

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
Fourth 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 | 40 | 10 | 50 | 3 |
| - English | 40 | 10 | 50 | 3 |
| Environmental Education | | | | |
| 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 | 340 | 160 | 500 | |
| | | | | |
| B.Ed Part | 40 | 10 | 50 | 3 |
| Inclusive Education | | | | |
| Assessment for learning I | 40 | 10 | 50 | 3 |
| Total | 80 | 20 | 100 | |
| Grand Total | 420 | 180 | 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)



B.A. Computer
Foundation Course: Computers & ICT in Education – II

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 13

Internal – 10

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

- Explain the role of ICT in authentic and alternative assessment,
- Develop e-portfolio and assessment e-rubrics,
- Understand the social, economic, security and ethical issues associated with the use of ICT,
- Appreciate the scope of ICT for improving the personal productivity and professional competencies,
- Demonstrate the use of web conferencing/teleconferencing tools and technologies,
- Appreciate the use of ICT in improving educational administration,
- Explain the emerging trends in information and communication technology,
- Use ICT for self-directed professional development.






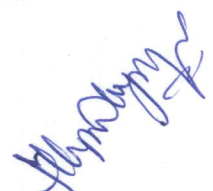
Unit I: ICT for Assessment

- ICT and Assessment
 - Electronic assessment portfolio – Concept and types; e-portfolio tools
 - Creation and use of electronic rubrics for assessment
 - Online and offline assessment tools – Rubrics, survey tools, puzzle makers, test generators, reflective journal, question bank
 - ICT applications for Continuous and Comprehensive Evaluation (CCE)
 - Learning analytics and feedback

UNIT II – ICT and Management

- National ICT policies, curriculum and schemes, ICT@Schools, NME-ICT
- Educational technology standards – UNESCO,ISTE, CEMCA and AECT
- ICT for personal management: e-mail, task, events, diary, networking
- ICT for educational administration: Scheduling, record-keeping, student information, electronic grade book, connecting with parents and community
- Managing the ICT infrastructure: Software installation, troubleshooting of hardware, seeking and providing help, storage and backup, updating and upgrading software

Unit III: ICT for Professional Development

Des      

- Electronic teaching portfolio- Concept, types, tools; portfolio as a reflective tool for professional development
- Role of ICT in Self-directed professional development
- Professional development: Role of teleconferencing, EDUSAT- the Indian experiment; web conferencing tools and techniques
- Technology and design based research: Pedagogical implications for professional development

Unit IV: Emerging Trends in ICT Applications

- Pedagogy for e-books and rhizomatic learning
- Innovative pedagogy: Learning design informed by analytics
- Seamless learning – Role of mobile technology
- Ubiquitous computing and its educational promises
- Game based learning and one-to-one computing
- 3-D printing and its educational promises
- Social media for pedagogical innovations
- Threshold concepts and pedagogical applications
- Dynamic Assessment based Pedagogical Practices

Sessional Work

- Creating account in wikispace/wikipedia/mediawiki and adding/editing content
- Developing an educational blog in www.blogger.com, www.wordpress.com, or www.edublog.com
- LMS experience- hands on various features of LMS – the ICT course may be provided through LMS
- Evaluation of RLO repositories and creating RLO and uploading to repositories
- A critical study of some e-learning courses and enrolling and completing some free e-learning courses
- Field visit to the EDUSAT center and take part in teleconferencing
- Planning and creating digital rubrics for any topic
- Organize web conferencing using Skype/Yahoo Messenger/Google+
- Review of ICT labs (plans and equipments/resources) in school from internet
- Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance and up gradation
- Developing an electronic assessment portfolio


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- Developing an electronic teaching portfolio
- Readings on emerging ICT trends in education
- Review of national ICT policy and curriculum
- Using FOSS tools for timetabling, grade sheet
- Creating social bookmarking account and creating social bookmarking of internet resources using any social bookmarking tools (diigo,dolicious, stumbleupon, Shelfari)

Suggested readings:

- Andrew A Kling(2010).Web 2.0 (Technology 360). Lucent Books: New Delhi.
- AthanassiosJimoyiannis (Editor) (2011). Research on e-Learning and ICT in Education. Springer: USA
- Barbara B. Levin, Lynne Schrum.(2012). Leading Technology-Rich Schools (Technology & Education, Connections (Tec). Teachers College press:New York
- Bruce M. Whitehead, Devon Jensen, Floyd A. Boschee.(2013). Planning for Technology: A Guide for School Administrators, Technology Coordinators, and Curriculum Leaders. Corwin:New Delhi
- Cambridge, D.(2010).E-Portfolios for Lifelong Learning and Assessment.John Wiley and Sons
- Costantino,P.M., DeLorenzo,M.N., Kobrinski,E.J.(2006).Developing a professional teaching portfolio: a guide for success. Pearson
- EdD L. Robert Furman (2012).Instructional Technology Tools: A Professional Development Plan
- Foster,B.R., Walker,M.L., Song,K.H.(2006)A beginning teaching portfolio handbook:documenting and reflecting on your professional growth and abilities.Prentice Hall
- Imison,T., Taylor,P.H.(2001). Managing ICT in the Secondary Schools. Heinemann:Oxford
- Jean-Eric Pelet (2014).E-Learning 2.0 Technologies and Web Applications in Higher Education (Advances in Higher Education and Professional Development (Ahepd)).Idea Group: U.S.
- LaxmanMohanty, NeeharikaVora (2008). ICT strategies for schools- a guide for school administrators. Sage Publications: New Delhi.
- Lynne Schrum, Barbara B. Levin. (2010).Leading 21st-Century Schools: Harnessing Technology for Engagement and Achievement. Corwin: New Delhi
- ManojKunar Dash (2010). ICT in teacher development, Neel Kamal Publications: New Delhi.
- MHRD-GOI (2004 and revised 2010) National ICT @ Schools Scheme, Department of School Education and literacy, MHRD, Govt. of India, New Delhi
- MHRD-GOI (2012) National Mission on Education through ICTs NME-ICT), Department of Higher Education, MHRD, Govt. of India, New Delhi

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- and literacy. MHRD, Govt. of India, New Delhi
- Mary Webb and Margaret Cox (2014). Information and Communication Technology- Assessment for Learning in the ICT Classroom (Inside the Black Box). Learning Sciences; US.
 - Michael Thomas (2009). Handbook of Research on Web 2.0 and Second Language Learning. Information Science Reference: US.
 - 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
 - Mohit K (2003). Design and Implementation of Web-enabled Teaching Tools: IRM Press, UK.
 - Montgomery, K., Wiley, D.A. (2004). Creating E-portfolios using powerpoint- A Guide for Educators. Sage: New Delhi.
 - Pradeep Kumar (2011). Web Resources in Pedagogy. Apple Academics: Oakville.
 - Renata Phelps, Anne Graham. (2013). Technology Together: Whole-School Professional Development for Capability and Confidence. ISTE: USA
 - Rena M. Palloff, Keith Pratt (2011). The Excellent Online Instructor: Strategies for Professional Development. Wiley: San Francisco
 - Ronghuai Huang, Kinshuk, Jon K. Price (Editor) (2014) ICT in Education in Global Context: Emerging Trends Report 2013-2014 (Lecture Notes in Educational Technology). Springer: USA
 - Rosemary Papa. (2010). Technology Leadership for School Improvement. Sage: New Delhi.
 - Semenov, Alexy (2005). Information and Communication Technologies in Schools. A handbook for Teachers. UNESCO
 - Sonny Magana, Robert J. Marzano (2013). Enhancing the Art & Science of Teaching With Technology (Classroom Strategies)
 - Steven W. Anderson, Deborah Siegel. (2014). The Tech-Savvy Administrator: How do I use technology to be a better school leader? ASCD
 - Theodore Lee (2008). Professional Development of ICT Integration for Teachers. VDM Verlag: Germany.
 - UNESCO. (2001). UNESCO Report: Teacher Education Through Distance Learning: Technology-Curriculum - Cost - Evaluation. UNESCO.
 - UNESCO. (2002). UNESCO Report: Information and Communication Technologies in Teacher Education. A Planning Guide, Division of Higher Education, UNESCO.

- Education, A Curriculum for Schools and Programme of Teacher Development, Division of Higher Education, UNESCO.
- UNESCO, Bangkok. (2003). Final Report. Building Capacity of Teachers/Facilitators in Technology-Pedagogy Integration for Improved Teaching and Learning, Bangkok, Thailand. June 18-20.
 - UNESCO, Bangkok. (2003). Final Report. The Workshop on the Development of Guideline on Teachers Training on ICT Integration and Standards for Competencies, Beijing, China. September 27-29.
 - UNESCO, (2005). UNESCO Report: How ICT Can Create New, Open Learning Environments Information And Communication Technologies In Schools A Handbook For Teachers, Division of Higher Education, UNESCO.
 - Viva Lachs (2000). Making Multimedia in the Classroom-A Teacher's Guide. RoutledgeFarmer :London.
 - W.J. Pelgram and N.Law(2003). ICT in Education around the world-Trends, Problems and Prospects UNESCO: Paris.

Foundation Course: Language – Hindi

आधार पाठ्यक्रम : हिन्दी भाषा

प्रश्नपत्र – 4

Contact Periods/week: 03

कुल अंक – 40

आन्तरिक मूल्यांकन – 10

प्रश्न एवं अंक निर्धारण

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

लघुउत्तरीय प्रश्न – 07 अंक (35 X 2 प्र.)

वस्तुनिष्ठ प्रश्न – 05 अंक (1 X 5 प्रश्न)

व्याख्यात्मक एवं समीक्षात्मक प्रश्नों में आन्तरिक विकल्प होंगे।

| | | | |
|---------|--|---|---------------------|
| इकाई 1. | 1. आत्म निर्भरता (वैचारिक निबंध) | - | पंडित बालकृष्ण भट्ट |
| | 2. गूलर का फूल (एक अरण्य कथा) | - | कुबेरनाथ राय |
| | 3. मध्यप्रदेश की लोक कलाएं | | (संकलित) |
| | 4. मध्यप्रदेश या लोक साहित्य | | (संकलित) |
| इकाई -3 | 1. पूछो न प्रातः बी बात आज (चित्त गपपत्रक) | - | रमेशचन्द्र शाह |
| | 2. गेहूँ और गुलान (वैचारिक निबंध) | - | रामवृक्ष वैनीपुरी |

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3. शब्द शक्तियाँ (अभिप्राय, लक्षणा, व्यंग्य) (संकलित)
4. माध्यमों की विभक्तियाँ, मूर्तिविद्या एवं रथापत्य कला - (संकलित)
- इकाई 3
1. जनसंपर्क के माध्यम (डि.टि. इलेक्ट्रॉनिक एवं सोशल मीडिया) (संकलित)
2. पत्रकारिता की विविध आगम (संकलित)
3. राजभाषा हिन्दी (संकलित)

Foundation Course: Language English Paper IV

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 13

Internal – 10

Distribution of Marks:

- Four critical questions are to set be from unit I. Two questions are to be attempted. Each question will carry 5marks. $5 \times 2 = 10$. Marks
 - Students are required to write a précis of an unseen passage. $5 \times 1 = 5$. Marks
 - Students are required to translate a passage from English to Hindi and a passage from Hindi to English. Each passage which is to be translated will carry 5 marks. $5 \times 2 = 10$. Marks
 - Students are required to attempt 7 questions on Unit IV. Each question will carry one mark. $1 \times 7 = 7$.
 - Students are required to attempt 2 questions from Unit V. Each question will carry 4 marks. $4 \times 2 = 8$.
- UNIT I: C.Rajagopalachari–Three questions; C.P. Soron–Ramanujan; Roger Rosenblatt–The power of W. Desmond Morris - A short extract from the Naked Ape; O Henry – The Gift of Magic Ruskin

Bond – The Cherry Tree

UNIT II: Précis Writing

UNIT III: Translation – English to Hindi, Hindi to English

UNIT IV: Proverbs in English ,Punctuation

UNIT V: Communication - Communication through Media

Conversations :-

- Introducing yourself & others
- Expensing opinions, likes & dislikes
- Making requests & offers
- Beginning a conversation
- Asking the way
- Expressing doubts & uncertainties
- Talking about future events.

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Distribution of Marks

All five units are compulsory. Two questions to be set from each unit, one to be attempted.

Objectives:

- (i) To provide an understanding to the students about basic aspects of the environment and its concerns.
- (ii) To generate awareness about the social issues of the environment.
- (iii) To enable the students to analyse, evaluate and draw inferences about problems and concerns related to environment.
- (iv) To create awareness about the legal framework for protection of environment and wild life.

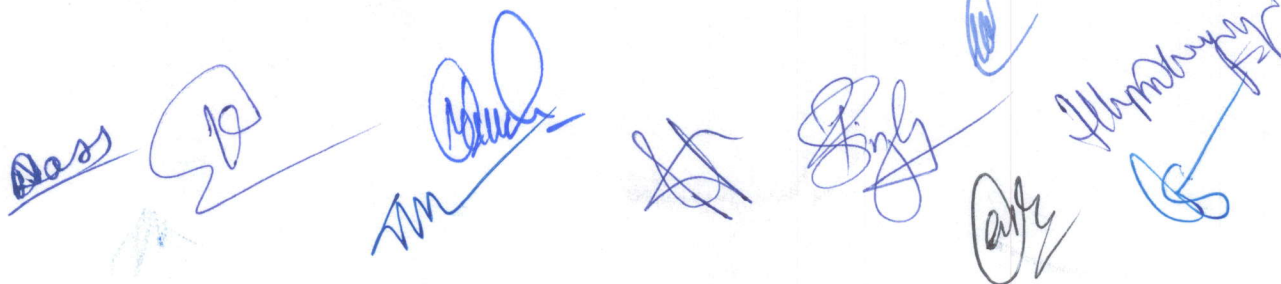
Unit I: The multidisciplinary nature of Environmental Studies: Definition, Scope and importance: Need for Public awareness. Natural resources: Renewable and Non-renewable resources and associated problems. Forest resources: Use and over exploitation, deforestation, case studies, Timber extraction, mining, dams and their effects on forests and tribal people.

Unit II: Water resources: Use and over utilization of surface and ground water, floods, Drought, conflicts over water resources; dams – benefits and problems. Minerals resources: Use and over exploitation, Environmental effects of extracting and using mineral resources, case studies.

Unit III: Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agricultural techniques fertilizer and pesticide problems, water logging and salinity; case studies. Energy resources: growing energy needs renewable and non-renewable energy resources and use of alternative energy sources – case studies. Land resources: Land as resource, land degradation, man induced landslides. Soil erosion and desertification. Role of an individual in conservation of natural resources. Equitable use of resources for sustainable life-styles

Unit IV: Social issues and environment: From unsustainable to sustainable development, Rural , industrial ,agricultural fields; Urban problems related to energy, water conservation, rain water harvesting, Watershed management. Resettlement and Rehabilitation of people: Its problems and concerns, case studies. Environmental ethics: Issues and possible solutions, case studies. Wasteland reclamation, consumerism and waste products

Unit V: Environmental Acts: Environmental Protection Act; Air (prevention and control of Pollution Act)



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Waste (prevention and control of pollution Act); Wild life protection Act; Forest conservation Act; Issues involved in enforcement of environmental legislation; Public awareness; Human rights. Value education, HIV/AIDS. Women and Child welfare; Role of Information Technology in environment and human health – case studies.

Elective I – Literature: Hindi

हिन्दी साहित्य : प्रश्नपत्र – 4:

हिन्दी कथा साहित्य

Contact Periods/week: 05 +4 Practicum

कुल अंक – 60

प्रश्न एवं अंक निर्धारण

3 व्याख्या आचारित प्रश्न – 18 अंक (6 X 3 अ.)

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

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

दस्तुनिष्ठ प्रश्न – 04 अंक (1 X 4 अ.)

दुत पाठ खंड से मात्र 3 लघुउत्तरीय प्रश्न होंगे (व्याख्यात्मक एवं समीक्षात्मक प्रश्नों में आंतरिक विकल्प होंगे)।

प्रस्तावना :

किस्से मनुष्य के साथ आदिम युग से जुड़े हैं। समय के साथ इनके रूप शिल्प, शैली और नाम बदलते गये जैसे उपन्यास और कहानियाँ। गद्य का यह रूप जीवन से अभिन्न ढंग से जुड़ा है। उपन्यास और कहानियाँ कभी वास्तविक जीवन से मिलती-जुलती भी हो सकती हैं तो कभी एकदम भिन्न। वह किसानों अथवा कारखाने के कामगारों के बारे में हो सकती हैं तो परियों या राजसी के बारे में भी। उसकी सफलता मनोरंजक होने – के साथ-साथ यथार्थ के किसी न किसी पहलु, का उदघाटन करने में है, चाहे यह किसी काल्पनिक वृत्तान्त के जरिये ही हो।

समय बीतने के साथ जैसे-जैसे जिंदगी बदलती है, वैसे-वैसे उसे कहने का ढंग का भी बदल जाता है। इस बात को हम हिन्दी उपन्यासों में लाता श्रीनिवास दास, रा. देवकीर्णन स्वामी के जमाने से चलकर प्रेमचंद के रास्ते से गुजरते हुए आज तक और हिन्दी कहानी में मुंशी और उनके कुछ पहले से चल कर नयी कहानी के रास्ते होते हुए आज के जमाने तक पहुंची हिन्दी कहानी की विकास यात्रा पर एक निगाह खाल कर जान सकते हैं। उपन्यास की तो खोज ही आधुनिक युग के तेजी से बदलते हुए जटिल यथार्थ को उसकी अधिकतम संभव समग्रता में पकड़ पाने की कशमकश की दैन है। कथा-साहित्य का अध्ययन करते समय बदलते हुए यथार्थ को कल्पना के सहारे प्रस्तुत करने के ढंग में जो प्रगति हुई है, उस पर ध्यान देना आवश्यक है। हिन्दी कथा रचना के आरंभ से समकालीन लेखन तक पहुंच कर एक समग्र समझ विकसित करने का प्रयास, इस प्रश्न-पत्र का उद्देश्य होगा।

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|---------|----------|------------------|----------------------------------|------|
| इकाई 1: | उपन्यास, | प्रेमचंद | गबन | अथवा |
| | | श्रीदानलाल वर्मा | द्वारसी की रानी (सजिप्स संस्करण) | |
| इकाई 2: | उपन्यास | भीष्म साहनी | दसती | अथवा |
| | | मंजूर एहलेपान | सूखा बरगद | |
| इकाई 3: | कहानियाँ | | | |
| | 1. मुंशी | उसने कहा था | | |

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| | 2. जयशंकर प्रसाद | पुरस्कार |
| | 3. प्रेमचंद | काफ़न |
| | 4. जीनेन्द्र | अपना अपना भाग्य |
| | 5. यशपाल | परदा |
| | 6. एलीश्वर नाथ रेणु | तीसरी करम उभं पारे गए — |
| इकाई 4: | कहानियाँ | |
| | 1. मम्मलेश्वर | राजा निरसिया |
| | 2. अमरकांत | डिप्टी कलाकंदरी |
| | 3. शेखर जोशी | दाज्यू |
| | 4. मन्नू भंडारी | गही सच है |
| | 5. ज्ञानरंजन | पिता |
| | 6. असगर बजाहत | श्री टी.पी. देव की कहानियाँ (शृंखला की 10 लघुकथाएँ) |

इकाई - 5

दुत पाठ :

अशोक, मोहन रोयेव, मिर्नल शर्मा, राही मासूम रजा, कृष्णा सोवती, ओगप्रकाश

इस इकाई में रचनाकारों के परिचय एवं उनकी रचना प्रवृत्तियों पर लघुउत्तरीय प्रश्न पूछे जायेंगे।

संदर्भ ग्रंथ

1. हिन्दी उपन्यास का इतिहास - गोपाल राय
2. प्रेमचंद और उनका युग - राम विलास शर्मा
3. हिन्दी उपन्यास की प्रवृत्तियाँ - शशि भूषण सिंहल
4. हिन्दी उपन्यास बदलने संदर्भ - शशि भूषण सिंहल
5. हिन्दी उपन्यास जनवादी परम्परा - सुंअर पाल सिंह, अजय विस्तारिया
6. हिन्दी कहानी एक अन्तंयात्रा - रामदरश मिश्रा
7. हिन्दी कहानी का विकास - मयुरेश
8. कहानी : नयी कहानी - नामवर सिंह
9. कहानी संकलन - संकटा प्रसाद मिश्र (स) 2007 (हिन्दी ग्रंथ अकादमी, भोपाल)

Elective I - Literature: English

English Literature Paper IV: Reading and Appreciating Drama

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: 6 questions are to be set from all the units. One question will carry 1 mark.

6X1 = 6 Marks

(Handwritten signatures and marks)

required to explain these passages taken from these plays with reference to their contexts. Each explanation will carry 4 marks. $4 \times 4 = 16$ Marks

3. Four critical questions are to be set from Units I to IV with an internal choice. Each critical question will carry 7 marks. $7 \times 4 = 28$ Marks

4. Students are required to attempt two short critical notes from Unit V, one from each section with an internal choice. Each short question will carry 5 marks. $5 \times 2 = 10$ Marks

Objectives: This paper is designed to

- To enable students to understand and appreciate plays,
- To enable them to review the play as a thing to be acted,
- To enable them to assess the position the theatre occupies in society and examine the contributions it makes to the cultural life of the general public,
- To enable them to understand the origin and evolution of English drama,
- To enable them to integrate various forms of creative expression,
- To enable them to understand the laws of dramaturgy,
- To enable them to understand how the English language has evolved down the ages,
- To enable them to understand how literature reflects the spirit of the age,
- To enable them to understand why literatures 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 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
- To help them understand their own experiences and develop sensitivity to others,
- To help develop their imagination and creativity and
- To use their creativity in text transaction and activity

UNIT I William Shakespeare – Tempest

UNIT II G.B. Shaw – Pygmalion

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UNIT III Richard Sheridan – The Rivals

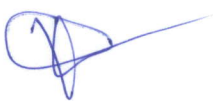
UNIT IV Oscar Wilde – Importance of being Earnest.

UNIT V (A) Tragedy, comedy, plot, climax, catharsis, poetic justice, chorus, comic relief, closer drama, pathos, soliloquy, three unities, tragicomedy, expressionism, farce, conflict.

(B) Mystery, miracle and morality plays, the interludes, Elizabethan drama, comedy of humours, revenge tragedy, heroic tragedy, comedy of manners, problem plays, poetic drama, absurd plays, trends in contemporary English drama.

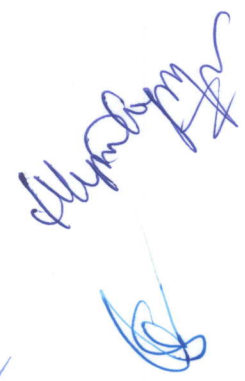
Suggested Readings

1. G.K. Chesterton, G.K. George Bernard Shaw. Ludhiana : Kalyani Publishers, 1972.
2. Nicoll. Allardyce. British Drama. London: George G. Harrap, 1962.
3. Wilder, Thornton. Our Town. New York: Coward-MC Cann, 1983.
4. Burbank, Rex. Thornton Wilder. Boston; Twayne, 1978.
5. Compton Rickett, Arthur. A History of English Literature. London : Thomas Nelson, 1960.
6. Abrams, M.H. A Glossary of Literary Terms. Madras : Macmillan, 1971.
7. Bradley A.C. Shakespearean Tragedy. London Macmillan, Reprinted, 1964.
8. Knight, G. Wilson. The Wheel of fire. London : Methuen & Co. 1964.
9. Jones, David E. The plays of T.S. Eliot. London: Routledge and Kegan Paul, 1960.
10. Daiches, David. A Critical History of English Literature. New Delhi : Allied Publishers, 1988.
11. Nicoll, A., The Theatre and Dramatic Theory. London George G. Harrap, 1962.
12. Peacock, R. The Art of Drama. London: Routledge & Kegan Paul, 1957.
13. Alexander, Nigel. A Critical Commentary on Bernard Shaw's 'Arms and the Man' and 'Pygmalion'. London: Macmillan, 1968.
14. Gascoigne, Bamber. Twentieth Century Drama. London : Hutchinson University Library, 1967.
15. Clark, David R. Ed. Twentieth Century Interpretation of Murder in the Cathedral. New

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Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Practicum – 25 (Internal)

उद्देश्य – संस्कृत संसार की प्राचीन भाषा है संस्कृत में अथारु ज्ञान समाहित है इतरसे विद्यार्थी ज्ञान प्राप्त करेंगे और संस्कृत के महान ऋषि मुनिगु के विचारों से लाभान्वित होंगे।

परिणाम- संस्कृत की कीर्ति को विद्यार्थी विश्व में फैलाएंगे और अपने चरित्र का निर्माण करेंगे।

Unit I - लघुसिद्धान्तकौमुदी –अजन्तप्रकरणम् अजन्तप्रकरणम् (116 से 169 सूत्रा तक) सूत्राव्याख्या

Unit -II- अजन्तप्रकरणम् अजन्तप्रकरणम् (116 से 169 सूत्रा तक) रूपसिद्धि सञ्ज्ञापरिचयश्च युष्मद् सम्मद् तद्

Unit III- संस्कृतभाषया निबन्धलेखनम्।

Unit IV- नाट्य साहित्येतिहास भासस्य नाटकानि, अभिज्ञानशाकुन्तलम् मालविकाग्निमित्रम्, विक्रमोर्धशीयम्, मुद्राराक्षस, परिचय करतव्यम्।

Unit V- नाट्य साहित्येतिहास, मृच्छकटिकम्, नासतीमाधवम्, महावीरचरितम्, प्रसन्नतरणम्, परिचय करतव्यम्

Assessment: Five assignments (one from each unit)

संस्तुत ग्रन्थाः-

1. लघुसिद्धान्तकौमुदी- (संज्ञासन्धिप्रकरणे) भरदराजः हिन्दीटीकाकर्त्री डॉ. प्रेमा अवस्थी।
2. बृहद् अनुवादचन्द्रिका-चक्रधर ईस नौटियालः
3. अनुवादकला-चारुदेय शास्त्री
4. अनुवादचन्द्रिका डॉ. यदुनन्दनमिश्रः
5. निबन्धपथप्रदर्शक-वी.एस.आप्टे

*Latest edition of all the suggested books are recommended.

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Elective II: History

Paper IV: Glimpses of Modern European History (1435-1900 AD)

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Practicum – 25 (Internal)

Evaluation

1. First question having Five Objective type questions (selecting one from each unit) $1 \times 5 = 5$ Marks
2. Second question having 5 short questions to be answered in about 125-150 words (selecting one from each unit) $3 \times 5 = 15$ Marks
3. Third question having Five questions having internal choice selecting One from each unit.
 $8 \times 5 = 40$ Marks

Objectives:

The course is designed to help teacher students to understand:

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

Transaction Mode

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

Course Details:

Unit I: Advent of The Modern Age

- Renaissance
- Humanism and its spread in Europe ,
- Development in art , literature and Science

Unit II: Religious Reform Movements, Rise of Democracy

Reformation, Calvinism, Lutherism,

- Counter Reformation
- Rise of Nation States
- Struggle between Charles I and the Parliament

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- Commercial Revolution
- Agriculture Revolution
- Mechanical Invention and Industrial Revolution
- Emergence of new social classes
- Scramble for Africa

Unit IV: The Age of Revolution and Reaction

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

Unit V: Material Liberalism and Conservatism

- German Unification
- Italian Unification
- Eastern Question up to Berlin Congress and Role of Bismarck

PRACTICUM

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

1. Great Artists Of The Renaissance Period

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

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

2. Political Thinkers of the Renaissance Period

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

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

3. Renaissance Scientists

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

- Nicholas Copernicus
- Galileo

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1. Write on the various aspects of French Revolution. Refer to the primary sources (available online) and secondary sources of European and domestic historiography of the French Revolution.
2. Dispute: "André is the nation responsible for his rise and fall." Draw an estimate of his life and achievements. What lessons can be learnt from Napoleon?
3. Prepare a presentation on the various aspects of the Russian Revolution.
4. Trace the events leading to the rise of Japan after the Meiji Restoration. What lessons should be drawn from Japan?

Parameters of Evaluation:

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

References:

1. Robert E.K. Europe 1880-1945 (Longman, 1980)
2. E. E. Schattschneider Europe in the 19th and 20th Century
3. E. H. Carr: Modern Europe (Scribner Publications)
4. Evans and Colquhoun, - Europe in the 19th and 20th Century (Also Hindi version)
5. D.M. Kotovsky - History of Modern Times
6. Paul H. Moon - Imperialism in World Politics
7. Paul H. Moon - Asia and Western Dominance.
8. Fay, Origin of the World War
9. J. Hobsbawm: The Age of Revolution.
10. Lynn Hunt: Politics, Culture and Class in the French Revolution
11. डॉ. मधुसूदनसिंहनाथ - विश्वव्यवस्था की मध्य मंचरी।
12. डॉ. मधुसूदनसिंहनाथ - मध्यम के सामूहिक इतिहास (1789-1848)
13. डॉ. मधुसूदनसिंहनाथ - यूरोप का इतिहास (1789-1848)
14. अरुणसिंहनाथ - सामूहिक विश्व का इतिहास।
15. डॉ. मधुसूदनसिंहनाथ - सामूहिक यूरोप (1789-1848)
16. डॉ. मधुसूदनसिंहनाथ - सामूहिक विश्व का इतिहास की मध्य मंचरी।
17. डॉ. मधुसूदनसिंहनाथ - यूरोप का इतिहास
18. मधुसूदनसिंहनाथ - यूरोप का इतिहास।
19. डॉ. मधुसूदनसिंहनाथ - सामूहिक विश्व का इतिहास।

Paper IV: Environmental Geography

Contact Periods/week: 05 +4 Practical

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Practical – 25 (Internal)

Unit I: Concept and scope of Environmental Geography. Approaches: Environmental Determinism;

Possibilism; Modern Environmentalism; Ecosystem; Concept; Structure; Functions

Unit II: Human-Environment Relationship in Equatorial; Desert; Mountain; Coastal Regions.

Unit III: Bio-Geochemical and Nutrient cycles: Nitrogen cycle; Carbon cycle; Phosphorous cycle;

Sulphur cycle; Aresenic cycle; Water Cycle.

Unit IV: Environmental Problems and Management: Air Pollution; Biodiversity Loss; Solid and Liquid Waste.

Unit V: Environmental Programmes and Policies: Developed Countries; Developing Countries;

Environmental policy in India.

Books recommended

1. Brayant, E.A. 1991: Natural Hazards, Cambridge: Cambridge University press.
2. Canter, L. W. 1996: Environmental Impact Assessment, 2nd edition, New Yprk: McGraw hill.
3. Chandna R. C., 2002: Environmental Geography, Kalyani, Ludhiana.
4. Chapman, D. 1994: Natural Hazards, Melbourne: Oxford University Press.
5. Chapman J.L. and Reiss, M.J. 1993: Ecology: Principles and applications, Cambridge: Cambridge university Press.
6. Goudie A., 2001: The Nature of the Environment, Blackwell, Oxford.
7. Miller G. T., 2004: Environmental Science: Working with the Earth, Thomson Brooks Cole, Singapore.
8. Singh S., 1997: Environmental Geography, Prayag Pustak Bhawan. Allahabad.

Maximum marks: 25

Study tour report /Project

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

However, if the institution is unable to organize any such study tour during the semester for some

Pass

unavoidable reasons, a project shall be prepared by a student on any assigned topic under the guidance of a teacher.

Study tour report/Project shall be examined by two examiners – Internal.

Report writing

- Designing the Field Report – Aims and Objectives, Methodology, Analysis, Interpretation and Writing the Report.
- Each student will prepare an individual report based on primary and secondary data collected during field work.
- The students / teachers can opt to take students in or outside the Bhopal, depending upon, problem to be studied.
- The duration of the field work should not exceed 10 days.
- The report should be about 8000 to 12000 words excluding figures, tables, photographs, maps, references and appendices.
- One copy of the report on A 4 size paper should be submitted in soft binding.

Books recommended

1. Creswell J., 1994: Research Design: Qualitative and Quantitative Approaches Sage Publications.
2. Dikshit, R. D. 2003. The Art and Science of Geography: Integrated Readings. Prentice- Hall of India, New Delhi.
3. Evans M., 1988: "Participant Observation: The Researcher as Research Tool" in Qualitative Methods in Human Geography, eds. J. Eyles and D. Smith, Polity.
4. Mukherjee, Neela 1993. Participatory Rural Appraisal: Methodology and Application. Concept Publs. Co., New Delhi.
5. Mukherjee, Neela 2002. Participatory Learning and Action: with 100 Field Methods. Concept Publs. Co., New Delhi
6. Robinson A., 1998: "Thinking Straight and Writing That Way", in Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioural Sciences, eds. by F. Pryczak and R. Bruce Pryczak, Publishing: Los Angeles.
7. Special Issue on "Doing Fieldwork" The Geographical Review 91:1-2 (2001).
8. Stoddard R. H., 1982: Field Techniques and Research Methods in Geography, Kendall/Hunt.
9. Wolcott, H. 1995. The Art of Fieldwork. Alta Mira Press, Walnut Creek, CA.

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Paper IV: STATISTICS

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 : 2 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:

1. To define statistics and understand its importance and limitation.
2. To understand sources of data and technique of data collection, classification, organization, tabulation, presentation and interpretation.
3. To analyses data by using various statistical methods like measure of central tendencies, dispersion, correlation, regression, index number, probability, theoretical distribution.
4. To analyses the time series data and cross section data.

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 Statistics

Definition(Singular and plural sense), importance and limitation, use of statistics; Basic concepts- Sample, Sample size, Parameter, Sample Vs Population, Frequency; Sources of data; Tool & Technique of data collection; Method of data collection- Census and Sample survey; Organization of Data through classification & tabulation of data; Diagrammatical and graphical representation of data.

UNIT- II: Measurement of Central Tendencies and Dispersion

Meaning, objective and prerequisite of central tendencies; Measurement of central tendencies- Mean(Arithmetic, Geometric and harmonic mean), Median, Mode.

Meaning, purpose and pre-requisite of dispersion; Measurement of dispersion (Absolute and relative)-range, quartile deviation, mean deviation, standard deviation, coefficient of variation.

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Bi-variate distribution, Karl Pearson's simple co-efficient of correlation, correlation coefficient, properties of correlation analysis; Relationship between the correlation and regression analysis; Linear regression analysis, Regression equation, least square method- properties of regression coefficient.

UNIT- IV: Probability Distribution and Theory of Estimation

Definition, importance and concept of Probability; Rule of Probability- law of addition and multiplication; conditional probability; Mathematical expectation; Properties of Binomial, Poisson and Normal distributions;

Concept of Estimation, Desirable properties of estimator; Formulation of statistical hypothesis- Null and alternative; Goodness of fit; Confidence interval and level of significance; Testing of Hypothesis- Z-test, t-test, F-test, chi-square test, use and limitation.

UNIT-V: Index Number and Time Series Analysis

Concept and limitation of Index Number; Methods of constructing index numbers- simple and weighted; Laspeyres's and Fisher's Index numbers; Uses and problems in construction of index number.

Meaning and their components; Methods of semi-average, Moving average, measurement of seasonal variations; preliminary adjustment before analyzing, uses and limitation.

Suggested Readings:

1. Gupta, S.C & Kapoor, V.K(), Fundamental of Applied Statistics, Sultan chand publisher,
2. Gupta, S.C(), Statistical methods,
3. Gupta, S.P(), Statistical Methods, Sultan Chand, Publisher
4. Speigel, M.R(), Theory and Problems of Statistics

Practicum-IV: Computer Application in Economics-II

UNIT-I: Use of Statistical Package:

UNIT-II: SPSS:

UNIT-III: E-View:

UNIT-IV: Application of SPSS: in Tabulation, Frequency distribution, Correlation & Regression Analysis

UNIT-V: Application of E-View: in Correlation & Regression Analysis, ANOVA

Suggested Reading:

1. Manual of SPSS package
2. Manual of Eview package

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4. State's Agriculture Statistics

5. Statistical Abstracts of the concern State as well as India

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Elective III: Political Science

Paper IV: INTERNATIONAL RELATIONS

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 to understand the concepts and approaches to International relations, different aspect of cold war and India's foreign policy, Disarmament, India's nuclear policy, UNO and India's position in UNO.

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 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 and scope of International Relations

Development of International Relations as academic discipline

Approaches to International Relations: Classical Realism, Neo-Realism, World Systems

Approach and Feminist Perspective

Unit II: Power: Definition and Elements

Balance of power: Meaning and nature, Characteristics, Devices and methods.

Unit III: Origin and evolution of Cold War

Causes and types of Détente

End of Cold War and Collapse of USSR

Unit IV: India's Foreign Policy: Basic Determinants and Principles.

Non-Alignment Movement (NAM): Origin, Development and Relevance. India and NAM

Unit V: Disarmament: Non-Proliferation Treaty (NPT), Comprehensive Test Ban Treaty (CTBT).

Strategic Arms Reduction Treaty (START), India's Nuclear Policy.

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1. A. G. Frankel, National Interest and India's Foreign Policy, Delhi: Kalinga, 1992.
2. Bimal Prasad, Origins of India's Foreign Policy, Delhi: Vikas, 1979.
3. E. S. Franks, The Cold War and its Origins: Part I and II, London: George Allen & Unwin, 1961.
4. E. S. Franks, International Relations between the two World Wars: 1919-1939, St. Martin, 1969.
5. Frank L. Cook, A History of the United Nations, London: Macmillan, 1989.
6. F. I. Sebastian, The Cold War: Retrospect and Prospect, Hutor Rough, La, 1967.
7. F. X. Northedge and M. J. Grieco, A Hundred Years of International Politics 1870-1970, New York: Praeger, 1971.
8. Frederick H. Hartman, Relationship of Nations, 6th ed., New York : Macmillan, 1983.
9. Frederick I. Sebastian, International Politics. 4th ed. New York: McGraw-Hill Book Company, 1954.
10. Hans J. Morganthau, Politics among Nations, 6th ed. New York: McGraw Hill, 1985.
11. Harish Kapsar, India's Foreign Policy: 1941-1993, New Delhi: SAGE, 1994.
12. Indir Rikhey, Strengthening UN Peacekeeping, London: Hurst & Co, 1993.
13. J. N. Saxon, et. al. United Nations For a Better World, Delhi. Lancers Books, 1986.
14. Jack Wecklix, An Introduction to Neocolonialism, New York : International Publishing, 1966
15. L. J. Halle, The Cold War as History, New York: Harper & Row, 1967.
16. M. G. Nicholas, The UN as a Political Institution, Oxford: OUP, 1975.
17. M. S. Rajan, Non-alignment and the Non-alignment Movement in the Present World Order, Delhi: Konark, 1994.
18. Norman D. Palmer and Howard C. Perkins, International Relations, Boston: Houghton Mifflin, Calcutta: Scientific Book Agency, 1957.
19. Peter Calvocoressi, World Politics since 1945, London: Longman, 1971.
20. Rajbala Singh, Bharat Mein Videsh Niti, Jaipur: Avishkar, 2005.
21. Ramesh Bhardwaj, Bharat Aur Antrarashtriya Sambandh, Bhopal: Madhya Pradesh Hindi Grantha Akadmi, 2006.
22. Robert Riggs and Jack Plano, The United Nations: International Organizations and World Politics, Brooks-Cole 1988.
23. V P Dutt, India's Foreign Policy, Delhi: Vikas, 1984.
25. P. William, Goldstein, D. M. and Shulfriz, J. M. (eds.), Classic Readings of International Relations, Belmont: Wadsworth Publishing, 1999.
26. Art, R. J. and Jervis, R. (eds.) International Political Enduring: Concepts and Contemporary

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27. Jackson, R. and Sorenson, G. Introduction to International Relations: Theories and approaches. New York: Oxford University Press, 2008.

28. Goldstein, J. and Pevehouse, J.C. International Relations. New Delhi: Pearson, 2009.

Education Component:

Inclusive Education

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 13

Internal – 10

Objectives

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

- develop sensitivity towards Inclusive Education,
- understand the concept, need and scope of Inclusive Education,
- understand the philosophical and historical perspectives of Inclusive Education,
- understand the implication of inclusive education on Education for All movement,
- understand the global and national commitments towards Inclusive Education,
- develop a critical understanding of the recommendations of various committees/commissions/policies/schemes towards teacher preparation for inclusive school,
- identify, analyze and utilize various instructional strategies for Inclusive Schools,
- identify and utilize existing resources for promoting inclusive practices,
- to develop positive attitude and sense of commitment towards actualizing the Right to Education of all learners,
- examine the issues of identity and diversity in society in general and education in particular,
- understand as how to seek parental commitment and NGOs support for utilizing available resources for education in Inclusive Schools, and
- understand the nature, needs and functional assessment of learners with reference to diverse needs and how to create conducive teaching-learning environment in Inclusive Schools.

UNIT1: Introduction and Initiatives Taken for Inclusive Education

- Concept, need and scope of Inclusive Education.
- Philosophy of Inclusive Education.
- Education of All Movement and Inclusive Education(A journey from segregation to inclusion)

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- The Universal Declaration of Human Rights (1948) and the UN Convention on the Rights of the Child (CRC),
- Salamanca Statement and Framework for action on Special Needs Education (UNESCO, 1994)
- The National Policy of Education (1986),
- The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, and RCI Act,
- Sarva Shiksha Abhiyan, RMSA and Inclusive Education.
- Scheme of IEDSS 2009, Right to Education Act 2009, and Right to Persons with Disability Bill, 2014.

UNIT II: Creating an Inclusive School

- Index of Inclusion- culture, policy and practice
- Removal of Barriers for effective learning in inclusive school
- Factors for successful inclusion, features of an inclusive school, role and functions of regular classroom teachers and resource teachers in an inclusive school.
- How an inclusive environment is created by the teachers in school? Support services required in an inclusive school.
- Role of parents, community, school functionaries and NGOs in Inclusive Education.

UNIT III: Diversity in the Classroom

- Diversity and inclusion, whole school scenario with reference to diversity, diversity in the classroom.
- Nature and needs of learners with diverse needs in inclusive setting with reference to learners with
 - visual, hearing, locomotors and neuromuscular impairments,
 - cerebral palsy, intellectual impairment and learning disabilities,
- Multiple and other disabilities (Autism spectrums disorder, behavioral, emotional and speech disorder, ADD and ADHD, Learners with special health problems.
- Environmental/ ecological difficulties and learners belonging to other marginalized groups.

UNIT IV: Teaching in Inclusive School

- Adaptation in Instructional objectives and curricular activities for meeting diverse needs of learners in inclusive school
- Need for flexible evaluation system and alternate assessment. Instructional strategies (challenges in teaching all children, assessing instructional needs)

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- Assistive Devices and Strategies for meeting learning needs of diverse learners

Modes of Transaction:

Lecture-cum-discussion, group work, field visits of schools/NGOs and the Institutions working in the education of learners with diverse needs to get first hand exercise on Inclusive practices, library studies and project works.

Sessional Work

The students may take any two of the following activities

- Field visits to schools/ Institutions/ NGO promoting education of learners with diverse needs in inclusive settings and have discussions with the teachers/ functionaries and make observation and analysis of teaching learning practices there.
- Analysis of policy documents related to inclusive education
- Make a list of existing resources in the local area and discuss the use and limitations based on survey of schools with reference to Inclusive practices.
- Study of TLM and equipments used in the education of learners with diverse needs
- Conduct suitable action research in an inclusive setting
- Conduct a survey on the type of supportive services needed for inclusion of learners with special needs
- Preperation and implementation of IEP or case studies.

Suggested Books:

- Ainscow, M. and Booth, T (2002) Index for Inclusion: Developing Learning and Participation in Schools. Bristol: CSIE.
- Ainscow, M., Dyson, A. and Booth, T. (2006) Improving Schools, Developing Inclusion, London: Routledge.
- Ainscow, M. (1999) Understanding the Development of Inclusive Schools, London: Falmer Press.
- Booth, T., Nes, K., Stromstad, M. (2003) Developing Inclusive Teacher Education, London: Routledge Falmer.
- Clough, P. and Corbet, J. (2002) Theories of Inclusive Education – A Students' Guide, Paul Chapman Publishing Ltd.

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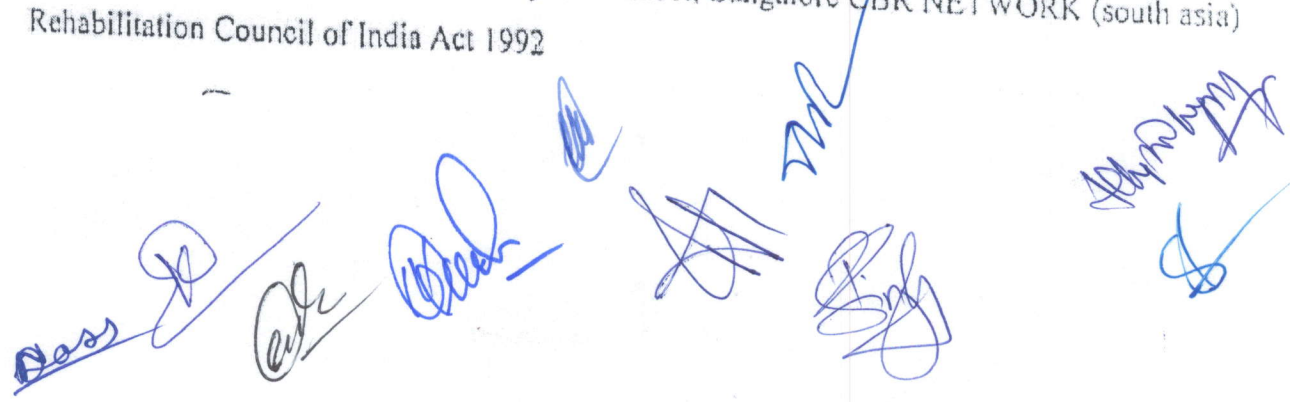
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- CA USA
- Hegarty, S. and Mithu Alur (2002) Education and Children with Special Educational Needs- Segregation to Inclusion, New Delhi: Sage Publication India Pvt. Ltd IEDSS 2009 MHRD, New Delhi
- Index of Inclusion (2014) NCERT, New Delhi.
- Jangira, N.K. and Ahuja, A. (2002): Effective Teacher Training; Cooperative Learning Based Approach:
National Publishing house 23 Daryaganj, New Delhi
- Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjmandi, Academic Press.
- Jha.M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational Publishers, Multivista Global Ltd, Chennai
- Julka, A (2006) Inclusive children and youth with disabilities in Education- a guide for practitioners NCERT, New Delhi
- Karantha, P. and Rozario, J. (2003) Learning Disabilities in India, New Delhi: Sage Publication India Pvt. Ltd.
- Loreman, Tim, Deppeler, J. and Harvey,D. (2005) Inclusive Education- a Practical Guide to Supporting Diversity in the Class, London: Routledge Falmer.
- Lowenfeld, B (1973) (Ed) The Visually Handicapped Child in School New York: Jhon Day
- National Policy of Education 1986 (revised 1992)
- Nind, M., Rix, J., Sheehy, K. & Simmons, K. (2005) Curriculum and Pedagogy in Inclusive Education. Values into Practice. London: RoutledgeFalmer
- Nielsen, L.B. (1998) The Exceptional Child in a regular Classroom- an Educator' Guide., Corwin Press Inc. A Sage Publication Company, California.
- Nind, M., Rix, J., Sheehy, K.,and Simmons, K. (2005) Curriculum and Pedagogy in Inclusive Education Values and Practice. London: Routledge Falmer.
- O'Hanlon, C. (2003) Educational Inclusion as Action Research. Glasgow: Open University Press
Persons with Disabilities Act, 1995
- Rao, Indumati et al (2011) Moving away from Label, Bangalore CBR NETWORK (south asia)
- Rehabilitation Council of India Act 1992



- Right to Education Act 2009
- RMSA (2009) for detail www.rmsa.nic.in
- SSA (2002) for detail www.ssa.nic.in
- World Bank (2003)Inclusive Education: Achieving Education for All including those with Disabilities and Special Educational Needs.
- York-Brar, J., Sommers, W.A. et al. (2001) Reflecting Practice to Improve School, Corwin Press Inc. A Sage Publication Company, California.
- Ysseldyke, J.E. and Algozzine, B. (1998) Special Education A Practical approach for Teachers, New Delhi: Kanishka Publishers Distributors.

Assessment for Learning - I

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 13

Internal – 10

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

- Understand the nature of assessment and evaluation and their role in teaching learning process.
- Understand the perspectives of different schools of learning on learning assessment
- Realise the need for school based and authentic assessment
- Examine the contextual roles of different forms of assessments in schools
- Understand the different dimensions of learning and the related assessment procedures, tools and techniques
- Develop assessment tasks and tools to assess learners' performance
- Analyse, manage and interpret assessment data
- Analyse the reporting procedures of learners' performance in schools
- Develop indicators to assess learners' performance on different types of tasks
- Examine the issues and concerns of assessment and evaluation practices in schools
- Understand the policy perspectives on examinations and evaluation and their implementation practices
- Traces the technology bases assessment practices and other trends at the international level

UNIT-I: Perspectives on Assessment and Evaluation

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interrelationships, Measurement, Assessment, Tests, Examination, and Evaluation and their

- Concept of different types of Assessment: Assessment - of Learning; for learning; as Learning and in Learning
- Principles of Assessment and Evaluation
 - Behaviourist, Cognitivist and Constructivist
- Purposes of Assessment: Monitoring of Learning, Providing Feedback, Promotion, Placement, Certification, Grading and Diagnostic.

UNIT-II: Assessment in school

- Need for continuous, formative and diagnostic assessment
- Classification of assessment based on
 - Purpose: prognostic, formative, diagnostic and summative
 - Scope: teacher made, standardized
 - Attribute measured: achievement, aptitude, attitude, etc.
 - Nature of interpretation: norm referenced, criterion referenced
 - Context: internal, external
- Need for Continuous and Comprehensive Assessment
- Grading: Concept, Types and Application

UNIT-III: New Trends in Evaluation (Need and Use)

- Question bank, Grading system, Online Examination, Open Book Examination, Credit System, Exam on Demand (meaning & uses only)
- Performance based assessment
- Assessment through Rubrics
- Portfolio Assessment

UNIT-IV: Elementary Statistics

- Nature of Data: grouped and Ungrouped
- Organization and presentation of Data: Bar diagram, histogram, polygon, ogive, and Pie Chart
- Measure of central tendency: Mean, Median and Mode
- Measure of dispersion: Range, Quartile Deviation, Mean Deviation, and standard deviation
- Concept of Correlation: Rank order correlation

Sessional Work

- Develop a Power Point Presentation on the current practices of Assessment and

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- Analyse the question papers of the subject of your choice (Previous-3 Years)
- Classes X and XII (any board) in the light of new approach of assessment
- Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning using ICT as a tool.
- Planning of an achievement test
- Planning of other assessment tools
- School visits followed by presentation on evaluation practices in schools
- Data processing and interpretation of any achievement test of school students

Suggested readings

- Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Burke, K. (2005). *How to assess authentic learning (4th Ed.)*. Thousand Oaks, CA: Corwin.
- Burke, K., Fogarty, R., & Belgrad, S (2002). *The portfolio connection: Student work linked to standards (2nd Ed.)*. Thousand Oaks, CA: Corwin.
- Carr, J.F., & Harris, D.E. (2001). *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gentile, J.R. & Lalley, J.P. (2003). *Standards and mastery learning: Aligning teaching and assessment so all children can learn*. Thousand Oaks, CA: Corwin.
- Guskey, T.R., & Bailey, J.M. (2001). *Developing grading and reporting systems for student learning*. Thousand Oaks, CA: Corwin.
- Natrajan V. and Kulshreshtha SP (1983). *Assessing non-Scholastic Aspects-Learners Behaviour*, New Delhi: Association of Indian Universities.
- NCERT (1985). *Curriculum and Evaluation*, New Delhi: NCERT
- Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). *Educational assessment of students (3rd ed.)*. Upper Saddle River, NJ: Prentice Hall.
- Norris N. (1990) *Understanding Educational Evaluation*, Kogan Page Ltd.
- Singh H.S. (1974) *Modern Educational Testing*. New Delhi: Sterling Publication
- Ward & Ward (2007) *Assessment in classrooms*.

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