creating multimedia
 - Multimedia tools- Audio editing, video editing, screen casting, graphic editing, basics of animation, and creating interactive multimedia contents
- E-learning:



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- E-learning tools and technologies-Learning Management Systems
- E-content authoring tools- Open source and proprietary alternatives
- Re-usable learning objects (RLO) – Meaning, types and characteristics, RLO repositories

UNIT III – Web 2.0 Technologies

- Web 2.0 technology and tools: Meaning characteristics and types
- Social networking and social book-marking – Educational applications
- Blog and micro blog – Reflective journaling and other educational applications
- Wiki – Collaborative authoring and projects
- Instant messaging and its educational applications
- Educational applications of online forums/discussion groups and chats
- Social media sharing – Video, presentations, audio (podcasts), graphics, and text
- Web 2.0 tools for creating, sharing, collaborating, and networking

UNIT-IV: ICT and Pedagogy

- Approaches to integrating ICT in teaching and learning: Technological Pedagogical Content Knowledge (TPCK)
- Subject specific ICT tools for creating and facilitating learning
- Subject specific online resources and their use
- Designing technology integrated learning experiences
- ICT integrated Unit plan – Use of Web 2.0 for creating constructivist learning environment
- Assistive technology for children with special needs: Tools and processes; Universal Design for Learning (UDL)
- ICT for Pedagogical Innovations
 - Project/problem based learning (PBL): Role of ICT in developing technology integrated PBL unit
 - Web Quest and virtual field trips: Concept, process, and use in the classroom
 - Multiple intelligences in classroom: ICT tools and applications
 - Mobile learning and related applications
 - Open Educational Resources – Meaning and importance, various OER initiatives
 - Massive Open Online Courses (MOOC)-Concept and use
 - Flipped classrooms: Meaning and possibilities

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- Creating screen cast video of a lesson
- Creating a podcast using audacity and sharing it on podcasting site
- Shooting, editing, and sharing of videos segment on any educational topic
- Creating a simple 2D animation using pencil or Tupi
- Creating and editing various graphics
- Creating account in teachertube/slideshare and sharing your video/presentation. View and comment on others contributions
- Enrolling and completing some MOOC courses of interest
- Creating resources for flipped classroom and practicing flipped learning in school
- Evaluating OER resources, Creating and sharing OER materials
- Developing technology integrated unit/lesson plans and trying out this in schools
- Hands on experience on subject specific software tools like Geogebra, PhET, Stellarium, etc.
- Taking part in an ICT integrated online project based or problem based learning activity
- Developing a multimedia e-content for a topic using e-Learning

Suggested readings

- Andrew, M. L. (2004). Understanding Open Source and Free Software Licensing. Oreilly: Cambridge
- Bharihok, D. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi
- CEMCA (2010) Quality Assurance in Multimedia Learning Materials (QAMLM), Commonwealth Educational Media Center for Asia, 13/14 SarvaPriyaVihar, New Delhi.
- CEMCA (2014). Professional Development Programme on OER-based eLearning, Commonwealth Educational Media Center for Asia, 13/14 SarvaPriyaVihar, New Delhi.
- CEMCA (2014) Technology Tools for Teachers, Commonwealth Educational Media Center for Asia, 13/14 SarvaPriyaVihar, New Delhi.
- Curtis, J. B (2011). The World Is Open: How Web Technology Is Revolutionizing Education. Jossey-Bass: San Francisco
- David, M. (2009). Project Based Learning- Using Information Technology- Second Edition. Vi Books: New Delhi.
- Evans, M: The International Encyclopedia of Educational Technology.

A series of handwritten signatures in blue ink, including the name 'Dass' and several other illegible signatures, located at the bottom of the page.

- Owen, S. and Lyndie Behrman.(2014). Web 2.0 Tools for Learning Technology with Classroom Instruction That Works, 2nd Edition.ASCD:Denver
- Jane Hunter (2015).Technology Integration and High Possibility Classrooms: Building from TPACK
- Katherine Cennamo, John Ross, Peggy Ertmer. (2013).Technology Integration for Meaningful Classroom Use: A Standards-Based Approach. Wadsworth: AU
- Lee, William W., Dianna, L. Owens, (2001) Multimedia based Instructional design: Computer Based Training. Jossey-Bass
- Liz Arney (2015.)Go Blended!: A Handbook for Blending Technology in Schools
- Loveless Avril (2001).ICT-pedagogy and the curriculum-Subject to change.Routledge Falmer: London.
- Mishra, S.(Ed.) (2009). STRIDE Hand Book 08: E-learning. IGNOU:New Delhi. Available at http://webserver.ignou.ac.in/institute/STRIDE_Hb8_webCD/STRIDE_Hb8_index.html
- NCERT (2013) Information and Communication Technology for School System: Curricula for ICTs in Education (students and Teachers), Version-1.2, CIET-NCERT, NCERT, New Delhi (www.ictcurriculum.gov.in)
- NCERT (2013) National Repository of Open Educational resources (NROET), CIET-NCERT, NCERT, New Delhi (nroer.gov.in)
- Noam Shemtov, Ian Walden.(2014)Free and Open Source Software: Policy, Law and Practice. Oxford University Press
- RoblyerM.D., Aaron H. Doering (2012).Integrating Educational Technology into Teaching (6th Edition)
- Shalin Hai-Jew. (2012). Open-Source Technologies for Maximizing the Creation, Deployment, and Use of Digital Resources and Information. Information Science Reference:USA

Bass

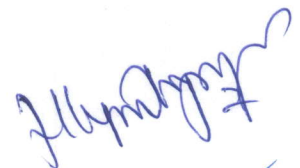














Contact Periods/week: 03

कुल अंक - 40

आन्तरिक मूल्यांकन - 10

प्रश्न एवं अंक निर्धारण

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

लघुउत्तरीय प्रश्न - 07 अंक (35 X 2 अ.)

वस्तुनिष्ठ प्रश्न - 05 अंक (1 X 5 प्रश्न)

व्याख्यात्मक एवं समीक्षात्मक प्रश्नों में आन्तरिक विकल्प होंगे।

| | | |
|---------|---|-----------------------|
| इकाई -1 | 1. दिमागी गुलामी (निबंध) - | राहुल सांकृत्यायन |
| | 2. फांस (कहानी) - | गोविन्द मिश्र |
| | 3. विराम चिन्ह (निबंध) - | रामविलास शर्मा |
| | 4. हमारा शौरमण्डल | (संकलित) |
| | 5. जीवन "उत्पत्ति और संरचना" | (संकलित) |
| इकाई -2 | 1. इन्द्रधनुष का रहस्य (वैज्ञानिक लेख) | - डॉ. कपूरमर जीन |
| | 2. घली फागुनहट यौरे आम (ललित निबंध) | - विवेकी राम |
| | 3. भोजन और स्वास्थ्य | (संकलित) |
| इकाई -3 | 1. कक्षा और अध्यापक (लेख) | - डॉ. विजयबहादुर सिंह |
| | 2. पृथ्वी क्रोध में है (पर्यावरणीय निबंध) | - प्रभाकर श्रोत्रिय |
| | 3. मेरे सहयात्री (यात्रा वृत्तान्त) | - अमृतलाल बेगड |
| | 4. दूरदर्शन: अतीत और वर्तमान | (संकलित) |

Pass

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. $5 \times 2 = 10$.

2. Out of three topics, students are required to write a report on any one topic only. $1 \times 5 = 5$.

3. Students are required to attempt 10 questions on Unit III. Each question will carry 1 marks. $1 \times 10 = 10$.

4. Students are required to attempt 5 questions on Unit IV. Each question will carry one mark. $1 \times 5 = 5$

Students

are required to attempt 2 questions on Unit V. Each question will carry 5 marks. $5 \times 2 = 10$.

UNIT I: Tina Morris - Tree Nissim Ezekiel - Night of the Scorpion George Orwell - What is Science A.G. Gardiner - On the Rule of the Road Robert Frost - Stopping by Woods on a Snowy Evening. I

Aludiapillai - Communication &

Information Technology.

UNIT II: Report Writing

UNIT III: Production of speech sounds, classification of sounds, Transcription.

UNIT IV: Common errors in English Words often confused.

UNIT V: Presentation Skills Drafting a CV

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आधुनिक हिन्दी कविता

Contact Periods/week: 05 +4 Practicum

पुस्तक अंक - 80

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 प्रवर्तीकम के 25 अंक निर्धारित हैं। व्याख्यात्मक एवं समीक्षात्मक प्रश्नों में आंतरिक विफल्य होंगे।
दुसरे पाठ खंड से मात्र 3 लघुउत्तरीय प्रश्न होंगे। व्याख्यात्मक एवं समीक्षात्मक प्रश्नों में आंतरिक विकल्प होंगे।)

प्रस्तावना:

आधुनिक काल में हिन्दी समाज की रचनात्मकता एवं संपर्क की मुख्यधारा खड़ी बोली हो गयी। आधुनिक भाषा बोध, नवजागरण और स्वतंत्र आंदोलन में हिन्दी कविता की संवेदना और पवित्र्य को गहराई से प्रभावित किया। पारंपरिक प्रबंधात्मकता एवं छंदात्मकता का क्षय हुआ। उसके स्थान पर मुक्त छंद के अनेक वाक्यरूप उभर कर आये। आधुनिक हिन्दी कविता के विविध युगों और धाराओं में समानता, स्वतंत्रता, सामाजिक न्याय तथा जनताधिकारता जैसे मूल्यों के लिए संघर्ष तीव्रतर हुआ। कला, कला के लिए और कविता जीवन के लिए के विभिन्न वैचारिक प्रस्थानों की अनुगूं भी इस काल की कविता में सुनाई देती रही है। वैश्विक स्तर के प्रमुख विचारों का प्रभाव भी पड़ा है तथा हिन्दी कविता सुनाई देती रही है। वैश्विक स्तर के प्रमुख विचारों का प्रभाव भी पड़ा है तथा हिन्दी कविता विश्व कविता की सहगामी बनी है। आधुनिक कविता जनताधिकारता के रचनात्मक विस्फोट की कविता है। इस पाठ्यक्रम का उद्देश्य विद्यार्थी को आधुनिक काल की कविता के आरंभिक लेखन प्रवृत्तियों और रचनात्मकता से परिचित कराना है।

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|---------|---------------------------|---|---|
| इकाई 1: | मैथिलीरायण गुप्ता | - | मातृभूमि, दोनों ओर प्रेम पलता है, कंकेवी का झंड |
| | जयशंकर प्रसाद | - | बीती विभाषरी, अशोक की चिन्ता, ब्रह्मा सर्ग (आरम्भिक अंश - कौन तुम संसृति जल... मधुरिमा- खेला रुद्रम अबाध) |
| इकाई 2: | सूर्यकांत त्रिपाठी निराला | - | जुही की कली, बादलों राग यह तोड़ती पत्थर |
| | महादेवी वर्मा | - | मैं नीर भरी दुख की बदली, बीन भी हूँ तुम्हारी, दूद गया वह दर्पण |
| | निर्मम | - | |
| | नाखनलाल धतुर्वेदी | - | कैदी और कोकिला, निः शस्त्र सेनानी, उलाहना |
| | नागार्जुन | - | यह तुम थी, मेरी भी आमा है इसमें, शासन की बंदूक |
| इकाई 3: | अज्ञेय | - | नाच, कलगी याजरे की, बाघरा अहेरी |
| | मुक्तिबोध | - | भूल-गलती, मैं दूर हूँ, मुझे कादम कादम पर |
| | रघुवीर सहाय | - | रामदास, आपकी हंसी, अधिनायक |
| इकाई 4: | कंदार नाथ सिंह | - | बुनने का समय, सन 47 को याद करते हुए, कविता क्या है |
| | चंद्रकांत देवताले | - | मां जब खाना परोसती है, पंत पेपटा शहर में आ रहा है, औरत |
| | विनोद कुमार शुक्ल | - | जंगल के दिन भर के सन्नाटे से, हलापा से एक व्यक्ति बैठ गया, दूर से उ |

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हस इकाई में रचनाकारों के परिचय एवं उनकी रचना प्रवृत्तियों पर लघुतरीय प्रश्न पूछे जायेंगे।
संदर्भ ग्रंथ

1. हिन्दी साहित्य और संवेदना का इतिहास - रामरवण्य मधुबेदी
2. हिन्दी साहित्य का सरल इतिहास - विश्वनाथ त्रिपाठी
3. आधुनिक साहित्य की प्रवृत्तियाँ - डॉ. नामवर सिंह
4. आधुनिक साहित्य की शायी शायी - आचार्य नन्ददुलारे बाजपेयी
5. सतततरी हिन्दी कविता : परिचयित दिशाएँ - विजय बहादुर सिंह
6. आधुनिक हिन्दी साहित्य का इतिहास - चन्वन सिंह
7. प्रगतितरील हिन्दी कविता - जल्लन सिंह
8. कविता का दूसरा पाठ तथा प्रसंग - मगयात रायत
9. शीतरी शायी की प्रमुख वृत्तियाँ - नदकिशोर नवल
10. हिन्दी कविता की संवेदना - विजय कुनार सिंह
11. शैलीकरण मुद्रा - रेवली प्रसाद
12. प्रसाद का काव्य - डॉ. प्रेमशकर
13. मुद्रित शोध - नदकिशोर नवल
14. रघुवीर सहाय - अरविन्द त्रिपाठी
15. निराला - रामवितास शर्मा
16. निराला - नन्ददुलारे बाजपेयी
17. प्रसाद - नन्ददुलारे बाजपेयी
18. निराला : आत्महंसा आस्था - सुतनाथ सिंह
19. शहीशरी महादेवी - मगाप्रसाद पाण्डेय
20. नागापुन का कव्य - अजय त्रिपाठी
21. कविता और संवेदना - डॉ. विजय बहादुर सिंह
22. भारतीय ज्ञानपीठ द्वारा प्रकाशित भारतीय साहित्य के निर्माता भूखला की पुस्तकें

Elective I – Literature: English

English Literature Paper III: Representative English Poetry: From Shakespeare to

Larkin

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 20

Interval – 15

Practicum – 25 (Internal)

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2. Three passages are to be set for explanation from units II to IV with an internal choice. Students are required to explain these passages taken from these poems with reference to the contexts. Each explanation will carry 5 marks. $3 \times 5 = 15$ Marks
3. Four critical questions are to be set from each unit with an internal choice from Units I to IV. Students are required to critically appreciate the poems given in the four units. They are also required to reflect on the styles of different poet. Each critical question will carry 7 marks. $4 \times 7 = 28$ Marks
4. Two short critical notes from Unit V, one from each section with an internal choice. Each short question will carry 5 marks. $2 \times 5 = 10$ Marks

Objectives: This paper is designed

- To enable students to understand and appreciate both poetry and the representative poems of English Literature,
- To enable them to critically appreciate poems,
- To enable them to appreciate the stylistic excellences of different poets,
- To enable them to understand how the English language has evolved down the ages,
- To enable them understand how the literature reflects the spirit of the age,
- To enable them to understand why literature are hailed as torch bearers,
- To enable them to understand different trends and movements in English literature,
- To enable them to understand how style differs from man to man
- To enable them to understand how poetry answers how to live,
- To enable them to understand how literature refines our literary sensibility, enriches our aesthetic life, enhances our synaesthetic abilities and improves our linguistic abilities,
- To help them develop their imagination and creativity,
- To help them cultivate positive attitudes towards people of other races, nations, religions, and languages,
- To help them appreciate culture and language not their own, • To enhance their capacity for aesthetic appreciation,
- To make them understand how they, as teachers, can use literature as a spur to children's own creativity,

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- their imagination and creativity.
- To use their creativity in text transaction and activity uninhibitedly.

UNIT I: Biblical & Greek Myths

- UNIT II:
1. William Shakespeare – Shall I compare thee to a summer's day
 2. John Milton – On his Blindness
 3. John Donne – Death, Be Not Proud
 4. Thomas Gray – Elegy written in a Country Church Yard
 5. William Blake – The Tyger

- UNIT III:
1. William Wordsworth - Daffodils
 2. S.T. Coleridge – Kubla Khan
 3. P.B Shelley – Ode to the West Wind
 4. John Keats – Ode on a Grecian Urn.

- UNIT IV:
1. Lord Alfred Tennyson – Crossing the Bar
 2. Robert Browning – My Last Duchess
 3. Matthew Arnold – Dover Beach
 4. W.B. Yeats – The Second Coming
 5. T.S. Elliot – The Love Song of Alfred J. Prufrock

UNIT V: A. Literary Terms – Simile, Metaphor, Alliteration, Poetic License, Pun, Refrain, Sonnet, Elegy, Ode, Allergy, Lyric, Ballad, Blank Verse, Epic Free Verse, Heroic Couplet. B. Elizabethan Poetry, Metaphysical Poetry, Classical Poetry, Graveyard Poetry, Romantic Poetry, Pre-Raphaelite Poetry, Victorian Poetry, Modern Poetry, Trends in Contemporary English Poetry

Suggested Readings

1. Grierson and Smith. A Critical History of English Poetry. London : Chotto& 1950.
2. Hough, G. The Romantic Poets. London : Hutchinson University Library, 1957.
3. Lucas, F.L. The Victorian Poets. Cambridge : Cambridge University Press, 1948.
4. David Daiches. A Critical History of English Literature. New Delhi : Allied Publishers, 1988.
5. M. H. Abrams, A Glossary of Literary Terms. Madras Macmillan, 1971.
6. Arthur Compton Rickett. A History of English Literature. London : Thomas Nelson. 1960.
7. Patridge, A.C. The Language of Renaissance Poetry. London: Andre Deutsch, 1971.
8. Bush, Douglas. English Poetry. London : Methuen & Co. Ltd. 1968.
9. Rosenthal, M.L. The Modern Poets. New York : Oxford University Press, 1965.
10. Durrell, Lawrence, Key to Modern Poetry. Calcutta : Rupa & Co., 1961.

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Elective I – Literature: Sanskrit – III

नाटक गद्यकाव्य काव्याशास्त्राच्च

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Practicum – 25 (Internal)

उद्देश्य – इस पेपर में विद्यार्थी अभिज्ञानशाकुन्तलम् और शुक्नासोपदेशं जैसी महान रचनाओं का अध्ययन करेंगे। और अपना चारित्रिक विकास करेंगे।

परिणाम – विद्यार्थी वर्तमान में संस्कृत की प्रसंगिता को बढ़ायेंगे और अपना रावांगीर्ण विकास कर भाषा के विकास में अपना योगदान देंगे।

Unit I

अभिज्ञानशाकुन्तलम्, मूलपाठस्य व्याख्यात्मकअध्ययनम् चतुर्थोऽङ्कः – पर्यन्तम्।

Unit –II

शुक्नासोपदेशं – व्याख्यात्मकअध्ययनम्।

Unit III-

उभयोर्भावस्योः समीक्षात्मकप्रश्नाः सूचितव्याख्या च

Unit IV-

साहित्यदर्पण – आचार्य विश्वनाथ अलङ्कारा – अनुप्रास, यमकश्लेष, उपमा, रूपकम्

Unit V-

साहित्यदर्पण – आचार्य विश्वनाथ अलङ्कारा – उत्प्रेक्षा सन्देह, अन्तिमान, विभावना विशेषोचितश्च

Assessment: Five assignments (one from each unit)

संस्तुत ग्रन्थाः-

1. कुमारसम्बद्धम् (पंचमसर्गः), कालिदासः हिन्दी संस्कृत टीका सहितम् डॉ. राजेश्वर शास्त्री मुसलगांवकर
2. कुमारसम्बद्धम् --कालिदासः, हिन्दी संस्कृत टीका सहितम् – आचार्य शंकरराज शर्मा रेग्मी
3. रघुवंश –कालिदासः, हिन्दी संस्कृत टीका सहितम् – आचार्य शंकरराज शर्मा रेग्मी
4. साहित्यदर्पणः विश्वनाथः चौखम्बा, वाराणसी
5. कालिदास-अपनी बात –प्रो. श्याम प्रसाद द्विवेदी

*Latest edition of all the suggested books are recommended.

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Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Practicum – 25 (Internal)

Evaluation

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

1*5=5 Marks

2. Second question having 5 short questions to be answered in about 125-150 Words

(selecting one from each unit) 3*5=15 Marks

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

8*5=40 Marks

Objectives:

The course is designed to help teacher students to understand:

- The reasons responsible for advent of various European powers in India.
- To be able to analyze the processes responsible for rise and establishment of British Empire in India.
- The Revolutionary changes brought in the Indian society through the socio-religious movements started by Raja Rammohan Roy and Lord William Bentinck.
- British Colonial and Administrative policies.
- Repercussions of the British Policies in the form of Revolts. The peasant movements industrialization process and the development of education during British rule have to be studied in the right perspective.

Transaction Mode

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

Course Details:

Unit I- Advent of The Europeans and the British conquest of India

- ❖ Portuguese, Dutch, French and English
- ❖ Anglo-French conflict in South India(Carnatic Wars)
- ❖ British supremacy in Bengal-Battles of Plassey and Buxar, Dual government.
- ❖ Establishment of East India Company's rule in India--Third Battle of Panipat

- ❖ Anglo-Maratha relations
- ❖ Anglo-Mysore relations
- ❖ Anglo- Sikh relations
- ❖ Wellesley and the Subsidiary Alliance system.
- ❖ Doctrine of Lapse

Unit III- Growth of Colonial Administration

- ❖ British land revenue settlements, Permanent Settlement, Ryotwari and Mahalwari
- ❖ Regulating Act and Pitt's India Act
- ❖ Condition of peasants, rural indebtedness, commercialization of agriculture
- ❖ Decline of cottage industries and de-industrialization.
- ❖ Development of British administration- Civil services, Police, Army, Judiciary

Unit IV- Popular Resistance to Company's Rule

- ❖ Peasant and Tribal movements
- ❖ Revolt of 1857-Causes, Nature and Results.

Unit V- Indian Renaissance

- ❖ Indian Renaissance – Its Causes and Nature
- ❖ Socio-religious movements - Brahma Samaj, Prarthana Samaj and Arya samaj
- ❖ Lord William Bentinck, Status of women
- ❖ Muslim Reform Movement

PRACTICUM IN HISTORY

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

1. Impact of British Economic policies on India.
2. Development of British administration in India(In Central Provinces and Berar may also be taken as a case study. Primary sources pertaining to them are readily available.)
3. Tribal movements and their role in India's Freedom movement (With special reference to local leaders and their sacrifices. This will develop in learners the appreciation for the contribution of subaltern groups in the national struggle.)
4. The Revolt of 1857: Myth and Reality
5. The Revolt of 1857: Nature and Scope, Lessons and Relevance to Present India. (To explore the various perspectives of 1857 revolt(Primary and secondary literature to be used)
6. Role of the Prominent Heroes in the Revolt of 1857.
7. European Responses to the 1857 Rebellion in India.

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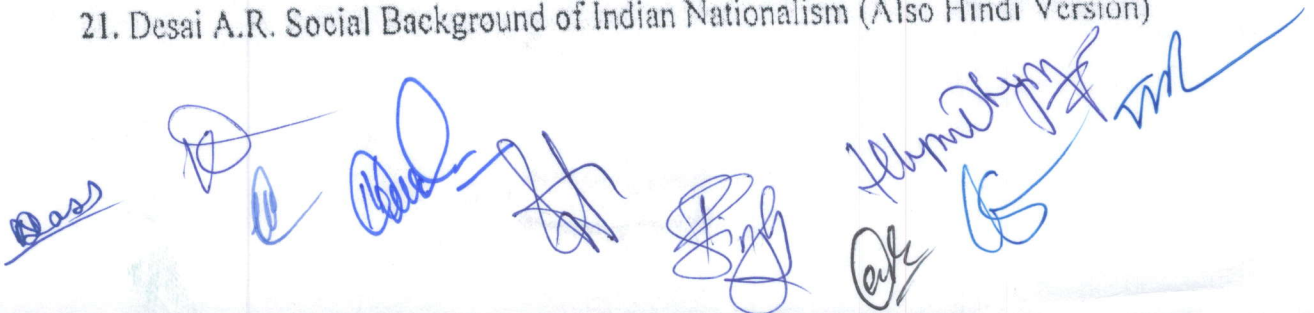
9. Development of ...
10. Socio- Religious Reform Movements: A post-colonial analysis
11. Muslim Reform movements and their Impact on Indian society.

Parameters of Evaluation:

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

References

1. Sugata Bose and Ayesha Jalal: Modern South Asia: History,Culture, Political Economy, New Delhi, 1998
2. SekharBandyopadhyayFromPlassey to Partition
3. Barbara D Metcalf and T.R. Metcalf A Concise History of India,Cambridge, 2002
4. C.A. Bayly: An Illustrated History of Modern India 1600 -1947, London 1990
5. SumitSarkar Modern India(1885-1947), Macmillan, 1983
6. MushirulHasan John Company to the Republic: A story of Modern India
7. R.P. Dutt, India Today.
8. Thomas Metcalf Ideologies of the Raj.
9. R. Jeffery, J Masseless, From Rebellion to the Republic.
10. Bipan Chandra: Nationalism and Colonialism.
11. UrvashiButalia The Other side of Silence.
12. Francine Frankel India's Political Economy 1947- 1977.
13. Parul Brass The Politics of India since Independence.
14. Lloyd and Susan Rudolph In Pursuit of Laxmi: the PoliticalEconomy of the Indian State, Chicago 1987
15. Bipan Chandra, Aditya Mukherjee, India After Independence, Viking, 1999.
16. Gail OmvedtDalits and Democratic Revolution.
17. RamachandraGuhaThe Fissured Land
18. Bipan Chandra, India's Struggle for Independence, 1857-1947(Delhi, Penguin, 1996)
19. Brass, Paul, The Politics of India Since Independence (Delhi, Foundation Books, 1994)
20. Desai A.R.: Peasant Struggle in India.
21. Desai A.R. Social Background of Indian Nationalism (Also Hindi Version)



- 13. Sharma Kumar & Tapan Ray Chaudhuri: *Cambridge Economic History of India* (Cambridge, 1987).
- 14. Gupt, R.C. *India Under the Early British Rule and Victorian Age* (Also Hindi Version)
- 15. Mishra T.P. *Adhunik Bharat ka Itihas*
- 16. Chandra B. L. *Adhunik Bharat*
- 17. Gupta B. L. *Adhunik Bharat ka Itihas*

Objective II: Geography
Paper III: Physical Geography

Contact Periods/week: 05 (4 Practical)

Maximum Marks 60
Min. Pass Marks 20
Internal 15
Practical 25 (Internal)

Unit I: Physical Geography: Nature and scope; Nebular hypothesis; Tidal hypothesis; Planctonial hypothesis; Big Bang hypothesis; Geological Time Scale

Unit II: Internal structure of the earth based on seismic evidence; Plate tectonics; Continental drift; Folds and Faults.

Unit III: Fluvial cycle of erosion by Davis and Penck; Concept of Isostasy by Airy and Pratt; Mountain building theory by Kober and Holmes.

Unit IV: Atmosphere: Composition and structure; Heat budget; Tropical cyclones; El Nino; Southern Oscillation; La Nina; Monsoon; Climatic classification by Koppen.

Unit V: Hydrosphere: Hydrosphere cycle; Ocean bottom relief features (India, Atlantic and Pacific Ocean); Hypsometric curve; Tides and Currents.

Books recommended

1. Cosgrove H. T., 2006: *Illustrated Dictionary of Physical Geography*, Author House, USA.
2. Cobler V. E., Peterson J. F. and Trapasso, J. M., 2007: *Essentials of Physical Geography* (8th Edition), Thompson, Brooks/Cole, USA.
3. Cowell G., 2009: *Advanced Geography*, Oxford University Press
4. Cowell, A., 1984: *The Nature of the Environment: An Advanced Physical Geography*, Basil Blackwell Publishers, Oxford.
5. Humbolt, W. K., 1995: *Earth's Dynamic System*, Prentice Hall, N.J.

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6. Husain M., 2002: Fundamentals of Physical Geography, Rawat Publications, Jaipur.
7. Monkhouse, F. J. 2009: Principles of Physical Geography, Platinum Publishers, Kolkata.
8. Strahler A. N. and Strahler A. H., 2008: Modern Physical Geography, John Wiley & Sons, New York.

Practical: Survey

Unit I: Basic concepts and principle:

Surveying: Definition, classification, objectives, principles. Plane and Geodetic surveys.
Triangulation: principles, baseline measurement, extension of base.

Unit II: Levelling:

Definition, type, instrument, Levelling by Dumpy level (rise and fall method), use of Indian pattern clinometers.

Unit III: Plane Table survey:

Radiation, intersection. Resection: Two point problem, three point problem (Mechanical method, trial and error method, graphical method – Bessel's methods) use of telescope alidade.

Unit IV: Journal and Viva voce

Books recommended

1. Clark, D. (revised by J.E. Jacson), 1983. Plane and geodetic Surveying for engineers, CBS Publishers and Distributors, Delhi.
2. Clending, J. and G.J. Oliver, 1979. Principles and use of Surveying Instruments, Van Nostrand Reivhold Co.Ltd., Berkshire, England.
3. Pugh, C.J., 1975. Surveying for field Scientist, Metheun and Co, Ltd. London.
4. Karnetkar, T.p. and S.V. Kulkarni, 1985. Surveying and Veveling (part-II), Poona Vidyarthi Griha Prakashan, Poona.
5. Kocher, C.L., 1980. Surveying –II, Kalson Pub. House, ludhyyana/Delhi.
6. Punmia, B.C; 1985. Surveying (Vol.I),Edition IX, Student Book House, Delhi.
7. Shahani, P.B; 1985. Text Book of Surveying (Vol.I), Oxford and IBH publishing Co; New Delhi.
8. Sharma,J.L., 1985. A text Book of Surveying, CBS Publishers and Distribution, Delhi.

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Paper III: MACRO ECONOMICS

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Practicum – 25 (Internal)

| | | | |
|-------------------------|--------------------|----------------------|--------------------|
| External Mark : 60 | Internal Mark : 15 | Practicum : 25 | Maximum Mark : 100 |
| Pass Mark : 24 | Pass Mark : 06 | Pass mark : 10 | Pass-mark : 40 |
| 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 |

Objectives:

After completion of this course the learners would able to:

1. Define macroeconomics and understand the emergence of macroeconomics.
2. Distinguished between the microeconomics and macroeconomics.
3. Explain the nature and scope of macroeconomics analysis.
4. Explain the role of equilibrium in economics analysis.
5. Discuss the concept of static, dynamic and comparative static; stock & flow in economic analysis.
6. Describe the structure and working of four sector of macro economy.
7. Explain the circular flow of income and expenditure in closed and open economy.
8. Calculate the concept of national income and its measurements in the economy.
9. Explain the equilibrium level of output and employment in the economy.
10. Derives the concept of multiplier and accelerator in the economy.
11. Explain the various theory of interest- classical, loanable, liquidity and IS & LM model.
12. Explain the nature of fluctuation of economic activities or business activities in the economy.

Note:

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

UNIT-I: Meaning, Nature and Scope of Macroeconomics

Meaning and emergence of macroeconomics, Nature and Scope of Macroeconomics; Basic concept of Macroeconomics- Role of equilibrium in economic analysis, Distinguish between Micro and Macro

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economy, Circular flows of income and expenditure in 2-sector, 3-sector and 4-sector model.

Concept of GDP and National Income; Methods for measurement of National Income and related aggregates; Nominal and Real income; Difficulties in calculating national income; Does GNP measure economic welfare?

UNIT- II: Income Determination: Output and Employment

Concept of aggregate demand; aggregate supply function, Derivation of aggregate supply curve
Classical theory of income and employment- Say's law of market; Keynesian theory of income and employment- the principle of deficiency of effective demand;

Keynes fundamental psychological laws of consumption function, factors determining consumption function; the concept of multiplier; saving function, investment function
Capital and Investment, Marginal efficiency of capital and investment, investment function, the concept of accelerator.

UNIT-III: Theories of Interest

Classical theory of interest- Abstinence and waiting; Neo-classical theory of interest- Loanable fund theory; Keynes Liquidity preference theory of interest, Neo-Keynesian theory- IS & LM Model

UNIT-IV: Balance of Payment

Concept and component of Balance of Payment; Distinguish between Balance of Payment and Balance of Trade; consequence or Causes of disequilibrium in the Balance of Payment; Various measure to correct imbalance of payment; Implication of Foreign trade multiplier; Concept of appreciation and depreciation of currency and its effect on foreign trade.

UNIT- V: Business Cycles

Meaning, Nature and Characteristics of trade cycles; Theories of business cycle: over-saving, under-consumption theory, innovation theory, Hawtray's monetary theory, Haykes' over-investment theory
Keynes view on trade cycle;

Samuelson-Hicks multiplier-accelerator interaction model, Control of Business cycle through relative efficacy of monetary and fiscal policies.

Suggested Readings:

1. Ackley, G(1978), Macroeconomics : Theory and Policy, Macmillan, New York
2. Branson W.A(1989), Macroeconomic Theory and Policy, Harper and Row, New York
3. Dornbush, R and F. Stanley(1997), Macroeconomics, Mc Graw Hill, Inc. New York.
4. Edey, M and A.L. Peacock(1997), National Income and Social Accounts, Hutchinson University Library, London

A series of approximately ten handwritten signatures in blue ink, arranged horizontally across the bottom of the page. The signatures vary in style, with some being more legible and others being highly stylized or scribbled.

6. Hall, R.E and J.D Taylor (1980), Microeconomics,
7. Jha, R (1991), Contemporary Macroeconomic Theory & Policy, Wiley Eastern Ltd, New Delhi.
8. Jhingan, M.L (2011), Microeconomics Theory, 12th Edition, Vrinda Publications (P) Ltd.
9. Mithani, D.M (), Microeconomics,
10. Romer, D.L (1996), Advance Macroeconomics, Mc Graw Hill Company, Ltd, New York.
11. Ruggles, R and N Ruggles (1956) National Income Accounts and Income Analysis, Mc Graw Hi
New York.
12. Seth, M.L (), Macro Economics,
13. Shapiro E (1996), Macroeconomic Analysis, Galgotia Publication, New Delhi
14. Vaish, M.C (2010), Macroeconomics Theory, Fourth Edition, Vikas Publishing House, Pvt Ltd.

Practicum-III: Mathematics for Economics-II

UNIT-I: Matrix Algebra: Concept of Matrix, their types, Simple operation on Matrices, matrix inverse and rank of a matrix

UNIT-II: Determinants: its basic properties; Solution of simultaneous equations through Cramers' rule

UNIT-III: Vector: Concept of Vector- Its Properties, Matrices and vectors

UNIT-IV: Quadratic Equation: Concept of Quadratic forms- Eigen roots and Eigen vector

UNIT-V: Difference equation and Differential equations: Solution of first order and second order difference equation; Economic application of difference and differential equations.

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.

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Paper III: COMPARATIVE GOVERNMENT AND POLITICS

Contact Periods/week: 05 +4 Practicum

Maximum Marks - 60

Min. Pass Marks - 20

Internal - 15

Practicum - 25 (Internal)

Objectives: This paper is designed to help the student understand basic concept and approaches to comparative government and politics; ideological basis and institutional arrangement; political party system; various constitutional arrangements with respect to major constitutions of the World (U.K, USA, China, Switzerland) by adopting comparative approach.

Distribution of Marks:

1. Five Objective type questions from units I to V. One question will carry 1 mark.

5X 1 = 5 Marks.

2. Five Short answer type questions to be answered between 120-150 words. One question will carry marks.

3x5 = 15 Marks

3. Five long answer type questions with internal choice selecting one from each unit.

5 X 8 = 40 Marks.

Unit I: Meaning, nature, scope and significance of comparative government and politics

Approaches: Political system approach, Political culture approach, New Institutionalism approach and feminist approach

Unit II: Features of Parliamentary system of Government

British Parliamentary System: Sources and features of British Constitution, Parliament, Crown, Prime Minister and the Cabinet, Judiciary, Party System.

Unit III: Features of Presidential system of Government

Presidential System of USA: Evolution and features of the US constitution, The President, The Congress, The Supreme Court, Party system.

Unit IV: Political System of Switzerland: Salient features of Swiss Confederation, Federal Executive,

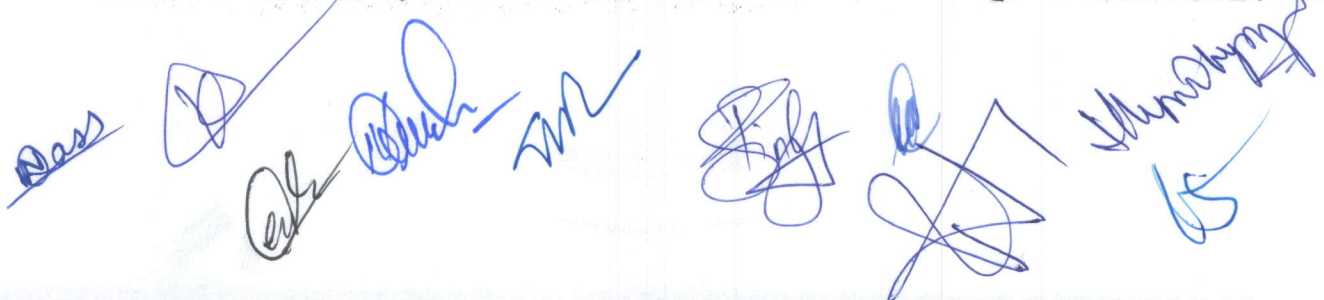
Legislature, Judiciary, Direct Democracy, Political parties.

Unit V: Features of Unitary system of Government

People Republic of China: Evolution and Salient features of the Chinese Constitution, Organization and role of Communist Party of China, the National People's Congress,

Suggested Readings:

1. A.H. Birch, British Systems of Government, 4th ed, London : George Allen and Unwin, 1980.



Contact Periods/week: 05 +4 Practicum

Maximum Marks - 60

Min. Pass Marks - 20

Internal - 15

Practicum - 25 (Internal)

Objectives: This paper is designed to help the student understand basic concept and approaches to comparative government and politics; ideological basis and institutional arrangement; political party system; various constitutional arrangements with respect to major constitutions of the World (U.K, USA, China, Switzerland) by adopting comparative approach.

Distribution of Marks:

- 1. Five Objective type questions from units I to V. One question will carry 1 mark.
5 X 1 = 5 Marks.
- 2. Five Short answer type questions to be answered between 120-150 words. One question will carry 3 marks.
3x5 = 15 Marks
- 3. Five long answer type questions with internal choice selecting one from each unit.
5 X 8 = 40 Marks.

Unit I: Meaning, nature, scope and significance of comparative government and politics

Approaches: Political system approach, Political culture approach, New Institutionalism approach and Feminist approach

Unit II: Features of Parliamentary system of Government

British Parliamentary System: Sources and features of British Constitution, Parliament, Crown, Prime Minister and the Cabinet, Judiciary, Party System.

Unit III: Features of Presidential system of Government

Presidential System of USA: Evolution and features of the US constitution, The President, The Congress, The Supreme Court, Party system.

Unit IV: Political System of Switzerland: Salient features of Swiss Confederation, Federal Executive,

Legislature, Judiciary, Direct Democracy, Political parties.

Unit V: Features of Unitary system of Government

People Republic of China: Evolution and Salient features of the Chinese Constitution, Organization and role of Communist Party of China, the National People's Congress,

Suggested Readings:

- 1. A.H. Birch, British Systems of Government, 4th ed, London : George Allen and Unwin, 1980.

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- Other illegible signatures and initials.

4. D. Kavangh, British Politics: Continuity and Change, Oxford University Press, 1985
5. E.S. Griffith, The American System of Government, London, Methuen and Co, 1983.
6. Gandhiji Rai, Pramukh Rashtron Ke Samvidhan, Patna: Bhartiya Prakashan, 1997.
7. H.C. Hulton, An Introduction to Chinese Politics, London: David and Charles, 1973.
8. H.G. Nicolas, The Nature of American Politics. Oxford, Clarendon, 1985.
9. H.J. Wiarda (ed.) New Developments in Comparative Politics, Boulder Colorado: Westview Press, 1987.
10. J. Blondel, An Introduction to Comparative Government, London : Weidenfeld and Nicolson, 1969.
11. J. Gitting, China Changes Face: The Road from Revolution 1949-89, Oxford University Press, 1989.
12. Kailash Kant Tiwari, Taulnatmak Sarkarein aum Rajniti, Bhopal : Madhya Pradesh Hindi Grantha Akadami, 2007.
13. M. Kamrana, Politics and Society in the Third World, London, Routledge, 1993.
14. Manoranjan Mohanty, Chinese Revolution: Comparative perspectives on Transformation of Non-Western Societies, New Delhi: Ajanta, 1992.
15. P.Pool, D Cammack and W. Tordoff, Third World Politics: A Comparative Introduction, Houndmill Basingstoke: Macmillan, 1983.
16. R.C. Marquides, The Study of Comparative Government, New York : Random House, 1955.
17. R.Rose, Politics in England: An Interpretation for the 80's. Boston: Little Brown, 1980.
18. S.N Ray, Modern Comparative Politics, New Delhi: PHI Pvt. Ltd., 2006.
19. Tapan Biswal, Comparative Politics, New Delhi: Trinity, 2015.

Education Component:

Curriculum Development

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 13

Internal – 10

Objectives

- To understand the concept and principles of curriculum.
- To make the distinction between curriculum and syllabus

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- To gain insight into the development of curriculum.
- To appreciate the need for continuous and comprehensive curriculum reconstruction.
- To enable students to understand implementation and evaluation of curriculum.

UNIT-I: Concept of curriculum

- Meaning and nature of curriculum; Need for curriculum in schools.
- Differentiating curriculum framework, curriculum, syllabus and unit; their significance in school education.
- Facets of curriculum: core curriculum, Co-curriculum, Hidden curriculum, Activity based curriculum.
- Curriculum visualized at different levels: National level; State level, school level, class level and related issues.

UNIT-III: Determinants and considerations of curriculum

- Determinants of Curriculum; Socio-political, Cultural, Technical and Economical
- Curriculum considerations:
 - a. Educational objectives.
 - b. Learners characteristic: Nature of learner, their Socio cultural Context and learning process
 - c. Relevance of stage of schooling
 - d. Teachers experiences and concerns,
 - e. Environmental concerns,
 - f. Gender, Inclusiveness, social sensitivity.

UNIT-III: Curriculum development

- Concept, Need and Scope of curriculum development.
- Strategies of curriculum development.
- Guiding principles of curriculum development.
- Approaches of curriculum development: Administrative approach, Grass root approach, Demonstration approach, System approach.

UNIT-IV: Implementation and Evaluation of Curriculum

- Role of school philosophy and Administration in creating context for curriculum development, Available infrastructure, Curriculum sites, resources (library, laboratory, school playground, neighbourhood etc).
- Teacher's Role in Curriculum construction, Curriculum Transaction, researching in curriculum.

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- Role of a teacher as a critical pedagogue.
- Role of external agencies in providing curriculum and pedagogical supports to teachers within schools local, regional, national.
- Models of curriculum evaluation: Tyler model, Hilda Tabu .

Sessional Work

- Study of NCF 2005 as well as the earlier school curriculum frameworks
- Discussion on purpose of curriculum framework
- Critical Evaluation of the extend to which the curriculum framework is reflected in the syllabus
- Interaction with school teachers and principal, how they operationalise the prescribed curriculum into an action plan
- How curriculum is evaluated and revised

Mode of Transnction

Lecture, Discussion, debate, Project, Activities etc.

Suggested readings:

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Bob Moon and Patricia Murphy (Ed) (1999). Curriculum in Context. Paul Chapman Publishing, London.
- Butchvarov, P. (1970), The Concept of Knowledge, Evanston, Illinois: North Western University Press.
- Chomsky, N (1986). Knowledge of Language, Prager, New York.
- Datta, D.M. (1972). Six ways of Knowing. Calcutta University Press, Calcutta.
- G.W. Ford and Lawrence Pungo, (1964). The structure of Knowledge and the curriculum. Rand McNally & Company, Chicago.
- Joseph Schwab, (1969). The Practical: A language for curriculum. School Review, November.
- Kelley, A.B. (1996). The Curricular Theory and Practice. Harper and Row, US.
- Kumar Krishna (1997). What is Worth Teaching, Orient Longman, New Delhi.
- Margaret, K.T. The open Classroom, Orient Longman: New Delhi, 1999.
- NCERT (1984). Curriculum and Evaluation, NCERT, New Delhi.
- NCERT (2006): Systematic reforms for Curriculum change. New Delhi.
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.

- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
- NCERT (2005). National Curriculum Framework, NCERT, Sri Aurobindo Marg, New Delhi.
- NCERT (2014). Basics in Education, NCERT, Sri Aurobindo Marg, New Delhi.
- Nirantar (1997). Developing a Curriculum for Rural Women, Nirantar, New Delhi.
- Padma M. Sarungapani (2003). Constructing School Knowledge, An Ethnography of learning in an Indian Village, Sage Publication Inc., New Delhi.
- Prema Clarke (2001). Teaching & Learning: The Culture of pedagogy, Sage Publication, New Delhi.
- Steven H. Cahn (1970). The Philosophical Foundation of Education, Harper & Row Publishers, New York.
- Taba, Hilda (1962). Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York.
- Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.
- Wheeler D.K. (1967) Curriculum Process, University of London Press.

Reading and Reflecting on Text

Contract Hours: 3 periods per week

Total marks: 50

Min. Pass Marks – 17

Internal: 50

Course objectives

- To engage students closely with text and develop taste for readings.
- To enable students to read, interpret and reflect on different types of text.
- To enable students to appreciate knowledge present in either English medium textbooks/journals/articles or other available material present in the regional language.
- To facilitate students to self-learning, self-reflection and ability to express their thought in writings or debates and discussion.

Unit: I- Understanding the Text

- Identifying the text as a tool: meaning of text and its form, expression and procedure
- Nature and role of available literature: textbook, journals, articles, abstracts, extended abstracts, encyclopedia

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- Surveying a text : making notes, understanding how facts, ideas are connected and giving reflections, making inferences
- Role of conceptual and analytical framework in understanding the text

Unit II- Engaging with narrative and descriptive accounts

- Selection of children literature, adult literature and inclusive literature: nature of text and its form, selection of movies, stories, chapters from fiction, autobiographical narratives, historical narratives etc.
- Reading for comprehending and visualizing the accounts (Individual and group reading)
- Discussion and debate on characters, context and scenarios and sharing interpretations
- Writing summary, scene, abstract, dialogue, report with key idea in the text

Unit III- Engaging with subject related reference books

- Selection of a problem or issue and articulating guided questions
- Selection of text from various types of resources
- Preparing notes, writing summary and connect it with issues or problems initiated
- Group and Individual assignment and presentation on any educational idea/text

Suggested Readings

1. Ashton-Warner, S. (1963). *Teacher*. New York: Simon and Schuster. Hindi translation- Poorva Yangnik Kushwaha. Granth Shilp Publisher.
2. Asimov, Isaac. (1982). *How did we find out about Beginning of life?* Hindi translation- Arvind Gupta.
3. Budheka, Gijubhai. (1931). *Divaswapna*
4. Darwin, Francis. (2009). *Charlex Darwin ki Aatmakatha*, Sasta Shitya Mandal Publication. New Delhi.
5. Gorky, Maxim. (2005). *Ek chote ladke aur ek choti ladki ki kahani jo barfili thand mein thithur kar mare nahi*. Anurag Trust, Niralanagar, Lucknow.
6. Graff, G. & Birkenstein, C. (2014). *They say, I say: The Moves That Matter in Academic Writing*. Third Edition. W.W.Norton & Company.
7. Holt, J. C. (1964). *How children fail*. New York: Pitman. Hindi- *Bachche Asafal Kaise Hote Hain*. Eklavya Publication.
8. Holt, J. C. (1974). *Escape from childhood*. New York: E.P. Dutton. Hindi- *Bachpan se Palayan*. Eklavya Publication.

launched by organizing cultural activities in the evening. After completion of the camp, the student teachers have to submit a report of the five days.

Modes of Assessment

The student-teachers will be assessed on the basis of their active participation in various activities. Individual and group presentations and report submission.

Art & Aesthetic – II

Contact Periods/week: 02

Maximum Marks – 25

Min. Pass Marks – 08

Internal – 25

COURSE - CONTENT

Unit-1: ज्ञानपट- शिल्प स्थापत्यों की समझ:

- क्राफ्ट के गिन्न गिन्न प्रकारों के बारे में जानना। समझना, सजावट, बर्तन, मूर्तिकला, शिल्प, मिट्टी कला, काष्ठकला आदि।
- Historical perspectives/importance/ integration of life, culture of India.
- सीखने में Art & craft की skills, observation, analysis, synthesis, problem solving and evaluation.

- गतिचित्रियाँ, कार्ययोजना/ पेपर

Unit-2: नृत्य एवं संगीत कलाएं

- स्थानीय नृत्य, क्षेत्रीय नृत्य, राष्ट्रीय नृत्य।

- नृत्यों का अभ्यास, प्रकार, सामाजिक विकास की धरोहर, सांस्कृतिक विरासत। (लावणी, गरबा, गौड़ी, छत्तीसगढ़ी आदि)

Unit-3: कलाएं एवं टेक्नोलॉजी का समन्वय:-

- विभिन्न कलाओं को website पर अपलोड/डाउनलोड करना,

- Digitelization of Arts

- कलाओं की प्रवृत्ति, Activity को ICT से जोड़ना।

- कलाओं का व्यावसायीकरण (ICT के माध्यम से)

(Introduction, objectives, activities, assignments, projects, references and web-sites as per II Semester in the context of the above course content)

